

Developing a Manual for Submitting Classroom Research Articles to Present at National Academic Conferences of the Faculty of Education Suan Sunandha Rajabhat University

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Abstract

This study aimed to develop a manual for classroom-based research article submission for presentation at national academic conferences, specifically for the Faculty of Education, Suan Sunandha Rajabhat University. It also aimed to examine the effectiveness of the manual in practice.

The population in this study consisted of 266 participants, including 56 academic advisors and 210 undergraduate students who participated in the 7th National Undergraduate Research Conference in Education 2025. Data were collected using a questionnaire, and the statistical methods employed included percentage, mean, and standard deviation.

The findings revealed that the overall satisfaction level of both students and academic advisors regarding the use of the manual was at the highest level, with a mean score of $\mu = 4.77$ and a standard deviation of $\sigma = 0.46$. This indicates that the manual is of high quality, appropriate, and practically applicable, enabling users to apply it effectively in real situations. The second highest-rated item was "The manual helps users better understand the process of submitting research articles," with a mean of $\mu = 4.96$, $\sigma = 0.19$, demonstrating the manual's effectiveness in clarifying the entire submission process—from writing to final submission. The lowest-rated item, although still at a high level, was "The manual includes examples that help users better understand the content," which received a mean score of $\mu = 4.28$, $\sigma = 0.15$. This suggests a need for more concrete examples within the manual to enhance users' comprehension further.

Recommendation: The results suggest that the manual has strong potential for broader implementation. Therefore, it is recommended that the manual be shared or adapted for use in other Faculties of Education at different universities, as it has been proven effective in promoting understanding and practical application of research article submission processes. This could help enhance the quality of student research nationwide.

Keywords: Development, Article submission guide, Classroom research, National Academic Conference

1. Introduction

Classroom research plays a crucial role in the teaching profession as it supports the development of effective learning management. It enables teachers to deeply understand students' problems and needs, allowing them to adjust their teaching methods and enhance learning outcomes. Additionally, it fosters creativity, encourages the development of educational innovations, and promotes the creation of valuable academic work. The Faculty of Education at Suan Sunandha Rajabhat University, as a teacher training institution, recognizes the importance of equipping student teachers with a strong foundation in educational research. This includes knowledge of research theory, research designs, research methodologies, statistical analysis, conducting research projects, presenting research findings, exploring academic literature, and applying research processes to improve learning management. Students are also guided to use research in problem-solving and in designing and proposing research projects. As teachers are expected to continuously improve curricula, teaching methods, student motivation, learner behavior, learning outcomes, and the overall classroom environment, classroom research becomes a vital tool for effective instruction. It focuses on solving problems and/or improving instructional practices in the classroom in ways that directly benefit students' learning and contribute to the professional development of teachers and the educational quality of schools. Moreover, classroom research aligns with the principles outlined in the National Education Act B.E. 2542 (1999), particularly in Chapter 4 on Educational Management Guidelines. Section 24(5) encourages and supports teachers to create conducive learning environments, use educational media, and incorporate research as part of the learning process. It also promotes learning for both teachers and students through teaching activities and various sources of knowledge. In Section 30, the Act further supports teachers in conducting research to improve teaching methods that are appropriate for learners at each educational level. Similarly, the Basic Education Core Curriculum B.E. 2544 (2001) emphasizes the role of research in the educational process, encouraging stakeholders to engage in research and inquiry to develop learning materials that align with student learning processes. Teachers are encouraged to integrate research into classroom instruction to enhance learner quality and enable students to adopt research as part of their own learning process. According to Pichit Ritjaroon (2014), classroom action research typically originates from problems related to students' learning or the instructional practices of teachers. When teachers encounter such challenges, they may develop a desire or intention to address them—often driven by a sense of goodwill, empathy, or moral responsibility toward their students. This leads teachers to seek out methods or innovations to improve student learning outcomes or to enhance their own teaching practices. The true starting point of classroom action research, therefore, lies with the teacher. Learning-related problems continuously emerge in classrooms, and if teachers are indifferent to these issues, no efforts will be made to resolve them or improve the learning process. Consequently, classroom action research will not occur. However, if teachers possess genuine care and compassion for their students, and aspire to see them become competent, virtuous, and happy individuals, they will feel compelled to find ways to overcome learning difficulties and support students in reaching their full potential. Thus, the foundation of classroom action research is rooted in the “thoughts and mindset of the teacher,” who is driven by goodwill not only toward students but also toward parents, society, and the nation as a whole.

Based on the aforementioned importance, the Faculty of Education at Suan Sunandha Rajabhat University requires fourth-year students to conduct classroom-based research. This initiative enables students to identify and solve instructional problems and to apply research

findings to improve teaching and learning processes. It also supports the development of effective teaching techniques and provides opportunities for learners to discover learning approaches that best suit them—or even to create new ideas that may prove beneficial in the future. This approach aligns with Rattana Buason (2009), who stated that classroom research involves solving problems and/or improving teaching practices within the classroom through a systematic research process. The primary goal is to enhance essential student learning in accordance with the objectives set in the curriculum at each educational level. Similarly, Field (1997), as cited in Supattra Ueawong (Online, 2011), noted that classroom research is a process of innovation designed to solve problems or enhance student learning. It is characterized as action research, where a learning problem is identified, and the teacher develops a method or innovation to address it. The teacher then observes and evaluates the outcomes, recording and reflecting on the effectiveness of the solution or improvement. Classroom research is typically small-scale and conducted by the teacher, serving as a reflective process that not only improves instructional practices but also empowers teachers by enhancing their capacity to make informed decisions in their teaching.

National academic conferences represent an essential platform for the dissemination of research findings and play a pivotal role in the development of academic competencies among both faculty members and students. This is especially critical in the context of the teaching profession, which necessitates the ability to think critically, synthesize information, and communicate effectively. The publication of research is regarded as a fundamental component of the research process, as it facilitates broader accessibility to scholarly work among diverse audiences—including researchers, students, and individuals with an interest in various academic fields. This contributes to the dissemination of knowledge and allows research findings to be applied for the benefit of wider society. In recognition of this, the Faculty of Education, Suan Sunandha Rajabhat University, has organized the National Academic Conference on Undergraduate Educational Research annually since 2019. The conference provides an academic venue for undergraduate students to present and disseminate their research at the national level. Furthermore, it serves as a platform for the exchange of experiences and knowledge between students and faculty, ultimately contributing to the enhancement of research quality. However, based on the Faculty's experience in organizing this event, it has been observed that many students still lack a clear understanding of the processes involved in preparing and submitting research articles for national academic conferences. This is primarily due to their limited prior experience in such academic forums, resulting in confusion regarding the necessary procedures and appropriate submission protocols. Consequently, the researcher has recognized the importance of developing a comprehensive guideline manual. This initiative is consistent with the view of Sathien Kameesak (2010), who emphasized that manuals assist practitioners in understanding what actions to take, when to take them, and with whom, while also reducing procedural complexity and promoting the achievement of high-quality outcomes within established timelines.

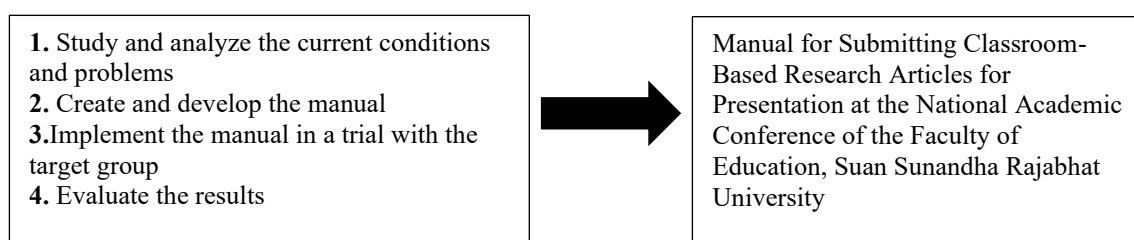
As a research and academic services officer at the Faculty of Education, Suan Sunandha Rajabhat University—responsible for the production and dissemination of research—the researcher became interested in conducting a study on "The Development of a Manual for Submitting Classroom-Based Research Articles for Presentation at the National Academic Conference of the Faculty of Education, Suan Sunandha Rajabhat University." The purpose of this study is to establish a systematic operational guideline for academic advisors and students. It aims to foster accurate understanding of the research article submission process and to encourage students to develop their research and academic presentation skills effectively for national-level academic platforms.

2. Objective

1. To develop a comprehensive manual for the submission of classroom-based research articles for presentation at the National Academic Conference organized by the Faculty of Education, Suan Sunandha Rajabhat University.

2. To examine the effectiveness of the developed manual in facilitating the submission of classroom-based research articles for presentation at the National Academic Conference organized by the Faculty of Education, Suan Sunandha Rajabhat University.

Figure 1 The Conceptual Framework of the Study



3. Methodology

The research instrument used in this study was a questionnaire designed to gather opinions on the use of the *Manual for Submitting Classroom-Based Research Articles for Presentation at the National Academic Conference* of the Faculty of Education, Suan Sunandha Rajabhat University. The questionnaire employed a 5-point rating scale and followed these procedures:

1. Studying background information and user needs: Data were collected from the target group, consisting of academic advisors and students with experience in or prior participation in national academic conferences, to understand the foundational requirements for the manual.

2. Developing the research article submission manual: The manual was designed and created based on the preliminary findings, incorporating appropriate institutional practices and national academic conference standards.

3. Pilot testing and evaluation: The manual was implemented with a sample group, and its use was assessed both quantitatively and qualitatively. The evaluation results were then used to improve and refine the manual to ensure maximum effectiveness in practical application.

Instrument Quality Evaluation

1. The quality of the **manual for submitting classroom-based research articles for presentation at the National Academic Conference** of the Faculty of Education, Suan Sunandha Rajabhat University was assessed in terms of its **appropriateness by three experts**.

2. **Content validity** was verified using the **Index of Item-Objective Congruence (IOC)** to evaluate the consistency between the questionnaire items and the definitions of specific terms, as assessed by **three experts**.

Data Collection

1. A formal letter requesting permission to conduct the research was prepared and submitted to the academic advisors and the fourth-year students who were selected as the sample group.

2. The researcher personally collected the data, explaining to the academic advisors and student participants the purpose of the data collection and how to complete the questionnaire.

3. The academic advisors and selected students responded to a questionnaire about their opinions on using the Manual for Submitting Classroom-Based Research Articles for Presentation at the National Academic Conference of the Faculty of Education, Suan Sunandha Rajabhat University via Google Forms.

4. The researcher collected the completed questionnaires and checked for completeness prior to data analysis. Responses were scored as follows:

- 5 = Highest level of agreement
- 4 = High level of agreement
- 3 = Moderate level of agreement
- 2 = Low level of agreement
- 1 = Lowest level of agreement

Next, the mean and standard deviation were calculated and compared with the research competency level criteria (Boonchom Srisachart, 2013: 209):

- Mean between 4.50 – 5.00 = “Highest” level
- Mean between 3.50 – 4.49 = “High” level
- Mean between 2.50 – 3.49 = “Moderate” level
- Mean between 1.50 – 2.49 = “Low” level
- Mean between 1.00 – 1.49 = “Lowest” level

Finally, the reliability of the questionnaire was assessed by calculating Cronbach’s alpha coefficient, which was found to be **0.850**, indicating good reliability of the instrument.

4. Results

In the development of the manual for submitting classroom-based research articles for presentation at the National Academic Conference of the Faculty of Education, Suan Sunandha Rajabhat University, the researcher has drawn the following conclusions based on the research findings:

Table 1
The number and percentage of students and academic advisors categorized by their experience in submitting research articles for presentation at national academic conferences

Experience in submitting research articles for presentation at national academic conferences	Number	Percentage
With experience	11	4.14
Without experience	255	95.86
Total	266	100

From Table 1, it was found that students and academic advisors with experience in submitting articles for presentation at national academic conferences numbered 11, accounting for 85.00%, while those without experience in submitting articles for presentation at national academic conferences numbered 255, accounting for 95.86%.

Table 2

The mean and standard deviation of students' and academic advisors' opinions regarding the use of the manual for submitting classroom-based research articles for presentation at the National Academic Conference of the Faculty of Education, Suan Sunandha Rajabhat University

Opinions on the Use of the Manual	μ	σ	Meaning
1. Clear and complete	4.66	0.59	Highest
2. Content is easy to understand	4.81	0.49	Highest
3. The format and organization of the content are appropriate	4.73	0.54	Highest
4. The language used in the manual is suitable for the target audience	4.99	0.11	Highest
5. Font size is easy to read	4.91	0.29	Highest
6. The article submission procedures are clearly explained	4.69	0.46	Highest
7. Examples are provided to enhance understanding	4.28	0.45	High
8. Practical and useful for real application	4.98	0.15	Highest
9.Helps improve understanding of the research article submission process	4.96	0.19	Highest
10.Overall satisfaction with the use of this manual	4.70	0.46	Highest
Total	4.77	0.46	Highest

From Table 2, it was found that students and academic advisors had the highest overall level of satisfaction with the use of the manual for submitting classroom-based research articles for presentation at the National Academic Conference of the Faculty of Education, Suan Sunandha Rajabhat University ($\mu = 4.77$, $\sigma = 0.46$). When examining the opinions item by item, the manual's practical applicability received the highest level of agreement, with the highest mean score ($\mu = 4.98$, $\sigma = 0.15$). This was followed by the item stating that the manual helped improve understanding of the research article submission process, which also received a very high level of agreement ($\mu = 4.96$, $\sigma = 0.19$). The item with the lowest mean score, though still rated highly, was that the manual included examples that aided understanding ($\mu = 4.28$, $\sigma = 0.15$).

5. Conclusion And Future Work

Based on the analysis of the development of the manual for submitting classroom-based research articles for presentation at the National Academic Conference of the Faculty of Education, Suan Sunandha Rajabhat University, the researcher was able to discuss the findings in accordance with the research objectives as follows:

1. The development of the manual for submitting classroom-based research articles for presentation at the National Academic Conference of the Faculty of Education, Suan Sunandha Rajabhat University has helped both students and academic advisors to better understand the article submission process, and the manual has proven to be practically applicable. This finding aligns with the study of Ekwananang, W. (2021), who stated that research aimed at enhancing learning and subject-area-based classroom research can be used for lesson planning and for cultivating the characteristics of classroom-based action researchers. This approach contributes to increasing the competencies required for classroom-based research and serves as a framework for formulating policies, monitoring, and supporting the development of research competencies among education students. This result is also consistent with the study by Sasipa Thongchai (2023), which focused on the development of an operational manual for the student support and care system for homeroom teachers in secondary schools under the Secondary Educational Service Area Office 13. The research found that: 1) The problems faced by homeroom teachers in operating the student support and care system, both overall and by specific aspects, were at a high level. The most common issues (ranked by average score from highest to lowest) were: a lack of understanding of the operational procedures of the support system; limited knowledge about the objectives of the system; insufficient individualized student data for advisory purposes; and lack of administrative support for the responsibilities of homeroom teachers. 2) The content needs for developing the manual for the student support and care system were found to be at the highest level overall. The most needed elements (ranked from highest to lowest) included: documents that allow for self-study of procedures, appropriate definitions of the responsibilities of homeroom teachers, methods of data collection, sample advisory sessions, and step-by-step guidance on how homeroom teachers should carry out their roles within the support system.

2. The results of using the manual for submitting classroom-based research articles for presentation at the National Academic Conference of the Faculty of Education, Suan Sunandha Rajabhat University revealed that the overall satisfaction of both students and academic advisors was at the highest level. The overall mean score was $\mu = 4.77$, with a standard deviation of $\sigma = 0.46$, indicating that the manual was of high quality, appropriate for its purpose, and practically useful. These findings reflect the manual's efficiency in real-world application, enabling users to immediately implement it in actual academic situations. The second-highest rated item was: "The manual helped enhance understanding of the research article submission process," which received a mean score of $\mu = 4.96$ and a standard deviation of $\sigma = 0.19$. This demonstrates that the manual significantly contributed to building a clear understanding of the entire submission process—from writing the article to completing the submission. The lowest-rated item (though still at a high level) was: "The manual includes examples that help enhance understanding," with a mean score of $\mu = 4.28$ and a standard deviation of $\sigma = 0.15$. This suggests that users still desired more concrete and detailed examples to support better comprehension of the content. The feedback indicates an opportunity for future improvements by incorporating additional practical examples and case studies into the manual to further support user understanding.

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