

Strategies For Development Competency In Classroom Management In Educational Institutions Under The Pathum Thani Primary Educational Service Area Office

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Abstract

This research aimed: (1) to study the current and the desirable states of teachers' competencies in classroom management in schools under the Pathum Thani Primary Educational Service Area Office, and (2) to explore strategies for developing teachers' competencies in classroom management in these schools. The sample consisted of 354 teachers in schools under the Pathum Thani Primary Educational Service Area Office in the academic year 2022, selected using multistage random sampling. The research instrument was a questionnaire with an overall reliability coefficient of 0.995. The data were analyzed using frequency, percentage, mean, standard deviation, and the Priority Needs Index (PNI). The results revealed that: (1) the current state of teachers' classroom management competencies was at a high level, while the desirable state was at the highest level. The analysis of priority needs indicated that the highest need was for creating a learning atmosphere that promotes students' happiness, safety, and engagement, followed by maintaining classroom and subject information and documents. The lowest level of need was found in promoting positive teacher-student behavior. (2) The strategies for developing teachers' classroom management competencies comprised four main strategies and eleven sub-strategies.

Keywords: Development Strategies; Teacher Competency; Classroom Management.

Introduction

Due to the current situation having continuous changes occurring, it is therefore necessary to adjust the operational format to be consistent with the learners so that matters proceed smoothly. Therefore, by virtue of Section 8 and Section 12 of the Education Administration Act B.E. 2546 (2003), the Minister of Education thus announces the policies and focus areas of the Ministry of Education for the Fiscal Year B.E. 2566 (2023) as follows: 1) Education Management for Safety 2) Educational Quality Enhancement 3) Creation of Opportunities, Equity, and Equality in Education for All Ages 4) Education for Career Skill Development and Increasing Competitiveness 5) Promotion and Support for the Teaching Profession, Educational Personnel, and Personnel under the Ministry of Education 6) Development of the Bureaucratic System and Digital-Era Government Services 7) Driving Education Laws and the National Education Plan. The Ministry of Education is committed to carrying out its main missions according to the Master Plan under the 20-Year National Strategy (B.E. 2561 – 2580) as the host agency driving all sub-plans in Issue 12: Learning Development, and Sub-Plan 3 in Issue 11: Human Potential Development Throughout the Lifespan, including the National Education Reform Plan (Revised Edition) and Government Policies, both in the part of the Main Policy on the Reform of Learning Processes and the Development of the Potential of Thais of All Ages, and the Urgent Policy on Preparing Thais for the 21st Century and the Diversity of Human Multiple Intelligences, which aligns with the principles of educational management according to Section 22, which states that educational management must adhere to the principle that every learner has the ability to learn and develop themselves

and considers the learner to be the most important. The educational management process must promote learners' ability to develop naturally and to their full potential. The quality of education and learning must achieve 4 qualities: 1) Quality of the New-Era Thai People 2) Quality of the New-Era Teachers 3) Quality of the New-Era Learning Resources/Educational Institutions 4) Quality of the New Management (Sutthadaanantaphokin et al., 2025; Anggoro et al., 2021; Damrongsiri et al., 2022; Ministry of Education. 2546 (2003)).

The teacher is a crucial person in the process of educational change, because the teacher is a key mechanism in developing the quality of learners to be ready to enter a highly competitive society. And because of the changing social conditions, the teaching format has changed. Therefore, teachers need to develop the knowledge, skills, and attitudes that result in teacher competency. However, for a teacher to have high competency, they must be continuously developed until they possess the ability to manage teaching and learning effectively. Furthermore, the Constitution of the Kingdom of Thailand B.E. 2550 (2007) clearly stipulates in Section 80(3), which states: "Arrange for the development of the quality of teachers and educational personnel to progress and keep pace with global social change" (The Secretariat of the Teachers Council of Thailand, 2017). This is consistent with the National Education Act B.E. 2542 (1999), as amended by (Issue 2) B.E. 2545 (2002) and (Issue 3) B.E. 2553 (2010), Section 52, which provides that the Ministry of Education shall promote the system and process of producing and developing teachers, lecturers, and educational personnel to have appropriate quality and standards for a high-level profession, by supervising and coordinating with institutions that are responsible for producing and developing teachers, as well as educational personnel, to be ready and strong in preparing new personnel and continuously developing in-service personnel, whereby the state should allocate sufficient budget. And Section 80 of the Royal Act on Teachers and Educational Personnel B.E. 2547 (2004) stipulates that civil service teachers and educational personnel must be developed before being appointed to certain academic standing positions, in order to enhance knowledge, skills, good attitude, and appropriate professional ethics, which will result in efficiency, effectiveness, and progress for the civil service (Constitution of the Kingdom of Thailand B.E. 2550 (2007)).

The Pathum Thani Primary Educational Service Area Office 1 has prepared the Operational Plan for the Fiscal Year B.E. 2566 (2023) to be used as a framework for the operation of basic education in the fiscal year B.E. 2566, with key elements concerning the Vision, Mission, Goals, and important Policies that align with the policies of the Ministry of Education, and the policies and focus areas of the Office of the Basic Education Commission, under the development guidelines of "Future Way, Quality Way." And in order for the basic education management of the Pathum Thani Primary Educational Service Area Office 1 to be consistent with the current situation, problems, needs according to the context, and the guidelines for educational service area development in the 21st century, in order to enhance the quality of learners in accordance with the Operational Plan for the Fiscal Year B.E. 2566 of the Pathum Thani Primary Educational Service Area Office 1, the teacher is the one who plays a role in classroom management, which has an effect on the effective design and management of teaching and learning. The classroom atmosphere is a tool to promote learners' interest and motivation to learn the lesson content more. An atmosphere of kindness from the instructor to the learner should be created to foster warmth, build good friendship and human relations with each other, including having shared agreements, rules, and regulations, being clean, convenient, and safe, which is an atmosphere conducive to the learning that learners desire, making learners happy with what they receive from the school and from learning together. If the teacher can create these atmospheres to occur in the classroom, they will

be able to efficiently develop the nation's children and youth and help them grow completely in terms of intelligence, physical, mental, emotional, and social aspects (Pathum Thani Primary Educational Service Area Office 1, 2025; Channuwong et al., 2025).

From the stated importance and problems, the researcher is thus interested in studying the guidelines for developing teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office. The objective of this research is to determine how teachers' competency in classroom management is and what guidelines can be used to develop the core competency of teachers under the Pathum Thani Primary Educational Service Area Office, and to utilize the obtained research results as a guideline for developing teachers' classroom management abilities more efficiently and effectively.

Research Questions

1. What is the current state and the desirable state of teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office?
2. What should be the strategy for developing teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office?

Research Objectives

1. To study the current state and the desirable state of teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office.
2. To study the strategy for developing teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office.

Research Methodology

For the research topic "Strategy for Developing Teacher Competency in Classroom Management in Educational Institutions under the Pathum Thani Primary Educational Service Area Office", the researcher employed the research procedure divided into 2 phases as follows:

Phase 1: Study of the Current State and the Desirable State of Teacher Competency in Classroom Management in Educational Institutions under the Pathum Thani Primary Educational Service Area Office. The procedure is as follows: The population consisted of teachers under the Pathum Thani Primary Educational Service Area Office, totaling 4,097 people (Data as of June 25, 2021: Pathum Thani Primary Educational Service Area Office, 2022). The sample for this research consisted of 354 teachers in educational institutions under the Pathum Thani Primary Educational Service Area Office in the academic year 2022, calculated using the table by Krejcie and Morgan (1970). Multi-Stage Sampling was employed, where the first step involved dividing the educational institutions into 7 districts, namely Mueang Pathum Thani, Khlong Luang, Lat Lum Kao, Sam Khok, Thanyaburi, Lam Luk Ka, and Nong Suea, and subsequently, simple random sampling was conducted proportionate to the population of each district.

The tool used for data collection was a questionnaire concerning teacher competency in classroom management in educational institutions, divided into 2 parts. Part 1 consisted of the respondents' personal data, such as gender, age, education level, and work experience. Part 2 was a questionnaire about teacher competency in classroom management, in the form of a 5-level rating scale based on the approach of Bangbon et al.

(2023) and Phetsombat (2018), where a score of 5 means highest and 1 means lowest. This instrument was constructed by the researcher based on the study of theories, concepts, and related research on teacher competency in classroom management. The questionnaire was then prepared to cover all variables according to the conceptual framework. The draft was presented to 5 experts to check for Content Validity by calculating the Index of Item-Objective Congruence (IOC), which yielded values between 0.80–1.00. It was then revised before being tested (Try out) with 30 teachers under the Pathum Thani Primary Educational Service Area Office who were not part of the actual sample, in order to check the clarity of the questions and determine the Reliability using Cronbach's Alpha Coefficient, which yielded a total reliability value of 0.995, indicating that the instrument has high reliability and can be used for actual data collection.

Data collection was conducted by the researcher, who proceeded by submitting a letter of cooperation from the Faculty of Industrial Education, Rajamangala University of Technology Thanyaburi, addressed to the Directors of Educational Institutions under the Pathum Thani Primary Educational Service Area Office to request permission for data collection, after which questionnaires were distributed to the sample group of 354 people, setting a timeframe for answering and returning them within 7–15 days. The researcher checked the completeness of the questionnaires and followed up on those not yet returned before subjecting the data to statistical analysis, which included the analysis of personal data using descriptive statistics, namely frequency and percentage, and the analysis of data concerning teacher competency in classroom management using the mean ($\bar{X}$) and standard deviation (SD), along with interpreting the meaning of the mean according to the criteria of Pimolpun Phetsombat (2018): 4.51–5.00 means Highest Level, 3.51–4.50 means High Level, 2.51–3.50 means Moderate Level, 1.51–2.50 means Low Level, and 1.00–1.50 means Lowest Level, and assessment of need.

Phase 2: Study of the Strategy for Developing Teacher Competency in Classroom Management in Educational Institutions under the Pathum Thani Primary Educational Service Area Office. In this phase, the researcher aims to study the strategies and guidelines for developing teacher competency in classroom management in order to use the results to develop a concrete model in the next phase. The researcher used 5 Key Informants, selected by Purposive Sampling, consisting of: 1) School Administrators, namely Directors or Deputy Directors of schools with at least 5 years of management experience and a record of teacher development achievements; 2) Supervisors who are directly responsible for supervising and promoting teacher development in classroom management; 3) Heads of Teacher Development Groups or Supervision, Monitoring, and Evaluation Groups who have a role in determining guidelines for teacher development at the area level; 4) Highly Experienced Teachers (Expert Teachers or Special Professional Teachers) who have more than 10 years of teaching experience and have outstanding achievements in classroom management; and 5) Academics or Educational Administration Experts in the area who have research or articles related to teacher competency development and can offer policy recommendations and development strategy guidelines.

The tool used in the research was a Structured Interview concerning the guidelines for developing teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office. It featured Open-ended Questions to provide key informants with the opportunity to express their opinions freely. For the instrument construction, the researcher utilized the results from the analysis in Phase 1, particularly the issues with low mean values, to formulate the interview questions. Subsequently, the draft interview form was presented to experts to consider the appropriateness of the content, clarity, and language used, as well as to offer

suggestions for revision, before the verified instrument was used for actual data collection.

The Data Collection Process was executed by the researcher, who submitted a letter of permission from the Faculty of Industrial Education, Rajamangala University of Technology Thanyaburi, addressed to the Directors of Educational Institutions under the Pathum Thani Primary Educational Service Area Office to request permission to conduct the interview. Subsequently, the researcher scheduled appointments with the key informants in advance to clarify the objective, scope of the research, and request consent for audio recording during the interview. Each interview took approximately 45–60 minutes and was held in a private location, such as an office or meeting room. The researcher used an audio recorder and took notes on important points with the consent of the key informants. After the interview, the researcher transcribed the audio recordings into written form and performed Content Analysis to synthesize the guidelines and strategies for teacher competency development. In addition, the researcher also sent the summary of the analysis back to the key informants for content verification (Member Checking) and had experts check the data interpretation further, in order to establish the trustworthiness and accuracy of the research results in this phase.

Research Findings

The results of this study are presented according the research objectives as follows:

Research objective 1: To study the current state and the desirable state of teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office, the research findings revealed that:

The current state of teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office was at a high level overall. When considered by aspect, it was found that the aspect of Promoting Positive Behavior between Teachers and Students had the highest mean score, followed by the aspect of Classroom Supervision and Monitoring, and the aspect of Arranging an Atmosphere that Promotes Learning, Happiness, and Safety for Learners had the lowest mean score.

The desirable state of teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office was at the highest level overall. When considered by aspect, it was found that the aspect of Promoting Positive Behavior between Teachers and Students had the highest mean score, followed by the aspect of Classroom Supervision and Monitoring, and the aspect of Preparation of Class/Subject Information and Documentation had the lowest mean score.

The prioritization of the needs assessment for teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office revealed that the aspect of Arranging an Atmosphere that Promotes Learning, Happiness, and Safety for Learners had the highest need score, followed by the aspect of Preparation of Class/Subject Information and Documentation, and the aspect of Promoting Positive Behavior between Teachers and Students had the lowest need score.

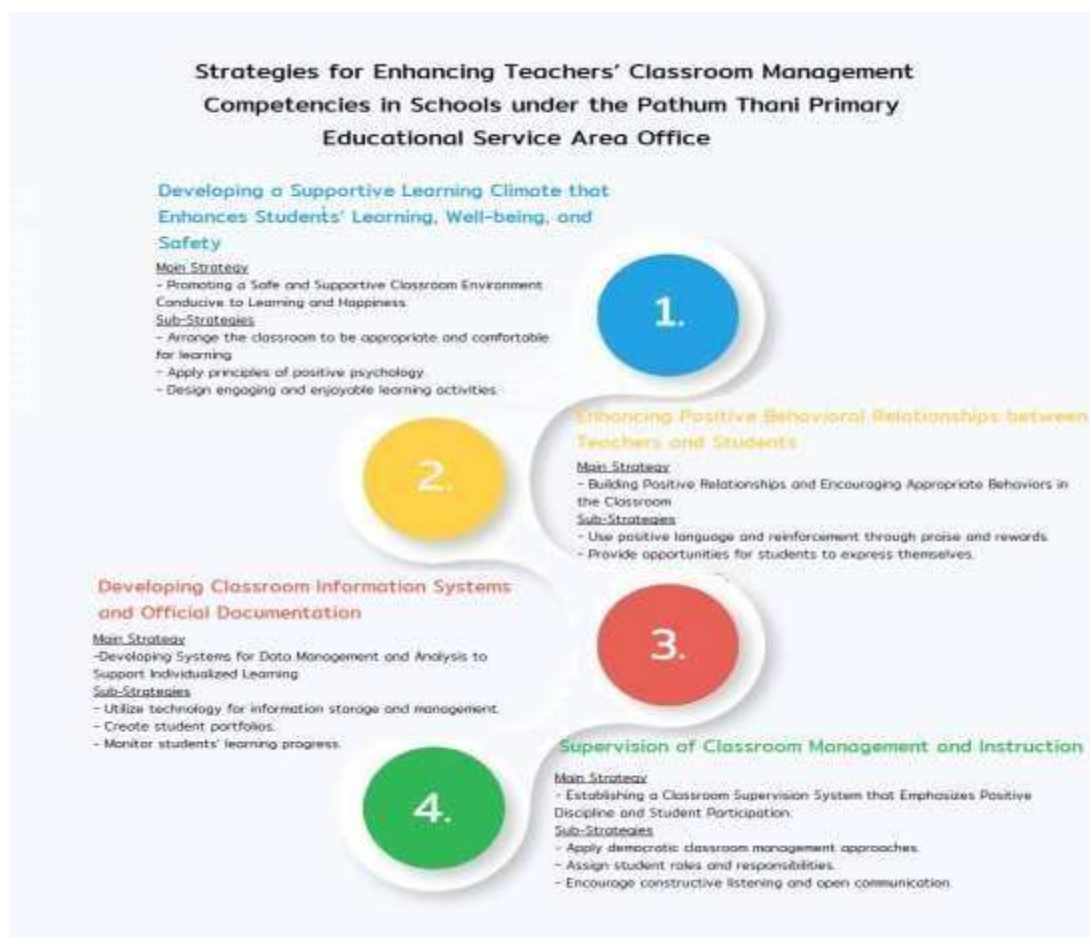
Research objective 2: To study the strategy for developing teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office, the research findings revealed that the strategy for developing teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office consists of 4 main strategies and 11 sub-strategies as follows:

Table 1.7 Strategy for Developing Teacher Competency in Classroom Management in Educational Institutions under the Pathum Thani Primary Educational Service Area Office

Aspect	Main Strategy	Sub-Strategy	Method of Operation
1) Arranging an Atmosphere that Promotes Learning, Happiness, and Safety for Learners	Promote a classroom environment that is safe, conducive to learning, and creates happiness	- Arrange the classroom environment appropriately - Use positive psychology - Design fun activities	- Arrange learning corners - Create classroom rules - Decorate the classroom
2) Promoting Positive Behavior between Teachers and Students	Build good relationships and support appropriate behavior in the classroom	- Use positive language and Reinforce with compliments and rewards - Provide opportunities for students to express themselves	- Record good behavior and Outstanding Behavior Board - Open-heart activities - Small group meetings
3) Preparation of Class/Subject Information and Documentation	Develop a system for collecting and analyzing data to promote individual learning	- Use technology for data collection - Create portfolios - Track progress	- Create portfolios - Use Excel/Google Sheets - Create progress graphs - Report results to parents
4) Classroom Supervision and Monitoring	Create a supervision system that emphasizes positive discipline and student participation	- Use a democratic approach - Assign student roles - Be receptive to constructive feedback	- Appoint student roles - Incident record book - Class meetings - Star-cutting system (reward/deduct stars)

New Body of Knowledge

From the research findings, the researcher obtained the strategy for developing teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office, which can be presented as this diagram:



Discussion

The strategy for developing teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office has key issues that can be brought forward for discussion as follows:

1) From the study of the current state of teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office, the findings revealed that it was at a high level overall. When considered by aspect, the aspect of Promoting Positive Behavior between Teachers and Students had the highest mean score, followed by the aspect of Classroom Supervision and Monitoring, and the aspect of Arranging an Atmosphere that Promotes Learning, Happiness, and Safety for Learners had the lowest mean score. The desirable state of teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office was at the highest level overall. When considered by aspect, the aspect of Promoting Positive Behavior between Teachers and Students had the highest mean score, followed by the aspect of Classroom Supervision and Monitoring, and the aspect of Preparation of Class/Subject Information and Documentation had the lowest mean score. The prioritization of the needs assessment for teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office revealed that the aspect of Arranging an Atmosphere that Promotes Learning, Happiness, and Safety for Learners had the highest need score, followed by the aspect of Preparation of Class/Subject Information and Documentation, and the aspect of Promoting Positive Behavior between Teachers and Students had the lowest need score. This may be because classroom

management is a crucial mission for teachers that must be carried out comprehensively to ensure that teaching and learning are effective. Teachers, therefore, need to arrange both the internal and external classroom environment to be conducive to learning, create positive interaction between the teacher and the learner, as well as promote cooperation among the learners themselves. Teachers should always check and maintain the usability and safety of classroom facilities, and also prepare diverse and interesting teaching and learning activities to fully engage the learners in the learning process. Additionally, teachers should emphasize close monitoring and evaluation of learners' progress to provide advice, compliments, and encourage students to express themselves, creating motivation and enthusiasm for learning. Teachers must also prepare individual student portfolios and systematically and contemporaneously store educational documentation, such as various student reports (e.g., P.P. reports), to facilitate the use of data for administration and academic decision-making, which will help develop learners to their full potential. Furthermore, classroom management is also involved in maintaining student discipline. Teachers should encourage students to participate in setting shared rules and agreements in the classroom, and use a "Positive Discipline" approach to solve problems and constructively develop students' behavior. Classroom management is thus a competency of utmost importance for developing the quality of learners to achieve the goals of education. The research findings align with the National Education Act B.E. 2542 (1999) and its amendments (B.E. 2545 and B.E. 2553), which aims to provide education for the development of Thais into complete human beings in body, mind, intellect, knowledge, virtue, and culture for living, enabling them to coexist with others happily. Teachers, as professional personnel whose primary duty is to manage teaching and learning and promote learners' learning, must have good competency in classroom management to encourage learners to receive holistic development according to the intent of the said Education Act. The findings also correspond with the research of Yaemkaew and Phetsombat (2023) on "Development of a Program to Enhance Teacher Competency in Classroom Management in Educational Institutions under the Sa Kaeo Primary Educational Service Area Office 1," where the research found that the current state of teacher competency in classroom management in educational institutions under the Sa Kaeo Primary Educational Service Area Office 1 was at a high level overall, and when considered by aspect, was at a high level in every aspect. The desirable state of teacher competency in classroom management in educational institutions under the Sa Kaeo Primary Educational Service Area Office 1 was at the highest level overall, and when considered by aspect, was at the highest level in every aspect. Furthermore, it aligns with the research of Israngkura Na Ayutthaya and Phetsombat (2024) on "Model for Enhancing Teacher Competency in Classroom Management in Educational Institutions under the Nakhon Nayok Primary Educational Service Area Office," where the research found that the current state of teacher competency in classroom management in educational institutions was at a high level overall, and the desirable state of teacher competency in classroom management in educational institutions was at the highest level overall.

2) The study results of the strategy for developing teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office, the research findings revealed that the strategy for developing teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office consists of 4 main strategies and 11 sub-strategies as follows: The aspect of Arranging an Atmosphere that Promotes Learning, Happiness, and Safety for Learners focuses on teachers creating an effective learning environment within the classroom; the main strategy is promoting the classroom environment to be safe, appropriate, and conducive to learning happiness, and the sub-strategies consist of arranging the classroom environment to be suitable for the

age and learning characteristics of the learners, using positive psychology to build understanding and reduce tension during lessons, and designing fun and meaningful activities to fully stimulate learner participation and motivation for learning. The aspect of Promoting Positive Behavior between Teachers and Students focuses on creating an atmosphere of trust and good relationships in the classroom; the main strategy is building good relationships between the teacher and students and supporting appropriate behavior, and the sub-strategies include using positive language for constructive communication, positive reinforcement with compliments and rewards to reinforce desirable behavior, and providing opportunities for students to express their opinions and express themselves freely, all of which help learners gain confidence, respect rules, and have continuous self-development motivation. The aspect of Preparation of Class/Subject Information and Documentation emphasizes using data as an important tool in classroom management; the main strategy is developing a system for collecting and analyzing data to promote individual learning of students, and the sub-strategies consist of using technology for data storage and management, creating student portfolios as evidence of learning, and continuously tracking student progress, to enable teachers to plan lessons accurately according to the potential of each student, as well as using data for effective evaluation and consultation. The aspect of Classroom Supervision and Monitoring focuses on creating a system of control and supervision that promotes positive discipline and participation; the main strategy is establishing a supervision system that allows students to participate in the classroom management process, and the sub-strategies include using a democratic approach to establish shared rules and agreements, assigning roles and responsibilities for students to participate in various activities, and constructively being receptive to students' opinions, to encourage learners to know how to participate, think analytically, and collaborate in logical problem-solving. This may be because classroom management is a multi-dimensional process that requires comprehensive teacher capabilities in terms of psychology, communication, planning, and the use of technology to support learning; the fact that there are 4 main strategies reflects the aim to develop teacher competency across all dimensions of classroom management, which is consistent with the concept of Ambele and Boonsuk (2021), Channuwong et al. (2022) and Marzano (2003), who specified that effective classroom management requires 4 main components: creating a positive atmosphere, promoting behavior, managing data, and supervision. Thus, each main strategy serves as a crucial framework guideline that helps teachers manage the classroom systematically and efficiently. Furthermore, the finding of 11 sub-strategies may be due to the necessity for diverse sub-approaches for practical operation in each main strategy, so that teachers can apply them appropriately to the context of the educational institution and the nature of the learners, such as using positive psychology, organizing fun activities, using technology for data storage, or promoting student participation in the classroom. These approaches reflect the need to develop teachers to possess Practical Competencies that can be genuinely applied in real classroom situations. Additionally, the number of main and sub-strategies in this manner also demonstrates the link between Systematic Development and Operational Development; that is, the main strategies serve as the framework direction for the overall development of classroom management, while the sub-strategies are the operational guidelines that help teachers implement the concepts concretely. This makes the developed strategy model complete in both policy and operational terms, and it aligns with the research of Yaemkaew and Phetsombat (2023), which studied the development of a program to enhance teacher competency in classroom management in educational institutions under the Sa Kaeo Primary Educational Service Area Office 1, where the research found that the components of the program for enhancing teacher competency in classroom management in educational institutions consisted of 4

components: 1) The aspect of Arranging an Atmosphere that Promotes Learning, Happiness, and Safety for Learners; 2) The aspect of Classroom Supervision and Monitoring; 3) The aspect of Preparation of Class/Subject Information and Documentation; and 4) The aspect of Promoting Positive Behavior between Teachers and Students.

Conclusion

The strategy for developing teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office: The research findings revealed that the strategy for developing teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office consists of 4 main strategies and 11 sub-strategies as follows: (1) Promote a classroom environment that is safe, conducive to learning, and creates happiness, with sub-strategies being arranging the classroom environment appropriately, using positive psychology, and designing fun activities; (2) Build good relationships and support appropriate behavior in the classroom, with sub-strategies being using positive language, reinforcing with compliments and rewards, and providing opportunities for students to express themselves; (3) Develop a system for collecting and analyzing data to promote individual learning, with sub-strategies being using technology for data collection, creating portfolios, and tracking progress; and (4) Create a supervision system that emphasizes positive discipline and student participation, with sub-strategies being using a democratic approach, assigning student roles, and constructively being receptive to feedback.

Recommendations

From the research findings, the researcher has the following recommendations:

1. Recommendations from the Research

1.1 The Pathum Thani Primary Educational Service Area Office has obtained the strategy for developing teacher competency in classroom management in educational institutions to be used for setting policy in developing teachers to have competency in classroom management effectively in the future.

1.2 School administrators under the Pathum Thani Primary Educational Service Area Office and relevant stakeholders should utilize the strategy for developing teacher competency in classroom management in educational institutions for planning development so that teachers under their supervision have appropriate competency, promoting knowledge, understanding, and the ability to manage classrooms with maximum effectiveness.

1.3 Teachers in educational institutions under the Pathum Thani Primary Educational Service Area Office can utilize the research findings in organizing teaching and learning activities that result in the ability to manage classrooms more effectively in the future.

2. Recommendations for Future Research

Regarding topics for future research, studies should be conducted on the following issues:

2.1 The implementation of the strategy for developing teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office should be studied and tested in educational institutions.

2.2 The study of the tactics for developing teacher competency in classroom management in educational institutions under the Pathum Thani Primary Educational Service Area Office should be conducted.

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