

Research and Development for Empowering in Self-Continuous Development of Teacher from Routine to Classroom Action Research with Creativity of Academic Quality and Advancement of Professional Career Path

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Abstract

This research and development is aimed to (1) study all necessary data needed for empowering teachers to have their self-continuous development (2) generate the model of teacher empowerment (3) Implement the model of teacher development (4) evaluate from it. The research methodology is divided into four stages. The 384 teachers from eight provinces in Thai Western region are selected by using of multi-stages sampling technique. Afterwards the four schools are purposively selected into the process of classroom action research. The research instruments employed here are questionnaire for the model endorsement, guideline for in-depth interview, guideline for focus group discussion, the training course and its manual, pre-test and post-test of the training course , evaluation test of quality in research, satisfaction test and guideline for gathering in the lesson learnt. The collected data is then quantitatively and

qualitatively analyzed and presented in frequency, percentage, standard deviation, outcomes of t-test and its content analysis respectively. From the results they can be demonstrated as follows: (1) The management situations of learning , the teacher satisfaction to teacher professional career and the self-continuous development are overall evaluated at much level. (2) The model of empowerment is constructed and named to “EDU-WESTERN Model” and this is endorsed. (3) The post-test score of training course is significant higher than the pre-test score at $P < .05$. The knowledge, capabilities and research practices of teachers are overall evaluated at much level. Their motivation of self- development is accounted to 47.22%. (4) -Moreover they satisfy to the model of teacher empowerment at much level.

Keywords: Empowerment; Routine Jobs to Classroom Action Research; Creation of Academic Quality; Professional Career Path

Introduction

Education is accounted as the most important base in creating the prosperous and advance society and solving many of social problems. Owing to this is a process that can help many persons to develop themselves in many ways. From the research results reviewed about the problem situations of Thai learning management, the important things and the pressing problems needed to solve urgently it yield to that the achievement in Thai student learning is being in the low level and there have multifarious problems happening with teachers and students. But the most important thing is to the teachers still lack of their creativity in academic works and can not provoke the students to have their higher achievement in learning. It is so necessary to upgrade or elevate the level of Thai education in the whole system. Significantly known as the initial supply source of learning, the teachers and the school administrator are then needed to re-engineer alike. To do this the teachers must be prepared and enhanced for their more capabilities until they can by themselves develop and learn from their practices of teaching in classroom. Thus it is generally accepted as the one way of how to develop the quality of academic works and the advancement in professional teacher career. This is not only focus on the preparation of academic standing alone but it is also aimed to contribute the teachers to improve in their quality of academic works and teaching in additional to solve the problems of learning by using of the research processing as their learning base begun from their routine jobs to classroom action research. It is compared to the compass help leading to the quality of education starting the teachers to the leaners.

Moreover the empowerment is also be the one appreciable strategy in managing of human resource which effects to the efficiency of performance in organization and let the organization can utilize the labor power of workers for its maximized benefit. To prepare the academic results of teachers will have hence its meaning and momentousness to the ways of how to develop their self-professional career at least in 3 parts as (1) the development of their self-capabilities in routine jobs (2) the

development of learning for the learners/students (3) the development of advancement in professional teacher career.

Regarding to the construction of coaching and mentoring system it is the one mean of how to build up Professional Learning Community (PLC) for the advancement in professional career. For each of the communities which will learn and practice the disciplines or sciences for self-development according to its interests until to achieve the status of specialist or the professional teacher of researching, it is hence needed to the methods of efficient learning. We must give a crucial point into the learning of member in each the professional learning communities including to the method of how to make consultation and learn continuously alike.

The empowerment is hence the one mean used to enlarge the teachers to find out their internal power to respond to their aspiration and they can solve the happening problems by themselves. This will proceed under the promotions and supports of social process in additional to the coaching and mentoring system until the teachers have their self-esteem and built in power and can control their ways of life. Importantly it is the paradigm shift which aim about thinking and research-based learning including to the new workshop training which will not only concentrate on its description instead of this it will intend to enable and reinforce the teachers to search the knowledge by oneself under the Self-Constructivism Philosophy. This has to be geared and added in the shortage points by their coaches and mentors. Hence the teachers and the school administrators will be enhanced their capabilities until they can go ahead for making of academic standing in the following times.

From the problems and the great challenging tasks as mentioned earlier the research team therefore would like to study about how to empower the teachers to have their self-development under the research title “Research and Development for Empowerment Support in Self-Continuous Development of Teacher from Routine to Classroom Action Research with Creativity of Academic Quality and Advancement of Professional Career Path”. This is the collaboration of research and development (R&D) program with the program of action research in

classroom aimed to find out the system of how to build up the motivation for enhancing the teachers to have more capabilities to produce their academic outcomes with its good quality and their advancement in professional career. The research team would like to build up the one model of Professional Learning Community (PLC) in the society of learning and the exchangeable learning to cope the changes of Globalization World. This is also expected to elevate the quality of initial supply source of education named to “teacher” and it is the compass leading teachers to have the learning for changes and this will be started from the teachers to their disciples (leaners) and this will add to the leaning base which will reflect to the good quality of Thai study in its sustainable ways.

Research Objectives

1. To study all necessary data needed for empowering teachers to have their self-continuous development
2. To generate the draft model of teacher empowerment for their self-continuous movement
3. To try out the draft model of teacher empowerment
4. To evaluate the model and gather the lesson learnt from it.

Literatures Review

Many of the literatures related to this research are reviewed and formulated to be the draft model of empowerment and these are Research in Classroom, Research-Based Management of Development of Routine Jobs to Researching, Empowerment, Theory of Motivation, Theory of Two Factors, Theory of E.R.G., Theory of Expectation How to Have Achievement, Self-Development Learning from Practices, Self-Learning, Teacher Development by Coaching and Mentoring System, Satisfaction, How to Gain the Lesson Learnt and How to Develop the Model.

Research Methodology

The research process is divided into 4 steps as follows:

Step 1 (Basic Research1: R₁) At this step the research team will explore and analyze all of the basic data needed for empowering the teachers to have their self-continuous development starting from the routine jobs to classroom action research. This is aimed to enhance them to have their creativity of works and advancement in professional career. The step was also included to the study of obstacles and problems happening in the Thai western region. The quantitative research instruments employed here is semi-structural interviewing questionnaire (IOC between .80-1.00, Reliability value = .879). The study population are teachers and their administrators in the four provinces of Thai western study service area, 2013 A.D. amounted to 12,506 persons (Phetchaburi province =4,263 persons; Samut Sakhon province=1,450 persons; Nakhon Pathom province=5,491 persons; Samut Songkhram province= 1,302 persons). The sample size is calculated based on Krejcie & Morgan Table (Krejcie and Morgan, 1970: 608) and yield its amounts to 384 persons and this respondent group is sampled by using of multi-stage sampling technique in each of the provinces as mentioned earlier. For the qualitative study the 14 key informants are purposively selected from the school teachers and their administrators, Deputy Director of Secondary Educational Service Area, Educational Supervisor and Director Department of Education these are interviewed and invited to joint in the forum of focus group discussion. The qualitative research instruments are then guideline for focus group discussion, Self-Assessment Report (SAR) and guideline of documentary analysis.

Step 2 (Development:D₁): This is the process of how to design and develop the draft model of teacher empowerment and the draft is later checked up for its appropriateness in usage from the expert team (5 experts).

Step 3 (Action Research :R₂): The draft is hence implemented in the 4 pilot schools as 1) Omnoi Municipal School 1 (large size) of Omnoi Municipality, Samut Sakhon province 2) Amphawan Witthayalai School under Office of Educational Service Area 10 (special large size), Samut Songkhram province 3) Amphawan Jetiyaram Municipal School

3 (small size) of Amphawa Municipality, Samut Songkhram province 4) Banlaem Wittaya School under Office of Educational Service Area 10, Phetchaburi province and all of the respondents as the school teachers who participate in this research program are accounted 190 persons. The schools are prepared for their readiness and the teachers are trained about how to empower themselves to have self-development for supporting to the program. The preparation is also included to the training course and its manual too. The instrument for pre-test and post-test after the respondents trained had its IOC between .80-1.00. This instrument is tried-out with the non-sample group amounted to 30 persons in Nakorn Pathom province. After that the results are analyzed in its difficult value yielded to .40-.80, discriminant value yielded to .50-.80 and concurrent validity value yielded to .899. Moreover the instruments in this step are included to evaluation test of training course, tape recorder, guideline for group meeting, guideline for small seminar group and guideline for arrangement of conference for the proposal of how to empower teachers to have their self-development.

Step 4 (Development: D₂): This is the step of how to evaluate and improve the draft model. Furthermore the school administrators and teachers are evaluated about their satisfaction toward the research program. The study population is the school teachers of four selected schools amounted to 190 person. From this amount it is used to calculate the sample size from Krejcie and Morgan Table (Krejcie and Morgan, 1970: 608) which yields to 132 persons. The sample group as mentioned was selected by using of simple random sampling technique. The evaluation test has its IOC value between .80-1.00, reliability value = .962. The lesson learnt is gained through technique of After Action Review (AAR).

The Research Results

The Results of Basic Research from Step 1

The Personal Characteristics of Respondents: By largely the respondents are female (272 persons, 70.83%), have age 51-60 years old 1(20 persons, 31.25%) and the inferior group is aged 31-40 years old

(106 persons, 27.60%). They have married status (190 persons, 49.48%) and the lower is single (172 persons, 44.79%). They are graduated at bachelor degree (312 persons, 81.25%) the inferior is graduated higher than the bachelor degree (61 persons, 15.89). Majority has his/her formal position at teacher and educational personnel 3 (102 persons, 26.57%) the lower is teacher and educational personnel 2 (101 persons, 26.10%). They have monthly income between 15,001-20,000 Thai Baht (142 persons, 36.98%) the lower group has more than 40,000 Thai Baht (100 persons, 26.04%).

The Situation of Teaching and Learning: It is overall evaluated at much level ($\bar{x} = 4.10$, S.D. = .506). When considering into each of its dimensions the highest mean score is “Effort and Satisfaction toward Teacher Professional” and this is interpreted at much level ($\bar{x} = 4.15$, S.D. = .931) the inferior is “Situations of Learning and Teaching Management” and this is also evaluated at much level ($\bar{x} = 4.10$, S.D. = 1.21). The lowest is “self-development” however it is at much level as well ($\bar{x} = 3.95$, S.D. = .442).

The Demand on Concept of How to Develop Routine Jobs to be Research Jobs: For the issue of development mentioned above the items which have its highest percentage are “Demand on Guideline of how to practice the Research Concretely and Build It Into the Daily Works or Routine Jobs” and “Development of Teaching and Learning until It will be Benefits to the Learners and Teachers” (51.43%) the inferior is “The Research Results should have relevant and can Solve the Problems and this can help the students understand and solve the learning problems by themselves” (42.86%). Within the demand on research methodology in classroom, the highest percentage is “Demand on Research Documents for Self-Studying” (71.43%) the lower is “Demand on Reviewing the Research Practices along with its Ongoing Process and Mentoring in the Jobs Finished Done” (48.57%). When considering into the demand on innovation of education, the highest is “How to Build the Instruments for Solving the Problems Especially for the Way of How to Teach the Students to Have His or Her Self-Thinking” (34.28%) the inferior is “How

to Produce or Create Many Medias” (28.57%). For the demand on how to make the research report, the highest is “Demand on the Examples or if possible the Dummy Structure of How to Write the Research Report” (80.00%) the lower is “Demand on the Research Report Should be Shortly and Simply Written” (54.28%). Finally the issue of obstacles and problems found in this research, the highest is “The Teachers have their Routine Jobs many Burden Especially to the Special or Extra-Jobs and Urgent Tasks these cause so much boring” (71.43%). The one recommendation draw up from this research is to develop the research it has to make it to be the routine jobs but when writing it in the full report this is of course boring. Thus the research should be made easily for the practitioners (40.00%).

The Components of Empowerment Model

The research team formulates the draft model of empowerment so called to “EDU-WESTERN Model” from many of reviewed literatures such as many qualitative and quantitative research reports and the other related documents and this name is come from 1) Effort-E 2) Driving Forces-D (Driving Force/Internal Force) 3) Universal-U 4) Wealthy Intelligence-W 5) Effectiveness to Learner -E 6) Self-development-S 7) Technology-T 8) Empowerment-E 9) Responding-R (Responding to Routine Jobs to Research Action in Classroom) and 10) Networking-N. This will have its minor components shown as follows:

Component I: Capabilities for Self-Continuous Development

This is the process of how to enhance the teachers to have their skills and capabilities in self-continuous development through many means such as arrangement of exchangeable learning forum, learning from doing in the real practices, searching of knowledge by oneself and supporting taken from the system of continuous coaching.

Component II: Activities of Self-Continuous Development

This is the arrangement of activities used to stimulate the process of exchangeable learning happen from the teachers to the students/learners. The routine jobs therefore are changed to be the action research in classroom (R to R) and this will lead to the invention of creative academic works.

Component III: Building up Professional Learning Community from Teachers to Students

This is occurred from under the system of continuous coaching, the process of exchangeable learning happening among teacher groups, teacher fellows and learners. This will lead to Professional Learning Community and can be later developed to be the learning organization.

Component IV: Enabling Factors (Internal)

This component will enable the teachers to get success from their inter factors. It is their passionate (built in power), driving force of achievement in learning, learning from real practices, and self-responsibility.

Component V: Supporting Factors (External)

This component supports the teachers to gain their success and it will come from their outside sources as their directors, teacher fellows, family and other social supports.

From these components it can be presented as figure I

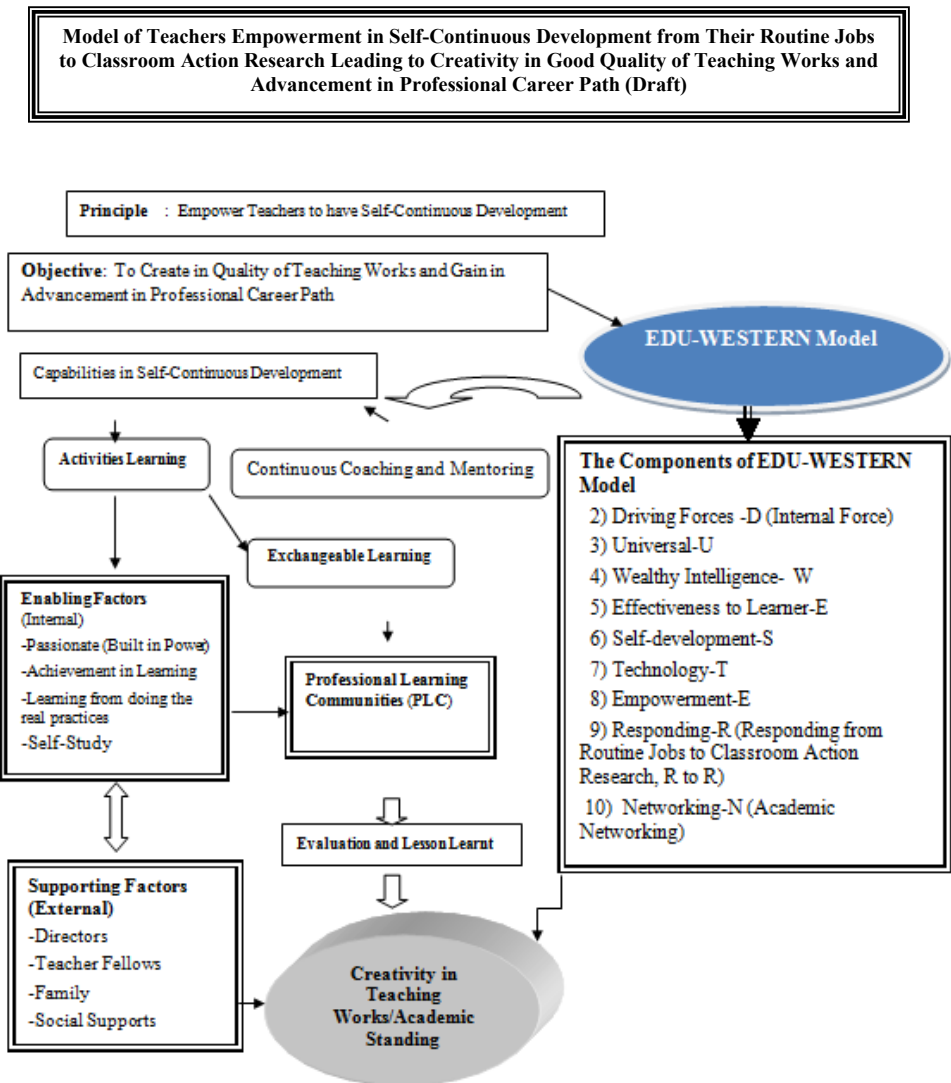


Figure 1: The Model of Teacher Empowerment in Self-Continuous Development

The Conditions of Model Usage: This “EDU-WESTERN Model” is being in the draft model and has to use practically in the stage of action plan and the stage of development in training course and its manual.

The draft model is endorsed by the expert team at much level ($\bar{x} = 4.42$, S.D. = 0.509). When considering into each of its components, the highest rank is the manipulation of model components ($\bar{x} = 4.72$, S.D. = 0.513).The inferior is the components of teacher empowerment ($\bar{x} = 4.39$, S.D. = 0.508). For the model components the highest rank is “Principle and Objective Component” ($\bar{x} = 4.50$, S.D. = 0.507), the lower is “Component of Research Processing”($\bar{x} = 4.39$, S.D. = 0.526) and the lowest is “Component of Conditions for Utilizing the Model” ($\bar{x} = 4.36$, S.D. = 0.495)

The Results of Implementation (Research₂: R₂): This is as follows:

The Preparation of Schools: This is the stage of school preparation and it is set up for five months, five steps as Step 1 (Begin at the Basic Base) Step 2 (Full-Fill in the Shortage of Former Part) Step 3 (Leading to the Practices) Step 4 (Full-Fill from the Step 2) Step 5 (Development for Strengthening Points)

The Training of Teacher Empowerment: It will be implemented in the four schools. This is comprised of the three sessions of training, the first is the academic session (3 times with a half day per one time, the second is the coaching session of how to empower, and the third is the session of mentoring and exchangeable learning.

The Pre-Test and Post-Test of Knowledge after Trained with the Research Program

Table 1: The Pre-test and Post-test Knowledge Score of Four Schools Before and After their Trained with the Research Program

| Test | n | Total Scores | \bar{X} | S.D. | % | Interpretation | df | t | p-value |
|-----------|-----|--------------|-----------|-------|-------|----------------|-----|---------|---------|
| Pre-test | 190 | 25 | 10.88 | 1.766 | 43.52 | Poor | 189 | 46.322* | .000 |
| Post-test | 190 | 25 | 18.66 | 2.678 | 74.64 | Fair | | | |

* Significance at $P \leq .05$

From Table 1 it is found that the pre-test mean score =10.88, standard deviation= 1.766 (43.52 %) and this is overall interpreted at low level, after trained with the program the post-test mean score is measured again and this is higher to 18.66 and its standard deviation is 2.678 (74.64 %) however it is overall evaluated at fair level. The post-test score is significant higher than the pre-test score at $p \leq .05$

The Evaluation of Teacher Knowledge, Capabilities and Practices of Action Research in Classroom: The teacher knowledge, capabilities and practices are overall evaluated at much level (\bar{x} =3.74, S.D. = .754). When considering into each of its items the bibliography item is evaluated at the first rank and at much level (\bar{x} =3.83, S.D. =.784). The inferior item being at much level is the appendix item (\bar{x} =3.82, S.D.= .761). And the three lowest ranked scores are the item of research methodology (chapter 3), (\bar{x} = 3.65, S.D.= .798) the item of research result (\bar{x} = 3.65, S.D.= .781) and the item of research article (\bar{x} = 3.65, S.D.= .711), all of these will have the same score and are evaluated at much level as well.

The Evaluation on Quality of Action Research Practices in Classroom: The action research in classroom of four schools is overall evaluated at very much level (scores=28.33, \bar{x} =3.15, S.D.=.543). When considering into each of its items, all of items are evaluated at very good level as well. The highest rank is “Research Objectives is relevant to its Title and Research Problems” (Score=30.25, \bar{x} =3.29, S.D.=.638). The lower mean score is “The Title covers to the Research” (Score=29.61, \bar{x} = 3.28, S.D.=.599) and the lowest mean score is “For this Research the Research Writing is Clear” (Score= 27.33, \bar{x} =3.06, S.D.=.643).

The Results from Arrangement of Minor Seminar Forum for Exchangeable Learning about How to Empower the Teachers in Teaching

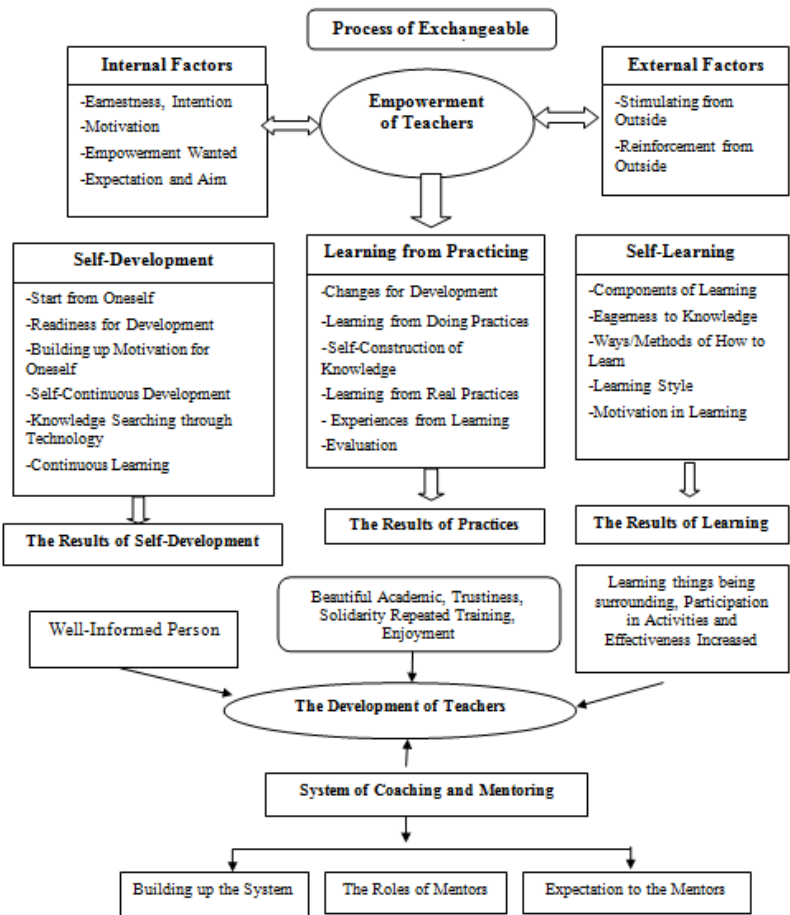


Figure 2: Demonstration on the Process of How to Empower Teachers through their Exchangeable Learning

The Results Learnt from the Conference Forum of Teacher Empowerment for Their Self-Continuous Development

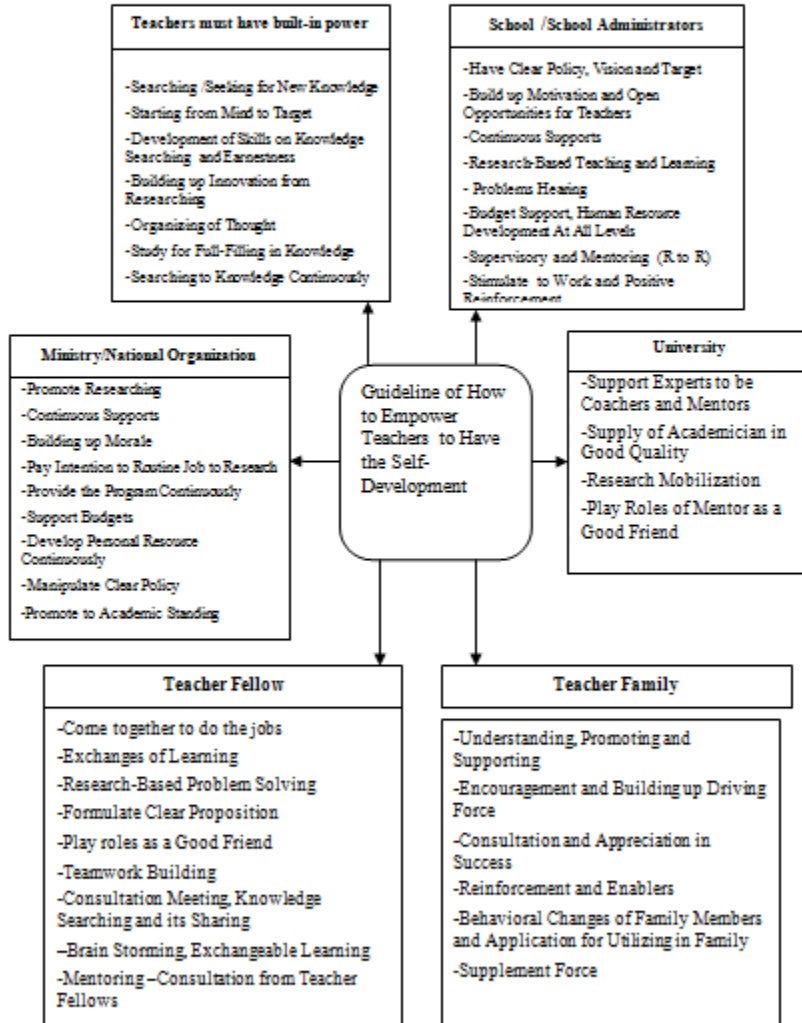


Figure 3: Demonstration of How to Empower the Teachers to Have Their Self-Continuous Development from Routine Jobs to Research in Classroom

4. The Evaluation and Lesson Learnt from this Research

The Teacher Satisfaction of Empowerment Process in Research

Table 2: Mean, Standard Deviation of the Teacher Satisfaction (n = 145)

| The Teacher Satisfaction | The Level of Satisfaction | | | |
|--|---------------------------|-------------|-------------|------|
| | \bar{X} | S.D. | Level | Rank |
| 1.The Dimension of Empowerment | 3.92 | .535 | Much | 2 |
| 2.The Dimension of Research Activities Arranged in Classroom | 3.83 | .501 | Much | 3 |
| 3.The Dimension of Research Surrounding in Classroom | 3.79 | .546 | Much | 5 |
| 4.The Dimension of Researching Time | 3.68 | .589 | Much | 6 |
| 5.The Dimension of Research Evaluation | 3.82 | .553 | Much | 4 |
| 6.The Dimension of Research Utilization | 4.43 | .632 | Much | 1 |
| Total | 3.91 | .559 | Much | |

From Table 2 it is found that the teacher satisfaction is overall evaluated at much level ($\bar{x} = 3.91$, S.D. = 0.559). When considering into each of its dimensions, the dimension of research utilization is evaluated at the highest rank ($\bar{x} = 4.43$, S.D. = .632) and the inferiors are the dimension of empowerment ($\bar{x} = 3.92$, S.D. = .535), the dimension of research activities ($\bar{x} = 3.83$, S.D. = .501), the dimension of research evaluation ($\bar{x} = 3.82$, S.D. = .553), the dimension of research surrounding($\bar{x} = 3.79$, S.D. = .546), and the dimension of researching time ($\bar{x} = 3.68$, S.D. = .589) respectively.

The Lesson Learnt Gained from the Research

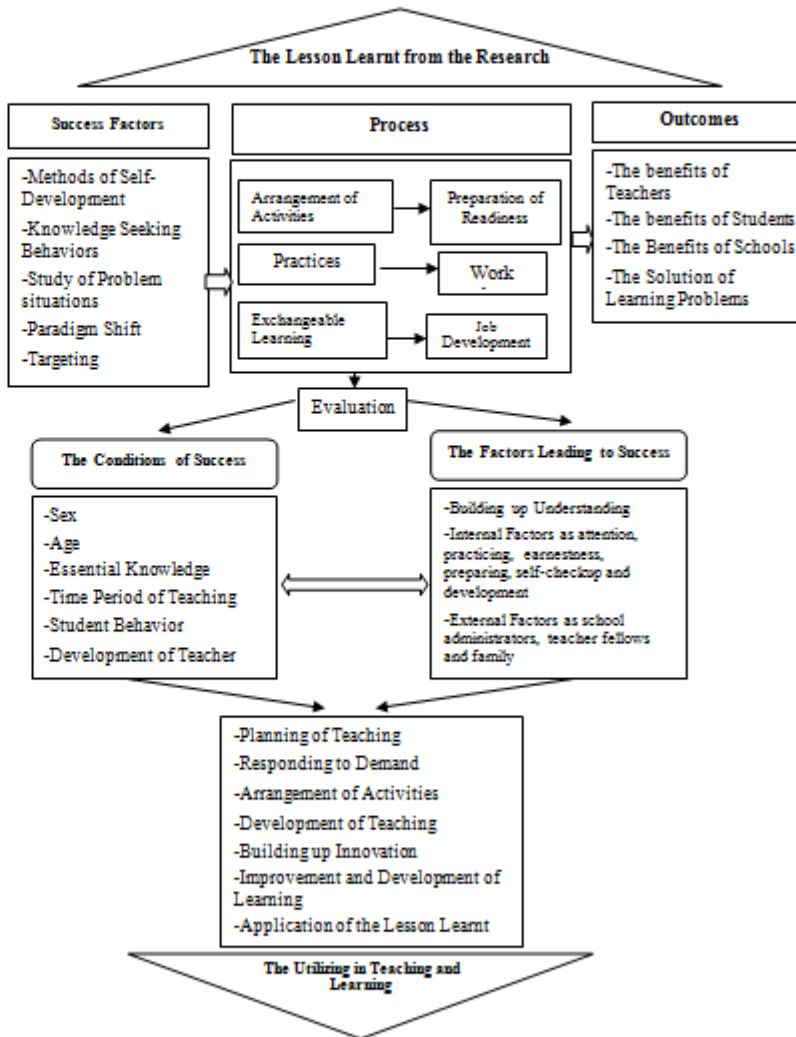


Figure 4: Demonstration of the Lesson Learnt

Recommendations for Utilizing in the Research Results

1. In this research the EDU-WESTERN model is developed and this should be taken by all of the stakeholders as the school administrators, the chief of academic subjects, Primary Educational

Service Area, Secondary Educational Service Area, Department of Education of Local Administrative Organization and Office of the Non-Formal and Informal Education to use or implement in their own schools. They should promote and support to the model through the training courses and its manuals consistently.

2. In the research the process of coaching from the mentors of Silpakorn University can lead all the teachers awake themselves in the process of action research and it can make them to success in the research at the one level (even though the results are incompletely as expected but the one important point of this research reminded here is that this will be used to solve the problems in classrooms and the students can participate in the research well, therefore the administrators and teachers should build up and promote the Professional Learning Community (PLC) happen in their schools and the participants can have their continuous exchangeable learning.

3. From the one result the teachers has their one weak point about how to create and utilize the learning media and Information Communication and Technology (ICT) innovations in classrooms. The students are therefore disinterested in their learning and this can yield them to have the poor grade of learning. To tackle the problems especially in the shortage of learning media, Information Communication and Technology Instruments and the disinterested students, it should been performed through the participatory action research. All of the stakeholders as the school administrators, the chiefs of academic subjects, the teachers and the students should participate in it. And the urgent tasks are to develop the media innovation of ICT and the disinteresting of students.

4. After the teachers and the school administrators are empowered at the three personal, teamwork and organizational levels, all of them can gain more the capabilities in performances however this process should been continuously practice through the process of adding and full-filling in their shortage of learning points. They should been reinforce and enable until to have their motivation and achievement in their teaching and management through the participatory action research

in classroom.

5. To consider into the self-development of teachers which is evaluated at the lowest level, all of the stakeholders should support consecutively to the teachers to develop the research by oneself. This should been conducted through the processing of construction in Research Professional Teacher (RPC). To do this the teachers who are having the certificate at master degree should be their mentor.

6. When looking at the item of limited research time is evaluated at the lowest level, all of the stakeholders should promote the teachers and the students to have their enough times to make the research report completely.

Recommendations for Future Research

1. The EDU-WESTERN Model should been implemented in all levels of educational institutions of Primary Educational Service Area, Secondary Educational Service Area, Department of Education of Local Administrative Organization (Provincial Administrative Organization/ Municipality/Sub-district Administrative Organization) and Office of the Non-Formal and Informal Education.

2. It should have the development of activities in the learning courses or training courses of Primary Educational Service Area, Secondary Educational Service Area, Department of Education of Local Administrative Organization (Provincial Administrative Organization/ Municipality/Sub-district Administrative Organization) and Office of the Non-Formal and Informal Education. This is aimed to empower the teachers to have their quality in creative academic outcomes and advancement in professional career through the action research in classrooms.

3. It should have the participation action research (PAR) suitable for tackle on educational problems of Thai western region.

4. It should have the comparative study or the good practices or the success conditions for the teachers who would like to develop themselves to be as the one learner of education institutions at all levels.

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