



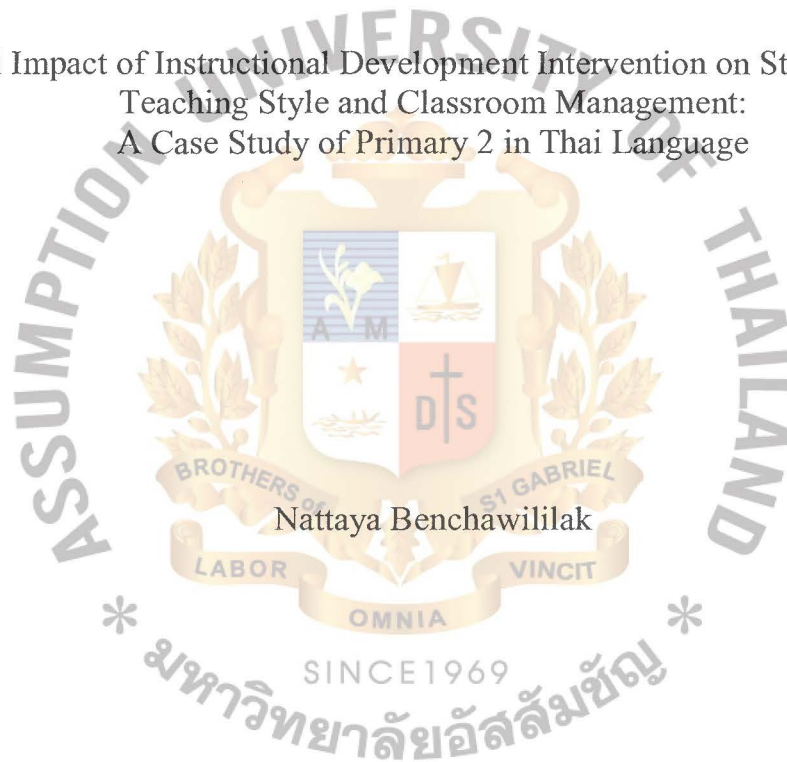
The Initial Impact of Instructional Development Intervention on  
Student Behavior, Teaching Style and Classroom Management:  
A Case Study of Primary 2 in Thai Language

Nattaya Benchawililak

An Action Research Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Management in  
Organization Development and Management  
Faculty of Graduate School of Business  
Assumption University  
Academic Year 2010  
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Action Research Title	The Initial Impact of Instructional Development Intervention on Student Behavior, Teaching Style and Classroom Management: A Case Study of Primary 2 in Thai Language
By	Nattaya Benchawililak
Major	Master of Management in Organization Development and Management (MMOD)
Action Research Advisor	Perla Rizalina M. Tayko, Ph.D.
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The Graduate School/Faculty of Graduate School of Business, Assumption University, has approved this action research as a partial fulfillment of the requirements for the Degree of Master of Management in Organization Development and Management.

.....  
*K. Phothikitti*  
 Dean of Graduate School of Business, Kitti Phothikitti, Ph.D

ACTION RESEARCH EXAMINATION COMMITTEE:

.....  
*Perla Rizalina M. Tayko* Chairman  
 Program Director of OD, Perla Rizalina M. Tayko, Ph.D.

.....  
*Perla Rizalina M. Tayko* Action Research Advisor  
 Program Director of OD, Perla Rizalina M. Tayko, Ph.D.

.....  
*Somchai Tantasanee* External Member  
 Somchai Tantasanee, Ph.D.

.....  
*Salvacion Villavicencio* Member  
 Salvacion Villavicencio, Ph.D.

.....  
*Kitikorn Dowpiset* Member  
 Kitikorn Dowpiset, Ph.D.



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## Abstract

Normally, most of students ,especially students in primary level ,do not like to learn in the lecture class because, they are too young. The psychology research states that student in primary level (7-8 years old) have a good memory during the first 10-20 minutes of each subject. The psychologists named is: Dallard and Miller said that “...different ways of learning, each person cannot receive the same knowledge in the same things. It depends on their ability, depends on their spirits, and depends on how much they are paying attention to the subject. In the same subject, if we use different ways of teaching. The consequence of learning should be several and it would be better to develop education...” (Dallard and Miller). “Learning is changing the behavior and it is a consequence of a reinforcement” (Kimble, 1964) “Learning can be show of the behavior changed that is a consequene of the human experience” (Cronbach)

So, studying is very important to everyone. As the researcher is a teacher; the researcher must be sure that our teaching is useful to students especially in the Thai language subject. Because, this subject is important for students if they cannot read and write in Thai language they will not understand every thing in your life.

From experience of the researcher, many students in primary level don't like to start with lecture but, they are very happy in the activity class. So, this paper relates the compared satisfaction to study Thai language subject in class, between study by normal lecture class and study by games and lecture class. When the researcher was teaching Thai language subject in class, it was found that students don't like to study in lecture class. Thus, the researcher made an analysis of this problem by various methods that are show in this paper. The researcher select the game for solve this problem in teaching and learning in class. The games that were used in teaching are such as bingo , finding different words etc.



# Chapter 1

## The problem/potential challenge for change

### 1.1 Global context

Today's world is undergoing rapid changes and the implication of these changes on education and educators is great.

Education today requires one to develop a child into an individual capable of contributing effectively to society and to the world community at large. Children in today's world must be taught to think creatively and critically and not merely to remember. A sense of responsibility has to be developed for knowledge without responsibility; learning without wisdom can be a dangerous thing.

The "drive to learn" in children must be aroused and tapped into for effective learning. They must enjoy the adventure of exploring and planning; feel the thrill of engaging in activities and get things accomplished and yet be able to cope with the necessary drudgery, which is part of all work.

The art of teaching, like the art of healing consists in discovering the make-up of each child and developing that potential to the utmost as much as possible. The teacher has to discover what keeps pupils active, alert, fully engaged and interactive. The teacher must be able to understand and candidly answer: Why children don't go to school with the same interest and enthusiasm as they go to play? Or, why children want to throw away books on nature and birds and yet run after butterflies in the garden?

A great deal of the teaching / learning process today is done outside the school. Much information about the world and other human beings is learnt by pupil day after day from

various sources. But it is the schools, colleges and the universities, which help integrate these bits of information into wholesome education. (Sheena, Verghis, and Joshy, 2008).

**1.2 Asian context:** The researcher reviewed the education of Asia focusing on the following issues:

### **1.2.1 China Basis Education**

Today, more and more people are seeing the benefits of learning the most widely spoken language in the world. Learning Chinese is not only fun and greatly satisfying but also can create valuable opportunities for students and working professionals in today's changing world. We offer Chinese language learners a chance to study one-on-one with professional native Chinese teachers, even while being half way around the world. As a premier online Chinese school, Chinese Learning provides Chinese language learners an effective platform to help them achieve their Chinese learning goals in an incredibly efficient manner.

Our mission is to provide the best Chinese language education service worldwide at an affordable price. We are always focused on the needs of our customers, and offer them the best language learning experience.

Our management team consists of dynamic individuals with rich experience in Chinese language instruction from world-famous universities such as Stanford University, Peking University, Tsinghua University, and Beijing Language and Culture University, all working together to create the best possible product and language learning experience.

(<http://china.echineselearning.com/english/about-us/index.html>)

### **1.2.2 India Basic Education**

With education increasingly becoming the primary determinant of overall development in the emerging knowledge economy, Indiaedu seeks to become a meeting point for students, teachers, and all those who are concerned. With a huge database of schools, colleges and universities across India, we provide information on various career courses,

important educational institutes like IITs, IIMs, JNU, DU and other MBA colleges. Keeping in mind the needs of the working professionals, we have details on online education and different distance-learning courses. It is also the right place for those who wish to know about education loans, scholarships in India, International fellowships and other relevant topics on education in India and abroad. The site aims to be a one-stop destination for anyone seeking information on India Education, thus spreading numerous opportunities available to the Indian students already pursuing education in India or wishing to study abroad and also to those foreign students who wish to study in India.

(<http://www.indiaedu.com/>)

### 1.2.3 Japan Basic Education

In Japan, education is compulsory at the elementary and lower secondary levels. Virtually all students progress to the upper secondary level, which is voluntary. Most students attend public schools through the lower secondary level, but private education is popular at the upper secondary and university levels. Japan's education system played a central part in Japan's recovery and rapid economic growth in the decades following the end of World War II.

After WWII, the Fundamental Law of Education and the School Education Law were enacted in 1947 under the direction of the occupation forces. The latter law defined the school system that is still in effect today: six years of elementary school, three years of junior high school, three years of high school, two or four years of university.

Education prior to elementary school is provided at kindergartens and day-care centers. Public and private day-care centers take children from under age one on up to five years old. The programmes for those children ages 3–5 resembles those at kindergartens. The educational approach at kindergartens varies greatly from unstructured environments that emphasize play to highly structured environments that are focused on having the child pass the entrance exam at a private elementary school.



([http://en.wikipedia.org/wiki/Education\\_in\\_Japan](http://en.wikipedia.org/wiki/Education_in_Japan))

#### 1.2.4 Thai Basic Education

Education in Thailand is provided mainly by the Thai government through the Ministry of Education from pre-school to senior high school. A free basic education of twelve years is guaranteed by the constitution, and a minimum of nine years' school attendance is mandatory.

Formal education consists of at least twelve years of basic education, and higher education. Basic education is divided into six years of primary education and six years of secondary education, the latter being further divided into three years of lower- and upper-secondary levels. Kindergarten levels of pre-primary education, also part of the basic education level, span 2–3 years depending on the locale, and are variably provided. Non-formal education is also supported by the state. Independent schools contribute significantly to the general education infrastructure.

Administration and control of public and private universities are carried out by the Ministry of University Affairs.

([http://en.wikipedia.org/wiki/Education\\_in\\_Thailand](http://en.wikipedia.org/wiki/Education_in_Thailand))

#### Saint Gabriel's College context

St. Gabriel's College was founded in 1920 by Reverend Brother Martin de Tour. Moreover, he himself was the architect designing the building. Mr. Be'Quelin was the City Engineer who helped to manage all the construction. On February 6th, 1922 the building was first used. Nowadays, the people call this building, "Tuek Daeng", which means "Red Building".

At the first opening, there were only 141 students and they were all poor. The school's vision is "Education is for all".

St. Gabriel's is one of the Saint Gabriel's Foundations, a Catholic religious congregation established by St. Louis Marie de Montfort in 1751, in France.

From past to present, St Gabriel's College has been continually developed by many generations of Brothers of St Gabriel both foreigners and Thais. Accordingly, the institute has had a very good reputation and has taught youngsters to enter Thai society who, upon entering, have worked in various professions.

From now on St. Gabriel's College aims to be a "World Class School," that produces the "Best Masterpiece Products." The institute must have the "Best Quality of teachers," "Happy Personnel at all Levels," and a conducive atmosphere to assure the best results of our education, technological appliances, physical environment, cooperation between PTA & Alumni, appreciating local wisdom, caring for the neediest, and helping the less fortunate ones. **Saint Gabriel's College: GOALS**

The school College shall adopt the following strategies to fulfill its missions.

1. The planning and management apparatus will be restructured so as to achieve maximum efficiency and effectiveness. Personnel of all categories and from every department will undergo reorientation and procedures for co-operation and coordination as to will be finely-tuned to eliminate possible chinks and loopholes.
2. The school shall strive to ensure that its graduates are good and law abiding citizens possessing valuable knowledge of and ability in professional skills needed to live in this age of globalization, well adapted to the learning society, able to communicate in two languages with potential to pursue academic studies to the highest level.
3. Technology will be fully utilized to augment the efficiency and effectiveness in administration and management as envisaged in paragraph 1 above.

4. Staff and faculty development programs, including welfare schemes, shall be initiated to improve their aptitude and professionalism with a view to build and polish their image as role models on the campus and in society.
5. The atmosphere of the classrooms and other premises including the overall school environment shall be maintained in perfect condition so that the institution is ever ready to render service and amenities to students, personnel and community members.
6. There shall be a happy and harmonious relationship and good co-operation between school authorities, students, alumni, parents and the community at large.

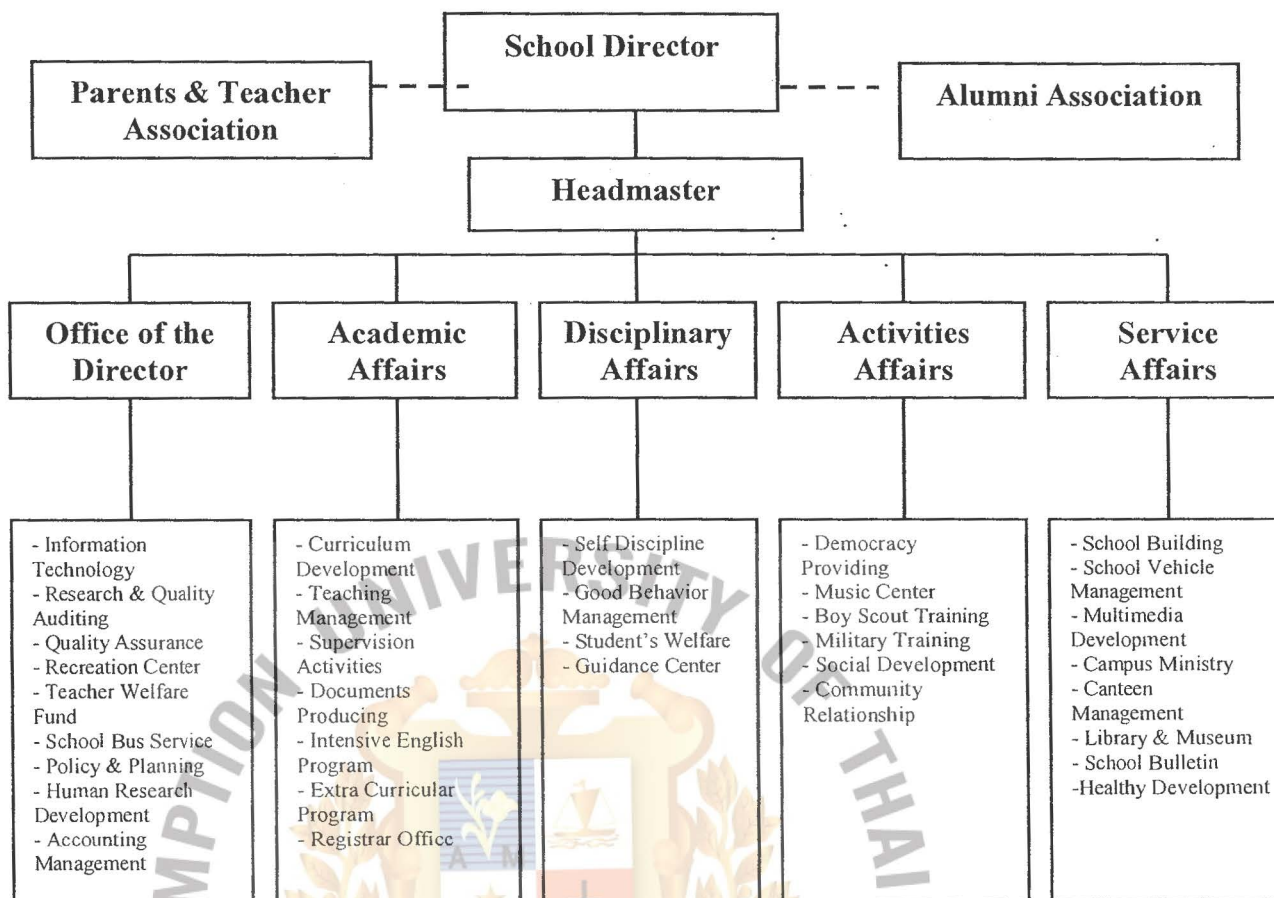
### **Policies**

To reach the above objectives, the Brothers' schools have the following policies...

1. The development of the whole man the physical intellectual, emotional, mental and moral development.
2. The inculcation of respect for the Three Institutions of the Nation: Religion, Country, and King; and, a democratic way of life.
3. Academic excellence through hard work and practical application, the fluency of languages, the ability to grasp mathematics and science, which will enable pupils to have logical thinking, self-discipline and broadmindedness.
4. The emphasis on the practicing and fostering of Christian values: respect for others as persons, creativity, solidarity and integrity for the common good of society of which they are members.



## Structure of Saint Gabriel's College



### Background of the Study

In year A.C. 1918 the first world war was calmed down. The Brothers from France come to set up the school in Thailand. At the time there were few students. Saint Gabriel's College was founded by St. Louis Marie de Mont Fort. In year 1920 Brother Martin de Tour and another Brother built the first building named "Red Building". In February 1922 the building was first used. At present, Saint Gabriel's College has 12 buildings on the area of 13 rai. Saint Gabriel's is situated on 565 Samsen Road, Dusit, Bangkok, Thailand 10300.

In year 2549 Saint Gabriel's College was a leader in the area of the administration studies of the country. And stay in the degree leads of foreign countries, have guarantee the quality from an office assures the standard and assess all everywhere quality cover bingos good quality administrative administration donkey study, there is morality virtue has side using Technology modern skill. The administration studies the instruction by the student is

significant most, emphasize subject all instruction is English encourages the quality of life that improves, beneath the atmosphere in staying and work to accompany wit democracy, a student has the personality like is good, have develop extremely both of in the sense of the body, temper, social, mind, and the intelligence, in the end take the acceptance that, be person keep which, the intellect is universal, there is the will to the success, by consider happy advantage of the public in witness.

There are four Brothers, 281 Thai teachers, 49 Foreign teachers and 5,118 Students. There are other 34 Teachers and 121 Workers. The teachers are divided into two groups; teaching teachers and non-teaching teachers. There are 12 grade levels. These grade levels are primary 1 – primary 6, secondary 1- secondary 6. In each level have 7 rooms. Except in primary 3 and secondary 2, there are 8 rooms. There are 62 students in each room.

## **Primary 2**

Researcher has been working here for eleven years. Researcher teaches Thai Language in Primary 2. Researcher teaches 22.4 hours per week. Researcher teaches 2 classrooms. The students have different behaviors. Between 2 rooms, the researcher's students are not the same in terms of learning behavior. At first time when the researcher working in Saint Gabriel College, the researcher felt very excited because the researcher has never taught at a school. In 2 years first Researcher has worked as an assistant teacher to take care of the students only. Thereafter two years researcher go to work in a position purchasing about five years and then researcher began to teach Thai Language for three years now. The researcher is a master of a class to teach Thai Language in two rooms. In primary 2, students are separated into 7 rooms, in one room 60-62 students. Every hour has 2 teachers to teach and other teachers take care of the students. For researcher, some hours are for teaching but some hours for taking care of the student.

## Thai Language

Nowadays, education is very important for students to find the goals in their life. Then the school should set all process and curriculum to develop all their skills. The teacher should follow the school policy by setting all of the activity and teaching style. The Thai Language subject is very important in students life because they are surrounded by a lot of Thai people. They should know and understand to use in their life but some students are bored because they take Thai for granted. The Thai teacher's task is how you can make the class fun and happy because the success of education is that the students can have enthusiasm in a classroom. It means, the student likes to come to school be interested in what the teachers teach, want to cooperate in activities, want to learn more information in that subject, do not have problem of behavior in learning, and they want to learn by themselves in so many ways, the most important is that the teacher should help them solve the problems or improve and develop the student's learning behaviors.

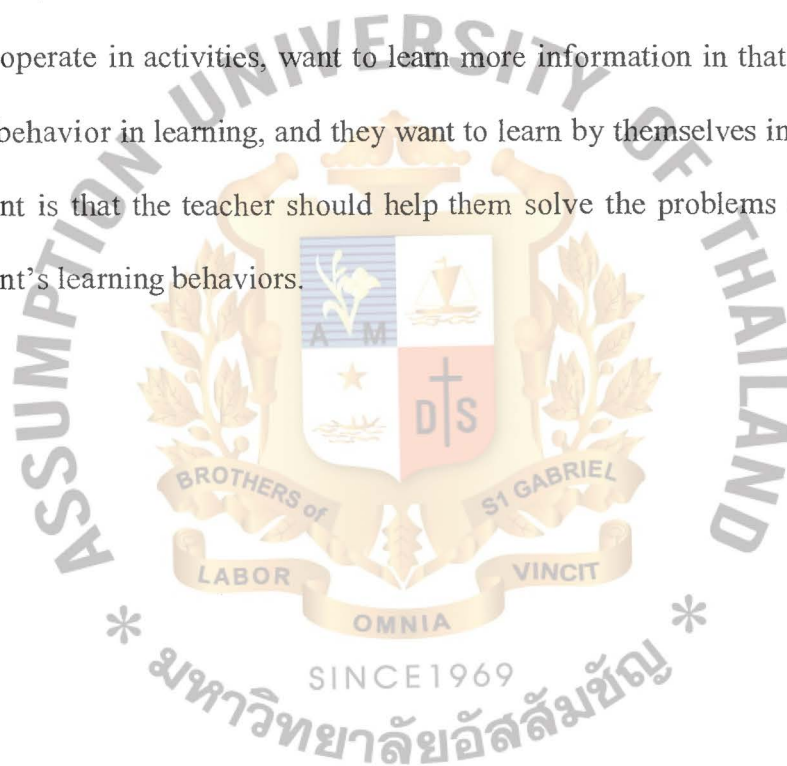




Table 1.1 SWOT analysis

<p><b>Strengths (S)</b></p> <ul style="list-style-type: none"> <li>- Teacher has a lot of experience</li> <li>- Strong academic</li> <li>- Advanced Technology</li> </ul> <p><b>Thai Language Class</b></p> <ul style="list-style-type: none"> <li>- Thai language knowledge</li> <li>- Have a lot of Thai language teachers to share</li> <li>- Best experience and teaching skills</li> <li>- Best instruction media</li> <li>- Have more time to do activities ( 7 periods per week )</li> </ul>	<p><b>Weaknesses (W)</b></p> <ul style="list-style-type: none"> <li>- Different Ideas</li> <li>- Teacher Behavior</li> <li>- Conflict among teachers</li> <li>- Classroom atmosphere</li> </ul> <p><b>Thai Language Class</b></p> <ul style="list-style-type: none"> <li>- The students have less opportunity to share</li> <li>- Less of creative thinking</li> <li>- Less of giving the idea</li> <li>- Teach in the old style of teaching</li> </ul>
<p><b>Opportunities (O)</b></p> <ul style="list-style-type: none"> <li>- Students have opportunity to go aboard for improving their knowledge</li> <li>- School can select excellent teachers</li> <li>- Parents can support school</li> </ul> <p><b>Thai Language Class</b></p> <ul style="list-style-type: none"> <li>- Use the new teaching Strategy</li> <li>- Improve learning style of students</li> <li>- Build the creative thinking of students</li> <li>- Motivate students to learn in class</li> <li>- Change teaching style by using Teaching Strategy</li> </ul>	<p><b>Threat (T)</b></p> <ul style="list-style-type: none"> <li>- Government</li> <li>- Curriculum</li> <li>- Materials of teaching</li> <li>- Environment in class</li> </ul> <p><b>Thai Language Class</b></p> <ul style="list-style-type: none"> <li>- Teaching Strategy</li> <li>- Use the learning style to improve the students</li> <li>- Activity to foster the creative thinking</li> <li>- Create materials useful for teaching</li> </ul>

**Strengths (S):**

Saint Gabriel College has wide vision of education. The college has academic and strength because it has strong curriculum. They have a lot of new methods technology to teach students in classroom. The school has a Strong academic, High technology, Teachers have lots of experience that can help the parents respect the school and want to send the students to study at this school. In Thai Language there is ample time to teach students because in one week the student must learn Thai Language 7 times. The teacher can give knowledge to them and can support them in this subject.

**Weaknesses (W):**

The weakness for this subject are heavy content, less activities, some students get bored of subject and classroom. In Thai Language have many substances will make the teacher unable to make activity for the student. In some classroom the students have problem such as the student someone disturb a classmate studies, make the atmosphere in classroom tiresome.

**Opportunities (O):**

Saint Gabriel College is quite lucky because the college has a lot of opportunities from many foundations. Then the school gives scholarship to students to gather experience in another country. The school has a good opportunity of having parents who can support school. Students have opportunity to go aboard for improving their knowledge. School can select excellent teachers.

**Threat (T):**

Saint Gabriel College has to face with the threats around the college. Especially, it provides internet for the students to find out or search for information. At a young age they should have their parents or somebody to help them to determine about information on internet. The students like to play games and sometimes the games are very cruel and severe

that can influence their behavior towards friends, other persons or to themselves. It's not good to relate to poor virtue and morality. Other threats cannot be solved because of school environment and school climate.

In the SWOT table that can help the researcher to find the weak points, strong points, opportunities to improve and threats. Researcher doesn't have to improve about strengths but Researcher has to be concerned about the weakness that Researcher has to research for improvement and development usefully.

## 1.2 Research Objectives

1. To describe and analyze the current status of the Primary 2 organization in terms of the Student Performance, Teaching Style in Thai Language room 1 and 2.
2. To identify, propose, and implement appropriate IDI's to improve the Student Performance, Teaching Style in Thai Language Primary room 1 and room 2.
3. To determine the impact of IDI's on the Student Performance, Teaching Style in Thai Language Primary 2 room 1 and room 2.

## 1.3 Statement of the Problem

The main purpose of this study focuses on the initial impact of Instructional development intervention on Student Performance, Teaching Style in Thai Language Primary 2.

## 1.4 Research Questions

1. What is the current status of Student Performance, Teaching Style in Thai Language Primary 2 room 1 and room 2?
2. What are the appropriate Instructional Organization Development Interventions (IDI's) for Student Performance, Teaching Style in Thai Language Primary 2 room 1 and room 2?



### 3. What is the impact of IDI on Student Performance, Teaching Style in Thai

Language Primary 2 room 1 and room 2?

## 1.5 Hypotheses

Ho 1 : There is no initial impact of IDI on Student Performance, Teaching Style in Thai Language Primary 2 room 1 and room 2.

Ha 2 : There is initial impact of IDI on Student Performance , Teaching Style in Thai Language Primary 2 room 1 and room 2.

## 1.6 Definition of Terms

**Student Behavior** : Behavior is observable and can be objectively measured. Many psychologists have therefore proposed that student behavior, such as making a correct response on a test or raising one's hand, be the basis for measuring education outcomes, communicating with teachers, and making recommendations to them. (David E. Hunt & Edmund V. Sullivan, 1974).

**Teaching Style** : Teaching style is the working style of teacher, it combines the attitude of the teacher, characteristics and the method of teaching method and changing his/her teaching style to different learning style of students.

**Old Teaching Style** : In this study, the old teaching style means teacher regardless of the student's needs, just teach by convenience of him/herself and do the teaching job all by individual teacher without sharing or coordinating with other teachers.

**New Teaching Style** : In this study, the new teaching style means teacher can share idea freely and coordinate with other teachers then create a suitable teaching style that fits student's interests in order to catch student's attention.

**Classroom Management** : is a comprehensive term for the variety of teacher actions designed to facilitate teaching and learning in the classroom. Classroom management includes disciplinary actions as well as daily routines, seating arrangements, and scheduling of lesson.

(Lefrancois, Guy R, 1988)

### 1.7 Significance of the Study

**Students:** In this the study, the students would have a good attitude and they have confidence when they learn how to read and write.

**Teachers:** The teachers always would get the new lesson plan for teaching to the students so they would solve any problems in different cases that happen in class. It can help the teachers deal with of students who are crying, don't want to come to school, skip class when they have class.

**School:** Saint Gabriel's College would have a lot of students who have cheerful mind every day and also they would have a good health. They would have a mental health to learn and want to come to school. It can eliminate some problems that make the students to be absent or skip class. The school can decrease problem from the parents usually complaining to the teachers and the lesson of subject. The school would have a good relationship with all the parents and also the parents would support the school in any sides.

**Classroom Games** : A Classroom game is particular type of group contingency that teachers have commonly used. Anyone who has observed children playing dodge ball or multiplication baseball is aware of the enthusiasm that such games generate. The children will urge their classmates on to greater heights and will vehemently congratulate them when they succeed. The question that arises is whether teachers can take advantage of the reinforcing

value of winning a game so as to motivate the children to performance school behaviors.

(Saul Axelrod, 1977)

### 1.8 Scope and Delimitation of the Study

The scope of this research is on the initial impact of the instructional development intervention on student performance and teaching style in Primary 2 room 1 and room 2 Thai Language class. This research uses IDI with room 1 and in room 2 the researcher chooses the students with low academic performance. They labored to read and write Thai the researcher chose them to compare between before the researcher uses IDI to see how it can improve their learning style to write and spell complicated words and how the teaching style can motivate students to learn in Thai Language class.

In Thai Language class the teacher always uses the old teaching style such as describing the information and knowledge to the students without giving opportunity to students to share idea or their opinion , less practice writing and spelling word skill, don't use the activity or material in class that reflect the student to get bored in Thai Language class. The students always keep quiet and just follow the teacher's order. When there is the exercise that the students can not do it, the student just waiting for the teacher or don't solve the problem by themselves. Sometime the students have to do some work but the students do not finish, always write wrong spelling words. All of the Thai language classes have these situations.

This study will focus on the students of Saint Gabriel's College in primary 2 only room 1 and room 2 where they learned Thai Language. Some students can not read Thai Language and don't understand when the researcher asks the question. Therefore, the methodologies that researcher will use to change it consist of many methods. Training, Motivation, Cooperation with others, Punishment, Observation, and Questionnaire are the choices that researcher selects. And this action research takes about 2 months in doing the action.



## Chapter 2

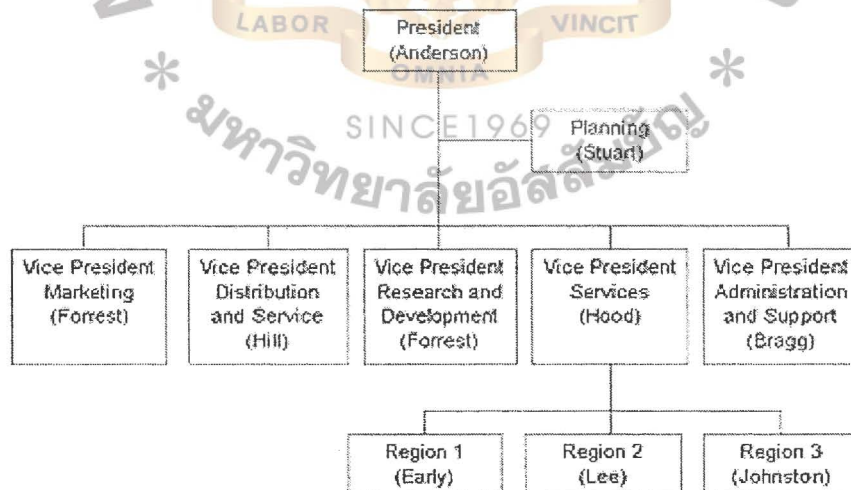
### Review of Related Literature and Conceptual Framework

In Conceptual Framework researcher uses some tools for analysis of the problem of the students. When researcher teaches the students researcher saw many problems such as the students do not pay attention because of laziness in class, talk a lot with their friends, sleep in class and walk around the class.

#### 2.1 Organization as a System

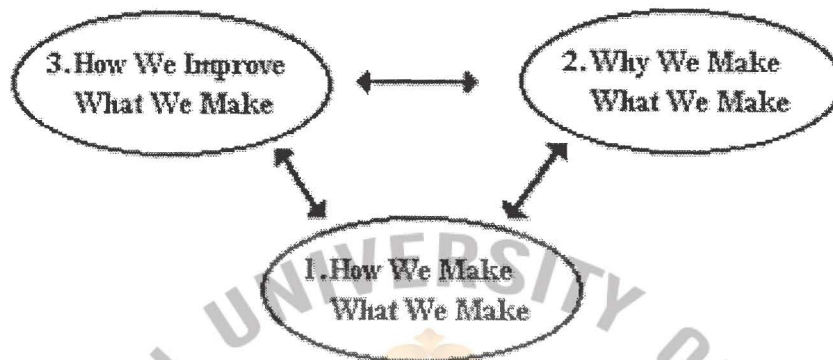
An organization chart doesn't show the interdependent nature of the components that make up the organization, nor how the work actually gets done. For that, you need to view the organization as a system, rather than a collection of individuals or departments working side by side.

Here is a typical organization chart:



Source: *The Improvement Guide*, p. 264.

Deming defined a system as a group of interdependent people, items, processes, products, and services that have a common purpose or aim. A system that is capable of continual improvement can be illustrated as:



(Source : <http://mot.yuse.vanderbilt.edu/mt322/Oas.htm>)

Defining a system in this way, we can link the means of production with the aim or purpose of the organization in order to continually improve. "Aim" means the connection to the underlying social or community need. The aim also considers the environmental issues that may effect the future of the organization. General systems theory, originally proposed by Von Bertalanffy and then by others in biology, psychiatry, management, and engineering, is all related. An "open system" is a system that permits continued access from "outside" of the system itself.

## 2.2 Organization Development

Organization Development is an effort planned, organization-wide, and managed from the top, to increase organization effectiveness and health through planned interventions in the organization's 'processes,' using behavioral-science knowledge.” (Beckhard, “Organization development: Strategies and Models”, Reading, MA: Addison-(Wesley, 1969, p. 9.)

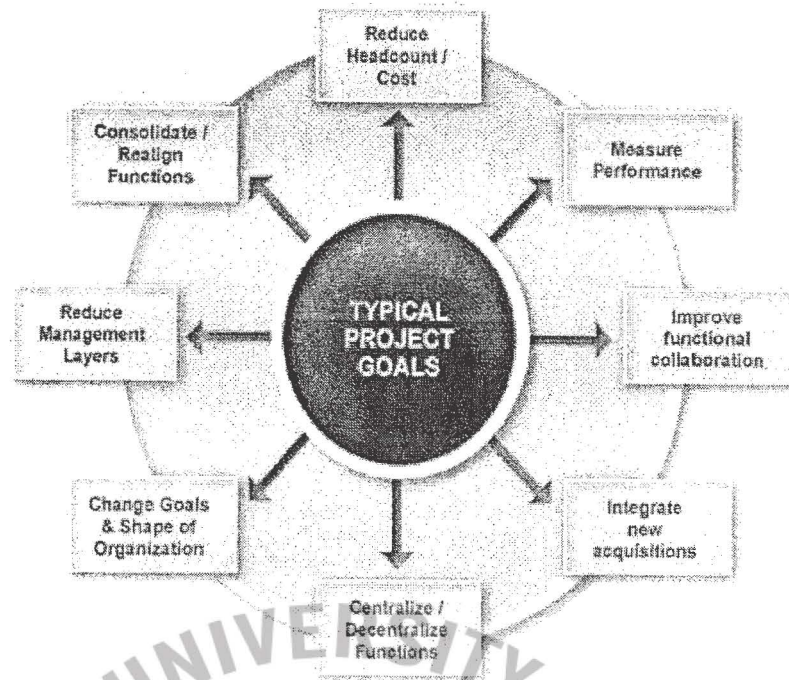
"Organization development (OD) is defined as a long-range effort to improve an organization's ability to cope with change and its problem-solving and renewal processes through effective management of organization culture . "

(DonHarvey and Donald R. Brownin *An Experiential Approach to Organization Development*)

“Organization development is a system-wide application of behavioral science knowledge to planned development and reinforcement of organization strategies, structures, and processes for improving an organization's effectiveness. “Cummings and Worley, “Organization Development and Change”, Sixth (Edition,Sounth-Western Publishing, 1997,p.2)

The Organization Design engagements we lead have a number of key objectives to help clients achieve bottom-line goals, improved performance and gain competitive advantages.





The term "Organization Development" is often used interchangeably with Organizational effectiveness, especially when used as the name of a department within an organization. Organization Development is a growing field that is responsive to many new approaches including Positive Adult Development. (Kurt Lewin, 1989-1997)

### 2.3 Change Management

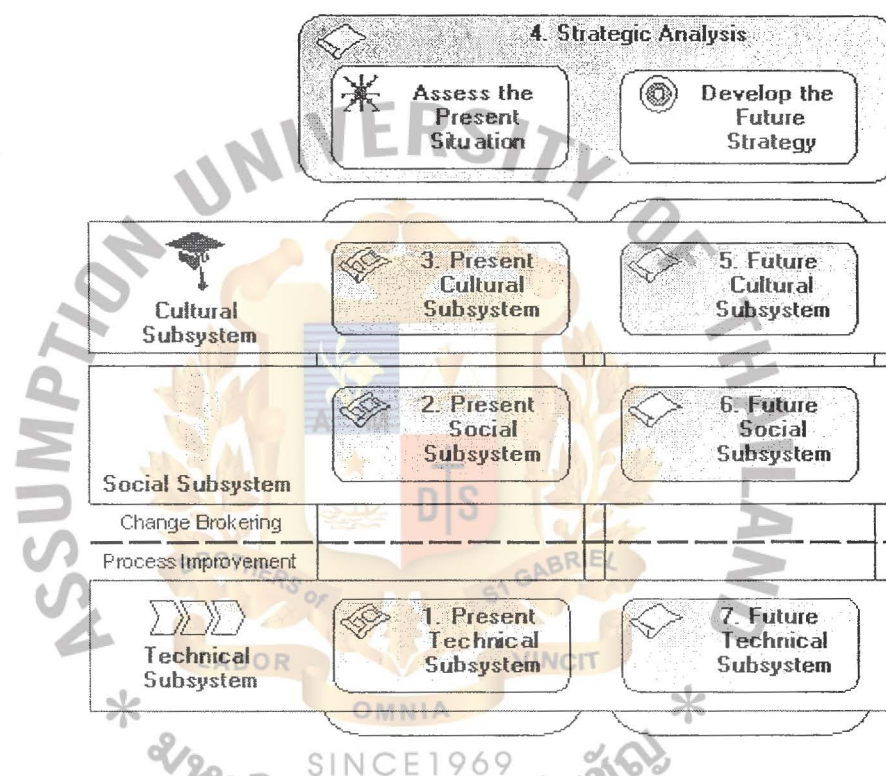
Successful change management practitioners spoke about change working best in organizations that traditionally value each employee and respect their potential contribution. You described change management and change as easier in organizations that have a norm of frequent, honest communication.

(<http://humanresources.about.com>)

Change management is the methodology that integrates change and the ability to adapt into the organization. (Ronnie Charles, 1997)

*Change management* (or change control)' is the process during which the changes of a system are implemented in a controlled manner by following a pre-defined framework/model with, to some extent, reasonable modifications . ( Wardale , Dorothy , Jan 30 , 2001)

Organisations large enough that many sets of values exist to be reconciled. And with many points of view to be taken into account. The type of problems you'd expect in departments with greater than 150 people working together.



Change management entails thoughtful planning and sensitive implementation, and above all, consultation with, and involvement of, the people affected by the changes. If you force change on people normally problems arise. Change must be realistic, achievable and measurable. (Businessball .com)

## 2.4 Student Performance

All students have something that grabs their attention. Intrigue the students by giving reasonable rewards for good behavior. Rewards can be as simple as a pencil, sitting at the

teacher's desk, computer time, no homework for a night and much more . Let the students assist in creating the rewards .

(<http://classroom-management>

[tips.suite101.com/article.cfm/how\\_to\\_improve\\_student\\_behavior#ixzz0TttvRcXA](http://tips.suite101.com/article.cfm/how_to_improve_student_behavior#ixzz0TttvRcXA))

Most if not all behavior students wish to be noticed and if they get attention from misbehaving they are willing to walk the path with the consequences. (Debbie DeSpirt, Oct 29, 2006)

Any student who believes that he or she has been treated unfairly under these guidelines should first address the matter with the faculty member responsible for the class. If the problem is not resolved, the student may meet with the Dean or pursue grievance procedures outlined in the University catalog. (Jaguar Handgook , Feb 22, 2001)

## 2.5 Teaching Style

Instructors develop a teaching style based on their beliefs about what constitutes good teaching, personal preferences, their abilities, and the norms of their particular discipline. Some believe classes should be teacher-centered, where the teacher is expert and authority in presenting information . (<http://web.indstate.edu/ctl/styles/tstyle.html>)

Teachers have individualistic approaches to teaching - and pupils have traditionally recognized, even celebrated this. There is no standard approach to teaching which every teacher should strive to adopt, but certain strategies are valuable in the classroom. Both formal and informal teaching approaches can be very effective when these principles are observed. ( Brandes, D. & Ginnis, P. (1986) *A Guide to Student Centred Learning*, Nelson Thornes)

The process of maintaining a calm and productive classroom environment starts with the teacher. The action and attitudes of a teacher toward a student who is misbehaving can make the situation better or worse. Have you ever noticed that on a day that you are not



feeling well, the students are more poorly behaved? Students look to the teacher for consistency and safety in the classroom. Some kids will become anxious and withdraw if it appears that a teacher cannot handle behavior problems. Other students, however, will retaliate if they feel a teacher is overreacting to a situation in a hostile and unnecessary way. (Teaching Style and Classroom Management, Dr. Thomas W.Phelan, ParentMagic Newsletter, July 2005)

## 2.6 Classroom Management

Classroom management and management of student conduct are skills that teachers acquire and hone over time. These skills almost never "jell" until after a minimum of few years of teaching experience. To be sure, effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. (Dr. Robert Kizlik)

Classroom management requires effort and time. Students need time to discover what the teacher's expectations are, and teachers need time to learn about their students. Students, especially adolescents, want and need a positive personal connection with an adult authority figure. A few minutes of personal time over a one to two week period can make a difference in student behavior. (Sharon Longert, Mar 2006)

## 2.7 Fish Bone

The fishbone diagram identifies many possible causes for an effect or problem. It can be used to structure a brainstorming session. It immediately sorts ideas into useful categories.

When to use a fishbone diagram

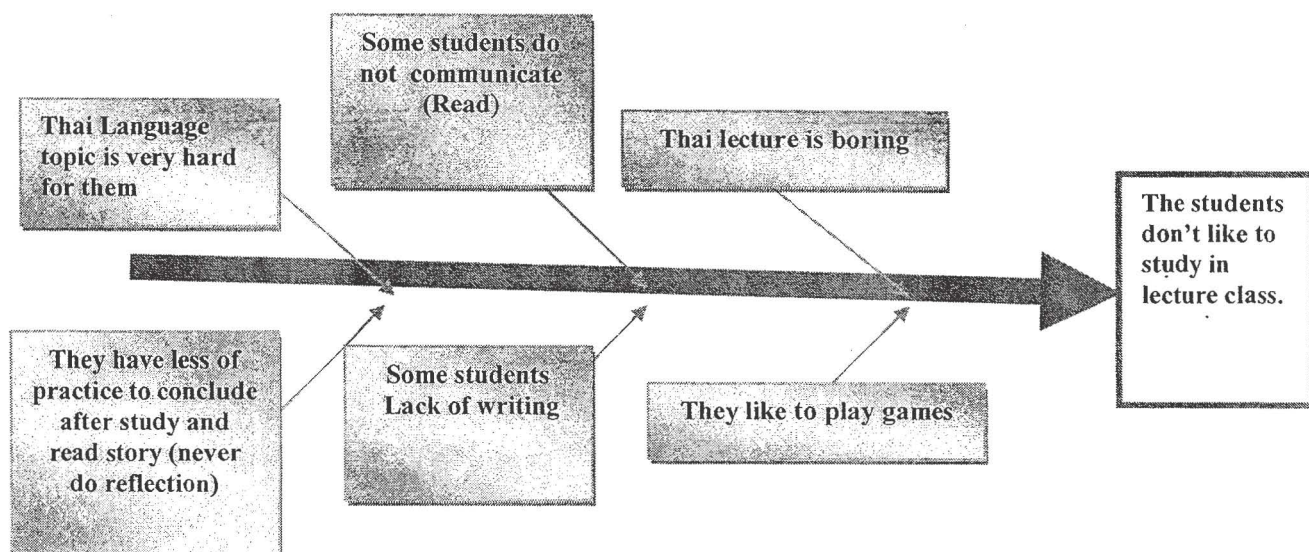
- When identifying possible causes for a problem.
- Especially when a team's thinking tends to fall into ruts.

## Fishbone Diagram Procedure

1. Agree on a problem statement (effect). Write it at the center right of the flipchart or whiteboard. Draw a box around it and draw a horizontal arrow running to it.
2. Brainstorm the major categories of causes of the problem. If this is difficult use generic headings:
  - Methods
  - Machines (equipment)
  - People (manpower)
  - Materials
  - Measurement
  - Environment
3. Write the categories of causes as branches from the main arrow.
4. Brainstorm all the possible causes of the problem. Ask: “Why does this happen?” As each idea is given, the facilitator writes it as a branch from the appropriate category. Causes can be written in several places if they relate to several categories.
5. Again ask “why does this happen?” about each cause. Write sub-causes branching off the causes. Continue to ask “Why?” and generate deeper levels of causes. Layers of branches indicate causal relationships.
6. When the group runs out of ideas, focus attention to places on the chart where ideas are few.

(<http://www.asq.org/learn-about-quality/cause-analysis-tools/overview/fishbone.html>)

After that I will use the fish bone to find out the root cause and use to do the research to help the students to solve their problem and help us to teach and choose the teaching style.



### Root cause of the problem.

After using the fish bone model to find out the root cause used to find out the way to help me to help my students to solve their problem. The force field analysis tells about how many of the problems to driving and to restraining processes. In this part we find out the root cause and choose the problem about "why the students don't like to study in the lecture class?" to do the research.

### 2.8 Teaching Style

Just as people have individual learning styles, teachers have teaching styles that work best for them. It is important to be aware of your preferences when creating and delivering instruction.

One way in which teaching styles can be categorized is as:

- formal authority
- demonstrator or personal model
- facilitator
- delegator



## Formal Authority

Teachers who have a formal authority teaching style tend to focus on content. This style is generally teacher-centred, where the teacher feels responsible for providing and controlling the flow of the content and the student is expected to receive the content.

One type of statement made by an instructor with this teaching style is "I am the flashlight for my students, I illuminate the content and materials so that my students can see the importance of the material and appreciate the discipline."

Teachers with this teaching style are not as concerned with building relationships with their students nor is it as important that their students form relationships with other students. This type of teacher doesn't usually require much student participation in class. "Sage on the stage" model.

## Demonstrator or Personal Model

Teachers who have a demonstrator or personal model teaching style tend to run teacher-centred classes with an emphasis on demonstration and modeling. This type of teacher acts as a role model by demonstrating skills and processes and then as a coach/guide in helping students develop and apply these skills and knowledge.

A teacher with this type of teaching style might comment: "I show my students how to properly do a task or work through a problem and then I'll help them master the task or problem solution. It's important that my students can independently solve similar problems by using and adapting demonstrated methods."

Instructors with this teaching style are interested in encouraging student participation and adapting their presentation to include various learning styles. Students are expected to take some responsibility for learning what they need to know and for asking for help when they don't understand something.

## **Facilitator**

Teachers who have a facilitator model teaching style tend to focus on activities. This teaching style emphasizes student-centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks.

This type of teaching style works best for students who are comfortable with independent learning and who can actively participate and collaborate with other students.

Teachers typically design group activities which necessitate active learning, student-to-student collaboration and problem solving. This type of teacher will often try to design learning situations and activities that require student processing and application of course content in creative and original ways.

## **Delegator**

Teachers who have a delegator teaching style tend to place much control and responsibility for learning on individuals or groups of students.

This type of teacher will often give students a choice designing and implementing their own complex learning projects and will act in a consultative role.

Students are often asked to work independently or in groups and must be able to maintain motivation and focus for complex projects. Students working in this type of setting learn more than just course specific topics as they also must be able to effectively work in group situations and manage various interpersonal roles.

(<http://www.members.shaw.ca/mdde615/tchstyles.htm>)

## 2.9 Conceptual Framework

Conceptual Framework consists of three parts they are: (1) Present situation (pre ODI), (2) Recommendation (ODI) and (3) desired results (post ODI). It is used to analyze the current situation problems that are occurring in Organization. We can find the methodologies to solve the problems in the part of ODI and think of results that the Organization should be in the part of post ODI as shown in Table 2.1, 2.2

Table 2.1 Conceptual Framework of student performance

Pre IDI	IDI	Post IDI
<b>1. Student Performance</b> <ul style="list-style-type: none"> <li>- Get bored in Thai language</li> <li>- Always keep quiet</li> <li>- Don't ask questions</li> <li>- Always waiting for the idea of teacher</li> <li>- Don't think by using their knowledge thinking</li> <li>- Don't create the idea for their learning</li> <li>- Don't practice to think by using their learning</li> </ul>	<ul style="list-style-type: none"> <li>- Give the opportunities to student to join in class</li> <li>- Build the chance to students to create the idea for their work</li> <li>- Use the methodology to develop the right brain of the students</li> <li>- Use some game or some song about Thai Language for the student</li> </ul>	<ul style="list-style-type: none"> <li>- Have more confidence to share the idea</li> <li>- Have more idea to apply with their learning</li> <li>- Can understand in Thai Language more than before</li> <li>- Can understand in Thai Language easier than last time</li> <li>- Can get point in Thai Language more than last time</li> </ul>



Table 2.2 Conceptual Framework of Teaching style

Pre IDI	IDI	Post IDI
<b>1. Teaching style</b> <ul style="list-style-type: none"> <li>- Always describe the context</li> <li>- Don't give opportunity to the student to share idea</li> <li>- Lack of method to improve creative thinking</li> <li>- Can not motivate student to pay attention</li> <li>- Students get bored in Thai language class</li> <li>- Don't use materials in class</li> <li>- Old material that can not help students to learn</li> <li>- Don't create the materials that are useful to make student's think on their own</li> </ul>	<ul style="list-style-type: none"> <li>- Study the learning style of students at Primary 2 Room2</li> <li>- Study the teaching strategy that reflect from learning style</li> <li>- Make the new Teaching Strategy to improve the teaching</li> <li>- Use the 'how to use the right brain' to make activities to do in class</li> <li>- Use the methodology to improve Teaching Strategy</li> <li>- Use the questionnaire to check teacher teaching strategy by the students</li> </ul>	<ul style="list-style-type: none"> <li>- Using the Teaching Strategy that will improve the student learning</li> <li>- Motivate student to learn in class</li> <li>- Teacher builds the new materials that are useful in class</li> <li>- Students like to learn Thai language class and</li> <li>- Apply method of teaching strategy and use in Thai language class</li> <li>- Changing teaching and use activities in class</li> </ul>

For the steps of conceptual framework of the students who learn Thai Language in primary 2 of Saint Gabriel's College are shown in Part 1: Student Performance 2 : Teaching Style.

## Chapter 3

### Research Methodology

This chapter presents the research design and methodology, the sample, the respondents, research instruments, data collection, techniques, procedure and data analysis.

#### 3.1 Research Design

The research design relates to the research hypothesis by using the one group pretest, posttest design to find out the student achievement. Researcher uses the paper test to after finishing class in both classes to compare the point to find the potential student improvement.

**Table 3.1: Action research Model**

Pre IDI	IDI	Post IDI
<i>Preparations:</i> 1. Study Teaching Style and Student Performance 2. Make the instruments to measure the Teaching Style and Student Performance 3. Observation and Survey the Teaching Style and Student Performance	<i>Implementation:</i> 1. Identify and study the Teaching Style and Student Performance 2. Make the game and song for the students 3. Use the game or the song in Thai Language class.	<i>Data Analysis:</i> 1. Using SPSS to statistically analyze the data gathered. 2. Discussion of results 3. Evaluation and suggestion

### 3.2 The Sample/The Respondents

In the sample the researcher focuses on students who study in Primary 2, Room 1 and Room 2. Researcher teaches 2 rooms 7 times per week. Researcher observes that these two rooms have problems but the problems are different. The table below shows the number of students who are used in experimental research.

Room	Student
1	20
2	20
Total	40

### 3.3 Research Instruments

The researcher gathers the data by using questionnaire, observation checklist and interview guideline use with the students in primary 2 room 1 and room 2. The researcher will focus on some situations that were effective to the learners and their education. Moreover, it will also improve their life skills, their emotion and their attitude to be a happy learner.

#### 3.3.1 Questionnaire

The research design questions in the questionnaire instruments follow three areas.

The Questionnaire will be explained about student behavior in classroom when they learn Thai Language and ask the students what they like and don't like. Next area, researcher want to know about researcher's teaching style; ask students what style they want from teacher. The last areas is about classroom management because in the classroom there are many student. Researcher observes that in two rooms some students wanted to learn and some students don't pay attention in Thai Language.

Researcher tried to ask the students what they want in their class.

It means the students like to study in the games class more than normal lecture class.



**Table The contents of questionnaires form**

Strongly agree = 3    Agree = 2    Disagree = 1

No	The Question	Strongly agree (3)	Agree (2)	Disagree (1)
1	Student likes the Thai games that teacher provides.			
2	Student understands the contents more easily in normal than games lectures class.			
3	Students have the enthusiasm in the class.			
4	Students have fun in the class.			
5	Student can use the knowledge in daily life.			
6	Students have a confidence to do the examination more.			
7	The normal class is not interesting.			
8	The teacher promotes the student to be able to think by themselves.			
9	The student feels stress in the class.			
10	The student likes to lecture in the class.			

This questionnaire for 40 students in primary 2 room 1 and room 2 almost all students don't like lectures class but like to play game and sing a song.

### 3.3.2 Interview Guide

#### Interviews

For the interviews researcher uses interviews and talk with the students about Thai language such as why they don't like to learn in this subject, what problem the students met in Thai language. When the researcher talks with students and knows about the problem, the researcher can solve the problem by asking the students what they want to learn. After the researcher interviews the student, the researcher uses game or song in only one room.

**Table The contents of interviews form**

Observations about.../Criteria	Contents
Emotion Good = 3 Points Neither agrees nor disagrees = 2 Points Not good = 1 Point	Interviews about the feeling of the students when they learned in lecture class.
Attentiveness Good = 3 Points Neither agrees nor disagrees = 2 Points Not good = 1 Point	Interviews about the student get the knowledge in Thai language at the end of the class.
Readiness Good = 3 Points Neither agrees nor disagrees = 2 Points Not good = 1 Point	Interviews about the students had provided their equipment to learn Thai language in every period. (Such as the book , paper sheet)

### 3.3.3 Test Paper

The paper test will be used before and after researcher uses intervention by game or music. Researcher uses paper test in two rooms by comparing between Room 1 and Room 2. The researcher uses IDI in two rooms by researcher choose the student weak in lesson. When after researcher gives paper test to the students researcher will to compare between two rooms about marks from paper test and find some technique for the students can get the knowledge in classroom when they learn in Thai Language.

### 3.4 Data Collection – Techniques and Procedure

The data collection techniques were questionnaires, interviews and observations.

#### Use of Questionnaires

This was the main method used in data collection, because the result could be measured quantitative. The researcher collected the data by Liker's Scale Questionnaires. For the Pre-ODI phase, it was necessary to lunch the questionnaires to the target respondents before implementation in order to compare with the questionnaires of the Post-ODI phase.

#### Interview:

The researcher conducted the interview, which allowed the respondents to be free and unconstrained in the answer of particular questions at particular point of time. The result from interviews could be an effective way of data collection, because it was an interactive and two ways communications and the immediate answer could be obtained.

#### Observation and checklist

Using the observation, is a kind of collecting data, because the researcher could observe the science teachers while doing implementation such as while preparing their lesson plans, training, meeting, discussion and teaching in classroom and also observing students behavior in their classroom. The secondary data checklist would help to support the analysis of the primary data of this research.



### 3.5 Data Analysis

Data analysis techniques that the researcher used in doing this research were both quantitative and qualitative approach.

To analyze the data from interview, the researcher used content analysis to define the problem or opportunity and trace for root cause analysis by asking the respondent systematic questions to search for the root cause of the problem.

The data analysis of the paper test was done by using the percentage and t-test to find out the result of the achievement in the academic before and after use games. The result is shown in the table 1 the students got the low score in lecture class and got high score in games class that relate to the hypothesis of research. Most of the students got 80 % decrease that means they improve a lot. It means that they like to play while they are studying.

Questionnaire part 1: demographic profile analyzed by descriptive statistic of frequency distribution and percentage.

3.5.1 Table showing scores before intervention and after intervention in room 1

Student	Lecture Class		Games Class		Analysis Result
	Mark(20 Point)	Percent	Mark(20 Point)	Percent	
1	15	75	19	95	Decrease
2	10	50	20	100	Decrease
3	9	45	18	90	Decrease
4	8	40	19	95	Decrease
5	2	10	17	85	Decrease
6	1	5	17	85	Decrease
7	7	35	17	85	Decrease
8	8	40	18	90	Decrease
9	5	25	16	80	Decrease
10	9	45	16	80	Decrease
11	5	25	16	80	Decrease
12	5	25	17	85	Decrease
13	5	25	18	90	Decrease
14	6	30	19	95	Decrease
15	7	35	17	85	Decrease
16	8	40	18	90	Decrease
17	10	50	19	95	Decrease
18	10	50	19	95	Decrease
19	11	55	20	100	Decrease
20	12	60	20	100	Decrease

3.5.2 Table showing scores before intervention and after intervention in room 2

Student	Lecture Class		Games Class		Analysis Result
	Mark(20 Point)	Percent	Mark(20 Point)	Percent	
1	7	35	12	60	Decrease
2	10	50	11	55	Decrease
3	3	15	8	40	Decrease
4	9	45	14	70	Decrease
5	15	75	15	75	Decrease
6	11	55	12	60	Decrease
7	7	35	10	50	Decrease
8	5	25	9	45	Decrease
9	5	25	10	50	Decrease
10	8	40	15	75	Decrease
11	12	60	18	90	Decrease
12	11	55	17	85	Decrease
13	11	55	13	65	Decrease
14	9	45	12	60	Decrease
15	15	75	20	100	Decrease
16	14	70	18	90	Decrease
17	9	45	12	60	Decrease
18	12	60	19	95	Decrease
19	14	70	20	100	Decrease
20	12	60	19	95	Decrease

Questionnaire part 2 : analyzed with four point scale. The paired sample t-test is another statistic method used to analyze differences between Pre and Post ODI. The average weighted means to assign to categories of rating follows:

Descriptive Rating	Points	Arbitrary Level
strongly agree	3	2.36 – 3.00
Agree	2	1.68 – 2.35
Disagree	1	1.00 – 1.67

For qualitative data analysis, the researcher analyzed the data gathered from in depth interview, focus group discussion, and observation, then applied it as a supported tool for the collected data and information from questionnaires.





# Chapter 4

## Research Findings and Analysis

### Introduction of the Chapter

This chapter contains the presentation of findings and analysis of data of action research process in three phases namely: pre-organization development intervention as the diagnosis process, a discussion on the profiles, and result of the study derived from the analysis of data both quantitative and qualitative terms based on the research questions.

In the quantitative instrument, the researcher used questionnaires to collect data from respondents. The researcher divided the valid data into three parts for interpretation finding the results of data analysis as follows:

1. Student Performance
2. Teaching Style

### 4.1 Demographic Profile of Respondents

#### 4.1.1 Demographic Profile of Respondents

The frequency and percentage were used to determine the demographic profile of respondents that was divided into two groups in room 1 and room 2.

##### 4.1.1.1 The sampling of the students.

In this part, the respondents consisted of 40 from 2 classrooms of students in primary 2 but focus on only one group from 2 classes. The demographic were levels and frequency as shown in table 4.1

Table 4.1: Gender

Gender	Frequency	Percent
Male	40	100.0

The gender of respondents is shown in table 4.1.1 The respondents were all boy 100%.

Table 4.2: Age

Age	Frequency	Percentage
7	15	37.50%
8	25	62.50%
Total	40	100%

The gender and age of respondents is shown in table 4.1.2 from total 40 respondents. All off respondents are boys. There were 15 respondents or 37.5 percentages were age 7 years old. There and 25 respondents or 62.5 percentages were age 8 years old.

Table 4.3: Class level

Class	Frequency	Percent
1	20	50.0
2	20	50.0
Total	40	100.0

The class level of respondents is shown in table 4.2.3. There were 20 respondents or 50% from each room (room 1 and room 2).

## 4.2 Findings

### 4.2.1 Phase I: Pre ODI/IDI

**Research question 1: What is the current situation of student performance and teaching style in Thai Language Primary 2?**

Pre ODI phase focused on the current situation of the school which was divided into two main areas: 1) student performance and 2) teaching style.

From this phase, researcher focuses on the current situation divided into two main areas when the student learn in Thai language and teaching style in the classroom. This phase

is the process to identify the problems in organization and to find the appropriate ODI activity to solve problems. The current situation analysis in student's behavior and discipline are collected from the primary data using questionnaires, observation and interview.

The researcher must explain that the students listen about this questionnaire will not affect student scores. Because some student in primary 2 do not understand and think that the research will lead to points.

Questionnaire for student in primary 2 room 1 and 2. The questions in the questionnaire are as follows.

#### Pre-ODI (Student's questionnaires) Room 1

Item	N	Mean	SD	Rating Level
1. Student like the Thai game that teacher provides.	20	1.65	.67	Disagree
2. Student understands the contents easily in normal than games lectures class.	20	1.40	.50	Disagree
3. Student has the enthusiasm in the class.	20	1.35	.49	Disagree
4. Student has fun in the class.	20	1.45	.60	Disagree
5. Student can bring the knowledge to use in daily life.	20	1.70	.57	Agree
6. Student has confidence to do the examination more.	20	1.50	.51	Disagree
7. The normal class in not interesting.	20	1.15	.37	Disagree
8. The teacher promotes the students to be able to think by themselves.	20	1.35	.49	Disagree
9. The student feels stress in the class.	20	1.55	.51	Disagree
10. The student likes to lecture in the class.	20	1.41	.00	Disagree
Average for Pre ODI	20	1.41	.10	Disagree



## Pre-ODI (Student's questionnaires) Room 2

Item	N	Mean	SD	Rating Level
1. Students like the Thai game that teacher provides.	20	1.70	.57	Agree
2. Students understands the contents easily in normal than games lectures class.	20	1.35	.49	Disagree
3. Student has the enthusiasm in the class.	20	1.35	.49	Disagree
4. Student has fun in the class.	20	1.55	.51	Disagree
5. Student can bring the knowledge to use in daily life.	20	1.70	.66	Agree
6. Student has a confidence to do the examination more.	20	1.50	.51	Disagree
7. The normal class in not interesting.	20	1.20	.41	Disagree
8. The teacher promotes the students to be able to think by themselves.	20	1.35	.49	Disagree
9. The student feels stress in the class.	20	1.20	.49	Disagree
10. The student likes to lecture in the class.	20	1.20	.41	Disagree
Average for Pre ODI	20	1.41	.18	Disagree

From questionnaires almost student ask the question is number 5 it first because Thai Language is important for the student if they cannot understand they cannot communicate with other people.

#### 4.2.2 Phase II : IDI

In this phase the researcher would present the conducted IDI activities and answer the research question number two:

**Research question 2 : What are the appropriate Instructional Organization Development Interventions (IDI's) for Student Performance , Teaching Style in Thai Language Primary 2 room 1 and room 2?**

After the researcher used game or song for intervention in Primary 2 room 1 and room 2. The students can get the knowledge and early to understand in subject. Almost the student like to play game because almost the student think game can make to they understand in subject.

#### Post-ODI (Student's questionnaires) Room 1

Item	N	Mean	SD	Rating Level
1. Students like the Thai game that teacher provides.	20	2.25	.55	Agree
2. Students understands the contents easily in normal than games lectures class.	20	2.20	.41	Agree
3. Student has the enthusiasm in the class.	20	2.50	.51	Agree
4. Student has fun in the class.	20	2.35	.48	Agree
5. Student can bring the knowledge to use in daily life.	20	2.55	.51	strongly agree
6. Student has confidence to do the examination more.	20	2.20	.41	Agree
7. The normal class in not interesting.	20	2.30	.47	Agree
8. The teacher promotes the students to be able to think by themselves.	20	2.50	.51	strongly agree
9. The student feels stress in the class.	20	2.50	.51	strongly agree
10. The student likes to lecture in the class.	20	2.55	.51	strongly agree
Average for Pre ODI	20	2.39	.19	strongly agree

## Post-ODI (Student's questionnaires) Room 2

Item	N	Mean	SD	Rating Level
1. Students like the Thai game that teacher provides.	20	2.55	.51	strongly agree
2. Students understands the contents easily in normal than games lectures class.	20	2.80	.41	strongly agree
3. Student has the enthusiasm in the class.	20	2.55	.51	strongly agree
4. Student has fun in the class.	20	2.75	.44	strongly agree
5. Student can bring the knowledge to use in daily life.	20	2.50	.51	strongly agree
6. Student has confidence to do the examination more.	20	2.40	.50	strongly agree
7. The normal class in not interesting.	20	2.30	.47	Disagree
8. The teacher promotes the students to be able to think by themselves.	20	2.65	.48	strongly agree
9. The student feels stress in the class.	20	2.70	.47	strongly agree
10. The student likes to lecture in the class.	20	2.45	.51	strongly agree
Average for Pre ODI	20	2.56	.22	strongly agree

## Pair Sample t-test Analysis

## Student's room1

	N	Mean	SD	t	P-Value
Pre IDI (student's room1)	20	1.41	.10	-22.96	.000
Post IDI (student's room1)	20	2.39	.19		

## Student's room2

	N	Mean	SD	t	P-Value
Pre IDI (student's room2)	20	1.42	.18	-16.34	.000
Post IDI (student's room2)	20	2.56	.22		



#### 4.2.2.1 Instructional Development Intervention (IDI) on Teaching Style

The researcher designed the IDI activities of the Teaching style by using the result of Student performance and created the Teaching style by using game and song in Thai language class.

The researcher planned the intervention in Teaching style by changing own style to using game and song in Thai language class. The researcher plans to improve the score of achievement test. Teaching style by using game and song in Thai language class motivated students to learn Thai language .Table 4.5 show the data of starting each intervention.

Table 4.5 Intervention Time Scale

Process	Start Time Date (November –December, 2009)				
Preparing and take questionnaire to identify student performance	week 2 November				
Students do the pre test and do the questionnaires of achievement test		week 1 November			
Preparing the game and song			week 1 November		
Use the game and song in class				week 2 December	
Students do the post test and do the questionnaire about their opinion				week 1 December	
Data Analysis					week1 December

# Chapter 5

## Summary, Conclusions and Recommendation

This final chapter is composed of four parts namely, summary of study, conclusions, recommendations and epilogue.

### 5.1 Summary

This research aimed to develop indicators of teaching quality in Thai language for the students in primary 2, 2008 of Saint Gabriel's College, Bangkok in an action research conducted with two groups for 122 students.

The results of data analysis about teaching style , student performance show that all more the students had a positive attitude to improve their Thai language and also this information was useful for developing the teaching style for teaching to the students who lack Thai language skills and also motivating to the students to learn Thai language by using AI process and positive discipline. The students reduced stress before class time and increased to enthusiasm to learn Thai language (of the student was on at 2 levels or fairly level that come from some barriers that impact to their learning in class time. )

### 5.2 Conclusions

The students had better a positive attitude after using OD process so the data analysis that showed the satisfaction of the students to learn Thai language. The students have a good attitude on high level. The AI process and positive discipline are the procedures that work in applying in classroom to teach the students. The researcher found the way to help the students who can not read and write Thai language and also get collaboration from their parents

### 5.3 Recommendation

The researcher needs to keep motivated, keep things fun And in the future ,the researcher wants to use this process from action research to continue and interesting to teach to the students in primary 1 so that the important things that the researcher has learner can be applied in other subjects. A good result that the researcher would continue to provide for the students is a Thai language contest in the first level (Primary 1-3). This activity helped the students have more motivation and interest to improve their skills because the children in this age level like to have competition with others. And also the researcher will try to plan for create the new games or activities to teach to the students in every academic year.





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