

Creation the Activity Models for Reinforced to the Thai Teacher's Characteristics of the Sophomore, Faculty of Education at Rattanakosin Rajabhat University

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ABSTRACT

The purposes of this research were to study Thai teacher's characteristics of the Sophomore, Faculty of Education at Rattanakosin Rajabhat University, and to compare Thai teacher's characteristics between before and after experiments. This research studied the results of experiments for creation the activity models was reinforced the teacher's characteristics of the sophomore, Faculty of Education at Rattanakosin Rajabhat University in the second semester, 2017. There were 100 persons by using multistage sampling. The following instruments: 1) Contemplative Education Activity and Project-Based Activity 2) Testing: One-Group Pretest- Posttest Design. Data analysis was percent, mean, and standard deviation. Statistical hypothesis testing was t - test for dependent group and one-sample -test. Results of this research indicated that Thai teacher's characteristics consisted of adoration, believe in professional teachers, the sufficient livelihood, good behavior models in Thai styles, the skillfully English communication skills, learning skills, life skills and modern innovations. The results of experiments were different scores (the Thai teacher's characteristics: adoration, believe in professional teacher, the sufficient livelihood, good behavior models in Thai styles, the English communication skills, learning skills, life skills, and innovations) of the Sophomore, Faculty of Education at Rattanakosin Rajabhat University. The scores after experimentations was higher than the scores before experimentations which was significant at .05.

Keywords

Creation the Activity Models, Contemplative Education Activity, Project-Based Activity (PBL), Thai Teacher's Characteristics

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Introduction

Rajabhat Universities' the main duties, the faculty of education, means professional teaching and training to be good people of the country. When they graduated the Rajabhat University, they will have Bachelor's Degree (teaching), they must learn about teaching and working at their path careers. They must learn various skills which are important skills for the learners such as life skills, a good teacher's characteristics, professional teaching, the professional English communication and critical thinking, which is consistent to the research of Kroroshikh, Sergievich, Platonova which studied the development of students' critical thinking by using different active and interactive training methods at the lecture and practice classes including project method and discussion. The results of the study was found that the proposed methods allow the students to synthesize the acquired information, and cognitive self-dependence; develop mental activity, intellectual abilities [1]. In the future, they will be professional teachers, a perfect human, successful professions as well as professional standard in 2013. They should be learned in their professional

teaching while the world is be changed all the time. In the 21st century, the teacher's characteristics must be changed as the changing world. The good teacher's characteristics should be outstanding for the English communication, learning skills and innovations: life skills and professional skills. Besides, they can participate with the other people not only each other but also one another in the country and ASEAN Economic Community (AEC). They will have perfect bodies, joyful spirit, delightful heart, wisely intelligence, good knowledge, good morals, and ethical ethics for the sufficient livelihood. The life skills follow the sufficient economy philosophy. Contemplative Education Activity and Project-Based Activity (PBL) were reinforced to the Thai teacher's characteristics which were able to be transferred to the learners and develop themselves. Then, they were able to adapt to their knowledge. Moreover, they could be good citizens of the country, peaceful lives, perfect professional teaching not only in their country but also in ASEAN Economic Community (AEC). The researcher studied creation the activity models to be reinforced the Thai teacher's

characteristics in the Contemplative Education Activity and the Project-Based Activity (PBL). There were the following items: leaning skills and innovations. Next, the Contemplative Education Activity was adoration, believe in professional teachers, the sufficient livelihood, good behavior models in Thai styles, the skillfully English communication skills, learning skills, life skills and modern innovations of the sophomore, faculty of education at Rattanakosin Rajabhat University. Research Questions of this research were 1) what are the teacher's characteristics of the sophomore, faculty of education at Rattanakosin Rajabhat University, and what is the different of Thai teacher's characteristics between before and after experiments.

Research Objectives

The objectives of this research were to study the teacher's characteristics of the sophomore, Faculty of Education at Rattanakosin Rajabhat University, and to compare Thai teacher's characteristics between before and after experiments.

Research Methods

This research was an experimental development the following research. Research design was shown as the following items.

Sampling group was 100 sophomores, faculty of education at Rattanakosin Rajabhat University the following universities: SuanSunandha Rajabhat university (20 persons), Pranakorn Rajabhat university (20 persons), Bansomdejchaopraya Rajabhat university (20 persons), Chankasem Rajabhat university (20 persons) and Dhonburi Rajabhat university (20 person) by using multistage sampling, and time for this Research was the second semester, academic year in 2017.

Variable in the Research consisted of 1) Independent variable were Contemplative Education Activity and Project-Based Learning Activity (PBL), and 2) Dependent variable was adoration and believe in the professional teachers, the moderate livelihood, rationality, self-immunity, behaviors in the Thai styles, the English communications: four skills, the knowledge and innovations: creative and critical thinking, solving the problems, communications, collaborations including flexibility and adaptability, initiative and self-direction, social

and cross-cultural skills. Instrumentation of research consisted of two activities the following items: Contemplative Education Activity and Project-Based Learning Activity (PBL).

Data collection was 1) questionnaires about the Thai teacher's characteristics: adoration, believe in professional teachers, the sufficient livelihood, good behavior models in Thai styles, the effective English communication skills, learning skills, life skills, and innovations, 2) Observation and Behavior Record, and 3) Evaluation from real situations.

Making Instrumentation of Research

was consist of two activities the following items:

1. Contemplative Education Activity:

adoration, believe in professional teachers, the sufficient livelihood, good behavior models in Thai styles, the effective English communication skills.

There are five specialists to check the evaluation and Index of Item - Objective Congruence (IOC). Scores of Index of Item, Objective Congruence (IOC) from five specialists were between 4.20 and 5.00 to be the most appropriate and Index of Item - Objective Congruence (IOC) was between 0.80 and 1.00 which had to be evaluated by five specialists' advices. Then, the testing could be used one more with a new group. After that, it will be able to use the next research.

2. Project-Based Learning Activity (PBL):

learning skills, life skills, and innovations
There are five specialists to check the evaluation and Index of Item - Objective Congruence (IOC). Scores of Index of Item, Objective Congruence (IOC) from five specialists were between 4.20 and 5.00 to be the most appropriate and Index of Item - Objective Congruence (IOC) was between 0.80 and 1.00 which had to be evaluated by five specialists' advices. Then, these questionnaires could be used one more with a new group. After that, it will be able to use the next research.

3. Testing (Thai teacher's characteristics), which had six types, were adoration, believe in professional teacher, the sufficient livelihood, good behavior models in Thai styles, the effective English communication skills and learning skills, life skills, and innovations. All of them were the real situation testing. Each type has 30 items. All types were included 180 items which were evaluated by the five specialists to evaluate the

measurement and Index of Item - Objective Congruence (IOC). Index of Item - Objective Congruence (IOC) was between 0.80 and 1.00. Difficulty was between 0.20 and 0.80. Then, discrimination was 0.20 up by K-R 20 [2].

4. Observation and Behavior Record:

The Thai teacher characteristics. All of them were evaluated by five specialists. They found that Index of Item - Objective Congruence (IOC) was between 0.80 and 1.00. It could be used with observations and behavior records.

5. Evaluation from real situations:

adoration, believe in professional teacher, the sufficient livelihood, good behavior models in Thai styles, the effective English communication skills and learning skills, life skills, and innovations. The evaluation from real situations were evaluated by scoring rubrics and were divided into three scales: excellent, good and fair. These evaluations were evaluated by the five specialists. They found that Index of Item - Objective Congruence (IOC) was between 0.80 and 1.00 which was able to be evaluated for the research.

6. Experimentation

This research was an Experimental Development by using the experimentation which was a control group by one – group pretest and posttest design the following items:

1. Before experimentations

Before experimentations were used Testing, The Thai teacher's characteristics: adoration, believe in professional teacher, the sufficient livelihood, good behavior models in Thai styles, the effective English communication skills and learning skills, life skills, and innovations with the sophomore, faculty of education, Rattanakosin Rajabhat University. There were 100 persons in the second semester in 2017. Then, the researcher kept these scores to be the scores of pretest.

2. Experimentation

The first times

The learners participated the Contemplative Education Activity: The Thai teachers' characteristics (five types) which were adoration, believe in professional teachers, the sufficient livelihood, good behavior models in Thai styles, the effective English communication skills. There were 12 times the following activities:

The first activity: Orientation

The second activity: Adoration and believe in professional teacher

The third activity: The knowledge with good teacher exchange camp (Good teachers must be middle line, save and use the most worthy energy) three days and two nights

The fourth activity: Livelihood follows the Sufficient Economy Philosophy

The fifth activity: Follow dad's footsteps camp, exchange knowledge with philosopher and participate to cultivate the forests (three days and two nights).

The sixth activity: Behaviors: the good models of Thai styles

The seventh activity: The knowledge with good teachers exchange camp in three days and two nights

The eighth activity: The English communication skills and learning

The ninth activity: The foreign teacher exchange camp in three days and two nights

The tenth activity: The life skills and career

The eleventh activity: Learning exchange camp with professional teachers to solve problems in three days and two nights

The twelfth activity: Post training

The second times

The learners participated the Project-Based Learning Activity (PBL) - the Thai teacher's characteristics -learning skills and innovations. There were two times:

1. The media and innovation project

2. The Community Services Project

which was an academic camp and brought the created media and innovations to participate the developing schools in Bangkok and suburbs in the first semester, academic year 2018. There were six times and each times was one day.

The third times: The students practiced to follow each project.

The fourth times: The students presented the projects.

3. After Experimentations

After experimentations had already finished for one week, the control group was

Evaluated the testing: The Thai teacher's characteristics (adoration, believe in professional teacher, the sufficient livelihood, good behavior models in Thai styles, the effective English communication skills, life skills and careers, and learning skills and innovations) were as same as the last one. This testing scores were kept for posttest.

Results

Thai teacher’s characteristics consisted of adoration, believe in professional teachers, the sufficient livelihood, good behavior models in Thai styles, the skillfully English communication skills, learning skills, life skills and modern innovations.

The results of comparison (adoration and believe in the professional teachers) of the sophomore, faculty of education, Rattanakosin Rajabhat University the following tables:

Table 1 Comparison of the average of the Thai teacher’s characteristics (adoration and believe in the professional teachers) of the control group the following tables:

Experimentation	n	\bar{X}	S.D	t	df	p-value
Before experimentations	100	16.26	3.14			
				28.12	99	.05*
After experimentations	100	26.06	1.58			

* significant at .05

From the first table, the results of comparison were different scores (the Thai teacher’s characteristics). The scores were significantly at .05 the following hypothesis after

they had participated to reinforce the Thai teacher’s characteristics. The scores were higher than before the activities.

Table 2 Comparison of the average of the Thai teacher’s characteristics (good behavior models in Thai styles) of the control group were between before and after experimentations the following tables:

Experimentation	n	\bar{X}	S.D	t	df	p-value
Before experimentations	100	15.91	2.81			
				36.07	99	.05*
After experimentations	100	26.98	1.32			

* significant at .05

From the second table, the results of comparison were different scores (the Thai teacher’s characteristics: good behavior models in Thai styles of the learners). The scores were significantly at .05 the following hypothesis after

they had already participated to reinforce the Thai teacher’s characteristics (Contemplative Education Activity). The scores were higher than before the activities.

Table 3 Comparison of the average of the Thai teacher’s characteristics (learning skills and innovations) of the control group were between before and after experimentations the following tables:

Experimentation	n	\bar{X}	S.D	t	df	p-value
Before experimentations	100	16.55	3.42			
				28.22	99	.05*
After experimentations	100	26.68	1.52			

* significant at .05
 From the third table, the results of comparison were different scores (the Thai teacher's characteristics: learning and innovation skills of the learners). The scores were significantly at .05 the following hypothesis after they had already participated to reinforce the Thai teacher characteristics (Project – Based Learning Activity: PBL). The learning and innovation skills were higher than before the activities.

Table 4 Comparison of the average of the Thai teacher's characteristics (the English language and learning skills) of the control group were between before and after experimentations.

Experimentation	n	\bar{X}	S.D	t	df	p-value
Before experimentations	100	14.82	2.62			
After experimentations	100	26.04	1.59	34.80	99	.05*

* significant at .05

From the fourth table, the results of comparison were different scores (the Thai teacher's characteristics: the English language and learning skills). The scores were significantly at .05 the following hypothesis after they had already participated to reinforce the Thai teacher's characteristics (Contemplative Education Activity). The English language and learning skills were higher than before the activities.

Discussion

The study of the Thai teacher's characteristics (adoration, believe in professional teacher, the sufficient livelihood, good behavior models in Thai styles, the English communication skills, learning skills, life skills, and innovations) of the sophomore, Faculty of Education at Rattanakosin Rajabhat University which were summarized the following items:

The results of experiments were different scores (the Thai teacher's characteristics: adoration, believe in professional teacher, the sufficient livelihood, good behavior models in Thai styles, the English communication skills, learning skills, life skills, and innovations) of the sophomore, faculty of education at Rattanakosin Rajabhat University. The scores after experimentations was higher than the scores before experimentations which was significant at .05 the following items:

1.The Thai teacher's characteristics (adoration and believe in professional teachers) had participated the Contemplative Education Activity. The learners were supported by reinforcements from adoration and believe in professional teachers of the learners. This process made the learners pay

attention as deep listening, contemplations, meditation and transformative learning. The results of research were found the Thai teacher's characteristics the following items: 1) Self-esteem, 2) Value others, 3) Esteem need, 4) Peaceful co-existence, and 5) Positive thinking.

2.The Thai teacher's characteristics (the sufficient livelihood) who had participated after the Contemplative Education Activity. It was indicated the Contemplative Education Activity could reinforce to the sufficient livelihood. The Contemplative Education Activity was learned into internal mind to absolutely develop. The following steps (survey of thinking, peaceful mind, meditation and preparation oneself for learning, open mind and encourage to creative thinking, exchanging the knowledge, revision and conclusion, and report the results [3] mentioned behaviors of the sufficient livelihood followed the sufficient economy philosophy were a high level.

3. The Thai teacher's characteristics (good behavior models in Thai styles) had been inserted after participation into the Contemplative Education Activity. The Contemplative Education Activity could be reinforced to the learners who would be good models in Thai styles. The learners could recall their behaviors about good manners, believe in patriotism, religious and king, use polite words, be humble personalities, get dressing well and use the Thai language to communicate correctly.

4. The Thai teacher's characteristics (the English communication skills, learning skills, and innovations) had been participated after the Contemplative Education Activity. The scores

were higher than before participated activities. It was indicated the Contemplative Education Activity could be reinforced to the English communication skills, learning skills, and innovations [4] found that class managements in the Contemplative Education Activity Pattern. Besides, child center was very important because of the learners were able to learn by doing themselves [5]. Learning by doing made the children have a lot of experiences from learning skills. They could learn from the natural resources, surrounding and environments by themselves. Then, they were also happy to learn from their experiences. It was the most useful sufficient livelihood.

5. The Thai teacher's characteristics (life skills and careers) were Participated into the Contemplative Education Activity. Their scores were higher than before participated activities. It was indicated the Contemplative Education Activity which could be reinforced to relate to the life skills and careers. They could adjust to flexibility and adaptability, initiative and self-direction, social and cross-cultural skills. [6] mentioned the learners should need to know the knowledge, adjust oneself, solve the life problems and capability teachers were able to use the modern technology in the 21st century.

6. The Thai teacher's characteristics (learning skills and innovations) had been participated after the Project - Based Learning Activity (PBL). Their scores were higher than before participated activities. It was indicated the Project - Based Learning Activity (PBL) could be reinforced to be creative learners and modern innovations. They had critical thinking and could solve the creative problems. They were able to communicate very well and efficiently participated with the other people [7] mentioned the teaching by using the projects which were transferred to the learners. They could find the puzzle questions, suspicious problems and interests and they were able to search for the information from internet, study each other and one another from small groups to big groups.

Conclusion

Professional teachers is a perfect human, successful professions and the teacher's characteristics in the 21st century must be changed as the changing world. The good teacher's characteristics should be outstanding for the

English communication, learning skills and innovations: life skills and professional skills. Besides, they can participate with the other people not only each other but also one another in the country and international level. Results of this research Thai teacher's characteristics consisted of adoration and believe in professional teachers, the sufficient livelihood, good behavior models in Thai styles, full of English communication skills, learning skills, and innovations, full of life skills and careers, and learning skills and innovations. These teacher's characteristics are very important for teacher training course in educational institute to develop the curriculum of teacher training that will enhancing the potential of teachers in Thailand to research their highest potential with their further career path.

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