
Problems in Teacher Profession Training of B. Ed. Students (Five-year-Program) Majoring in Agriculture, Faculty of Agriculture and Agro-industry, Surin Rajabhat University (SRU)

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Thongsuk, P., Tubmarerng, C., Pourpan, N., and Pongsuk, P. (2016). Problems in Teacher Profession Training of B. Ed. Students (Five-year-Program) Majoring in Agriculture, Faculty of Agriculture and Agro-industry, Surin Rajabhat University (SRU). *International Journal of Agricultural Technology*. 12(8/2):2029-2036.

The objectives of this study were to: 1) explore general conditions of B. Ed. students majoring in Agriculture, Faculty of Agriculture and Agro-industry, SRU; 2) investigate problems in their teacher profession training; and 3) compare general condition factors with problems encountered. The sample group in this study consisted of 55 students majoring in Agriculture and Agro-industry, SRU enrolled in 1st semester, academic year 2016. A set of questionnaires was used for data collection (IOC = 0.89) administered with the students. Obtained data were analyzed by using the statistical package. Percentage, mean, standard deviation, t-test (Independent Samples Test), and F-test were used for the statistical treatment. Results of the study were as follows:

1. Most of the respondents were male (60%), 23 years old (74.55%), teaching elementary school students (60%), teaching Agriculture subject (83.64%) and having other task aside from teaching (70.91%). Most of the respondents (80%) taught at a small school.

2. The respondents had a high level of problems in teacher profession training ($\bar{x} = 3.95$) and teacher trainer was found to be a problem most ($\bar{x} = 4.30$). Also, the following problems were found at a high level: supervisor ($\bar{x} = 4.18$), the respondents themselves ($\bar{x} = 4.15$), and the school ($\bar{x} = 4.14$), respectively.

3. There was a statistically significant difference at .05 between the problem in teacher profession teaching and the factor on age of the respondents. Based on its details, it was found that was found that was a significant different at .05 between age of the respondents and problems in the following: teaching preparation, teaching media, learning facilitation process, students, and supervisor. There was a significant difference at .05 between a classroom level and a problem in teacher trainer. Also, there was a significant difference at .05 between a school size and classroom research.

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Keywords: teacher profession training, bachelor of Education program in Agriculture, learning facilitation, skills in Agriculture teaching, Students training teacher profession

Introduction

Teacher professor in training is regarded as the heart of teacher production because it is the preparation of a good teacher in the future. Those participating in this program can develop their knowledge and skills integrated with teaching methods and others such as student affairs, guidance, administrative office, self development, and social development. Besides, they have an opportunity to develop other desired aspects to be appropriate with a good teacher which include: faith in teacher profession, desired values, code of conduct, etc. In addition, the experience in teacher profession put the importance on actual practice which enhances quality of teacher production to cope with teachers' tasks. Thus, it can be said that teacher profession training is an important process of teacher production. This is because it is practice in the actual situation. Importantly, various institutes producing teachers attempt to make its students apply various theories which they have learned to classroom activities. They must select teaching methods techniques and approaches appropriately. Besides, they must be able to get along with other people and learn the system of school management (Rotchanasamit and Rodraeng, 2004).

As a matter of fact, higher education institutes producing teachers put the importance on the provision of various training activities and teacher profession training for students to be competent and teacher profession training for students to be competent and skillful in many aspects. However, there are problems encountered such as in teaching preparation, teaching/learning facilitation, students themselves, school for teacher profession training, the arrangement of teacher profession experience, etc. (Noomprasurt, 1999).

Teacher profession training of B.Ed. students majoring in Agriculture, Faculty of Agriculture and Agro industry, SRU also has problems. Most of the problems involve students themselves but it also depends on other factors such as school, supervisor, teacher trainer, students, and subject to be taught. However, all of these factors have not yet been studied by the university. Therefore, the team or researchers were interested to conduct a study on it. Results of the study could be a guideline for solving problems related to teacher profession training as well as the improvement of the preparation and operation on teacher profession training before and after the training of B.ED students majoring in Agriculture.

Objectives of the Study

Specifically, this study aim to:

1. explore general conditions of the respondents;
2. investigate problems encountered in teacher profession training; and
3. compare factors on general conditions of the respondents with problems in teacher profession training of the respondents

Scope and Delimitation of the Study

This study was the investigation of problems in teacher profession training of B.Ed. students majoring Agriculture, Faculty of Agriculture and Agro-industry, SRU. The population in this study consisted of 90 students and the sample group consisted of 55 students.

Variables in this study comprised:

1) Independents variable – general conditions of the sample group i.e. sex, age, class level to be taught, subject to be taught, other tasks aside from teaching, and school size.

2) Dependent variable – problems in teacher profession training of the respondents based on 10 aspects: 1) teaching preparation; 2) teaching media; 3) teaching facilitation and teaching skills; 4) learning facilitation process; 5) students; 6) the respondents; 7) teacher trainer; 8) Supervisor; 9) school for teacher profession training; and 10) classroom research.

Methodology

1. Population and Sample Group

This study employed a survey research. A set of questionnaires was used for data collection administered with the sample group of 55 B.Ed students majoring in Agriculture who were attending teacher profession training, Faculty of Agriculture and Agro-industry, SRU. The populations in this study were 90 B.Ed students majoring in Agriculture, SRU. The sample group (73 students) was obtained by the method of Krejcie and Morgan (1970).

2. Research instrument, A set of questionnaires was used for data collection. It consisted of 4 parts:

3. Inspection of correctness and find Index of Item–Objective Congruence: IOC of questionnaire content by 5 scholars and IOC was equivalent to 0.89

4. The questionnaire was sent to the sample group of 73 students but 55 of them returned it to the team of researchers (75.34%).

5. Content analysis was employed and obtained data were analyzed by using the statistical package. Percentage, mean, standard deviation, t-test, and F-test were used for the statistical treatment.

$$\frac{\text{Highest criterion} - \text{Lowest criterion}}{\text{A number of all criteria}} = \frac{5 - 1}{5} = 0.80$$

Legend :

Scale Limits		Descriptive Equivalents (Problem)
4.21 – 5.00	=	Highest
3.41 – 4.20	=	High
2.61 – 3.40	=	Moderate
1.81 – 2.60	=	Low
1.00 – 1.80	=	Lowest

Results

1. General data of the respondents are shown in Table 1.

Table 1. General data of the respondents

Items	n = 55	%
Sex		
-Male	33	60.00
-Female	22	40.00
Age (year)		
22 -	14	25.45
23 -	41	74.55
Class level to be taught		
-Elementary school	33	60.00
-Secondary school	22	40.00
Subject to be taught		
-Agriculture	46	83.64
-Sufficiency Economy, Thai Language, Mathematics, and Computer	9	16.36
Other tasks aside from teaching		
-Yes	39	70.91
-No	16	29.09
School		
-Small	44	80.00
-Medium	7	12.73
-Big	4	7.27

2. Problems encountered in teacher profession training of the respondents are shown in Table 2.

Table 2. Problems encountered in teacher profession training of the respondents

Items	Problems (n=55)		
	\bar{X}	S.D.	Description
1. Teacher trainer	4.30	0.67	Highest
2. Supervisor	4.18	0.91	High
3. Respondents themselves	4.15	0.53	High
4. School for training	4.14	0.57	High
5. Learning facilitation process	3.97	0.63	High
6. Teaching preparation	3.83	0.64	High
7. Teaching facilitation / Skills	3.80	0.60	High
8. Teaching media	3.76	0.61	High
9. Classroom research	3.75	0.74	High
10. Students	3.70	0.53	High
Total	3.95	0.49	High

3. A comparison of problems in teacher profession training of the respondents with the following factors: 1) sex (male/female); 2) different age (22/23 years old); 3) different class level (elementary/secondary school); 4) different subject to be taught (Agriculture/others); 5) tasks aside from teaching; and 6) School size (small/medium/ big) (Table 3).

Table 3. A comparison of problems in teacher in teacher profession training of the respondents with various factors

Items	Sex		Age		Class Level		Subject to be taught		Other tasks		School Size	
	t.	Sig.	t.	Sig.	t.	Sig.	t.	Sig.	t.	Sig.	F.	Sig.
1. Teaching preparation	0.21-	0.82	2.63-	*0.01	0.82	0.41	0.43	0.67	-0.62	0.53	2.45	0.09
2. Teaching media	0.01	0.98	2.79-	*0.00	0.50	0.61	0.92	0.36	-0.19	0.85	1.05	0.35
3. Teaching facilitation/ skills	1.28-	0.20	1.40-	0.16	1.18	0.24	1.51	0.15	0.05	0.95	1.78	0.17
4. Learning facilitation process	0.19	0.85	2.72-	*0.01	0.38	0.70	0.25	0.80	0.74	0.46	0.81	0.45
5. Students	0.32-	0.74	2.09-	*0.04	1.40	0.16	-0.75	0.46	-0.48	0.62	2.05	0.13
6. The respondents themselves	2.50-	*0.01	0.40-	0.69	0.43	0.66	0.56	0.57	0.00	0.99	2.90	0.06
7. Teacher trainer	0.99-	0.32	0.14-	0.88	2.06	0.04*	-0.26	0.79	0.95	0.35	0.26	0.76
8. Supervisor	0.04-	0.96	3.84-	*0.00	0.21	0.83	-0.89	0.38	-1.00	0.32	0.24	0.78
9. School for training	0.04	0.96	1.43-	0.16	-0.11	0.91	-3.18	0.00*	0.41	0.68	0.27	0.76
10. Classroom research	0.60-	0.54	0.68-	0.50	-0.01	0.98	-0.40	0.68	-1.78	0.08	3.63	0.03*
Total	0.52-	0.60	2.48-	*0.01	0.98	0.33	-0.16	0.87	-0.44	0.66	1.32	0.27

*Statistically significant difference at 0.05

Conclusions and Discussions

Most of the respondents were male (60%), 23 years old (74.55%), teaching elementary school level (60%), teaching Agriculture subject (83.64%), having other tasks aside from teaching (70.91%) and teaching in a small school (80%). According to general data of the respondents, it was found that most of the respondents taught Agriculture subject and only 16.36 percent taught other subjects. This might be because the school lacked of teachers teaching those subjects i.e. Sufficiency Economy, Thai Language, Mathematics, and Computer. Besides, most of the respondents were assigned to do other tasks aside from teaching (70.91%). This conformed to the purpose of teacher profession training which aims to make B.Ed students in Agriculture to learn and gain experience in other aspects e.g. educational management, good relationships with school personnel, extracurricular program etc.

As a whole, the respondents has a high level of problems in teacher profession training ($\bar{x} = 3.95$). Based on its details, it was found that the respondent had a highest level of problem in teacher trainer ($\bar{x} = 4.30$). This might be because the problem involved giving suggestions about teaching preparation, teaching facilitation, teaching techniques, and general counseling which all of these were found at a high level. The problem in relationships between the respondents and their teacher trainer might arise from miscommunication between the two of them and habit of them might be included. Besides, it might be because it was the first semester which the respondents were not able to adapt themselves in teaching; over task loads; and the difference in age of the respondents and the teacher trainer.

The first three problems in teacher profession training were: supervisor ($\bar{x} = 4.18$), the respondents themselves ($\bar{x} = 4.15$), and school ($\bar{x} = 3.70$). This conformed to a study of Hin On and Tansriwong (2015) which found that B.Ed students of the Faculty of Industrial Education, King Mongkut's University of Technology North Bangkok revealed a high level of problems in teacher profession training. This was in terms of the following problems: 1) inadequate teaching media and depreciation; 2) supervisor have a different criterion in scoring; 3) suggestion method and task analysis. Meanwhile, the B.Ed students had problems in explanation, content conclusion, and question using. Thongchoe and Sarathapan had conducted a study and found that problems in teacher profession training of B.Ed. students in Home Economics, Faculty of Education, Kasetsart University as perceived by the teacher trainer included teaching facilitation, classroom research, students, supervisor teaching preparation, teaching media, and school. All of these were found at a moderate level whereas the B.Ed students themselves had a low level of problems.

Regarding a comparison of problems in teacher profession training of the respondents with various factors, it was found that, as a whole, there was a statistically significant difference at .05 with age of the respondents. Based on its details, it was found that age of the respondents had a significant difference with problems in teacher profession training in terms of teaching preparation, teaching media, learning facilitation process, students, and supervisor. This might be because the difference in age of the respondents has an effect on the difference in maturity and experience than those having less age. Class level factor had a significant difference with teacher trainer at .05. This might be because of the difference in teaching/learning facilitation of elementary and secondary school environment, etc. Therefore, the teacher teaching different class level is usually different. For example, the teacher usually facilitates different learning style based on age of the student as well as the difference in teaching technique, teaching media, classroom facilitation, etc.

Findings showed that teaching the subject that relates to major field of study of the respondents and the subject that does not relate to it had a statistically significant difference with problem in the school at .05. This denoted that teaching the subject which does not relate to major field of study of the teacher can be a cause of problems in teacher profession training. School size factor had a statistically significant difference at .05 with the problem in classroom research. This meant that classroom research of B.Ed students attending teacher profession training might depend on size of the school. For example, a big school has a big number of students and it may cause a problem in teaching/learning facilitation, teaching media, and other problem rather than a small school. All of these problems are issues in classroom research which is in accordance with the purpose of classroom research. That is, it aims to enhance the B.Ed students to have knowledge and understanding in classroom problems as well as problems solving (Teacher Profession Training Sector, 2015).

Suggestions

1. Suggestions based on results of the study

According to results of the study, it was found that the respondents had a highest level of a problem in the teacher trainer in terms of communication and the difference in age between the respondents and the teacher trainer. Thus, the following are suggestions:

1.1 Concerned agencies in teacher profession training must prepare B.Ed students to be ready for training; particularly on clear direct/indirect communication. This can be done through action seminar holding. In other

words, developing clear communication during micro teaching practice or teaching observation.

1.2 Construct understanding about teacher profession training such as orientation on the understanding about tasks of the teacher trainer, experience exchange, and mutual problems solving related to the teacher trainer between the supervisor and the students representatives.

2 .Suggestions for further research

2.1 It should have a study on details of problems issues found by B.Ed students who have attended teacher profession training. These problem issues will have an effect on the arrangement of teacher profession training. This can be a guideline for developing the curricular program and solving problems of B.Ed students in Agriculture.

2.2 It should have a study on guidelines for solving problems in the arrangement of teacher profession training. This can conduct with supervisor, teacher trainer, students, school administrator, and concerned personnel. Results of the study can be extended and developed so as to be a quality facilitation of teacher profession training.

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