

A STUDY OF READINESS IN FIELD EXPERIENCE OF THE STUDENTS 4 AT THE FACULTY OF EDUCATION SUAN SUNANDHA RAJABHAT UNIVERSITY.

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ABSTRACT

The objective of this research were to study 1) study of readiness in Field Experience of the students 4 at the Faculty of Education Suan Sunandha Rajabhat University 2) compare of readiness in Field Experience classified department of subjects in Faculty of Education Population of this study were teacher students 4 Faculty of Education Suan Sunandha Rajabhat University 534 persons. The instrument was readiness quationnaire in Field Experience include 1) Ehics teacher 2) Process Learning. The Data was analized by desscrivetivestratics, Frequency, Percentage, Arithmetics mean Standard Diviation and compared mean with f-test.

The Results are as follow:

Result of this study Readiness Field Experience of teacher students 4 Faculty Education 6 department include Education (General science), Education (Thai), Early childhood Education, Education (Social) , Education (English) , Education (Mathematics) have high Readiness field Experience. The Readiness Field Experience Ethics of Teacher higher than Process Learning. Result of Comparison Readiness Field Experience non significant at .05.

The Succession are as follow:

1.Teachers in Education Faculty may be integration for teachers as importance daily life.

2.Teachers who teach curriculum and Learning Management may be teacher students performance various simulation due to real situation some school have various students.

Keywords: Readiness, Education, Rajabhat University

INTRODUCTION

Faculty of Education, Suan Sunandha Rajabhat University is determined to produce teachers in accordance with Teaching Profession Standard of Bachelor Degree of Education Program (5-Year Program) following pridedful identity and teaching profession internship as a part of Degree of Bachelor of Education Program.

Based on past experiences of teaching internship of students in Education Program, students faced anxiety with teaching internship due to changes from theoretical study related to education into practical performances. Doing teaching internship required diverse responsibilities in similar way to what a teacher typically does in a school where a student interns. The research as a lecturer of Education Program has a role to teach, suggest, and give pieces of advice to students who are in a period of internship. Therefore, readiness of students before internship must be investigated so that the obtained information could be used to students during teaching internship with more accuracy and appropriateness.

OBJECTIVE

1. To investigate readiness of teaching internship of senior students in Education Program, Suan Sunandha Rajabhat University.
2. To compare readiness of students in Education Program before internship with other programs.

METHODOLOGY

This research applied descriptive approach by collecting quantitative data for analyzing readiness of internship of senior students in Education Program, Suan Sunandha Rajabhat University and comparing readiness of the students of teaching internship. The total population consisted of 534 senior students in 2018 by calculation of sample group size of the formula at $\pm 5\%$ error equivalent to 229 samples. Stratified random sampling method was used to classify programs: - 44 students of Education Program in Social Study, 36 students of Education Program in Preschool Education, 40 students of Education Program in General Science, 41 students of Education Program in Mathematics, 40 students of Education Program in English, and 28 students of Education Program in Thai. The research instruments consisted of the questionnaire on readiness of students in morality and behavior aspect and learning management, qualitative statistic, frequency, percentage, and comparison of average among students in each different program with F-test statistic.

RESULTS

The result showed that readiness of senior students in Education Program, Suan Sunandha Rajabhat University from table 1.

Table 1

Mean and standard deviation of teaching profession readiness in morality and behavior aspect and learning management of students during teaching internship.

Readiness	Mean (x)	Standard Deviation (SD)
Job Morality	4.4331	.58320
Learning management	4.1387	.61451

From table 1, it showed that the senior students of 2017 semester in overall 6 programs were more slightly ready for teaching internship in morality and behavior aspect ($x=4.43$) than learning management ($x=4.13$).

Table 2

Mean and standard deviation of readiness of teaching internship in morality and behavior classified by programs.

Program	Mean (x)	Standard Deviation (SD)
General science	4.5080	.32400
Thai	4.5686	.63115
Preschool	4.4044	.40140
Social Science	4.2886	.34860
English	4.2255	.35810
Mathematics	4.2941	.41802

From table 2, the senior students of 2017 semester of all programs had relatively similar readiness of teaching internship. The most ready program was Thai language in contrast to English program being the least ($x=4.22$).

Table 3

Mean and standard deviation of readiness of teaching internship in learning management classified by programs.

Program	Mean (x)	Standard Deviation (SD)
General science	4.3312	.35981
Thai	4.3480	.52005
Preschool	4.0645	.46145
Social Science	3.9955	.84696
English	3.7619	.81977
Mathematics	4.0972	.50794

From table 3, the senior students of 207 semester of all programs were thought to have similar readiness of teaching internship ranging at moderate level to high level. The most ready program was Thai language ($x=4.34$) in contrast to English language being the least ($x=3.76$).

To compare readiness of teaching internship students classified by programs to comply with the basic agreement of the test on homogeneity of population's variance, the researcher tested homogeneity of population's variance due to the number of the subject sample group being unequal as shown in the table 4.

Table 4

The result of the test of homogeneity of variance of population at 0.5 significant level.

Levene Statistic	df1	df2	Sig.
.461	5	168	.805

From table 4, the result of test of homogeneity of variance of population at 0.5 significant level showed that calculated significant level was higher than the set significant level at .805. It showed that all 6 groups had relatively similar variance as agreed with One-Way ANOVA. Variance analysis of readiness of teaching internship of the senior students of 2017 semester.

Table 5

The result of variance of teaching internship of the senior students of 2017 semester at 0.5 significant level.

Sources of variance	SS	df	MS	F	Sig.
Between groups	2.232	5	.446	2.115	.066
Within groups	35.451	168	.211		
Total	37.683	173			

From table 5, the senior students of 2017 semester classified by programs were ready for teaching internship that was similar at .05 significant level higher than the prescribed .066 significant level.

CONCLUSION AND FUTURE WORK

The result of the readiness of internship of the senior students of Education Program showed that the students of 6 programs were ready to intern at high level. If looking at each aspect, the students of 6 programs showed to have readiness of teaching internship in morality and behavior aspect that was slightly higher than learning management. For aspect of morality in teaching internship, the students expressed that those were the least ready consisted of learning management in accordance with Sirada Tongsue (2014). Her study found that the students of Education Program in home economics, Kasertsart University faced few problems despite encountering some including teaching process and teaching preparation at moderate level. According to the study of Sirirat Homchuechom (2015), the students of Faculty of Industrial Education and Technology, King Mongkut's Institute of Technology Ladkrabang had problems related to teaching and learning management planning. The study explained the reasons behind Faculty of Education, King Mongkut's Institute of Technology Ladkrabang had learning management planning complying with professional education standard under standard framework of Bachelor of Education (5-year course) and focused on learning management to students to intern in every course. In addition, the students had been trained for all-aspect professional development since freshman until the 4th year. in accordance with Suttipong Boonphadung (2019). His study The development of student teachers' classroom action research competency using wlodkowski's motivational approach found that The overall and categorized research competency of the teacher students after the research competence enhancement based on Wlodkowski's theory on motivation was higher than before at the significance level of 0.05. According to the study of Kannika Bhiromrat (2017) The Development of writing a proposal educational research package of teacher student at Suansunandha Rajabhat University found that The students' skill in research proposal writing was in the good level. The students interned at academic institutes at the 4th year that were evaluated by advice teachers and mentor teachers. They were familiar with teaching situations and could adapt themselves well before internship at the fifth year from the past information. The mentioned process of conduct was in accordance with Vialwan Charoo-a-riyanon (2012) that investigated management patterns of modern teaching profession internship and stated that Faculty of Education had to provide mentor teachers with excellent teaching knowledge and preparedness to advice students for self-development and improvement. Similarly, Prateep Promsinong, Worapoj Sriwongkol and Piya Korrakotchintanakarn (2016) suggested that mentor teachers must be trained to have proficiency to mentor students during internship due to immediate proficient advice to students resulting in teaching performances and effectiveness of students. For suggestion, the result of the research showed students thought to be least ready in morality aspect being application of philosophy of sufficiency in teaching. Therefore, the lecturers in Education Program must integrate philosophy of sufficiency to make students understand and aware of its beneficial cores for daily application. Also, the students thought that they were least ready in aspect of learning management being classroom management. Therefore, the lecturers and the curricular planner must consider simulating students in various situations. In doing so, the students can ask their friends to play a role of students in disciplined classroom despite unpredictable behaviors in a real classroom. For the suggestion in the future study, problems during internship of 5th year students, self-evaluation to improve teaching profession during internship, and readiness of teaching of students in different programs will be investigated further.

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