THE IMPACT OF ODI/ IDI CLASSROOM MANAGEMENT TEACHING STRATEGIES, TEACHER'S PERCEPTION ABOUT STRATEGIC DIRECTION: A CASE OF SAINT GABRIEL'S COLLEGE

By
SOMSAK CHALERMMIT

An Action Research submitted to the Faculty of Graduate School of Business
in partial fulfillment of the requirement for degree of
Master of Management in Organization Development and Management

Graduate School of Business
Assumption University
Bangkok, Thailand.
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Abstract

This study examined prospective teachers' perceptions of teaching and learning mathematics through a series self-made drawings and narratives that asked them to illustrate mathematics classrooms of their past, present, and their idealized classroom of the future. These drawings revealed teacher's perceptions of old, new and idealized mathematical teaching experiences, as well as a growing awareness of curricula that constitute effective mathematics instruction at Saint Gabriel's College, Dusit, Bangkok.

This study investigated perceptions of mathematics teaching effectiveness among elementary teachers with high and low levels of mathematics teacher efficacy. Participants in this study included twenty elementary teachers and one hundred and twenty students of primary 2 at Saint Gabriel's College in Bangkok, Thailand, who are teaching and learning mathematics in primary level. Data sources were the Mathematics Teaching Efficacy Beliefs Instruments, questionnaires and interviews. The interviews indicated that mathematics instructional strategies as well as past experience with mathematics and their influence upon perceptions of teaching effectiveness and learning perspective were associated with the mathematics teacher's efficacy.

The board of council of Saint Gabriel's College has presented a vision of reformed mathematics learning based upon constructivist approaches that has far-reaching implications for teacher practices in the mathematics classroom. Teachers

are the crucial component to the success of the current reform movement in mathematics education (Battista, 1994). Teacher implementation of effective instructional practices in mathematics has been linked to teacher efficacy (Enon, 1995). Teacher efficacy is a significant predictor of mathematics instructional strategies, and highly efficacious teachers are more effective mathematics teachers than teachers with a lower sense of efficacy.

Teacher efficacy was derived from Bandura's (1977) conceptualization of self-efficacy, which is defined as individuals' judgments of their capabilities to accomplish certain levels of performance. Bandura asserted that self-efficacy

From the findings, the researcher could conclude that the mathematics teachers at the primary level need to develop their teaching and methods. Moreover, the student appreciated to learn classroom management. Based on the research results, the researcher used several interventions in three areas of the organization. After intervention, the researcher collected the data to check the initial impact of OD/ID Intervention on classroom management, teaching strategies, and teacher's perception about strategic direction, it has much impact. Therefore, based on the research hypothesis, there is a significant difference between Pre ODI/IDI and Post ODI/IDI, thus affirming its initial impact on classroom management, teaching strategies, and teacher's perception about strategic direction

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MMOD Somsak Challermmit

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CHAPTER 1

The Problem/Potential Challenge for Change

1.0 Background of the Study

Education is basic to the development of people and nations. Basic education lays the foundation of human development and national development. It is important to appreciate this important dimension of development for human and organization development.

1.1 Global Context:

The American education system offers international students the most diverse set of education options in the world. In fact, an international student who elects to take advantage of the American education system can purse anything from nuclear science to film and dance. American education possibilities are almost endless.

The American education system requires that students complete 12 years of primary and secondary education prior to attending university or college. This may be accomplished either at public (or government-operated) schools, at private schools. These 12 years of schooling (or their equivalent) may also be completed outside the USA, thus giving foreign students the opportunity to pursue the benefits of the American education system and obtain a quality

American education system and graduated from a university or school in the USA. In many fields and industries, the American education system offers the most cutting –edge, sought –after programs at the world's best schools. This is why graduating from an accredited American school and being exposed to the rigors of the American education system is an investment in your future.

Whether you want to study at a top USA university, a top USA college or at any USA ESL, vocational or high school, a thorough understanding of the American education system, for the international student is essential. Without a clear grasp of the American education system, a foreigner will find it difficult to make the right academic choices. The information provide in the overview of the American education system section will help you develop that understanding .You can also search our list of top universities, colleges, community colleges, graduate schools, and boys and girls boarding schools in the American education system . It is no surprise that the American education system and the American school system host more international students than any other country in the world. (http:www.Usastudyguide.com/ usaeducationsystem.htm)

1.2 Asian Context

The Asians have had nations which are enthusiastic in education since ancient times. The system of the imperial civil-service examinations in China was epoch-making system positively appointing talents to the public service being

the first in the world. Now this meaning which the education in Asian region has been changing including these historical backgrounds. There are a lot of countries in economic development. Also, in countries such as South Korea, Japan, and Singapore socially important meaning of one's background causes the heated educational phenomenon called the exam war. A lot of excellent talent is born from Asian countries. But it is the fact that there is another side of the Asian education status quo. There are countries with education not spreading through the farm villages. There are countries with a big educational difference because of a gap such as between urban and rural regions and rich and poor. Also excessive elite education broadens this gap. As you see the education in Asian countries is developing with various problems. (http:park.org/Japan/TokyoNet/aip/HOT/EDUCATION/)

1.3 National Context:

Thailand is a country which is using the Child Centered System in Thai Education. Thai Ministry of Education gave the policy to every school about using this system in teaching the students. Every school which is under the control of Thai Ministry of Education is following its policy. All teachers have to develop their knowledge and their skill in order to be the best tutors and the best consultants for their students. Every teacher must have the teacher's certificate before start to be the teachers. (Tanawat, 2006)

The other things that Thai Ministry of Education emphasizes on are morality and responsibility of teachers and students. Every school has to teach morals and ethics with both teachers and students. The reasons are the teachers have to be good idols for their students and the students have to be good humans to research Thai Society and the World society. The students must obey the school's rules and be under the country's laws. They have to pay respect to their parents, their teachers and the persons who are older than them. They have to understand and pursue Thai culture and Thai tradition. (Tanatat, 2006)

1.4 St Gabriel's College

At the present time of Catholic Education in Thailand, there are many Thai Catholic schools that open to both Catholic and Non catholic students. Saint Gabriel's College is the one of Catholic schools in Thailand. It is on Samsen Road, Dusit, Bangkok. It was established in 1920 by Reverend Brother Martin De Tours, the first director and is administered by the Brothers of Saint Gabriel, a Catholic religious congregation founded by St. Louis Marie de Montfort in 1751, in France, from the early beginning of their existence as a religious community the Brothers had as their educational objectives, the teaching of three R's and Christian Religion as a way of life, to the children, especially those of the working class along with two philosophies which are;(1) the purpose of man's existence is to know the Truth, to love and search for it, which is the source of life and all

knowledge and is expressed by the school motto: LABOR OMNIA VINCIT. Under these Catholic Educational philosophies of the Brothers of Saint Gabriel aim at; preparing students through the acquisition of knowledge and skills related thereunto, at primary and secondary levels, which will be a good foundation for their future and further quest for more knowledge in the concept of life-long education ;and inculcating in the students mind right attitudes, right precepts of religion and moral principles, which will help guide them in their world of reality, in order that they may be able to make decision with intelligence and wisdom, and know how to solve conflicts an problems though peaceful means, as responsible members of society and the large world.

Saint Gabriel's College was founded in 1920 by Reverend Brother Martin de Tours; moreover he was the architect designing the building. On February 6 th, 1922 the building was first used. When the Brother form France had taught all of subjects in English. The students had more English ability. Their parents appreciated our school. The school curriculum was changed by the government in 1981 from English language to Thai language. That is decreasing the student's English ability.

From past to present St. Gabriel's College has been continually developed by many at St. Gabriel both foreigners and Thais. The institute has had a very good reputation for 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 Best Master piece Products "The institute must have the "Best quality of teachers" Happy Personnel at all Levels" and a conductive atmosphere to assure the best results of our education, technological appliances environment, cooperation between parents and teachers association & alumni, appreciating local wisdom, caring for the need rest an helping the less fortunate ones.

Saint Gabriel's College

After World War Two, in 1918 Assumption (Bangkok) College became a famous school in Thailand. Therefore many parents want to send their sons to be the students of Assumption (Bangkok) College. Because of the area's problems and the human resources problems which had not enough. Bro. Martin De Tours who founded the Assumption (Bangkok) College in Thailand and his consulters had a new idea about building a new school in Bangkok. The name of this school which he decided to use is Saint Gabriel's College. In 1920 he started this project at Samsen area because the suggestion of Reverend Father Brozat the Parish Priest of Saint Francis Xavier Church to gave the land for building this school. An engineer who designed the plan of this school is Mr. Be'quelin and Bro. Martin De Tours was the consulter of him. Saint Gabriel's College finished the building on

1922 and the name of the first big building in Saint Gabriel's College is Red Building. For the Red building, Bro. Martin De Tours was an architect and whole building make from wood. It used the budget for building about 100 thousand baht. During the time of building the first group of student which had 141 students used a house of Mr. Berli to be the temporary school. After Saint Gabriel's College finished the building and started to be a school of Thailand in the first year. There were 150 boy students enrolled to be the students of it and the range of their age from 6 to 18. In the same way that Bro. Martin De Tours and group of Bro. organized Assumption (Bangkok) College and Saint's Gabriel College. Now there are 16 institutes of Saint's Gabriel Foundation those are:

1. Assumption College (Secondary) Bangkok (AC)
2. Saint Gabriel's College, Bangkok (SG)
3. Montfort College, (Secondary) Chiangmai (MC)
4. Assumption Commercial College, Bangkok (ACC)
5. Assumption College, Sriracha (ACS)
6. St. Louis College, Chachoengsao (SL)
7. Assumption College, Lampang (ACL)
8. Assumption College, Thonburi (ACT)
9. Assumption College, Rayong (ACR)
10. Assumption College, Ubonrachathani (ACU)

11. Assumption College, (Primary) Bangkok, (ACP)
12. Assumption University, Bangkok (AU)
13. Assumption College, Nakorn Rachasima (ACN)
14. Montfort College, (Primary) Chiangmai (MC)
15. Assumption College, Samrong (ACSR)
16. Assumption Technical School, Nakon-Panom (ATSN)

For over two centuries, this educative mission and tradition enriched with professional expertise have been transmitted to succeeding generations of Brothers and their pupils. Because of this reason, the Brothers hold as their sacred duty the Ministry of Teaching which is expressed in the maintenance and the promotion of the Catholic School System, through the education of children and youth according to Christian principles. In this context, the Brothers' schools in Thailand embraced the following principles as their educational philosophy.

Philosophy

1. The purpose of man's existence is to know the Truth, to love and to search for it, which is the source of life and all knowledge.
2. The belief that a man justifies himself and his existence by the nobility of his work. This is expressed by the school motto: LABOR OMNIA VINCIT.

Objectives

The Brothers' schools aim at...

1. Preparing pupils through the acquisition of knowledge and skills related thereunto, at primary and secondary levels, which will be a good foundation for their future and further quest for more knowledge in the concept of life-long education.
2. Inculcating in the pupils' minds, right attitudes, right precepts of religion and moral principles, which will help guide them in their world of reality, in order that they may be able to make decisions with intelligence and wisdom, and know how to solve conflicts and problems through peaceful means, as responsible members of society and the world 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 interiority for the common good of society of which they are members.

In 2003, Bro. Dr. Anusak Nidhibhadrabhorn is the 19th director of Saint Gabriel's College. He showed a school's vision which it is making Saint Gabriel's College to be "A School in Top Five of Asia". In six years of his director position, he developed and continues developing many things the building, school's curriculums and school's human resources.

After Saint Gabriel's College passed many developments. In 2008, there were many members who belonged to Saint Gabriel's College which consists of Brothers, Teachers, Students and Workers. The amount of each member's type is shown in Table 1.1

Table 1.1: Number of Human Resources in Saint Gabriel's College

Members	Number
1. Brothers	4
2. Teachers	354
3. Students	5,675
4. Workers	122

And the executive chart of Saint's Gabriel College is shown by the Organization Structure in Figure 1.1

Vision from the past to present St. Gabriel's College has been continually developed by many generations by the Brothers of St Gabriel's 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 found success 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 "Best quality of teachers", "Happy Personal 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 needy, and helping the less fortunate. St. Gabriel's College students are all boys ranging from age 6-18.

The Saint Gabriel's College mission is to utilize quality personnel and technologies to create well founded, intelligent, worldly young men in the Christian tradition that will be successful and able to serve the Thai and global communities.

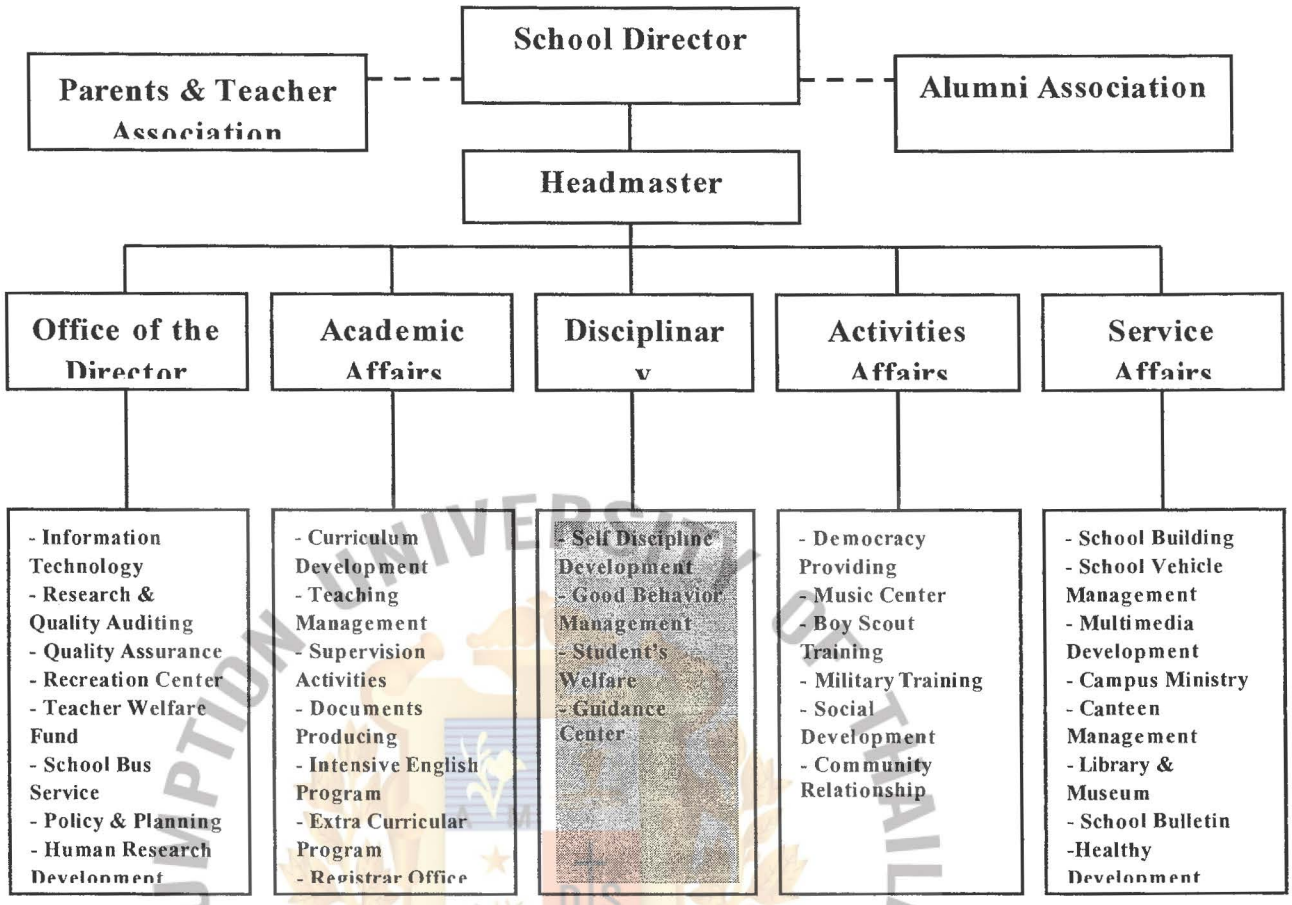

Figure1.1: Organization Structure

By living this mission themselves, through higher learning, etc., teachers give the their assurance to develop their students and themselves to their highest potential in the global society for prosperity in both personal and public life.

1.5 Current Situation:

As reported in an earlier assessment by teacher respondents and feedback provided by students, the most significant factors influencing people to stay in

teaching are related to teachers' commitment to children, enjoyment of their job and doing a job of which they feel proud. The interest to learn mathematics among the students had increased substantially due to the fact that the new methodologies are used in the classrooms work effectively and efficiently. The data shows that teachers do not leave teaching, nor do they choose to stay in teaching, because of its perceived status influenced by the success stories of every student's academic performance. The most overwhelming issue related to the cause of teachers to consider leaving the profession, according to teacher responses, is the workload associated with change, the deterioration in student behavior and the degree to which teachers feel misunderstood and undervalued by the colleagues. Often this misunderstanding is articulated in terms of the misconceptions teachers believe people from the wider community have about teachers' 'official' hours of work and holidays.

While generally positive and satisfied with the influence they are having over student achievement, behavior, attitudes and general developments within school, teachers are less than positive about working conditions and matters external to the immediate school environment. Teachers report that they are overloaded, inadequately rewarded, undervalued and insufficiently supported. Perceived respect from others is a retention hazard, as teachers report an accumulating lack of respect: from the administration, which imposes changes on

them even when teachers warn that changes are too much too fast; from students, whose behaviors have deteriorated; from parents, who have unrealistic expectations; The majority of teachers report that they love the core aspect of their job with passion. Dealing with children and young people, being involved in their learning and feeling a sense of doing a socially useful job reflect intrinsic satisfiers which are very strong. However, it is evident that factors such as: the support and leadership in the school; relationships with the local community and parents; internal relationships with colleagues; opportunities for development and career advancement; salary and additional remuneration for taking on senior leadership duties; and teachers' relationships with their students; can potentially erode teachers' core commitment to their work. Outside the school are issues of governmental imposition of change, societal change and its impact, and the ways in which teachers perceive they are portrayed in the reports and valued or respected by the general public.

The irony is that in spite of the workload, the stress, the challenging students and the low pay, and the fact that many teachers may speak of leaving, most report they do not really intend to do so. From one perspective this is a positive outcome, however, there is another side to the retention challenge. There is evidence from this study that many teachers are no longer passionate about their work and are staying in teaching because they see no alternative or

because the pay and conditions (including the holidays) are more secure or better than they might get elsewhere. Retaining those who have lost their edge, who are less than committed in their work would be a challenge.

There are 482 students who are divided into 8 rooms, each room has about 60-62 students with 22 Thai teachers and 5 foreign teachers teaching various subjects. We teach 5 subjects in English such as Mathematics, English, Social study, Technology – computer, Physical Education- Health, Art & Music, and Thai language. The present English learning is functioning under the "Intensive English Program". It is Thai teachers who are teaching in the IE program.

Teaching strategy: The researcher is teaching mathematics in English for Primary2. There are 35 mathematics teachers in our school primary1- secondary 6. Some of these teachers only teach Mathematics in English.

Specifically in the Mathematics department, there are 35 Mathematics teachers in our school Primary1 – Secondary 6. Some of these teachers only teach Mathematics in English or Mathematics in Thai and while others teach both subjects. These teachers often had meetings for changing, discussing, and sharing strategy for teaching. These teachers improve themselves such as they learn and earn Master degree at DePaul University, Assumption University, and/or attend seminars in Countries aboard.

Teacher perception about strategic Direction: In St. Gabriel's College, there are various groups of opinions in each level to work for the school. Positive thinking group always join and challenge themselves to accomplish the goals of the school. On the contrary, the negative group, often protest to do so and has the bad attitude to free themselves from the school's vision.

1.5.1 The SWOT Analysis:

To further describe the current situation of St. Gabriel's College performance a SWOT analysis was used to identify the internal strengths and weaknesses as well as external opportunities and threats. On Table 1.2 are the items identify based on the SWOT analysis of both internal and external conditions of the system..

Table 1.2 SWOT Analysis Saint Gabriel's College Performance

Strength	**Weaknesses**
- Higher quality of academic standard. - Standard of students English ability - Teacher's competency - Higher budget - Higher technologies - Students can pass IPSLE test form Singapore curriculum. - Acknowledgement of our school - Support from the parents - Supporting by Saint \Gabriel's Foundation - Students are able to compete with other schools.	- Number of students in each class is too much. - There are two curricula in Thai and English. - Students do not pay attention in class. - Need to increase student's competency Mathematics in English. - Teachers lack low strategies - Some teachers do not follow the school's vision - Plagiarizing the teaching documents
Opportunities	**Threats**
- Professional development programs offered by Institutions for SGC to avail like AI Seminars in SAIDI, Philippine, Waldof training. - Observing school in other countries	- Competition from other schools. - The policy from government. - Evaluation school's standard by government.

Strengths

Saint Gabriel's College has higher quality of education system that includes curriculums in Thai and English. Moreover, the students have to pass IPSLE test from Singapore to be ranked among the competitive class of students. The teachers have been sent to various institutions to improve their competency

and enhance professional development. Acquiring masters degree from the recognizes universities such as DePaul University, Assumption University, and Technologies training would enable the teachers and encourage the parents to support our school and the budget.

Weaknesses

There are 5219 students in the school. Each class has 60-62 students that is difficult to control. Saint Gabriel's College has two curricula in Thai and English; children have difficulty with English communication skills and it becomes a classroom management problem. Most of them did not pay attention to learn. The resume further is students cannot get knowledge in each subject especially in Mathematics Intensive English. The teachers have less strategy for teaching. Moreover, some teachers don't follow to the school's vision. The teachers' documents are plagiarized by other school.

Opportunities

Both teachers and students have opportunities to get the scholarship to learn and acquire more knowledge in other countries offered by institution for Saint Gabriel's College avail. Moreover, teachers have the opportunities to observe schools in other countries. and 46 teachers took seminar about

appreciative inquiry method in SAIDI school of OD Philippine. They use AI method to improve the school.

Threats

The curricula and context are copied by others who wanted to compete and increase their standards. Sometimes, Saint Gabriel's school could not make our own curricula because of the policy of government. More than that, school has evaluated the standard by the government also.

In view of the current situation of the school in matters of classroom management, teachers' teaching strategies and teachers' perception of the strategic direction of the school, this research has identified the need for research on these subjects and therefore sees to achieve the following research objectives.

1.6 Research Objectives

1. To describe and analyze the current situations, functioning and performance of Saint Gabriel's College.

2. To diagnose the current situation of primary2 classroom Management, Teaching Strategies and Teachers' perceptions about the school's strategic Direction.

3. To identify and implement an appropriate ODI/IDI intervention on classroom Management, Teaching strategies and teachers' perceptions about the school's strategic direction

4. To determine initial impact of ODI/IDI on classroom management, teaching strategies and teachers' perceptions about the school's strategic direction.

1.7 Statement of the Problem

The main purpose of the study is on initial impact of ODI/IDI on classroom management, teaching strategies and teacher's perceptions about the school's strategic direction.

1.8 Research Questions

4.1 What is the current situation of primary 2 in terms of classroom Management, Teaching Strategies and Teachers' perceptions about the school's strategic Direction in Primary2.

4.2 What is the appropriate ODI/IDI intervention for classroom Management, Teaching Strategies and Teachers' perceptions about the school's strategic Direction in Primary2.

4.3 Does ODI/IDI intervention have initial impact on classroom Management, Teaching Strategies and Teachers' perceptions about the school's strategic Direction in Primary2.

1.9 Hypotheses

HO: ODI/IDI has no initial impact on classroom management, teaching strategies and teacher's perception about the school's strategic direction.

HA: ODI/IDI has an initial impact on classroom management, teaching strategies and teachers' perceptions about the school's strategic direction.

1.10 Definition of terms

Classroom management - The ways in which student behavior, movement and interaction during a lesson are organized, supervised, mobilized and controlled by the teachers to enable teaching/learning to take place most effectively (Richard, 1990)

Teachers' Perception – The view that teachers show about their teaching practice and the teaching profession that focused only on the idea of skills and techniques. These views seem to influence the idea of teaching as a profession, and they seem to influence the rationale for a lot of conventional teacher training http://eltj.oxfordjournals.org/ cgi/pdf_extract/41/2/81

Strategic Direction – It is the understanding and course of action that leads to the achievement of goals in an organization's strategy. (http://www.businessdictionary.com/definition/strategic-direction.html)

Teaching Strategies -A combination of instructional methods, learning activities, and materials that actively engage students and appropriately reflect both learning goals and students' developmental needs. (ed.fullerton.edu/SecEd/tpa/Glossary.htm)

Appreciative Inquiry (AI) - Created in 1987 by David Cooperrider: Appreciative Inquiry is a process that brings groups of any size together and invites people to learn and transform themselves, their relationships, their organizations, and communities through personal stories of accomplishment and aspiration. It begins with an affirmative interview to identify the best of "what is" in order to pursue dreams and possibilities of "what could be." (http://opencirclecompany.com/IWorkshopAnnouncement.htm)

1.11 Significance of the Study

Saint Gabriel's college has two curricula. All of the subjects are taught in Thai and five subjects are taught in English such as Mathematics, Technology& computer, Social studies, Science and English. That is the second language for all

the students. Most of them have a bit of skill in English language, but have difficulty learning, so the researcher must use classroom management and teaching strategies to solve this problem:

With this study, students would be able to learn Mathematics in English with fun as they would develop good attitudes for the subject. They can understand the concepts of mathematics and use English to communicate better, so they can get better scores in the examination.

For the teachers, the results of the study would provide teachers get the opportunity to get more teaching strategies from training. They can design lesson plans appropriately by using various strategies and technologies to teach students. Moreover, they can control classrooms easily.

For the parents it is hoped that they would be happy with Saint Gabriel's use of the ODI/IDI activities that enhanced the capability and facility of teachers in using varied teaching strategies that enhance learning.. Furthermore, they will be confident in sending their sons to the school and will be pound of their son's achievements and capability in English.

For the school, by using the ODI/IDI, it is hoped that the school be seen as one with high standards and constantly engaged in continuous improvement of instruction and human resource. Thus, St. Gabriel's will become the best school in Thailand and one of the top five in Asia.

Lastly, the implementation of the ODI/IDI would hopefully increase the teachers' and students' competency and achievement. It would also secure success for St. Gabriel's College in the future.

1.12 Scope and Delimitation of the Study

In this study, the researcher examined the classroom management, teaching strategies and teacher's perception about the school's strategies direction of 120 students and 20 teachers in primary 2 of Saint Gabriel's College in academic year 2008.

The target population of this study are students in primary 2; they are studying in Saint Gabriel's College who are in the mathematics classroom. There are 120 students who were given the questionnaires. The research study was limited to three areas, i.e., classroom management, teaching strategies, and teacher's perception about the school's strategic direction.

The scope of this research was limited only to Saint Gabriel's College students, hence the results of this research may not explain the classroom management, teaching strategies and teacher's perception in other school. A future limitation was the period of collection. Since this research was conducted in a specific period, therefore, the results may vary in periods reflecting changes in management and teaching strategies.

CHAPTER 2

REVIEW OF RELATED LITERATURE & CONCEPTUAL FRAMEWORK

This chapter is composed of the review of related literature on organizations, organization development, change management, classroom management, teaching strategies, and strategic direction as well as a discussion on the conceptual framework of the study.

2.1 Organization as a System

The study of organization behavior needs both an understanding of human behavior and understanding of organization behavior. As Michael H. Zack (2000: 1) mentioned in his writing while researching on organization system using social network analysis, that organizations can be viewed as "consisting of individuals interconnected as member of social networks interpreting, creating, sharing and acting on information and knowledge. We then can think of organization structure or form as the pattern of connections and interdependence among organization members".

Harvey, D. (2006) had written in his book about the organization as a system, an experiential approach to organization development. A system is "an organized unitary whole composed of two or more interdependence parts, components, or sub system and delineated by identifiable boundaries from its environments". The systems approach recognizes and focuses on the effect of managerial functions and the interrelationship

between sub elements of the organization. rather than will the organization as a static set of relationships, it views the organization as a set of flows of inputs and outputs is a basic starting point in the description of a system. Three basic elements make up such a system as shown in a following figure;

In this research the organization that researcher focused on is an organization that has relationship and information flows of an organization among employees to enhance organization performance.

2.2 Organization Development

Organization Development (OD) is an emerging discipline. As a body of knowledge, it is a relatively new system and mostly drawn from the social sciences fields where people in organizations are studied from the dynamics of social relationships.

In business field has high competition as this world is changing then organization development is the important term that can lead to organization survival. Organization development can yield the company to well-adjusted to compete with competitors and conform to consumer demand in globalization.

2.2.1 Organization Development Defined

Organization development is a long-term effort, led and supported by top management, to improve an organization's visiting, empowerment, learning, and problem-solving processes, through an ongoing, collaborative management of

organization culture- with special emphasis on the culture of intact work teams and other team configurations- utilizing the consultant-facilitator role and the theory and technology of applied behavioral science, including action research. (French, and Bell, 1995)

Organization development is a system wide application of behavioral science knowledge to the planned development and reinforcement of organizational strategies, structures, and process for improving and organization's effectiveness. (Cummings and Worley, 1993)

Brown and Harvey (2006) Organization development comprises the long-range efforts and programs aimed at improving and an organization's ability to survive by changing its problem-solving and renewal processes. OD involves moving to word an adaptive organization and achieving corporate excellence by integrating the desires of individuals for growth and development with organizational goals. Organization development is and effort: planned, organization-wide, managed from the top, to increase organization effectiveness and health, through planned interventions in the organization's process using behavioral science knowledge.

2.2.2 Organization Development Intervention

French, Bell, and Zawacki (2005) mentioned that an organization development intervention is the term of size and complexity of the client group. The client group may consist of individuals, dyads or triads, a self-managed team, and intact work team

including the formal leader, intergroup configurations (two or more interfacing units), all of the managers of an organization, all everybody in the total organization.

There are eight stages in action research model Cummings and Worley (2001). The action research model focuses on planned change as cyclical process in which initial research about organization provides information to guide subsequent action. Then the results of action are assessed to provide further information to guide further action, and so on. The following figure shows the cyclical phases of planned change as defined by the original action research model. Eight main steps are problem identification, consultation with a behavioral science expert, data gathering and preliminary diagnosis, feedback to a key client or group, joint diagnosis of the problem, joint action planning, action, and data gathering after action.

In this study, the action research model is used to address the emerging issues on classroom management, teaching strategies and understanding of strategic directions of teachers. To introduce any change process, it must be managed and so after the findings of the action research it would be necessary to lead the change among the teachers especially on the strategic direction of the school.

2.3 Change Management

Changing an organization is a messy affair due to the variety of factors composes to the change. It is important to understand the concept of change management and

practice follow the stage of change to reduce the messy. There are many change management theories that explain the significant of organizational change. (Porter, Bigley, and Steer, 2003) p.82)

Edgar Schein (1987) Lewin's three-stage model is a powerful cognitive tool for understanding situation. Edgar Schein took this excellent idea and improved it by specifying the psychological mechanisms involved in each stage as shown in table In stage one, unfreezing, this confirmation creates pain and this comfort, which cause guilt and anxiety, which motivate the person to change. In stage two while moving, the person undergoes cognitive restructuring. The person needs information and evidences to show that the change is desirable and possible. In stage three, refreezing, is to integrate the new behaviors in to the person's personality and attitude. That is, stabilizing the changes requires testing to see if they fit with the individual, and fit with the individual's social surrounding

In a recent study of Hussain K. and Mughal S.Y. mentioned that Change management life cycle attempts to make a modest contribution in the phase of CM by focusing – along multiple dimension of how people can make a change successful in the information system designed to have varying levels of structure. The CM frame work contains key information from which the CM request evaluation take place and determine how a change will be processed.

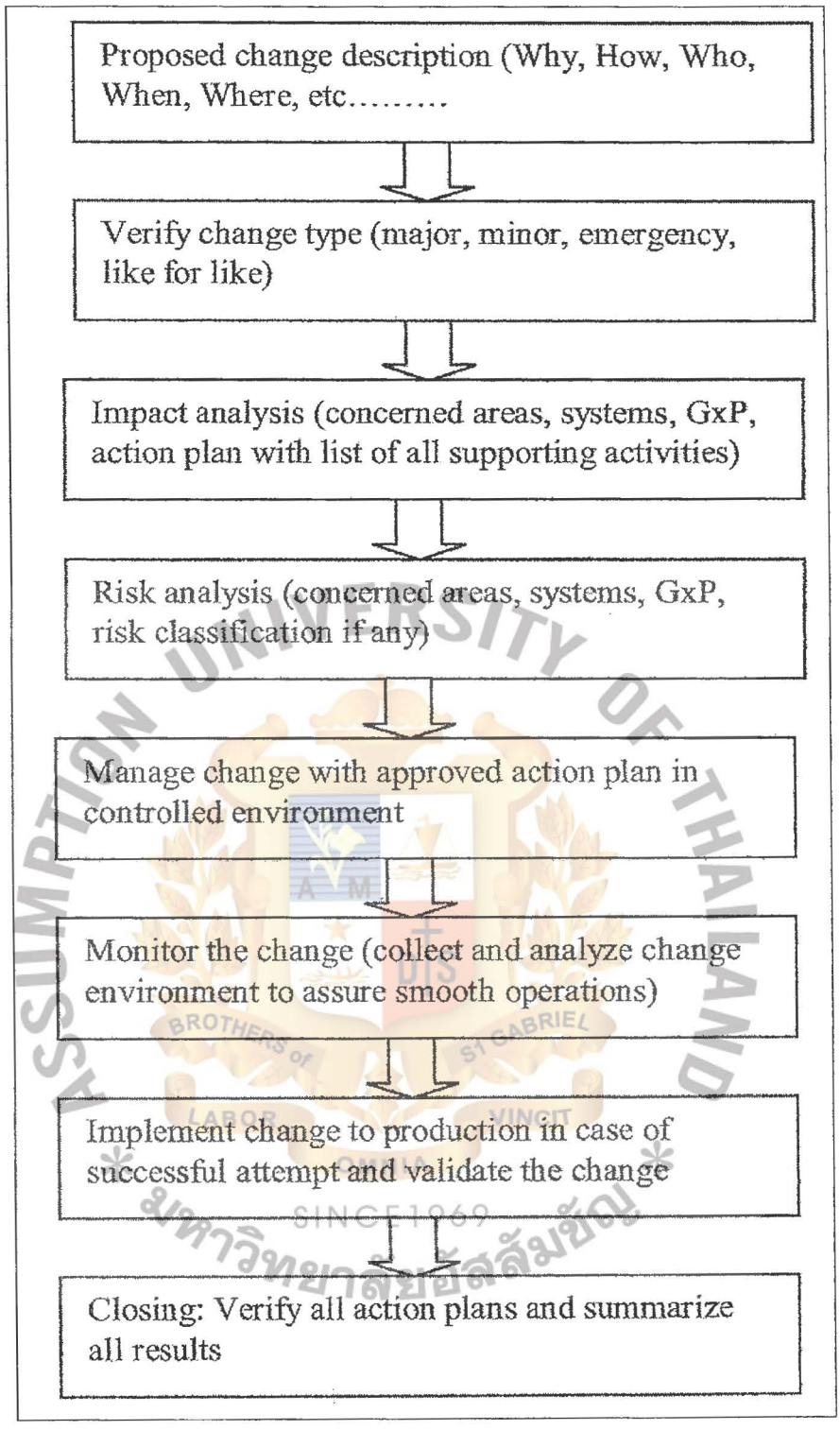

Figure 2.1 Change management Lifecycle

Hussain K. and Mughal S.Y. (2006) p.1743)

2.4 Employees' Motivation

Employee's motivation is a dynamic drive that influences people in terms of decisions, actions and behavior. It has been studied many times over by psychologists. Researcher interest in motivation; how to get employees are motivated to do a good job and contribute to productivity and organization effectiveness.

Motivation is referred to the process that accounts for an individual's intensity, direction, and persistence of effort toward attaining a goal. While general motivation is concerned with effort toward attaining a goal Robbins and Judge (2007). While general motivation is concerned with effort toward any goal, we'll narrow the focus to organizational goal in order to reflect our singular interest in work related behavior. (Michell, 1997).

The roles of motivation in the organization are combined with intensity, direction and persistence. Intensity is concern with how hard person tried mention by Robbins and Judge, (2007). This is the element most of us focus on when we talk about motivation. However, high intensity is unlikely to lead to favorable job-performance outcome unless the effort is channeled in a direction that benefits the organization. Finally, motivation has a persistence dimension. This is a measure of how long a person can maintain effort. Motivated individuals stay with a task long enough to achieve their goal.

Porter, Bigley, and Steers, (2003) referred to motivation as coming from the word "motive" which means "to move". The word motive can mean something that moves someone to do something. Furthermore word motivation was suggested that something within people in the organization that drives them forward. It may be a need or emotion, but it leads people to behave in a certain way. Motivation is famous and widely studied topic in the area of physiological and organization behavior. Most of theorists defined motivation as a set of process and variables that influenced people to attaining a goal.

Robin and Judge (2007) cited that a fruitful period in the development of motivation concept was in the 1950s. Maslow's needs hierarchy is perhaps the most widely know theory relating individual needs to motivation. The theory attempts to show how the healthy personality grows and develops over time and how that personality comes to manifest itself in motivated behavior. The theory identified two orders of needs which are Deficiency needs and Growth needs. Deficiency needs include physiological, safety and security, and belongingness. Growth needs include esteem and ego, and self-actualization. In the recent study of Porter, Bigley and Stress (2003) the individual will fail to develop a healthy personality to the extent that these needs are not met. In contrast, growth needs are those that relate to the development and achievements of one's potential. (John R. Schermerhorn, Jr., 1993, pp. 445)

Porter, Bigley and Stress (2003) stated the details of five categories in Maslow Need Hierarchy Theory in their book are as follow:

Physiological: The most basic needs in Maslow's hierarchy center around needs related to survival and include the needs for oxygen, food, water, sleep, and so on. In the work place, such needs are reflected in the individual's concern for basic working conditions (e.g., moderate temperature, clean air) Porter, Bigley and Stress (2003).

Safety and security: The second level of needs is associated with the safety and security of one's physical and emotional environment. These needs include a desire for stability, order, security, freedom from threats of emotional harm, and protection against accidents. At work, such needs may be represented by a concern for safe working conditions and job security Porter, Bigley and Stress (2003).

Belongingness: The third level consists of those needs related to one's desire for acceptance by other, friendship, and love. In organizations, interacting frequently with fellow workers or experiencing employee-centered leadership may help to satisfy these needs Porter, Bigley and Stress (2003).

Esteem and ego: These are the needs for self-respect, self-esteem, and respect and esteem for other. In the work place, these needs may be reflected in a concern for job with higher status and a desire for recognition for the successful accomplishment for a particular task Bigley and Stress (2003).

Self-actualization: The highest need category consists of the need for self-fulfillment. People with dominant self-actualization needs are concerned with developing to their full and unique potential as individuals. In organizations, these needs may be reflected in the desire for work assignments that challenge one's skills and abilities and that allow for creative and innovative approaches Bigley and Stress (2003).

David McClelland and his association cited that a different way for managers to think about needs. They identify three types of needs: need for achievement, need for affiliation, and need for power Gordon J.R. (2002).

Need for achievement reflects an individual's desire to accomplish goals and demonstrate competence or mastery. People high in this needs focus their energies on getting a job done quickly and well Gordon J.R. (2002). In a recent study of Porter, Bigley and Stress (2003) state that McClelland and his associates conducted their most through series of studies on this particular learned need, and identified four characteristics of individuals with a high need for achievement: a strong desire to assume personal responsibility for finding solutions to problems or performing a task, a tendency to set moderately difficult achievement goals and to take calculated risk, a strong desire for concrete performance feedback on tasks, and a single-minded preoccupation with task accomplishment(p.11.).

Need for affiliation resembles Maslow's belongingness and Alderfer's related need. It describes the need for social interaction, love, and affection Gordon J.R. (2002). In a recent study of Porter, Bigley and Stress (2003) state that McClelland identified three characteristics of individuals with a high need for affiliation: a strong desire for approval and reassurance from others, a tendency to conform to the wishes and norms of others when pressured by people whose friendship they value, and a sincere interest in the feelings of others.

Need for power reflects the need for control over a person's own work or the work of others. Ruling monarchs, political leaders, and some executives in large corporations typically have a need for power Gordon J.R. (2002). In a recent study of Porter, Bigley and Stress (2003) state that McClelland contends that individuals with a high up may be characterizing by: a desire to direct and control someone else, and a concern for maintaining leader-follower relations.

In a recent study of Rabey, (2001) mentioned that motivation is the internalized drive towards the dominant thought of the moment. You cannot motivate anyone; you can only create a situation to which individuals will respond because they choose to.

The question should be first asked whether the work place meets the standards which surveys of employees in recent years have shown to generate high moral and stimulate motivation. Those questions include doing something worthwhile (a goal), doing one's share (participation), counting for something (recognition), knowing what is

going on (communication), getting a decent living (fair wages), preparing for the future (learning), doing things together (teamwork), and being challenged (innovation) Rabey, (2001).

2.5 Classroom management

A classroom is like an organization and as such it is a system. It requires some skill and ability to manage it such that teaching-learning processes can take place and learning outcomes are achieved.

Edmund Emmer and Carolyn Evertson (1981) state that effective classroom management consists of teacher behaviors that produce high levels of student involvement in classroom activities, minimal amounts of student behavior that interfere with the teacher's or other students' work, and efficient use of instructional time.

Successful teachers know how to make an environment that is stimulating and inviting. Room arrangements and displays must be attractive, but also functional. Quality instruction requires that teacher use materials other than assigned textbooks and workbooks. If teachers begin collecting and organizing these items before school begins, planning richer and varied lessons becomes routine, makes the teacher more productive, and reduces work-related stress.

Teachers that are effective classroom managers have:

- Planned rules and procedures carefully
- Systematically taught these to students
- Organized instruction to maximize student task engagement and success
- Communicated directions and expectations to students

Harry Wong (1998) suggests that classroom organization and management includes all of the things that a teacher must do towards two ends:

1. To foster student involvement and cooperation in all classroom activities; and
2. To establish a productive working environment.

2.6 Teaching Strategies

The teaching profession is like any other professions like medical, engineering and others. It has its own strategies, approaches, tools and techniques to achieve the goals and objectives of teaching or to enable children to learn. Teaching mathematics, science, social studies and all other subjects in basic education require a variety of basic teaching/learning strategies to enable children to get interested in the subject as well as develop the competencies required in each of these subjects.

There is a natural tendency for teachers when they teach to mainly lecture or do the banking or telling method most of the time in the classroom. When this happens,

children can get bored listening to the teacher or the teacher would have inattentive children whose learning styles requires them to be actively involved.

(http://www. Icr.ac.uk/ education /learning- and teaching- strategy /index. shtml)

Teaching strategies can help almost everyone involved in education. Experienced teachers need to learn about new techniques when renewing their certificates. Conversely, new teachers may want to have a reference for older theories that have worked well for others. In addition, parents interested in how their child learns may want to learn more about the teaching strategies being used in their child's classroom. http://www.yourdictionary.com/dictionary-articles/teaching-strategies-glossary.html

2.7 Strategic Direction

Futurists often remind us that the purpose of thinking about the future is not to predict what will happen but rather to consent. Although we cannot know the future, we can propose a range of alternative futures and make judgments about assume them. Futures research provides a powerful framework and set of techniques that allow us to test the credibility of possibly better understanding of what is likely to happen we should be able to make better decisions in the present.

Businesses, organizations and policy makers face real problems that require real solutions. Futurists should be at the fore front of practical ways to manage 21st century life under growing complexity, providing a long –term perspective and greater

clarification. *Foresight* provides a much –needed forum for sound thinking about the future and focuses on themes and issues which demand long-term view. It draws upon the established tools, techniques and methodologies of futures studies(e.g. scenario planning environment scanning etc) as well as those of other social science discipline, and will be informed by systems thinking modernism and complexity. (http://info.emeraldinsight.com/ products /journals /call-for- papers.htm?id=679)

Business organizations as well as school organizations need to articulate clearly their strategic directions and have these shared and supported by everyone in the organization. It is part of the "glue" that makes the organization stick or stay for good. St. Gabriel's College (SGC) through its strong leadership and management has a well articulated strategic direction and vision. It is important that faculty and staff understand, share and commonly support this strategic direction such that all teachers and staff support the activities that enable children to learn. For SGC to achieve its vision of being one of "Asia's best" the sharing of this vision and strategic direction is important for faculty.

2.8 OD Intervention

We discussed in this chapter the final two stages of planned change-evaluating interventions and institutionalizing them. Evaluation was discussed in terms of two kinds of necessary feedback: implementation feedback, concerned with whether the

intervention is being implemented as intended, and evaluation feedback, indicating whether the intervention is producing expected results. The former comprised of a collection of data about features of the intervention and its immediate effects, which are feedback repeatedly and at short intervals. The latter comprises data about the long term effects of the interventions also involves decisions about measurement and research design, measurement issues focus on selecting variables and designing good measures, Ideally, measurement decisions should be derived from the theory underlying the intervention and should include measures of the features of the intervention and its immediate and long – term consequences. Further, these measures should be operationally defined, reliable, and valid and should involve multiple methods, such as a combination of questionnaires, interviews, and company records.

Research design focuses on setting up the conditions for making valid assessment of an intervention's effects. This involves ruling out explanations for the observed results other than the intervention. Although randomized experimental designs are rarely feasible in OD quasi-experimental designs exist for eliminating alternative explanations.

OD interventions are institutionalized when the change program persists and becomes part of the organization's normal functioning. A framework for understanding and improving the institutionalization of interventions identified organization characteristics (congruence, stability of environment and technology, and unionization)

and intervention characteristics (goal specificity, programmability, level of change target, internal support, and sponsorship) that affect institutionalization processes. The framework also describes specific institutionalization processes (socialization, commitment, reward allocation, diffusion, and sensing and calibration) that directly affect indicators of intervention persistence (knowledge, performance, preferences, normative consensus, and value consensus). (Cumming & Worley, 1990, 198-199)

2.9 Appreciative Inquiry

Appreciative Inquiry is a process that brings groups of any size together and invites people to learn and transform themselves, their relationships, their organizations, and communities through personal stories of accomplishment and aspiration. It begins with an affirmative interview to identify the best of "what is" in order to pursue dreams and possibilities of "what could be." http://opencirclecompany.com/ AIWorkshop Announcement.htm

Appreciative Inquiry is based on the premise that from the moment of inquiry, the individual, team and organization experience a change. By using a strength-based approach, the social structure, whether it be a team or organization, moves in a positive direction accepting change guided by their initial input. Appreciative Inquiry is not asking people to change. Rather it is inviting people to co-construct their own realities and strategically plan their futures based upon two guiding concepts interwoven

through the process of Appreciative Inquiry: The Positive Core and the 4-D cycle. http://www.learningconnections.org/ai/

Appreciative Inquiry, developed by David Cooperrider and colleagues at Case Western Reserve University and The Taos Institute, is an organizational transformation tool that focuses on learning from success. Instead of focusing on deficits and problems, the Appreciative Inquiry focuses on discovering what works well, why it works well, and how success can be extended throughout the organization. It is both the vision, and the process for developing this vision, http://www.encyclopedia.com/doc/1G1-73555065.html

The researcher applied knowledge about A.I. that our group took seminars for SAIDI in Philippines. In classroom the researcher used appreciative question, positive thinking designed activities for classroom management. Moreover, from the A.I. seminar at Saint Gabriel's College the teachers who attended this seminar have commented to improve its work. After the seminar the researcher found that they took action to do everything and improved perceptions on strategic directions. The process of A.I. is a positive method that is useful for improving classroom management and teachers' perception on strategic directions.

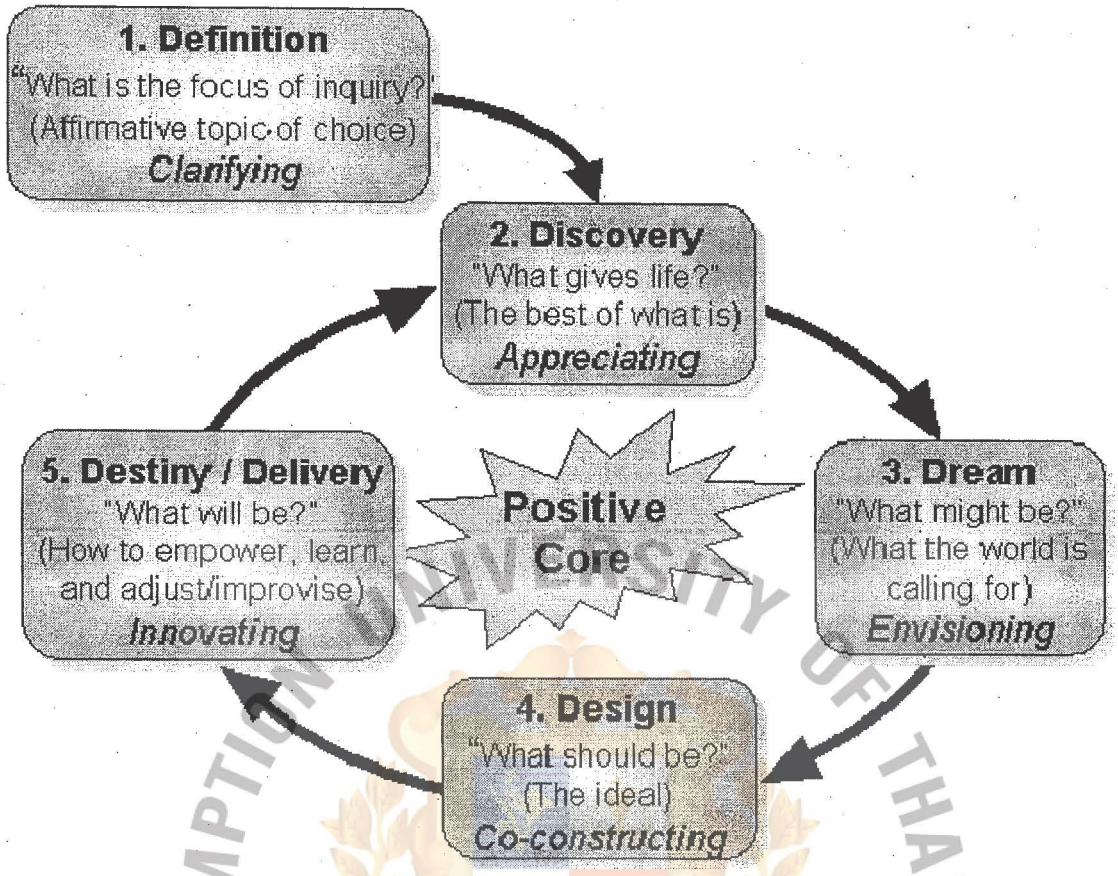

Figure 2.2 Appreciate Inquiry

Created in 1987 by David Cooperrider

The 5-D Cycle can be used to guide a conversation, a large group meeting, or a whole-system change effort. It can serve as a framework for personal development or coaching, partnership or alliance building, and large-scale community or organization development. Whatever the purpose, the 5-D Cycle serves as the foundation on which change is built.

http://opencirclecompany.com/ AI Workshop Announcement.htm

2.10 Conceptual Framework:

The conceptual framework of this action research is drawn from the assessment of the current situation through SWOT and the articulation of strategic direction of the school. There are three parts to this framework which are shown Table 2.1

Table 2.1 Conceptual Framework

Pre-ODI/IDI	ODI/IDI	Post ODI/IDI
- Students low competency English skill -Students did not get concept of mathematics	-Use classroom management and teaching strategies to manage classes -Motivation -Reward	-Students high competency English skill - students get concept of mathematics
-Teachers have a little bit strategy for teaching	- Teachers training about teaching strategies (constructivism teaching and learning method)	- Teachers get more teaching strategies
-Teachers have different perception about strategic direction	-Training OD Program with AI approach	- Teachers' perception about strategic direction improve follow to school's vision

ODI were proposed to increase student's competency, concept of mathematics and teachers perception about strategic direction.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research design

This chapter contains the research design, methodology, population, instruments such as questionnaires and observation, the data collection techniques, the data collection procedures, and data analysis.

The researcher studied classroom management, teaching strategies, and teacher's perception about strategic direction on primary two in Saint Gabriel's College. This study is conducted in the context of an action research which covered three phases namely; Pre –OD intervention, ODI/IDI interventions Process and Phase three an assessment of the expected result OD/ID intervention. It used a descriptive survey method using both quantitative and qualitative analysis of findings of the study. The research also includes the identification of the different organizational development interventions as recommendations of the study.

The Research Project on the Perceptions of Teachers and Teaching was commissioned by the Board of Education and Saint Gabriel's teachers Council to examine the relationships between key groups' perceptions of teachers and teachers' work in early childhood and school sectors, and the retention, performance and capability, and professional status of teachers. The project responds to the need for

research to identify the nature and influence of current attitudes towards teachers and teaching that are involved in teaching mathematics and identify priorities for action. The research project, as it was conceived, involved six steps/phases which are as follows:

1. Preparation and securing administrative and ethical approval.

2. Phase One: Construction of Instruments and Initial pilot project.

3. Phase Two: Administration of Assessment tools and Collecting data through questionnaires and interviews for Pre-ODI/IDI

4. Phase Three – Conduct of ODI/IDI Implementation and Analysis of Observations of live teaching coverage of teachers and teaching.

5. Phase Four – Administration of Post ODI/IDI Assessment tools and interviews to monitor the initial impact of such interventions.

6. Development of a final report and a Saint Gabriel's instrument to monitor changing perceptions of teachers and teaching mathematics.

Phase one of the research involved a pilot testing of the instrument within a localized geographical area, carried out during 2008. This phase enabled the identification of key groups of informants and the development and refinement of data gathering instruments.

Phase two of the project saw these instruments administered or used among 20 teachers and 120 students selected in random at Saint Gabriel's College selected to show a natural and social background contexts. The key groups: teachers and students,

board of trustees or committee members, junior school students , were surveyed and interviewed during 2008 in order to verify and consolidate their perceptions of teachers and teachers' work related to teacher performance, Students performance and their learning potential, retention, and status, as indicated by the Phase One pilot study. The present report focuses on the findings of Phase Two.

Phase Three of this research saw the results of the data analysis and contains the results of analysis look at the objectives of the research in accordance with any type of research, such as content analysis methods to identifies implement an appropriate ODI/IDI intervention on classroom Management, Teaching strategies and teachers' perceptions about the school's strategic direction, to determine the initial impact of ODI/IDI on classroom management, teaching strategies and teachers' perceptions about the school's strategic direction, that will be used and linked the story together. To meet and question the purpose or research the problem defined above all.

Phase Four of the research report of summarized the objectives of the research methods from the research (population sample, Research, tool How to collect data, Analysis of research data). Discussion of research is in chapter 4.

3.2 The Sample Size

The sample in the study is one hundred and twenty students and twenty teachers of primary two in academic year 2008 by using sample Cluster sampling. The Cluster

sampling is a sampling technique where the entire population is divided into groups, or clusters and a random sample of these clusters are selected. All observations in the selected clusters are included in the sample. The researcher randomized students group divided by the students in the same group of Primary 2. The research selects three rooms from seven rooms. Each room has the same number of students with similar abilities.

Table 3.1 Populations & Sample Size

Department	Population	Sample
Students	482	120
Teacher	20	20

3.3 The Instruments

There are three instruments used in this study namely, the survey questionnaire, the observation and checklist, and interview guide. Briefly these are described and explained as follows:

Use of Questionnaires

This study used the survey questionnaire on classroom management and teaching strategies for improvement of student's competency and teacher's survey perceptions about strategic direction that include 20 item questions divided into five levels of opinions from respondents.

This was the most popular method to be used in data collection, because the result could be measured in classroom management, teaching strategies and teacher perception about strategic direction. The researcher collected about strategic direction. The researcher collected the data by four scale questionnaires. For the Pre-ODI phase, it was necessary to launch the questionnaires to target respondents before implementation.

Questionnaire: The researcher designed the questionnaires in two areas of concern as shown on Table 3.2

Table 3.2. Questionnaires structure

Areas of	Question number	Total
Classroom management	1-12	12
Teaching strategies	13-20	8

Observation and Checklist

Using the observation method, it was a link of collecting data, because the researcher could observe the environment of classroom management, teacher perceptions about strategic direction. The data checklist would help to support the analysis of the primary data of the research.

Observation checklist: The researcher has designed observation checklist follow an area (teacher perception about strategic direction) that includes 20 questions.)

Interview

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

3.4 Data Collection Technique and Procedure

Data Collection Technique

The primary data collection techniques used were questions and observations. Furthermore, the researcher collected the secondary data from articles, books, research papers, journals, newspaper and internet for update information.

Data collection Procedure

After the researcher got the permission from the professor, the researcher followed the procedure to collect data.

1. The questionnaires were developed and prepared by the researcher together with the professor.

2. The researcher launched a pilot test with non- respondents which have similar characteristics with the respondent.

3. Questionnaires were launched to the respondent.

4. Questionnaires were collected back after the distributions interpretation of the data.

3.5 Data Analysis

Data Analysis:

The researcher used cluster analysis to analyze the data collection from the observation checklist which is teacher perception about strategic directions after implementation.

Quantitative data analysis:

The data collected was analyzed by computer program SPSS (Statistical Package for the Social Sciences) and used for descriptive statistics. To analyze student attitude in learning science, the researcher obtained the mean and standard deviation by setting the meaning of the mean. The researcher set the number of class intervals of student attitude to be 3 ranges and found the width of class intervals as follows;

Width of class intervals= $\frac{\text{Highest value-Smallest Value}}{\text{Number of class intervals}}$ .....(1)

Therefore; the width of class intervals of this part = $\frac{4-1}{4}$ = 0.75

From the width of the class intervals, the researcher can set three ranges of score's are mean and three levels of the student's attitude as shown in Table 3.3: Three ranges of mean

Table 3.3. Three ranges of mean

Score's mean	Level of the student's attitude
1.00-1.75	Less
1.76-2.51	Medium
2.52-3.27	High

Table 3.4. Rating scale of measurement

Descriptive rating	Point
Strong Agree	4
Agree	3
Disagree	2
Strong Disagree	1

CHAPTER 4

PRESENTATION OF RESEARCH FINDINGS AND ANALYSIS OF DATA

This chapter contains the results and findings of the action research process in pre- organization development (ODI) its diagnosis process, with a discussion on the results of the study derived from the analysis of data both quantitative and qualitative terms based on the research question. It also includes a description on the ODI/IDI activities. There were 120 questionnaires distributed to all students in primary 2 to find out the impact of ODI/IDI on classroom management, Teacher's strategies. There were 20 questionnaires distributed to all Mathematics teachers to find out the impact of ODI/IDI on teachers perception about strategic direction. This chapter is organized in the following sequence.

1. Demographic Profile of Respondents;
2. Phase I – Diagnosis on the Current situation on Classroom management, teaching strategies and Teachers perception about strategies direction;
3. Phase II on the ODI/IDI Implementation
4. Phase III on the Post-ODI/IDI Evaluation
5. Hypothesis Testing Results

4.1. Demographic of Respondents Finding Analysis

The frequency distribution is used for analyzing personal characteristics of demographic of respondents' including grade, gender, age and education level.

4.1.1. Grade

As shown or Grade Profile Distribution Table 4.1 There are 36 respondents or 30 % who got grade A in Mathematics. 61 respondents or 50.8 % who get grade B and 23 respondents or 19.2% who got grade C.

Table 4.1 Distribution Profile

Students' grade		Frequency	Percent
1	Grade A	36	30
2	Grade B	61	50.8
3	Grade C	23	19.2
	Total	120	100.00

4.1.2 Gender of Mathematics Teachers

The gender of respondents as shown in Table 4.2 from total 20 respondents indicator were 4 respondents or 20% who were male; while 16 respondents or 80% represent female respondents.

Table 4.2 Grade Distribution Profile

Grade Respondents		Frequency	Percent
1.	Male	4	20
2.	Female	16	80
	Total	20	100

4.1.3 Age

The age of respondents is shown in table 4.3 total 20 respondents. There are 4 respondents whose age was between 20 to 29 range or 20 percentage. There are 7 respondents or 35 percentage whose age was in 30-39 years old range. There are 7 respondents or 35 percentage whose age was in 40-49 years old range. 2 respondents or 10 percentage age was over 50 years old.

Table 4.3 Age Frequency and Percentages distribution

Teachers' age		Frequency	Percent
1	20-29 years	4	20
2	30-39 years	7	35
3	40-49 years	7	35
4	>50 years	2	10
Total		20	100.00

4.1.4 Teaching experience;

The years of teaching experience is shown on Table 4.4. From total 20 respondents, there are 2 respondents or 10 percentages whose teaching experience was in 1-5 years range. There are 3 respondents or 15 percent whose teaching experience was in 6-10 years range. There were 5 respondents or 25 percent whose teaching experience was in 11-15 years range. There were 7 respondents or 35 percent whose teaching experience is in 16-20 years range and 3 respondents or 15 percent whose teaching experience is over 20 years.

Table 4.4 Teaching experience Frequency and percentage distribution

Teaching experience

		Frequency	Percent
1	1-5	2	10
2	6-10	3	15
3	11-15	5	25
4	16-20	7	35
5	>20 ปี	3	15
Total		20	100.00

4.1.5 Education

In table 4.5, it shows the education level frequency and percentage distribution. There are 7 respondents or 35 percent the bachelor's degree and 13 respondents or 75 with master's degree.

Table 4.5 Education level Frequency and percentage distribution

Teachers' education		Frequency	percentage
1	Bachelor degree	7	35
2	Master degree	13	65
	Total	20	100

4.2 The Current Situation Finding Analysis: PRE ODI/IDI FINDINGS

To arrive at the scores that describe the current situation the researcher used the arbitrary level and descriptive rating as defined in chapter three.

Research Question1; What is the current situation in terms of Classroom Management, teaching Strategies and Teacher's perceptions about the school's strategic Direction?

4.2.1 On Classroom Management

The current situation analysis in classroom management was collected from the primary data: survey questionnaires, observations and interviews. The secondary data was the student achievement in Mathematics Intensive English.

Table 4.6 Classroom Management rating of children

Classroom Management	**N**	$\overline{X}$	**S.D.**
1. You like to learn mathematics in English.	**120**	**2.67**	**.771**
2. Mathematics IE is important for you.	**120**	**3.06**	**.725**
3. You pay attention in math class	**120**	**2.52**	**.788**
4. You accept the class rules.	**120**	**2.84**	**.767**
5. You have confidence to participate in class.	**120**	**2.55**	**.906**
6. You hand in your on time.	**120**	**2.92**	**.846**
7. You like to do assignment.	**120**	**2.76**	**.879**
8. You come to class on time.	**120**	**3.11**	**2.970**
9. You participate in class.	**120**	**3.10**	**.834**
10. The teacher can control to class.	**120**	**2.68**	**.898**
11. Teacher can control the students to follow the rules.	**120**	**2.80**	**.846**
12. Teacher takes care of each student.	**120**	**2.75**	**.910**
Classroom Management	**120**	**2.81**	**.456**

As shown on Table 4.6 on classroom management, the mean average of all the items that children were asked to rate whether they strongly agree, agree, strong disagree or disagree is 2.81 which indicate the rating of **strongly disagree**. This means that children are not happy with the way classroom management is carried out.

The highest mean is 3.11. It shows most of respondents were the respondents participate in class and teaches can control to class. The lowest mean of 2.52 shows the respondents did not pay attention in mathematics class.

The students did not like to learn Mathematics in English, because the teachers cannot control the class, so the students don't pay attention in class. Moreover they

were not allowed to participate in the class that it made them lose confidence and had low competency.

The researcher had interviewed some students about how they will appreciate their learning, they said, they wanted the teachers to change the classroom management and let them participate more in the classes.

4.2.2. Teaching strategies

The following table 4.7 on teaching strategies shows the results of the diagnosis of the present situation of Saint Gabriel's College in teaching strategies.

Table 4.7 Teaching strategies

Teaching strategies	N	$\overline{X}$	S.D.
13. You like the activities in class.	120	2.84	.830
14. Teachers use various strategies.	120	2.95	.868
15. Activities in class help you to understand the Mathematics more easily.	120	2.91	.820
16. You understand the concept of Math well.	120	2.65	.774
17. Teachers have more strategies to control the class.	120	2.89	.838
18. Teachers always motivate students.	120	2.69	.942
19. Teachers give you a chance for participation.	120	2.82	.879
20. You like a disciplined class.	120	2.82	.860
21. Teacher's instruments are interesting.	120	3.14	.919
22. You have confidence in the teacher's ability to teach well.	120	3.01	.912
Teaching Strategies	120	2.87	.435

The total average mean of teaching strategies is 2.87: the highest mean are 3.14. It shows most respondents did not like teachers with low confidence in the teacher's

ability to teach well. The lowest mean 2.65 shows the respondents do not understand the concept of mathematics.

From the observations and interviews the students found it hard to understand each topic of Mathematics. This could be due to the teachers' low rating on teaching strategies. They use only lectures in class. The students need the teachers to use teaching strategies have various activities and let them participate more in the class.

4.2.3 Teacher Perception on Strategic Direction

The current situation analysis of teachers' perception about strategic direction was collected from the primary data: survey questionnaires, observations and interviews. The secondary data was the students score in the examination in last semester 2008. As the perception of respondents towards the teachers' perception about strategic direction before ODI/IDI, the result showed that the total average mean was 1.94 and the standard deviation was .390. The average mean of respondents were the respondents' opinion as not participating in their school's development. The lowest mean 1.50 showed the respondents were not suitable job for their up to their qualification.

In addition the researcher had interviewed the Mathematics teachers in primary level, and they said did not participate in their school's development. It could be that they were not involved in the process and therefore did not feel positive disposed nor understand the strategic directions of the school relative to mathematics teaching.

Table 4.8 teacher's perception about strategic direction

Teacher's perception	N	$\overline{X}$	S.D.
1. Cleary understanding the goals of our school in the future.	**20**	**2.60**	**.503**
2. Cleary understand our school's mission.	**20**	**2.35**	**.489**
3. Considerably realize our school's policy.	**20**	**2.05**	**.224**
4. All of our school's goals can be achieved.	**20**	**2.40**	**.503**
5. Participate in our school's development.	**20**	**1.70**	**.470**
6. What level of development you can achieve?	**20**	**2.15**	**.366**
7. Opportunity for you to develop yourself.	**20**	**2.00**	**.000**
8. Suitable job for you up to your qualification.	**20**	**1.50**	**.513**
9. Satisfaction with the board of administration.	**20**	**1.60**	**.503**
10. Satisfaction with the benefits you receive.	**20**	**1.65**	**.489**
11. Ready to accept all changes for development.	**20**	**2.00**	**.000**
12. Prefer team work to individual.	**20**	**1.50**	**.513**
13. Accept your colleagues' opinion.	**20**	**1.70**	**.470**
14. Confidence in your proficiency.	**20**	**2.25**	**.444**
15. Believing in your colleagues' proficiency.	**20**	**1.65**	**.489**
16. Opportunity to create your good job.	**20**	**1.85**	**.489**
17. Ability to follow the school's policy.	**20**	**2.25**	**.444**
18. Proud of your institution.	**20**	**1.85**	**.489**
19. Discover new strategies to modify your work.	**20**	**2.00**	**.000**
20. Confidence in your school to become the first institution in Thailand.	**20**	**1.80**	**.410**
Teacher's perception	**20**	**1.94**	**.390**

This showed that they were not satisfied in the school's policy that developed the school to be an international school. They need to participate in the school's development.

4.3 Phase II: ODI / IDI Implementation

Research Question 2: What are the appropriate OD/IDI intervention for classroom management, teaching strategies and teachers' perceptions about the school's strategic direction?

The researcher designed the ODI/IDI activities on the three aspects of the Saint Gabriel's College in term of classroom management, teaching strategies and teachers' perceptions about the school's strategic direction which included cooperative learning and teacher training.

1. Constructivist Teaching and Learning

According to the interview with the students and result of questions in Pre-ODI/IDI phase, it showed that most of the students were not satisfied with teacher's classroom management. The researcher planed activities to encourage them to increase their satisfaction in their learning.

The researcher provided lesson plans and many materials for using Constructivist Teaching and Learning methods to manage the classrooms the way to develop students' competency such as giving them students rewards (good grades), use technologies for teaching. From the Constructivist Teaching and Learning let the students participate more in the class. The activities were attractive to them to learn that it led to the development of students' competency and satisfaction.

Process Learning

CONSTRUCTED: Students are not blank slates upon which knowledge is etched. They come to learning situations with already formulated knowledge, ideas, and understandings. This previous knowledge is the raw material for the new knowledge they will create.

ACTIVE: The student is the person who creates new understanding for himself. The teacher coach, moderates, suggests, but allows the students' room to experiments asks questions, try things that don't work. Learning activities require the students' full participation (like hands-on experiments). An important part of the learning process is that students reflect on, and talk about their activities. Students reflect on, own goals and means of assessment.

REFLECTIVE: Talking (or conclusion) about what was learned and how it was learned is really important.

COLLABORATIVE: When students review and reflect on their learning processes together, they can pick up strategies and methods from one another.

INQUIRY BASED: (a seeking for truth, information, or knowledge- seeking information by questioning). Memorizing facts and information is not the most important skill in today's world. Facts change, and information is readily available- what's needed is an understanding of how to get and make sense of the mass of data.

INVOLVING: (with the previous knowledge). Students have ideas that they may later see were invalid, incorrect, or insufficient to explain new experiences. These ideas are temporary steps in the integration of knowledge. For instance, a child may believe that all trees lose their leaves in the fall, until he visits an evergreen forest. Constructivist teaching takes into account students' current conceptions and builds from there.

What happens?

- The new information matches up with his previous knowledge pretty well (it's consonant with the previous knowledge), so the student adds it to his understanding. It may take some work, but it's just a matter of finding the right fit, as fit, as with a puzzle piece.
- The information doesn't match previous knowledge (it's dissonant). The student has to change his previous understanding to find a fit for the information. This can be harder work.
- The information doesn't match previous knowledge, and it is ignored. Rejected bits of information may just not be absorbed by the student. Or they may float around; waiting for the day when the students' understanding has developed and permits a fit.

ASSESSMENT INCLUDES:

- Student work
- Observations
- Points of view
- Tests
- Process is an important product.

Table 4.9 Student activities on Constructivism teaching and learning.

Date	Activities	Result
1st 2nd 3rd 4th 5th	- Discussion - Creative thinking - Groups working - presentation	- Conclusion about concept of Mathematics - Groups assignment
6th 7th 8th	- discussion - creative thinking - individual working	- Conclusion about concept of Mathematics assignment
9th 10th 11th	- discussion - creative thinking - groups working - present	- Conclusion about concept of Mathematics - Groups assignment
12th 13th 14th 15th	- discussion - creative thinking - individual working	- Conclusion about concept of Mathematics assignment

2. Teacher Training

Based on the researcher's observations, interviews and result of the questionnaires in diagnosis phase, the researcher found out that the teachers did not know nor to develop their teaching development, could not use computers for teaching and did not follow the school's strategic direction in an effective way.

The committee set up two seminars for improving teaching strategies and teacher's perception about strategic direction as the following:

Table 4.10 Teaching Strategies

Days/Time	Seminar Topic	Professor
1st 9.00-12.00	How to teach mathematics in English	Bro. Ton from Singapore
1st 13.00-16.00	Teaching Mathematics (strategies)	Professor from Singapore
2nd 9.00-12.00	Teaching Mathematics (strategies)	Professor from Singapore
2nd 13.00-16.00	Work shop, Presentation	Professor from Singapore

Twenty mathematics teachers attended the seminar.

Table 4.11 Show the number of Mathematics teachers in Intensive English Teacher Seminar Observation Check list Intensive English Teacher Seminar

		4	3	2	1
1.	The program was fully organized for your group and supported their group need.	15	3	2	-
2.	They participated the seminar effectively.	16	2	2	-
3.	Their specialists stimulated interest in the subject matter.	17	2	1	-
4.	All of the experts spoke exclusively in English during whole class and small group discussion.	14	3	3	-
5.	They contributed much knowledge during group work	18	2	-	-
6.	Most of their group members made working group's atmosphere conductive to enjoying.	17	2	1	-
7.	Group members practiced the cooperative skills dominated the group discussions	16	2	2	-
8.	Their specialists worked with focal point to strategize on entire process, providing vision and direction.	18	1	1	-
9.	Activities were realistic and appropriate and could be performed with the resources and time available to the members.	18	1	1	-
10.	Group members were encouraged to interact with others and benefited from their experience and professional expertise.	15	3	2	-
11.	The representatives of the groups were enthusiastic about the findings and had the interesting styles of presentations.	16	4	-	-

There were 20 teachers in seminar

From observations during Intensive English seminar, the teachers who attend the seminar, they contributed much knowledge during group work, their specials worked with local points to strategize on entire process, providing vision and direction, and activities were realistic and appreciable and could be performed with the resources and time available to the members.

Table 4.12 Teacher's perception about strategic direction

Days/Time	Topic	Presentations
1st 9.00-12.00	Appreciative Inquiry Background	Professor from ABAC
1st 13.00-16.00	Appreciative Inquiry Process	Professor from ABAC
2nd 9.00-12.00	Work Shop (Teacher's commitment)	Professor from ABAC
2nd 13.00-16.00	Presentation	Bro.Dr. Anusak

There were 317 Saint Gabriel's College teachers intend in the seminar.

Table 4.13 Number of Mathematics teachers in AI seminar Saint Gabriel's College Observation Check list Appreciate Inquiry Teacher Seminar

		4	3	2	1
1.	They pay attention in AI seminar.	16	4	-	-
2.	They appreciated in activities.	18	1	1	-
3.	They could apply the knowledge for activities	15	3	2	-
4.	All of the experts spoke exclusively in English during whole class and small group discussion.	14	3	3	-
5.	They contributed much knowledge during group work	16	3	1	-
6.	Most of their group members made working group's atmosphere conductive to enjoying.	18	1	1	-
7.	Group members practiced the cooperative skills dominated the group discussions	14	3	3	-
8.	They made their commitment for improvement performance.	18	1	1	-
9.	They generated their new ideas.	17	2	1	-
10.	They had plans to improve their works that follow to school's vision.	19	1	-	-

There were 20 teachers in seminar

From observation in appreciative inquiry seminar, most teachers appreciated the activities, they made their commitment for improved performance and they had plans to improve their work that follows the school's vision.

4.4 Phase III : Post ODI / IDI

The post ODI process consisted of the quantitative data and analysis from the difference between Pre-ODI/IDI and Post – ODI/IDI intervention and discussion from the specific interview and observation. The presentation and discussion in this section were based on the test of hypotheses. Moreover, this part was provided to answer the 5th research question such as: Is there significant difference between the pre ODI/IDI and post ODI/IDI on classroom management, teaching strategies and teachers' perception about strategic direction?

4.4.1 On Classroom Management – Post ODI/IDI

For the perception of respondents towards the classroom management, the results showed that the total average mean was 3.56 and the stand deviation was 0.274 Most of the diagnosis the current situation of Saint's Gabriel's College Classroom Management.

The respondent's rating showed that they participate in class: which was the highest rank. The second highest rank was they were taken care of by the teachers.

Table 4.14 Classroom Management

Classroom Management	N	$\overline{X}$	S.D.
1. You like to learn mathematics in English.	120	3.48	.534
2. Mathematics IE is important for you.	120	3.65	.479
3. You pay attention in math class	120	3.34	.587
4. You accept the class rules.	120	3.56	.547
5. You have confidence to participate in class.	120	3.42	.656
6. You hand in your on time.	120	3.64	.499
7. You like to do assignment.	120	3.58	.656
8. You come to class on time.	120	3.56	.562
9. You participate in class.	120	3.76	.430
10. The teacher can control to class.	120	3.58	.560
11. Teacher can control the students to follow the rules.	120	3.57	.514
12. Teacher takes care of each student.	120	3.68	.537
Classroom Management	120	3.56	.274

The collection of the quantitative data could not make this research completed so the researcher needed to do an additional interview and observation. From the interview with the students, the students said that classroom management helped them gain more understanding of mathematics concepts.

The teachers' classroom management created an appropriate atmosphere to learn better. There are many funny activities to understand the concept of Mathematics easily, really, the outcome of students were much better.

4.4.2 On Teaching Strategies Post ODI/IDI

The following tables show the results of the diagnosis the current situation of Saint's Gabriel's College's Teaching strategies.

Table 4.15 Teaching strategies

Teaching strategies	N	$\overline{X}$	S.D.
13. You like the activities in class.	**120**	**3.63**	**.533**
14. Teachers use various strategies.	**120**	**3.75**	**.454**
15. Activities in class help you to understand the Mathematics more easily.	**120**	**3.57**	**.590**
16. You understand the concept of Math well.	**120**	**3.50**	**.550**
17. Teachers have more strategies to control the class.	**120**	**3.58**	**.512**
18. Teachers always motivate students.	**120**	**3.46**	**.697**
19. Teachers give you a chance for participation.	**120**	**3.62**	**.611**
20. You like a disciplined class.	**120**	**3.53**	**.621**
21. Teacher's instruments are interesting.	**120**	**3.72**	**.501**
22. You have confidence in the teacher's ability to teach well.	**120**	**3.65**	**.560**
Teaching Strategies	**120**	**3.60**	**.307**

The total average mean of teaching strategies is 3.60: the highest mean are 3.75. It shows most of respondents were the respondents would not like teachers were low confidence in the teacher's ability to teach well. The lowest mean 3.46 shows the respondents don't understand concept of mathematics.

After training strategies the teachers had new strategies. They applied their knowledge for teaching that means the teachers' activities made the students appreciative learning and got more concepts of Mathematics in English.

4.4.3 On Teacher perception on Strategic Directions: Post ODI/IDI

The current situation analysis in teachers' perception about strategic direction was collected from the primary data: survey questionnaire, observation and interview. The secondary data was the students score in the examination in last semester 2008.

As the perception of respondents towards the teachers' perception about strategic direction before ODI/IDI, the result showed that the total average means was 3.84 and the standard deviation was 0.181. The average mean of respondents were the respondents' opines were not participate in their school's development. The lowest mean was 1.50 and showed the respondents were not suitable for their job and their qualification.

Table 4.16 teacher's perception about strategic direction

Teacher's perception	N	$\overline{X}$	S.D.
1. Cleary understanding the goals of our school in the future.	20	3.90	.308
2. Cleary understand our school's mission.	20	3.85	.366
3. Considerably realize our school's policy.	20	3.85	.366
4. All of our school's goals can be achieved.	20	3.75	.550
5. Participate in our school's development.	20	3.70	.470
6. What level of development you can achieve?	20	3.90	.308
7. Opportunity for you to develop yourself.	20	4.00	.000
8. Suitable job for you up to your qualification.	20	3.85	.366
9. Satisfaction with the board of administration.	20	3.55	.510
10. Satisfaction with the benefits you receive.	20	3.85	.366
11. Ready to accept all changes for development.	20	3.95	.224
12. Prefer team work to individual.	20	3.85	.366
13. Accept your colleagues' opinion.	20	3.85	.366
14. Confidence in your proficiency.	20	3.85	.366
15. Believing in your colleagues' proficiency.	20	3.90	.308
16. Opportunity to create your good job.	20	3.70	.470
17. Ability to follow the school's policy.	20	4.00	.000
18. Proud of your institution.	20	4.00	.000
19. Discover new strategies to modify your work.	20	3.80	.410
20. Confidence in your school to become the first institution in Thailand.	20	3.75	.716
Teacher's perception	**20**	**3.84**	**.181**

In addition the researcher had interviewed with Mathematics teachers in primary level, they did not participate in their school's development, so they were not satisfied with the school's policy that developed the school to be the international school. They need to participate in school's development.

The results of observation's check list on teacher's perception about strategic direction was most teachers felt they have more opportunity to develop themselves were ready to accept all changes for development, believed in their colleagues' proficiency, ability to follow the school's policy, and were proud of their institution.

4.5 Statistics for Hypothesis Testing

4.5.1 Hypothesis

Ho :There is no significant difference between pre ODI/IDI and post ODI/IDI on

a. Classroom management

b. Teaching strategies

c. Teacher perception about strategic direction

Ha: There is a significant difference between pre ODI/IDI and post ODI/IDI

a. Classroom management

b. Teaching strategies

c. Teacher perception about strategic direction

In order to make the testing of hypothesis to be effective, the researcher tried to set up for testing all sub-variables differences as follows.

4.5.2 Sub – Hypothesis 1.

Ho : There is no significant difference between pre ODI/IDI and post ODI/IDI on teacher development in terms of classroom management.

Ha : There is a significant difference between pre ODI/IDI and post ODI/IDI on teacher development in terms of classroom management.

The result from the assessment by questionnaire, for classroom management of respondents after ODI/IDI is shown in Table 4.17

Table 4.17 The Paired Sample t-test on the classroom management.

	n	Mean	SD	t	p-value
Pre – ODI/IDI	120	2.81	0.456	-15.974	.000
Post - ODI/IDI	120	3.56	0.274		

From the table 4.17, the Paired Sample T-Test on the classroom management before and after ODI/IDI, it showed that the total average mean for Pre – ODI/IDI was 2.81 and the standard deviation was 0.456 After implementing ODI/IDI activities, the total average mean for Post-ODI/IDI was 3.56 and the standard deviation was 0.274

Furthermore, the p-value.ooo which was less than the significant level of 0.50; therefore the researcher would reject Hypothesis 1 HO: ODI has no initial impact on

classroom management. This means that ODI has an initial impact on classroom management and the alternative was accepted.

The result from the assessment by questionnaire, for classroom management of respondents after ODI/IDI is shown in Table 4.18

Table 4.18 Comparison of Mean on the Perception of Respondent towards the Classroom management Between Pre – ODI/IDI and Post – ODI/IDI

Classroom Management	**N**	Pre ODI $\overline{X}$	Pre ODI **S.D.**	Post ODI $\overline{X}$	Post ODI **S.D.**
1. You like to learn mathematics in English.	**120**	**2.67**	**.771**	**3.48**	**.534**
2. Mathematics IE is important for you.	**120**	**3.06**	**.725**	**3.65**	**.479**
3. You pay attention in math class	**120**	**2.52**	**.788**	**3.34**	**.587**
4. You accept the class rules.	**120**	**2.84**	**.767**	**3.56**	**.547**
5. You have confidence to participate in class.	**120**	**2.55**	**.906**	**3.42**	**.656**
6. You hand in your on time.	**120**	**2.92**	**.846**	**3.64**	**.499**
7. You like to do assignment.	**120**	**2.76**	**.879**	**3.58**	**.656**
8. You come to class on time.	**120**	**3.11**	**2.970**	**3.56**	**.562**
9. You participate in class.	**120**	**3.10**	**.834**	**3.76**	**.430**
10. The teacher can control to class.	**120**	**2.68**	**.898**	**3.58**	**.560**
11. Teacher can control the students to follow the rules.	**120**	**2.80**	**.846**	**3.57**	**.514**
12. Teacher takes care of each student.	**120**	**2.75**	**.910**	**3.68**	**.537**
Classroom Management	**120**	**2.81**	**.456**	**3.56**	**.274**

According to the comparison table of Pre-ODI/IDI and Post-ODI/IDI on the classroom management, it showed that there was an improvement after implementing the ODI/IDI activities as the total average mean increased from 2.81 to 3.56. This implied

that the respondents were satisfied with all the methods that the management had improved in classroom management.

The students were satisfied with the classroom management after implementing ODI/IDI activities the total average mean between Pre-ODI/IDI and Post-ODI/IDI had increased more. So, the researcher had to continue to develop these ODI/IDI activities for the long term.

4.5.3 Sub – Hypothesis 2

Ho : There is no significant difference between pre ODI/IDI and post ODI/IDI on teacher development in terms of Teaching Strategies.

Ha : There is a significant difference between pre ODI/IDI and post ODI/IDI on teacher development in terms of Teaching Strategies.

The results from the assessment by questionnaires, for teaching strategies of respondents after ODI/IDI is shown in Table 4.19

Table 4.19 Paired Sample t-test on the teaching strategies.

	n	Mean	SD	t	p-value
Pre – ODI/IDI	120	2.87	0.435	-14.304	.000
Post - ODI/IDI	120	3.60	0.307		

From the table 4.19, the Paired Sample T-Test on the Teaching Strategies before and after ODI/IDI, it showed that the total average mean for Pre – ODI/IDI was 2.87 and

the standard deviation was 0.435: After implementing ODI/IDI activities, the total average mean for Post-ODI/IDI was 3.60 and the standard deviation was 0.307

Furthermore, the p-value.ooo which was less than the significant level of 0.50; therefore the researcher would reject Hypothesis 1 HO: ODI has no initial impact on teaching strategies. This means that ODI has initial impact on teaching strategies and the alternative was accepted.

The results from the assessment by questionnaires, for teaching strategies of respondents after ODI/IDI is shown in Table 4.20

Table 4.20 Comparison of Mean on the Teaching strategies

Teaching strategies	**N**	Pre ODI $\overline{X}$	Pre ODI **S.D.**	Post ODI $\overline{X}$	Post ODI **S.D.**
13. You like the activities in class.	**120**	**2.84**	**.830**	**3.63**	**.533**
14. Teachers use various strategies.	**120**	**2.95**	**.868**	**3.75**	**.454**
15. Activities in class help you to understand the Mathematics more easily.	**120**	**2.91**	**.820**	**3.57**	**.590**
16. You understand the concept of Math well.	**120**	**2.65**	**.774**	**3.50**	**.550**
17. Teachers have more strategies to control the class.	**120**	**2.89**	**.838**	**3.58**	**.512**
18. Teachers always motivate students.	**120**	**2.69**	**.942**	**3.46**	**.697**
19. Teachers give you a chance for participation.	**120**	**2.82**	**.879**	**3.62**	**.611**
20. You like a disciplined class.	**120**	**2.82**	**.860**	**3.53**	**.621**
21. Teacher's instruments are interesting.	**120**	**3.14**	**.919**	**3.72**	**.501**
22. You have confidence in the teacher's ability to teach well.	**120**	**3.01**	**.912**	**3.65**	**.560**
Teaching Strategies	**120**	**2.87**	**.435**	**3.60**	**.307**

According to the comparison table of Pre-ODI/IDI and Post-ODI/IDI on the teaching strategies, it showed that there was an improvement after implementing the ODI/IDI activities as the total average mean increased from 2.87 to 3.60. This implied that the respondents were satisfied with all the methods that management has been improved teaching strategies.

The findings showed that respondents were satisfied with teaching strategies after implementing ODI/IDI activities the total average mean between Pre-ODI/IDI and Post-ODI-IDI had increased more than the researcher had to study for finding out the new strategies continuously to improve their teaching.

4.5.4 Sub – Hypothesis 3

Ho : There is no significant difference between pre ODI/IDI and post ODI/IDI on teacher development in terms of the teacher perception about strategic directions.

Ha : There is a significant difference between pre ODI/IDI and post ODI/IDI on teacher development in terms of the teacher perceptions about strategic directions.

The result from the assessment by questionnaire, for teachers' perception about strategic direction of respondents after ODI/IDI is shown in Table 4.21

Table 4.21 Paired Sample t-test on the teachers' perception about strategic direction.

	n	Mean	SD	t	p-value
Pre – ODI/IDI	20	1.94	0.153	-34.024	.000
Post - ODI/IDI	20	3.84	0.181		

From the Table 4.21, the Paired Sample T-Test on the teachers' perception about strategic direction is shown. Before and after ODI/IDI, it showed that the total average mean for Pre – ODI/IDI was 1.94 and the standard deviation was 0.153. After implementing ODI/IDI activities, the total average mean for Post-ODI/IDI was 3.84 and the standard deviation was 0.181

Furthermore, the p-value.ooo was less than the significant level of 0.50; therefore the researcher would reject Hypothesis 1 HO: ODI has no initial impact on teachers' perception about strategic direction. This means that ODI has initial impact on teachers' perception about strategic direction and the alternatives were accepted.

The results from the assessment by questionnaires, for teachers' perception about strategic direction of respondents after ODI/IDI are shown in Table 4.22. According to the comparison table of Pre-ODI/IDI and Post-ODI/IDI on the teacher's perception on strategic direction, it showed that there was an improvement after implementing the ODI/IDI activities as the total average mean increased from 1.94 to

3.84. This implied that the respondents were satisfied with all the methods that management has improved teacher's perception on strategic directions.

Table 4.22 Paired Sample t-test on the teacher perception about strategic direction

Teacher perception about strategic direction	N	Pre ODI $\overline{X}$	Pre ODI S.D.	Post ODI $\overline{X}$	Post ODI S.D.
1. Cleary understanding the goals of our school in the future.	20	2.60	.503	3.90	.308
2. Cleary understand our school's mission.	20	2.35	.489	3.85	.366
3. Considerably realize our school's policy.	20	2.05	.224	3.85	.366
4. All of our school's goals can be achieved.	20	2.40	.503	3.75	.550
5. Participate in our school's development.	20	1.70	.470	3.70	.470
6. What level of development you can achieve?	20	2.15	.366	3.90	.308
7. Opportunity for you to develop yourself.	20	2.00	.000	4.00	.000
8. Suitable job for you up to your qualification.	20	1.50	.513	3.85	.366
9. Satisfaction with the board of administration.	20	1.60	.503	3.55	.510
10. Satisfaction with the benefits you receive.	20	1.65	.489	3.85	.366
11. Ready to accept all changes for development.	20	2.00	.000	3.95	.224
12. Prefer team work to individual.	20	1.50	.513	3.85	.366
13. Accept your colleagues' opinion.	20	1.70	.470	3.85	.366
14. Confidence in your proficiency.	20	2.25	.444	3.85	.366
15. Believing in your colleagues' proficiency.	20	1.65	.489	3.90	.308
16. Opportunity to create your good job.	20	1.85	.489	3.70	.470
17. Ability to follow the school's policy.	20	2.25	.444	4.00	.000
18. Proud of your institution.	20	1.85	.489	4.00	.000
19. Discover new strategies to modify your work.	20	2.00	.000	3.80	.410
20. Confidence in your school to become the first institution in Thailand.	20	1.80	.410	3.75	.716
Teacher's perception	20	1.94	.390	3.84	.341

From the Post-questionnaire, the finding showed the teacher's perception on strategic direction after implementing ODI/IDI activities to total average mean between Pre-ODI/IDI and Post-ODI/IDI had increased more the teachers who attend the seminar improved their perception on strategic direction.

CHAPTER 5

SUMMARY, CONCLUSION, RECOMMENDATIONS AND EPILOGUE

The researcher has divided the study into four parts. The first part is the summary of findings. The second part is the conclusion of the research. The third part is on the recommendations of the research and suggestions for further study. The last part is the researcher's reflections in an epilogue.

5.1 Summary of Findings

This research was conducted based on 140 respondents; consisting of 120 students and 20 mathematics teachers in primary level on three variables namely classroom management, teaching strategies and teachers' perception of strategic direction. On Table 5.1 is a summary of quantitative results on each of the variables.

Table 5.1 Summary of Quantitative Result

Variable	Mean of Pre-ODI/IDI	Mean of Post-ODI/IDI	Difference of mean	Hypothesis Testing	t	P-Value
Classroom management	2.81	3.56	0.75	Reject Null Hypothesis	-15.974	.0000
Teaching strategies	2.87	3.60	0.73	Reject Null Hypothesis	-14.304	.0000
Teachers perception about strategic direction	1.94	3.84	1.90	Reject Null Hypothesis	-34.024	.0000

From the table 5.1, the summary of quantitative data it showed that there was an improvement of the classroom management after implementing ODI/IDI and the total average mean increased by 0.75

According to the comparison on the mean of Pre-ODI/IDI and post-ODI/IDI on the teaching strategies, it showed that the total average mean increased by 0.73

As the perception of the respondents towards the teacher's perception about strategic direction has changed after implementing the ODI/IDI activities as the total average mean increased by 1.90

In this research, there were three hypotheses. The summary of results could be shown as follows:

Sub-Hypothesis 1 – There was a significant difference on classroom management before and after ODI/IDI.

Sub-Hypothesis 2 – There was a significant difference in teaching strategies before and after ODI/IDI.

Sub-Hypothesis 3 – There was a significant difference in teaching perception about strategic direction before and after ODI/IDI.

After the ODI/IDI activities have been implemented to the school, there were significant changes in the school in a positive way as could be summarized as follows:

Table 5.2 Summary of Quantitative Result

Variable	Result after ODI/IDI
Classroom management	- The students pay attention. - The students were satisfied classroom development. - The students participated in activities more.
Teaching strategies	- The students like to learn more. - The students got more knowledge. - The students could communicate in English better.
Teacher's perception about strategic direction	-The teachers changed their perception follow to school's vision. -The teachers improved their competency by training programme. -The teachers appreciated their teaching.

5.2 Conclusion

The main purpose of the study is on the "classroom management, teaching, strategies and teacher's perception about strategic direction in Saint Gabriel's College".

The study design was developed into three phases: Pre- ODI/IDI, ODI/IDI Implementation, and Post- ODI/IDI.

The study design was developed into three phases: Pre- ODI, IDI Implementation, and Pose-ODI. The Pre- ODI phase was the process to identify the problems in the organization and to find appropriate ODI activities to improve its current situation. In ODI implementation phase it was

the action-taking phase and expected a change after ODI in each variable. In Post-ODI phase, the questionnaires were launched again in order to compare the differences between Pre-ODI and Post-ODI by using the Paired Sample T-test and testing hypotheses of the study. Moreover, in this phase, it also included the result from interview and observation.

There were many benefits of this research to the school after implementing ODI/IDI activities. The findings showed that all of the students were satisfied with the classroom management and constructivist teaching and learning and the teachers were satisfied appreciative inquiry training after implementing the ODI/IDI activities.

Therefore, the study is initial by positive on the impact of ODI/IDI on classroom management, teaching strategies and teacher's perceptions about the school's strategic direction, initial impact of ODI/IDI on classroom management, teaching strategies and teacher's perceptions about the school's strategic direction. Students pay more attention and participate in Mathematics Class. Students like to learn more so, students got more knowledge and they could communicate in English better. In addition, teachers have changed their perception following the school's vision, improved their competency by training programs and the teachers appreciate their teaching.

5.3 Recommendations

The conduct of the action research in the Mathematics classes with students and teachers was done for a period of three months. While positive results were generated from the ODI/IDI activities, it is important the positive changes be sustained for long period of time. Thus, the following recommendations are offered:

5.3.1 On Classroom management

To make the students fully satisfied in classroom management, the use of various strategies and other activities that students found meaningful and actively involved must be sustained. It is important that both students and teachers get this momentum for long term purposes.

5.3.2 Teaching strategies

The constructivist teaching and learning made the students feel satisfied and have a clear concept of mathematics that the total average mean between Pre-ODI/IDI and Post-ODI/IDI had significant level of 0.05. However, strategies might be suitable only for this situation. If the situation would change, the researcher must change suitable activities in the future while maintaining the principles of constructivist teaching and learning strategies where students are actively involved in the process.

5.3.3 Teacher's perception about strategic direction

Even though the perception of the respondents on the teacher's perception about strategic direction had improved, the head of mathematics

department must encourage and motivate the teachers all the time. This is a function of leadership in the department. Most importantly, the school should set up the seminars 2 times per year and support them to improve their ability that it useful to the school development.

Table 5.3 Continuing Organization Process

Finding Outcome	Proposed ODI	Expected Results
Classroom management - The student pay attention For learning - The student get concept of Mathematics	- Improve the students' attention - Improve the concept of Mathematics	- Good attention for learning - More concept of Mathematics
Teaching Strategies - Teaching strategies for teaching	- Improve teaching strategies - Sustain the use of active learning and participatory approach to activities	- More teaching strategies for teaching
Teachers' perception about strategic direction - Teachers' perception about strategic direction	- Improve teachers' perception about strategic direction	- Teachers' perception about strategic direction improve follow to school's vision

5.4 Suggestion for Further Research

This research focused on teacher's perception about strategic direction for only mathematics teachers in primary level and did not cover all teachers in the school, so the researcher recommends further new activities to be designed to cover the whole department. Moreover, OD/ID intervention should be sustained as a part of the continuous improvement program of the school.

Moreover, this research focused only on Saint Gabriel's College so in further research it would help to analyze the data more effectively if a study is done in a famous public school or big private schools. A comparison of different situations can point out the similarities and differences and the advantages and disadvantages of each. This will let the school have a better view of their performance in relation to other school and plan for further development.

EPILOGUE

In the beginning of doing this research, I felt it was difficult. The reason was that I had to do everything by myself in order to make this research successful. Therefore, I felt alone and confused about the step I should take in this research.

Today, my thoughts about doing this research are already changed because the advisor always suggested what to do, step by step in order to complete my research. My advisors gave the feedback to me every time and helped me solve the problems.

While doing this research, I learned a lot of things such as organization, problem solving etc. I know the ways to develop myself to live successfully in the school. I discovered the ways to manage work efficiently and relate better with other people who are involved in the school.

Furthermore, reading other researches and discussing with other people made me get more knowledge and information. This is the best way that makes me truly understand the main concepts of this research.

Finally, I would apply the knowledge from this research to improve my skill at work as well as to prepare myself for further advancement in my career.

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Appendix A

Questionnaires Set A (Students)

There are two parts of questionnaires

Classroom Management	Strongly Agree	Agree	Disagree	Strongly Disagree
1. You like to learn mathematics in English.				
2. Mathematics IE is important for you.				
3. You pay attention in math class				
4. You accept the class rules.				
5. You have confidence to participate in class.				
6. You hand in your on time.				
7. You like to do assignment.				
8. You come to class on time.				
9. You participate in class.				
10. The teacher can control to class.				
11. Teacher can control the students to follow the rules.				
12. Teacher takes care of each student.				

Questionnaire Set B (Students)

Teaching strategies	Strongly Agree	Agree	Disagree	Strongly Disagree
13. You like the activities in class.				
14. Teachers use various strategies.				
15. Activities in class help you to understand the Mathematics more easily.				
16. You understand the concept of Math well.				
17. Teachers have more strategies to control the class.				
18. Teachers always motivate students.				
19. Teachers give you a chance for participation.				
20. You like a disciplined class.				
21. Teacher's instruments are interesting.				
22. You have confidence in the teacher's ability to teach well.				

Questionnaires Set C (Teachers)

Teaching perception	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Cleary understanding the goals of our school in the future.				
2. Cleary understand our school's mission.				
3. Considerably realize our school's policy.				
4. All of our school's goals can be achieved.				
5. Participate in our school's development.				
6. What level of development you can achieve?				
7. Opportunity for you to develop yourself.				
8. Suitable job for you up to your qualification.				
9. Satisfaction with the board of administration.				
10. Satisfaction with the benefits you receive.				
11. Ready to accept all changes for development.				
12. Prefer team work to individual.				
13. Accept your colleagues' opinion.				
14. Confidence in your proficiency.				
15. Believing in your colleagues' proficiency.				
16. Opportunity to create your good job.				
17. Ability to follow the school's policy.				
18. Proud of your institution.				
19. Discover new strategies to modify your work.				
20. Confidence in your school to become the first institution in Thailand.				

Appendix B

Table 4.6 Classroom Management Rating of children

Classroom Management	N	$\overline{X}$	S.D.
1. You like to learn mathematics in English.	120	2.67	.771
2. Mathematics IE is important for you.	120	3.06	.725
3. You pay attention in math class	120	2.52	.788
4. You accept the class rules.	120	2.84	.767
5. You have confidence to participate in class.	120	2.55	.906
6. You hand in your on time.	120	2.92	.846
7. You like to do assignment.	120	2.76	.879
8. You come to class on time.	120	3.11	2.970
9. You participate in class.	120	3.10	.834
10. The teacher can control to class.	120	2.68	.898
11. Teacher can control the students to follow the rules.	120	2.80	.846
12. Teacher takes care of each student.	120	2.75	.910
Classroom Management	120	2.81	.456

Table 4.9 Classroom Management

Classroom Management	N	$\bar{X}$	S.D.
1. You like to learn mathematics in English.	120	3.48	.534
2. Mathematics IE is important for you.	120	3.65	.479
3. You pay attention in math class	120	3.34	.587
4. You accept the class rules.	120	3.56	.547
5. You have confidence to participate in class.	120	3.42	.656
6. You hand in your on time.	120	3.64	.499
7. You like to do assignment.	120	3.58	.656
8. You come to class on time.	120	3.56	.562
9. You participate in class.	120	3.76	.430
10. The teacher can control to class.	120	3.58	.560
11. Teacher can control the students to follow the rules.	120	3.57	.514
12. Teacher takes care of each student.	120	3.68	.537
Classroom Management	120	3.56	.274

Table 4.12 The Paired Sample t-test on the classroom management.

	n	Mean	SD	t	p-value
Pre – ODI/IDI	120	2.81	0.456	-15.974	.000
Post - ODI/IDI	120	3.56	0.274		

Table 4.7 Teaching strategies

Teaching strategies	N	$\overline{X}$	S.D.
13. You like the activities in class.	**120**	**2.84**	**.830**
14. Teachers use various strategies.	**120**	**2.95**	**.868**
15. Activities in class help you to understand the Mathematics more easily.	**120**	**2.91**	**.820**
16. You understand the concept of Math well.	**120**	**2.65**	**.774**
17. Teachers have more strategies to control the class.	**120**	**2.89**	**.838**
18. Teachers always motivate students.	**120**	**2.69**	**.942**
19. Teachers give you a chance for participation.	**120**	**2.82**	**.879**
20. You like a disciplined class.	**120**	**2.82**	**.860**
21. Teacher's instruments are interesting.	**120**	**3.14**	**.919**
22. You have confidence in the teacher's ability to teach well.	**120**	**3.01**	**.912**
Teaching Strategies	**120**	**2.87**	**.435**

Table 4.10 Teaching strategies

Teaching strategies	N	$\overline{X}$	S.D.
13. You like the activities in class.	**120**	**3.63**	**.533**
14. Teachers use various strategies.	**120**	**3.75**	**.454**
15. Activities in class help you to understand the Mathematics more easily.	**120**	**3.57**	**.590**
16. You understand the concept of Math well.	**120**	**3.50**	**.550**
17. Teachers have more strategies to control the class.	**120**	**3.58**	**.512**
18. Teachers always motivate students.	**120**	**3.46**	**.697**
19. Teachers give you a chance for participation.	**120**	**3.62**	**.611**
20. You like a disciplined class.	**120**	**3.53**	**.621**
21. Teacher's instruments are interesting.	**120**	**3.72**	**.501**
22. You have confidence in the teacher's ability to teach well.	**120**	**3.65**	**.560**
Teaching Strategies	**120**	**3.60**	**.307**

Table 4.14 The Paired Sample t-test on the teaching strategies.

	n	Mean	SD	t	p-value
Pre – ODI/IDI	120	2.87	0.435	-14.304	.000
Post - ODI/IDI	120	3.60	0.307		

Table 4.8 teacher perception about strategic direction

Teaching perception	N	$\overline{X}$	S.D.
1. Cleary understanding the goals of our school in the future.	20	2.60	.503
2. Cleary understand our school's mission.	20	2.35	.489
3. Considerably realize our school's policy.	20	2.05	.224
4. All of our school's goals can be achieved.	20	2.40	.503
5. Participate in our school's development.	20	1.70	.470
6. What level of development you can achieve?	20	2.15	.366
7. Opportunity for you to develop yourself.	20	2.00	.000
8. Suitable job for you up to your qualification.	20	1.50	.513
9. Satisfaction with the board of administration.	20	1.60	.503
10. Satisfaction with the benefits you receive.	20	1.65	.489
11. Ready to accept all changes for development.	20	2.00	.000
12. Prefer team work to individual.	20	1.50	.513
13. Accept your colleagues' opinion.	20	1.70	.470
14. Confidence in your proficiency.	20	2.25	.444
15. Believing in your colleagues' proficiency.	20	1.65	.489
16. Opportunity to create your good job.	20	1.85	.489
17. Ability to follow the school's policy.	20	2.25	.444
18. Proud of your institution.	20	1.85	.489
19. Discover new strategies to modify your work.	20	2.00	.000
20. Confidence in your school to become the first institution in Thailand.	20	1.80	.410
Teacher's perception	20	1.94	.153

Table 4.11 teacher perception about strategic direction

Teaching perception	N	$\overline{X}$	S.D.
1. Cleary understanding the goals of our school in the future.	20	3.90	.308
2. Cleary understand our school's mission.	20	3.85	.366
3. Considerably realize our school's policy.	20	3.85	.366
4. All of our school's goals can be achieved.	20	3.75	.550
5. Participate in our school's development.	20	3.70	.470
6. What level of development you can achieve?	20	3.90	.308
7. Opportunity for you to develop yourself.	20	4.00	.000
8. Suitable job for you up to your qualification.	20	3.85	.366
9. Satisfaction with the board of administration.	20	3.55	.510
10. Satisfaction with the benefits you receive.	20	3.85	.366
11. Ready to accept all changes for development.	20	3.95	.224
12. Prefer team work to individual.	20	3.85	.366
13. Accept your colleagues' opinion.	20	3.85	.366
14. Confidence in your proficiency.	20	3.85	.366
15. Believing in your colleagues' proficiency.	20	3.90	.308
16. Opportunity to create your good job.	20	3.70	.470
17. Ability to follow the school's policy.	20	4.00	.000
18. Proud of your institution.	20	4.00	.000
19. Discover new strategies to modify your work.	20	3.80	.410
20. Confidence in your school to become the first institution in Thailand.	20	3.75	.716
Teacher's perception	20	3.84	.181

Table 4.16 The Paired Sample t-test on the teacher perception about strategic direction.

	n	Mean	SD	t	p-value
Pre – ODI/IDI	20	1.94	0.153	-34.024	.000
Post - ODI/IDI	20	3.84	0.181		

Appendix C

Interview Questions

The teacher's perception about strategic direction.

1. How often of the various techniques do you use in teaching?

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2. How much of the resources or technology or use in teaching? (Why? Explain)

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3. For the vision of our school, how do you take part in to achieve the goals?

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4. Do you think that team work is useful for the effective results or not?

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5. What level of development in learning that you would be able to achieve? Why?

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Appendix D

Teacher Observation Guide

Teacher's Name_____ Level:_____

Place:_____ Date:_____

Observed Items	Good	Acceptable	Needs Improvement	Note
1. Cleary understanding the goals of our school in the future.				
2. Cleary understand our school's mission.				
3. Considerably realize our school's policy.				
4. All of our school's goals can be achieved.				
5. Participate in our school's development.				
6. What level of development you can achieve?				
7. Opportunity for you to develop yourself.				
8. Suitable job for you up to your qualification.				
9. Satisfaction with the board of administration.				
10. Satisfaction with the benefits you receive.				
11. Ready to accept all changes for development.				
12. Prefer team work to individual.				
13. Accept your colleagues' opinion.				
14. Confidence in your proficiency.				
15. Believing in your colleagues' proficiency.				
16. Opportunity to create your good job.				
17. Ability to follow the school's policy.				
18. Proud of your institution.				
19. Discover new strategies to modify your work.				
20. Confidence in your school to become the first institution in Thailand.				

Appendix E

Saint Gabriel's College

Observation Check list Intensive English Teacher Seminar

At Wang Yao Resort, Nakhorn-nayok

Evaluation Form

Group Activities: Subject Area.....

(During the group discussions, please check ✓ in the blank from your opinion and situations that had been happened in your group)

		4	3	2	1
1.	The program was fully organized for your group and supported their group need.				
2.	They participated the seminar effectively.				
3.	Their specialists stimulated interest in the subject matter.				
4.	All of the experts spoke exclusively in English during whole class and small group discussion.				
5.	They contributed much knowledge during group work				
6.	Most of their group members made working group's atmosphere conductive to enjoying.				
7.	Group members practiced the cooperative skills dominated the group discussions				
8.	Their specialists worked with focal point to strategize on entire process, providing vision and direction.				
9.	Activities were realistic and appropriate and could be performed with the resources and time available to the members.				
10.	Group members were encouraged to interact with others and benefited from their experience and professional expertise.				
11.	The representatives of the groups were enthusiastic about the findings and had the interesting styles of presentations.				

IE Teacher Seminar

At Wang Yao Resort, Nakhorn-Nayok

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1. **In which particular area do you need more as a guidance for yourself?**

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2. **What did you gain from this seminar?**

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3. **How will you adapt your gained knowledge from the seminar in teaching I.E?**

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Appendix F

Saint Gabriel's College

Observation Check list Appreciate Inquiry Teacher Seminar

Evaluation Form

Group Activities: Subject Area.....

(During the group discussions, please check ✓ in the blank from your opinion and situations that had been happened in your group)

		4	3	2	1
1.	They pay attention in AI seminar.				
2.	They appreciated in activities.				
3.	They could apply the knowledge for activities				
4.	All of the experts spoke exclusively in English during whole class and small group discussion.				
5.	They contributed much knowledge during group work				
6.	Most of their group members made working group's atmosphere conductive to enjoying.				
7.	Group members practiced the cooperative skills dominated the group discussions				
8.	They made their commitment for improvement performance.				
9.	They generated their new ideas.				
10.	They had plans to improve their works that follow to school's vision.				