Abstract

This research reports the result of using the Vygotsky’s based and partnership for teachers’ research competency development. The objectives of the research were to compare the level of teachers’ actual competency to expectation level in conducting classroom action research and to analyze actual competency in conducting classroom action research. The purposive and voluntary participants were forty-one teachers of Seang Hiran Withaya School and Wat Raja Kosa School under the Department of Education Bangkok Metropolitan Administration in Radkrabang area, who engaged in the research development training in semester 2 of 2011. Then, the research competency evaluation form with five measuring scales, that was approved as content validity and reliability (CVI=0.80-1.00, \( \alpha =0.971 \)) were used to collect data. The results revealed that teachers’ classroom action research competency expectation level was higher than actual competency with the significance of 0.05. In addition, with analyzing actual competency of the teachers’ classroom action research competency level, it was discovered that there is a misconception in many aspects relating to conducting classroom action research. Therefore, the researcher decided to perform the development in the second phase.

Keywords: Classroom Action Research, Partnership, Research Competency