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# Kindergarten Teachers' Perception Towards Classroom Action Research: A Case Study of Suksanti School

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### Abstract

This qualitative research aimed to explore the perceptions of kindergarten teachers at Suk Santi School in Yala Province regarding classroom action research during the 2023 academic year. The study involved nine key informants, all of whom were full-time kindergarten teachers. Data were collected using three methods. First, semi-structured interviews were conducted via telephone, online platforms, and face-to-face meetings, guided by an interview protocol validated by the academic advisor. Second, complete non-participant observation was employed to document teachers' behaviors and responses during the interviews. Third, an analysis of teachers' classroom action research reports was conducted. Data credibility was ensured through member checking; wherein key informants reviewed and confirmed the findings. The data underwent inductive analysis, with responses coded and categorized based on emerging patterns, and the results were presented thematically. The research findings provided valuable insights into the perceptions of kindergarten teachers at Suk Santi School in Yala Province regarding classroom action research. Teachers reported a lack of in-depth knowledge and limited opportunities to deepen their understanding of classroom action research. Its implementation was generally aligned with traditional practices and was viewed primarily as a means to develop research skills. Despite these challenges, teachers acknowledged the value of classroom action research in supporting student development and fostering a sense of professional pride. Simultaneously, they identified heavy workloads and various procedural limitations as significant sources of frustration. In conclusion, the findings indicate that teachers are eager to enhance their classroom action research skills and seek support through targeted training and workshops. Ongoing professional development in this area is seen as beneficial not only for teachers' growth but also for the tangible development of early childhood learners. Moreover, this study highlights the need for further research to identify effective strategies for strengthening teachers' competencies in conducting classroom action research, thereby maximizing student learning outcomes.

## Introduction

Classroom action research is a vital tool that empowers kindergarten teachers to enhance learning management, address classroom challenges, and promote student learning. As outlined in the National Education Act of 1999 and the National Education Standards of 2018, there is an emphasis on developing teachers' capacity to generate research and educational innovations tailored to the needs of learners at each educational level (Ministry of Education, 2010; Office of the Education Council, 2018). Classroom action research is a systematic process involving the investigation of classroom phenomena to identify and resolve problems. It incorporates the use of tools, innovations, assessments, with findings applied to improve teaching practices and learning outcomes. The ultimate goal is to advance professional practice and optimize student development (Allwright & Bailey, 1991; Cameron, 1983; Stringer, 2008; Wongwanich, 2016).

Suksanti School (pseudonym), located in Yala Province, Thailand has been providing pre-primary education since 1976 and currently offers instruction up to lower secondary level. The school serves as a model institution and a training site for student teachers in the region. Situated in one of Thailand's three southern border provinces, the school operates within a culturally and linguistically diverse context, which presents challenges in aligning early childhood learners with curriculum standards. In the 2023 academic year, the school employed 15 kindergarten teachers responsible for teaching 170 early childhood students across nine classrooms. These teachers are expected to possess knowledge and skills necessary to design inclusive learning experiences that address student diversity, while also conducting classroom action research as part of their professional responsibilities and performance evaluation (Yala Rajabhat University Demonstration School, 2023). The unique cultural, linguistic, and socio-economic backgrounds of the students can pose significant challenges for teachers. Consequently, classroom action research is regarded as an essential tool that enables kindergarten teachers to systematically understand student needs, address classroom challenges, and fulfill both their instructional roles and evaluation criteria.

Numerous studies have demonstrated that classroom action research is an effective approach for addressing classroom challenges, enhancing teaching practices, and fostering the development of both the teacher-researchers and early childhood learners. For

example, Rojana-udomsart (2019) conducted a study to improve the speaking skills of early childhood students through targeted activities. Lertsuthigraisri, Hirunchalotom, and Butkatayu (2023) employed process-oriented art activities to develop self-directed learning skills in young children. Similarly, Jumpiam (2020) utilized interactive writing strategies and a balanced language approach to support the writing development of first-grade students transitioning from kindergarten. These examples highlight the positive outcomes of classroom action research in addressing developmental and instructional challenges. In early childhood education, many classroom activities are designed to resolve learning and developmental issues, with continuous reflection and adaptation based on observed outcomes. However, in practice, many teachers face significant barriers to conducting classroom action research, including limitations in knowledge, skills, and implementation strategies (Bunpitak, 2014; Chuensuksomwang & Jaruchainiwat, 2014; Rungruangwanichkul, 2013; Sithipon, 2022; Wongwanich, 2016).

While previous research has demonstrated the effectiveness of classroom action research in supporting student development, there remains a lack of studies exploring teachers' perceptions within culturally diverse contexts—particularly in Thailand's three southern border provinces. At Suksanti School, although classroom action research is mandated as part of the teacher's performance evaluation process, the cultural and linguistic diversity of the student population presents unique challenges that may differ from those in more homogeneous settings. Understanding teachers' perceptions in such contexts is therefore essential for designing appropriate support systems and professional development initiatives tailored to their specific needs.

Given the unique characteristics of the region and the challenges associated with implementing classroom action research in multicultural settings, it is essential to understand the perceptions of kindergarten teachers, who may hold diverse views and face varying limitations. Gaining this understanding will enable relevant stakeholders to design targeted support and professional development initiatives that empower kindergarten teachers in the area to engage classroom action research effectively and authentically.

## Objectives

Classroom action research plays a critical role in promoting, enhancing, and adapting the development

and learning of young children. Understanding teachers' perceptions of classroom action research is essential for informing strategies that support professional development and ultimately improve student learning outcomes. This study investigates the perspectives, perceptions, and experiences of kindergarten teachers at Suksanti School in Yala Province, where the implementation of classroom action research is a required component of teaching practice. The objectives of this study are as follows:

1. Examine kindergarten teachers' knowledge, understanding, and opportunities for self-development in relation to classroom action research.
2. Investigate how kindergarten teachers acquire and develop skills in conducting classroom action research.
3. Explore kindergarten teachers' perceptions of the value and challenges associated with classroom action research.

Research methodology

Determining the research field and key informants

1. Research field

This study was conducted at Suksanti School in Yala Province, which was established in 1976 under the Ministry of Higher Education, Science, Research and Innovation (MHESI). The school serves as a key institution for professional teacher training and development in the region, with a strong focus on promoting early childhood education. Notably, classroom action research is integrated into the performance evaluation criteria for kindergarten teachers at the school, underscoring its importance in both instructional practice and professional growth.

2. Key informants

The primary informants in this study were nine full-time female kindergarten teachers responsible for teaching levels 1 to 3 at Suksanti School, Yala Province. Seven of the teachers were between 40 and 43 years

old, while the remaining two were aged 25 and 60, respectively. Six teachers identified as Muslim—with three natives to Yala, two from Narathiwat, and one from Pattani. The other three teachers were Buddhist, with two from Yala and one from Pattani. In terms of educational background, seven teachers held bachelor's degrees in Early Childhood Education, while two had completed master's degrees. Regarding their teaching experience, seven teachers had between 12 and 19 years of service, while the other two had 3 and 40 years of experience, respectively. A summary of these demographic details is presented in Table 1.

Research instruments

This study employed semi-structured interviews as the primary data collection to explore teachers' perceptions of classroom action research. The interview guide was structured around three core areas aligned with the research objectives: (1) knowledge and professional development in classroom action research, (2) the process of accumulating research skills, and (3) perceived value and challenges in implementation. Each section included 4–5 open-ended questions such as "How do you understand classroom action research?" and "What challenges do you face when conducting research?". The interview guide was validated by three experts in early childhood education and qualitative research methodology to ensure content validity.

To ensure data quality, the researcher employed multiple strategies. A voice recorder was used during interviews to ensure accuracy, followed by immediate personal transcription to preserve the integrity of the participants' responses. Additionally, complete non-participant observation was conducted using the observer-as-participant approach, allowing the researcher to document both verbal and non-verbal behaviors during the interviews.

In accordance with ethical research protocols, the researcher obtained formal permission through an official

Table 1 General information of key informants

Participant	Age (year)	Religion	Qualification	Work Experience (Years)	Kindergarten level	Position
A	42	Muslim	Bachelor's Degree	19	K.1	Temporary Employee
B	43	Muslim	Bachelor's Degree	17	K.2	Temporary Employee
C	40	Muslim	Bachelor's Degree	17	K.1	Government Employee
D	41	Muslim	Bachelor's Degree	12	K.2	Government Employee
E	42	Buddhist	Bachelor's Degree	17	K.2	Government Employee
F	25	Muslim	Bachelor's Degree	3	K.2	Temporary Employee
H	60	Buddhist	Master's Degree	40	K.3	Temporary Employee
I	42	Muslim	Bachelor's Degree	19	K.3	Government Employee
J	40	Buddhist	Master's Degree	14	K.3	Government Employee

letter issued by the academic advisor to the school administration. The researcher then coordinated with the school's Deputy Director of Academic Affairs to schedule interviews with all nine participating teachers.

### Collection of data

The researcher conducted interviews according to the scheduled appointments, offering multiple modes of participation for the convenience of the teachers, including telephone interviews, online interviews via Google Meet, and face-to-face sessions. Prior to each interview, the researcher introduced themselves to establish rapport, explained the purpose and procedures of the interview, assured participants of the confidentiality of their responses, and informed them of their right to withdraw from the interview at any time should they feel uncomfortable. A summary of the interview formats and participation details is presented in Table 2.

**Table 2** Data collection

Participant	Interview Method	Duration (minutes)	Note-taking	Audio Recording	Observation
1	Face to Face	70	✓	✓	✓
2	Online	50	✓	✓	✓
3	Online	45	✓	✓	✓
4	Telephone	60	✓	-	✓
5	Face to Face	50	✓	-	✓
6	Online	60	✓	-	✓
7	Face to Face	50	✓	✓	✓
8	Telephone	35	✓	-	✓
9	Telephone	40	✓	-	✓
<b>Total</b>		<b>460</b>			

### Data analysis

Data from the nine key informants were analyzed through a three-step process:

1. Coding: Interview data were documented through note-taking for non-recorded sessions and transcribed verbatim for recorded interviews. Observations of non-verbal behaviors were recorded. All data were systematically coded and categorized to identify patterns and themes.

2. Data Verification: The coded data were subjected to member checking, wherein key informants reviewed their interview summaries to ensure accuracy and completeness. According to William (1981) and Diane (1983) (both as cited in Chantavanich, 2011), involving key informants in reviewing draft summaries significantly enhances the validity of qualitative findings.

3. Data Analysis: Following verification, the data were analyzed using inductive analysis, progressing from specific observations to broader conceptual themes, as described by Chantavanich (2011).

## Results

Based on the collected data, the following key findings emerged from the study:

### 1. Teachers' Perceptions of Basic Knowledge and Professional Development in Classroom Action Research

#### 1.1 “Basic Understanding of Classroom Action Research”

Teachers generally perceive classroom action research as a systematic process aimed at addressing behavioral and learning challenges in the classroom. This process involves the design and implementation of educational media and activities to foster desirable learner characteristics through a structured and methodical approach. This understanding is reflected in the following interview excerpts:

*“Research serves as a problem-solving approach to develop learning management models and [support] self-improvement, emphasizing enhanced problem-solving processes for children in the classroom.”*

(Teacher H, Kindergarten 3)

*“Research is a systematic process for learner development. Teachers must observe every child in the classroom to identify appropriate interventions for each individual. Then, teachers need to study relevant information before conducting research.”*

(Teacher A, Kindergarten 1)

#### 1.2 “Research Knowledge Base”

Most teachers rely on knowledge acquired during their academic studies, with limited opportunities to update or deepen their understanding of research methodology and innovative practices. Current classroom research practices primarily informed by prior knowledge, learning from experienced colleagues, and referencing previous research examples available through peers and school library resources. As expressed by the teachers:

*“I have a certain level of knowledge. I mainly learn from others' examples and from fellow teachers who have done it before. It's been a long time since graduation, and I remember not fully understanding research even during my studies. I still often need to consult colleagues and look at their examples (laughs).”*

(Teacher B, Kindergarten 1)

*“My research is somewhat unsystematic. While I have previous work as examples, when it comes to implementing new statistics or methods, I'm completely lost.”*

(Teacher I, Kindergarten 3)

### 1.3 “Limited Training Opportunities”

The lack of training opportunities poses a significant barrier to the development of research knowledge and skills among teachers. Without adequate exposure to contemporary ideas, tools, and methodologies, teachers are less likely to engage in innovative research. This is particularly evident among kindergarten teachers, who often have limited access to professional development in research practices. As a result, their capacity to conduct meaningful research is constrained. Addressing the “need for training in research knowledge and skills” is essential for broadening educators’ perspectives and enhancing their ability to support student development. This need is clearly reflected in the following statements:

*“I want to improve my classroom research. If the school organizes training or sends teachers for research training, it might help us discover new approaches to enhance our research.”*

(Teacher J, Kindergarten 3)

*“Since graduation, I’ve only attended one research training session long ago. Without ongoing training, our knowledge remains stagnant and gradually fades.”*

(Teacher E, Kindergarten 2)

*“I often see problems in the classroom but struggle to think of new methods to help students. Training might provide fresh ideas to use in the classroom.”*

(Teacher J, Kindergarten 3)

2. Perceptions of accumulating classroom action research skills through practice by kindergarten teachers:

#### 2.1 “Classroom Action Research Skills”

These skills are often cultivated through the fulfillment of professional responsibilities and repetition of tasks aligned with institutional missions and performance evaluation criteria. Teachers frequently rely on previous research reports as models to guide their practice. As one teacher explained:

*“We conduct research every semester because it’s required for evaluation. However, this gives us more experience, even though we follow similar patterns.”*

(Teacher D, Kindergarten 2)

#### 2.2 “Continuity in Research Practice”

Consistent engagement in research enables teachers to develop practical skills through hands-on experience. These include:

- (1) Observation, interpretation, and behavioral analysis
- (2) Interview techniques and collaboration with parents

(3) Information retrieval and effective use of technology

(4) Strategies for addressing diverse student challenges, such as:

- 1) Language and communication difficulties
- 2) Attention deficit disorders
- 3) Pseudo-autism
- 4) General developmental concerns (e.g., irregular sleeping patterns, eating habits, aggressive behavior, toy-related conflicts, selective mutism, crying spells, and basic self-help skills).

Through these experiences, teachers have been able to design and implement classroom action research using a variety of innovative approaches, including:

- (1) Story-based learning innovation,
- (2) Creative and play-based activities,
- (3) Technology-enhanced language instruction
- (4) Bilingual rhymes for language development
- (5) Integration of the Sufficiency Economy Philosophy to foster multicultural social skills.

This progression is reflected in the following teacher statements:

*“The skill that has improved most is observation. Now, I can quickly identify a child’s problem just by looking. With more experience, our assistance has become more efficient.”*

(Teacher I, Kindergarten 3)

*“Honestly, children today face multiple challenges, largely due to parenting styles. Many modern parents allow their children to use smartphones all day, which affects their communication skills. Some children don’t speak at all when they are at school, while others struggle to speak coherently. We must apply techniques, drawing from our experience, to support them. Our goal is to ensure they develop appropriately, rather than advancing to the next grade only for future teachers to note their lack of progress.”*

(Teacher A, Kindergarten 1)

*“Most activities incorporate stories and rhymes enabling children gradually acquire Thai language through these materials.”*

(Teacher F, Kindergarten 2)

3. Perceptions of the value and challenges of classroom action research for kindergarten teachers:

#### 3.1 “Importance and Necessity”

Kindergarten teachers recognize classroom action research as an essential tool for understanding and effectively supporting young learners. This process enables educators to systematically monitor children’s



development before and after targeted interventions. Existing research highlights the significant benefits of classroom action research demonstrating its effectiveness in fostering children's growth. Improvements include enhanced Thai vocabulary, better communication and comprehension of the Thai language, increased confidence in class participation, and greater enthusiasm for school attendance. As teachers observed:

*"I believe classroom research genuinely helps address children's challenges. As a result, they demonstrate better development and acquire a broader Thai vocabulary."*

(Teacher B, Kindergarten 1)

*"The activities we design make children enthusiastic. They actively participate, feel happy, and look forward to coming to school."*

(Teacher H, Kindergarten 3)

### 3.2 "Improved Learner Development and Learning"

The sense of value, happiness, and pride experienced throughout the research process serves as an intrinsic motivation for continuous self-improvement, ultimately benefiting students. As teachers expressed:

*"Research holds immense value for educators in fostering student development. Classroom research provides tangible indicators of success."*

(Teacher D, Kindergarten 2)

*"I take great pride in helping students reach their potential in alignment with their developmental stages."*

(Teacher E, Kindergarten 2)

*"Thus far, we have conducted one-page research projects that complete the process—just short experiments lasting a single semester. However, I genuinely aspire to do more in-depth research."*

(Teacher A, Kindergarten 1)

### 3.3 "Performance Evaluation"

Completing research projects and finalizing research reports instills teachers with a profound sense of pride and satisfaction. This process also reinforces their motivation to engage in classroom action research by demonstrating tangible results. Observable improvements in children's development and behavior provide intrinsic rewards while fulfilling external evaluation criteria. As teachers stated:

*"Our motivation for conducting research is the children—to identify and address their challenges. We can strive to solve their problems effectively."*

(Teacher J, Kindergarten 3)

*"My motivation is to refine teaching and learning methods to align with the context that students need. I want them to reach their full potential—to be intelligent, well-rounded, and happy."*

(Teacher I, Kindergarten 3)

### 3.4 "Challenges and Frustrations"

Despite recognizing its value, teachers face significant challenges due to heavy workloads and multiple responsibilities, which limit their capacity for professional growth and research engagement. Observations of verbal and non-verbal communication revealed their frustration, stemming from both work-related and personal demands. Many teachers perceive classroom action research as "additional workload," compounded by the demands of classroom management and daily instructional responsibilities. As they expressed:

*"I want to do research, but we barely have time. Preparing teaching materials and handling classroom administrative work each day consumes all our time."*

(Teacher A, Kindergarten 1)

*"One of the main reasons we undertake research is to meet indicators and evaluation criteria."*

(Teacher F, Kindergarten 2)

*"No, because the process is too time-consuming. If possible, I'd prefer to use methods to solve student problems in a way that is convenient, quick, and effective."*

(Teacher I, Kindergarten 3)

### 3.5 "Research Methodology Challenges"

Teachers acknowledge their limitations in research knowledge and essential skills, emphasizing the need for broader perspectives and methodological refinement. Constraints related to time, resources, and multi-stakeholder collaboration often lead to "burnout and an imbalance between work and personal life." These challenges are reflected in the following statements:

*"If we could broaden our horizons and gain new experiences, that would be invaluable. We could develop more creative techniques to solve classroom problems."*

(Teacher B, Kindergarten 1)

*"Conducting research is emotionally draining. A single project demands substantial energy, time, and financial investment, along with the need to collaborate with numerous people. At times, the process can feel discouraging."*

(Teacher D, Kindergarten 2)

*“Budgetary support is another key factor in sustaining our research efforts and motivation.”*  
(Teacher J, Kindergarten 3)

## Discussion

Perceptions of classroom action research among kindergarten teachers: A case study of Suksanti School, Yala Province, can be discussed as follows:

### 1. Perceptions of knowledge, understanding, and opportunities for enhancing research skills

Kindergarten teachers generally understand the meaning and characteristics of classroom action research but perceive; however, they perceive limitations in their in-depth knowledge and opportunities for skill enhancement. Many teachers graduated long ago and have not had continuous exposure to research methodologies, largely due to their extensive primary and secondary responsibilities. As a result, their existing research knowledge has become vague, superficial, lacking further development. These gaps create significant challenges in conducting effective research.

This issue aligns with Vygotsky (1978), who emphasized that the absence of opportunities for continuous learning can lead to knowledge gaps and obstacles in professional growth. Similarly, Wulandari, Shandy Narmaditya, Hadi Utomo, and Hilmi Prayi (2019) examined teachers' perceptions of classroom action research and found that one of the primary challenges educators face is their limited knowledge in critical areas such as problem identification, literature review, and data analysis.

This is particularly evident in the three southern border provinces, where access to professional development remains constrained. Although Wulandari et al. (2019) conducted their study in a different context, their findings similarly highlight the issue of knowledge gaps, suggesting this is a widespread challenge that manifests differently depending on local conditions. This reinforces the necessity of training programs aimed at enhancing kindergarten teachers' research skills. Such training plays a vital role in broadening teachers' experiences, perspectives, and methodological approaches. Engaging in professional conversations, exchanging knowledge, and learning from peers fosters new viewpoints and strategies for conducting research. Moreover, structured training provides positive motivation, ultimately benefiting student development.

This is consistent with the findings of Panjariyakul (2018), who examined the impact of a

training curriculum on classroom action research for improving learning outcomes. The study demonstrated that participants' post-training scores were significantly higher than their pre-training scores at the .05 level, with high satisfaction reported regarding the training experience.

### 2. Perceptions of accumulating classroom action research skills through practice

Kindergarten teachers recognize that continuous engagement in classroom action research enhances their skills and knowledge through hands-on practice. Even when research follows familiar patterns, the iterative process strengthens their ability to conduct meaningful inquiries. This development stems from learning through models and repeated practical application—an approach rooted in experiential learning (“learning by doing”), which facilitates the gradual accumulation of essential research skills. Through this process, kindergarten teachers refine critical abilities, including observation, interviewing, collaboration with parents, information retrieval, technology use, data interpretation, and providing targeted assistance. These skills are developed through case studies of early childhood students, offering direct classroom experiences that align with real-world educational contexts. “This approach allows teachers to continuously deepen their understanding, crystallize their thoughts, and identify effective strategies for assisting students, promoting learning, and addressing behavioral problems in evolving situations. As Kolb (1984) emphasizes, experiential learning fosters ongoing development, enabling teachers to adapt to new contexts and refine their pedagogical methods. Over time, these skills become ingrained, ultimately transforming educators into skilled classroom action researchers.

### 3. Perceptions of the value and challenges in classroom action research for kindergarten teachers

Kindergarten teachers perceive classroom action research as both valuable and essential to their profession. The research process brings them inner joy as they witness their students' development and improved learning outcomes. Additionally, it serves as a component of performance evaluation, reinforcing the significance of their efforts in the classroom. Human motivation is shaped by both internal and external drivers. When teachers successfully accomplish challenging tasks that benefit both themselves and their students, they experience a sense of accomplishment, happiness and pride (Bandura, 1977). This, in turn, fosters self-acceptance, self-esteem, and recognition of their success by others

(Maslow, 1987). As a result, kindergarten teachers regard classroom action research as fundamental aspect of their professional growth and effectiveness.

This perspective aligns with the findings of Wulandari et al. (2019), who reported that conducting research enables teachers to address classroom challenges and improve student achievement. Similarly, Geraldine and Mario (2019) highlighted that research allows teachers to diagnose classroom issues and implement solutions, while also serving as a mechanism for performance evaluation. Nanik, Dini, and Nasrullah (2020) further emphasized that classroom action research functions as a professional development strategy, helping teachers recognize the significance and pride associated with their role.

Despite its recognized value, classroom action research remains a challenge for kindergarten teachers, adding to their already demanding workload and often leading to frustration. This difficulty stems from the numerous primary and secondary responsibilities educators must juggle, leaving little time for research engagement. Conducting research requires specialized knowledge, skills, and competencies in research methodology, learning design, as well as resource allocation. Teachers must address diverse and evolving classroom challenges daily making it impractical to rely solely on research to resolve every issue efficiently. The pressure to meet expectations—both their own and those of administrators—compounds their frustration. Balancing research alongside professional and personal responsibilities further exacerbates the strain.

This challenge is consistent with findings by Wulandari et al. (2019), who reported that approximately 84% of teachers in East Java, Indonesia, engaged in classroom action research due to its mandatory nature and impact on career development, rather than personal motivation. Similarly, Sushila (2021), in her study on teachers' perceptions and practices of action research in local boarding schools in Nepal, found that some educators were unfamiliar with action research, perceiving it as time-consuming and difficult to implement.

## Suggestions

### Suggestions for applying research findings

1. Strategic Professional Development: School administrators and academic departments can leverage these research findings as a foundation for planning and implementing professional development initiatives. These strategies should aim to enhance kindergarten

teachers' knowledge, skills, and attitudes towards conducting effective classroom action research, ensuring continuous improvement in educational practices.

2. Resource Allocation and Institutional Support: School administrators should allocate essential resources—including time, budget, and encouragement—to support kindergarten teachers in their research endeavors. Additionally, fostering an institutional culture that promotes ongoing research development and educational innovation is critical. Rather than perceiving classroom action research as a mere administrative requirement, schools should create an environment where research serves as a meaningful tool for improving teaching effectiveness and student learning outcomes.

### Suggestions for future research

1. Investigating Local Contexts for Research Competency Development: Future studies should explore the causal factors and specific needs influencing the development of classroom action research competencies among kindergarten teachers, with a focus on local educational contexts. Understanding these contextual factors will enable the design of tailored interventions that support educators in acquiring essential research skills.

2. Enhancing Professional Development Strategies: Further research should examine and develop effective strategies for teacher professional development that strengthen kindergarten teachers' capabilities in conducting classroom action research. These strategies should aim to enhance both student development and teachers' self-improvement, ensuring research efforts directly contribute to improved educational outcomes.

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