

This investigation was aimed to study the existing conditions, problems and suggestions for the development of the primary school teachers regarding the National Education Act B.E. 2542 the subjects were 610 primary school administrators and teachers. A set of questionnaires with 0.97 coefficient of reliability was administered to collect data. The earned data were analyzed to compute percentage, arithmetic mean, and standard deviation.

**Findings :**

The development of the primary school teachers was performed at the “much” level, aspecially on instructional management, teacher’s profession, and paricipatory educational management, respectively

There were problems on the development of the primary teachers at the “moderate” level. The problems were respectively ranked as follows-instructional management, curriculum work, and instructional media and sources.

The respondents suggested some significant recommendations as follows

1) There should be properly defined policies and plans for the development of the primary teachers. The primary schools teachers should received appropriate salary, welfares, and other benefits.

2) The primary school teachers should be developed concerning curriculum knowledge, and development, management of learner-centered approach of instruction, instructional media, educational evaluation, academic production, and educational technology.

3) Students, teaching staff, and school committee should coordinately developed teachers and educational management.