

# **SUPERVISION STATE OF PROFESSIONAL EXPERIENCE PRACTICE IN FACULTY OF EDUCATION, SUAN SUNANDHA RAJABHAT UNIVERSITY**

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## **ABSTRACT**

The research results revealed that Supervision state and problems of professional experience practice.

On the student preparation aspect : The Faculty supervisors and school's supervisors prepared information's about schools and schedules of professional experience practice for the student teachers by agreement before the time of practice.

On the assessment aspect: The Faculty supervisors used the assessment form that constructed by the Faculty to assess the students' professional experience practice.

On the aspect of problems in professional experience practice: The students did not follow agreements made with the supervisor about the practice. Students were not able to write lesson plans correctly could the knowledge or the theory in professional experience practice.

**Keywords:** Supervision state, Professional experience practice, Student teacher

## **INTRODUCTION**

The Faculty of Education manages the production of teachers, for it's the essence of Education for training and the development of teachers to have the sensibility and the responsibility for the society. This includes personal development and regular teaching. Not only Faculty of Education have cover courses for teaching, curriculum management, Process of learning, and Extracurricular Activities, but also provides an environment ideal for a teacher's development.

In the teaching-learning process, teachers themselves are crucial, because of their significance inside the classroom of students. Teachers can incite and support the success of the teaching-learning process. They play many roles; for each role, there are choices to be made. Each decision involves a challenge to a skill in assessing a new situation to come up with solutions to new problems. The efficiency of the instructional process depends on how well a teacher determines and employs factors that best facilitate student learning.

For practical professional teaching experience is ,without doubt, the most critical aspect of this course, considering it gives the authenticity and validation of the subject teachers prepares for teaching. Moreover, the practical work experience provides opportunities, which will enable students to cover the values, knowledge, and concepts accomplished through the academic program. The students will attained many skills. They have competencies in collecting and analyzing information, written and oral communication, and interpersonal and personal skills.

Moreover, preservice teaching is a period of guided, supervised teaching. The graduate student will gradually be introduced into the teaching role for a particular class by a mentor or cooperating teacher. The cooperating teacher help achieve and encourage the preservice

teacher to presume greater responsibility in classroom management and instruction as the experience advances.

Professional teaching experience is critical to the production of great teachers for the reason that it's a real experience. The student teacher's Professional teaching experience will have an opportunity to learn an important activity of the teacher training institution to apply the teacher theory. The students will implement the correct teaching method and attitude to the teaching profession. Grasping the system of teaching, they will be able to work with others in school. Period to be mentioned that professional teaching experience is the heart of becoming a teacher, in the interest of becoming a good teacher for the future. The students can develop integrated content and technical teaching for teacher duties such as teaching, student affairs, guidance administration, human development, social development, and opportunities to develop features for teaching such as the teacher's profession, desirable values, morality, and ethics conduct of teacher [1].

Teachers coordinating committee follows the meaning of the teacher [2].

1). Teaching experience is an observation that inspects student development, classroom, activity arrangements, and academic teaching.

2). Teaching experience is a participation such as assisting in teaching equipment, helping in classroom, organizing activities, and checking if the students are working.

3). Practice of teaching and apprenticeship is the responsibility of teaching, help in the classroom and apprentice in department of courses.

Educational Supervision is an important process in the development of educational quality and is an important role for school administrators. To carry out various activities to achieve the goals of educational management Therefore, educational supervision helps support teachers to work efficiently. In order to manage the teaching and learning activities to achieve objectives and goals [3].

In addition, the professional teaching experience is an experience for the students to learn teaching courses from the beginning to the end. Learning activities give knowledge and professional experience for the goal of teaching experience. Professional teaching experience in a school can use the theory for action and perfection to the professional teaching experience [4].

## **OBJECTIVE**

1. To determine the student's preparation aspect in professional experience practice
2. To determine the assessment aspect in professional experience practice
3. To determine the aspect of problems in professional experience practice

## **METHODOLOGY**

The research procedures could be explained as followed:

1. The study was conducted using Quantitative research
2. Population and Samples

Population

The populations of the research were the undergraduate students at Ratchaphat University who were studying in the fifth academic year of 2019.

Samples

The researcher imposed the samples to be the representatives of the population with the purposive selection of the students in the Faculty of Education, Suan Sunandha Ratchaphat University who were studying in the fifth academic year of 2019. The samples were 60 students from the faculty of education, who practiced teaching in 60 different schools in the academic

year of 2019 and 40 professional supervisors in the Collaborating Schools for Teaching Professional Development.

3. There are two types of information tools.

Questionnaire of the professional teaching experience and Questionnaire of the mentor.

1). the sample of the professional teaching experience, Researcher and Research Assistant.

2). the sample of the mentor. The researchers use going round with the questionnaire by them.

4. Data analysis uses content analysis and statistics such as frequency distribution, percentage, average, standard deviation.

5. Summarize data and report the results.

## RESULTS

The results of the study could be classified into 3 sections as followed:

1. The student preparation in professional experience practice

Faculty of Education has organized a student orientation before practicing professional experience. To prepare Provide necessary information for professional experience practice.

Most professional supervisors have appointments or agreed with students in advance regarding supervision is 95%.

Most of the professional supervisors provided students with detailed information about the school before they went to practice their professional experience practice is 83%.

The instructional characteristics of the professional supervisors were giving advice on things that he has experienced free students to choose to act by themselves. And give advice using personal experience. Giving principles and reasons and then allowing the students freedom to make their own decisions is 85%.

Student teacher treatment when having students do other tasks besides teaching. The professional supervisors will suggest friendly, resulting in a relationship as a professional friend is 90%.

The characteristics of the requesting for student teacher work services are professional supervisors, with 95.00% of the help providing care.

The professional supervisors have introduced and demonstrated the various duties by allowing students to work in various duties from the teaching is 100%.

The professional supervisors give clear instructions about the curriculum that the school uses is 88%.

The professional supervisor's demonstrated classroom teaching to students as an example during the first weeks of professional experience training is 100%.

2. The assessment in professional experience practice

The professional supervisors evaluate the teacher professional practice in the assessment form provided by the Faculty of Education by exchanging ideas with student teacher is 84%.

In the professional supervisors of the student's teacher, the professional supervisors were invited to participate in the supervision is 85%.

Get to know the professional supervisors results of the mentors from a document recorded is 80%. The results of the professional supervisors are in line with the supervision results of the professional supervisors from the faculty Accounting is 75%.

Professional supervisor's methods of mentors will show sincerity for students to trust for students to think of teaching by themselves. Supervision will focus on ways to encourage students to analyze teaching and improve teaching by yourself is 81%.

Checking the teaching record of professional supervisors will check for 1 week before teaching is 90%.

Advising on how making a teaching record the professional supervisors advises and exchange knowledge with students so that students can apply them is 79%.

Giving advice and demonstrations on the use of instructional media of the professional supervisors. Give advice and demonstrate the use of teaching and learning materials in the early stages of professional experience practice has only been 70%.

Entering the classroom to observe the instruction of the professional supervisors of the Faculty of Education in the classroom as the opportunity will is 95%.

The professional supervisors gave suggestions and ideas for teaching when students have finished teaching is 88%.

The practice of the professional supervisors in supervision after teaching gave friendly advice in a professional manner is 81%.

When students have problems in teaching the professional supervisors will help by helping students find solutions to problems that can be solved most effectively.

### 3. The problems in professional experience practice

Most professional supervisors have not found a problem for 20% of the problems that are found because students do not value the agreement is 28%.

Supervision problems of student teaching, recording, that the students do not record the teaching correctly is 40%.

The problem of using teaching materials for the students is that students make the media, but not worth the use is 34%.

The most common problem encountered by students was that students were unable to apply theoretical knowledge to practice is 60%.

Problems in giving advice to students after the teaching are completed, found that most of the students accept the opinions and act or edit according to some suggestions 91%.

The problem of the teaching evaluation form was the evaluation form cannot cover all aspects is 40%.

## **CONCLUSION AND FUTURE WORK**

Methods of managing professional experience practice is very important to the professional experience practice. Whether it is in the matter of choosing a location for professional experiential practice, first orientation, seminars during professional experience practice, last orientation and coordination.

The implementation of a good professional experience practice system will result in effective professional experience practice, which is a continuous process. The teacher producing institutions that send students to professional experience practice must plan to form the format for professional experience practice training. Suitable such as division or selection of vocational training schools getting to know the professional teaching experience school, assigning duties to students, professional experience practice coordination.

The professional experience practice division should invite the professional teaching experience school to plan about the management of professional experience practice as well because school administrators are important people in coordinating policies with the professional teaching experience institute.

The professional experience practice model should be developed by applying new educational technology. Especially the technology of virtual learning, such as Virtual Classroom, Learning Space, etc., in order to get a new supervision innovation that meets the needs of teachers in the 21st century.

### **ACKNOWLEDGEMENTS**

I would like to express my sincere thanks to Suan Sunandha Rajabhat University for invaluable help throughout this research.

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