

Study of problems in teacher professional experience training Teaching practice in educational institutions 2 case studies, Faculty of Education, Suan Sunandha Rajabhat University

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Abstract

The study of the problem of teacher professional experience training, teaching practice in educational institutions, 2 case studies, Faculty of Education, Suan Sunandha Rajabhat University, aims to study the problem of teacher professional experience training, teaching practice in educational institutions, 2 case studies, Faculty of Education, Suan Sunandha Rajabhat University, to compare the problem conditions classified by fields: early childhood education, mathematics, Thai language, English, general science, social studies, digital technology for education.

The data analysis of problems in teaching internship in two case studies of the Faculty of Education, Suan Sunandha Rajabhat University, were at a high level. These included homework submission and student assignments (mean value: 3.29). Next were classroom control (mean value: 3.27), student cooperation with learning management (mean value: 3.23), learning management (mean value: 3.01), learning management support resources (mean value: 2.96), working with personnel at the teaching internship site (mean value: 2.94), lesson plans (mean value: 2.94), learning media (mean value: 2.94), distance between accommodation and the teaching internship site (mean value: 2.93), fellow students who were teaching internship (mean value: 2.92), school activities (mean value: 2.92), textbooks, books, teaching materials (mean value: 2.92), classrooms, laboratories, school buildings (mean value: 2.89), entry and exit times. Teaching practice in educational institutions (mean: 2.85) Working with mentor teachers (mean: 2.84).

Keywords: Teaching profession, Institutions 2

1. Introduction

Teacher Competency (ID-Plan) Competency is a basic individual characteristic that is related to effective performance or meeting criteria, or to outstanding work performance. Teacher and educational personnel competency refers to behaviors resulting from the integration of knowledge (Knowledge), skills (Skills), characteristics (Character), attitude (Attitude), and motivation (Motivation) and influences outstanding performance in performing their roles. Competency has three components: 1. Knowledge (Knowledge), 2. Skills (Skills), and 3. Personal characteristics (Attributes). Teacher competency consists of core competencies and functional competencies as follows: 1. Core Competency consists of five competencies: 1.1 Performance Orientation, 1.2 Excellent Service, 1.3 Self-Development, 1.4 Teamwork, and 1.5 Ethics and Professional Ethics of the Teaching Profession. 2. Functional Competency consists of six competencies: 2.1 Curriculum Administration and Learning Management 2.2 Learner Development 2.3 Classroom Management 2.4 Analysis, Synthesis, and Research for

Learner Development 2.5 Teacher Leadership 2.6 Building Relationships and Collaboration with the Community for Learning Management The Teachers Council Announcement on the Accreditation of Degrees According to Professional Standards for the 4-Year Curriculum, B.E. 2563 (2020), based on the authority under Section 9 (7) of the Teachers Council and Educational Personnel Act, B.E. 2546 (2003), in conjunction with the resolution of the Teachers Council Board at its 8/2019 meeting on October 30, 2019, the Teachers Council hereby establishes the following criteria, methods, and conditions for accrediting degrees according to professional standards for the 4-year curriculum: Professional Standards include Professional Knowledge and Experience Standards, Performance Standards, and Conduct Standards.

Faculty of Education, Suan Sunandha Rajabhat University has a history of educational administration since 1937 to 2025, a total of 88 years. It began as Suan Sunandha Wittayalai School, developed into Suan Sunandha Teachers College, and was finally established as Suan Sunandha Rajabhat University in 2004. Currently, it offers a 4-year bachelor's degree program, a regular program, consisting of 7 fields of study: Thai Language, English Language, Mathematics, General Science, Early Childhood Education, Social Studies, and Digital Technology for Education. It also offers one master's degree program, namely in Curriculum and Instruction, and one Graduate Diploma in Teaching Profession. In accordance with the Ministry of Education's announcement on Bachelor's Degree Qualification Standards in Education and Educational Studies (4-Year Curriculum, 2019), the Faculty of Education, Suan Sunandha Rajabhat University has developed a 4-year teacher curriculum, which is a competency-based curriculum, resulting from the collaboration of the Faculty of Education. Rajabhat universities nationwide have joined in developing the curriculum to produce teachers according to the National Qualifications Framework for Higher Education, B.E. 2552 (2009), the Bachelor's Degree Qualification Standards in Education, Educational Science, B.E. 2562 (2019) and the Teachers Council of Thailand's Regulations on Professional Standards for Teachers, No. 4, B.E. 2562 (2019). To achieve the production of graduate teachers as planned, the Teacher Professional Experience Training Center, Faculty of Education, Suan Sunandha Rajabhat University has developed a teaching professional experience training manual to serve as a guideline for students and related personnel. Graduate Standards, Announcement of the Teachers Council on the Accreditation of Degrees According to Professional Standards, 4-Year Curriculum, B.E. 2563 (2020), teaching professional experience training is the heart of the teacher production process because it is a practical process that helps develop student teachers to be people who love and believe in the teaching profession and have the knowledge and skills to perform their duties as teachers effectively. Developing the professional competence of student teachers in the future, developing competence to be a good teacher, schools are extremely important. If developed to have higher competence, it will be able to solve problems related to student academic achievement and be able to solve problems of inappropriate behavior. Students' needs will be met and the teaching profession will be developed to be accepted by society Noichun, N. (2021).

Therefore, the researcher is interested in studying the problems of teacher professional experience training in teaching practice in two educational institutions, the Faculty of Education, Suan Sunandha Rajabhat University, to provide a database for educational use and to find solutions to problems that arise and increase the efficiency of teaching practice in educational institutions for teachers in the Faculty of Education, Suan Sunandha Rajabhat University.

2. Objective

1. Study of the situation, problems, and experiences of teachers in teaching in educational institutions 2, Faculty of Education, Suan Sunandha Rajabhat University.

2. To compare the problem conditions classified by field of study: early childhood education, mathematics, Thai language, English, general science, social studies, and digital technology for education.

3. Methodology

The study of the problems of professional experience training for teachers in teaching practice in two educational institutions, a case study of the Faculty of Education, Suan Sunandha Rajabhat University, has the following research procedures.

1. Population and sample

The population used in this research was student teachers in the Faculty of Education, Suan Sunandha Rajabhat University, who registered for the subject of Teaching Practice in Place 2 in the second semester of the academic year 2024, totaling 7 fields of study: Early Childhood Education, 84 students; Mathematics, 79 students; Thai Language, 95 students; English, 98 students; General Science, 72 students; Social Studies, 80 students; Digital Technology for Education, for a total of 573 students.

The sample group used in this research was student teachers from 7 fields of study, Faculty of Education. The sample size was determined from the Yamane table to be 236 people and systematic sampling was used to obtain a good representative of the population.

2. Method of study

The research instrument used in this study was a questionnaire. In creating the instrument used for collecting data, the researcher proceeded as follows.

1. Study relevant research documents to use as a guideline for creating the questionnaire.
2. A rating scale questionnaire with five levels of feedback was developed.

This questionnaire was administered in the form of a Google Form.

3. Location

At the Faculty of Education, Suan Sunandha Rajabhat University and the Teacher Professional Training Network Schools.

4. Duration of study

October 2024 - August 2025

5. Data analysis

Data analysis for this study: The researcher analyzed data from questionnaires using a ready-made program for statistical data analysis as follows.

1. Data verification (Editing) The researcher took the survey report file from Google Form to verify the data to check the completeness of the questionnaire and to select out incomplete questionnaire data in order to use the complete data for further coding.

2. Coding: The researcher coded the completed questionnaires and recorded the data into a ready-made program to prepare for data analysis and evaluation.

3. Data analysis and evaluation: The researcher used the SPSS program to analyze and evaluate the statistical results. The statistics used were descriptive statistics (Description Statistics). The analysis and evaluation were done to find the frequency, percentage, mean, and standard deviation.

4. Results

The results of data analysis obtained from the study of problems in teacher professional experience training, teaching practice in two educational institutions, a case study of the Faculty of Education, Suan Sunandha Rajabhat University, this time the researcher presents the results of the data analysis in the form of tables and interprets them in the following order.

1. Analysis of general information of the respondents.

2. Analysis of user satisfaction data regarding the study of problems in teacher professional training

Teaching practice in two educational institutions: a case study of the Faculty of Education, Suan Sunandha Rajabhat University. From Table 1.

Table 4.1 shows the results of the analysis of general data of the questionnaire respondents.

General information	Number (people)	Percentage
Gender		
man	61	22.3
female	213	77.7
sum	274	100
Field of study		
Early childhood education	67	24.5
mathematics	40	14.6
Thai language	34	12.4
English	42	15.3
General Science	36	13.1
social studies	27	9.9
Digital technology for education	28	10.2
sum	274	100

From Table 4.1, the general data analysis of the respondents revealed that, when classified by gender, the majority were female (213 respondents, 77.70%), and male (61 respondents, 22.30%). By evaluator disciplines, the following were: Early Childhood Education (67 respondents, 24.5%); Mathematics (40 respondents, 14.6%); Thai Language (34 respondents, 12.4%); English (42 respondents, 15.3%); General Science (36 respondents, 13.1%); Social Studies (27 respondents, 9.9%); and Digital Technology for Education (28 respondents, 10.2%).

4.2 Results of data analysis on the problems of teacher professional experience training in teaching practice in two educational institutions, a case study of the Faculty of Education, Suan Sunandha Rajabhat University. Data were analyzed by finding the mean and standard deviation. The results of the analysis are as shown in Table 4.2.

Table 4.2 shows the results of data analysis on the problems of teacher professional experience training in teaching practice in two educational institutions, a case study of the Faculty of Education, Suan Sunandha Rajabhat University.

Point no.	subject	$\bar{x}$	S.D.	meaning
1	Entry and exit times for teaching practices in educational institutions 2	2.85	1.51	little
2	Distance between accommodation and teaching internship location	2.93	1.58	little
3	Fellow students who are also practicing teaching experience	2.92	1.69	little
4	Working with mentor teachers	2.84	1.76	little
5	Working with personnel in teaching internship sites	2.94	1.56	little
6	School activities	2.92	1.58	little
7	Learning management plan	2.94	1.52	little
8	Textbooks, books, teaching materials	2.92	1.54	little
9	Learning management	3.01	1.54	moderate
10	Learning management media	2.94	1.55	little
11	Learner cooperation with learning management	3.23	1.48	moderate
12	Submitting homework assignments for students	3.29	1.34	moderate
13	Classroom Control	3.27	1.36	moderate
14	Resources to support learning management, such as audiovisual equipment and information technology	2.96	1.51	little
15	Classroom, laboratory, teaching building	2.89	1.57	little
Total average		3.06	1.54	moderate

From Table 4.2, the results of data analysis on the problems of teacher internship, teaching practice in 2 educational institutions, case study of Faculty of Education, Suan Sunandha Rajabhat University, were at a high level, namely, homework submission, assigned work of

students (mean: 3.29), classroom control (mean: 3.27), student cooperation with learning management (mean: 3.23), learning management (mean: 3.01), learning management support resources (mean: 2.96), working with personnel at the teaching internship site (mean: 2.94), lesson plans (mean: 2.94), learning media (mean: 2.94), distance between accommodation and the teaching internship site (mean: 2.93), fellow students who were teaching internship (mean: 2.92), school activities (mean: 2.92), textbooks, books, teaching materials (mean: 2.92), classrooms, laboratories, school buildings (mean: 2.89), entry and exit times. Teaching practice in educational institutions (mean: 2.85) Working with mentor teachers (mean: 2.84).

5. Conclusion And Future Work

Research on the Problems of Teacher Professional Experience in Teaching Practice in Educational Institutions 2 Study the Faculty of Education, Suan Sunandha Rajabhat University. Tray to study the problems of teacher technical practice in educational institutions 2 Educational Research Faculty of Education, Suan Sunandha Rajabhat University, study the problems tonight according to the branch. The researcher has conducted quantitative research (quantitative research) continuously. Continuing the research of information or sample groups. This research study is a 4th-year student teacher intern, Faculty of Education, Suan Sunandha Rajabhat University, academic year 2024, month 7. News announcement English English documents Mathematics curriculum Early childhood education General research studies Social studies Research digital technology for education By determining the sample size from the Yamane table, 236 people and systematic sampling. The source of good representatives of the university.

1.Summary of research results

The results of the general data analysis of the questionnaire respondents found that when classified by gender, the majority were female, 213 respondents (77.70%), and male, 61 respondents (22.30%). When classified by the assessors' fields of study, the most common subjects were early childhood education, 67 respondents (24.5%), mathematics, 40 respondents (14.6%), Thai language, 34 respondents (12.4%), English, 42 respondents (15.3%), general science, 36 respondents (13.1%), social studies, 27 respondents (9.9%), and digital technology for education, 28 respondents (10.2%).

The data analysis of problems in teaching internship in two case studies of the Faculty of Education, Suan Sunandha Rajabhat University, were at a high level. These included homework submission and student assignments (mean value: 3.29). Next were classroom control (mean value: 3.27), student cooperation with learning management (mean value: 3.23), learning management (mean value: 3.01), learning management support resources (mean value: 2.96), working with personnel at the teaching internship site (mean value: 2.94), lesson plans (mean value: 2.94), learning media (mean value: 2.94), distance between accommodation and the teaching internship site (mean value: 2.93), fellow students who were teaching internship (mean value: 2.92), school activities (mean value: 2.92), textbooks, books, teaching materials (mean value: 2.92), classrooms, laboratories, school buildings (mean value: 2.89), entry and exit times. Teaching practice in educational institutions (mean: 2.85) Working with mentor teachers (mean: 2.84).

2. Discussion of results

From the study of the problems of teacher professional experience training in teaching practice in two educational institutions, a case study of the Faculty of Education, Suan Sunandha Rajabhat University, second semester, academic year 2024, the research results can be summarized as follows.

1. Problems in Teacher Professional Experience Reflected by Student Teacher Trainees

The research results revealed that problems in teacher professional experience training in teaching practice in two educational institutions, a case study of the Faculty of Education, Suan Sunandha Rajabhat University, were found to be at a high level. Problems were primarily in homework submission and student assignments, followed by classroom control, student cooperation with learning management, and learning management.

3. Suggestions on the application of research results

This research can be used as a database to identify solutions for student teacher internships, ensuring maximum success in their internships.

The research findings can be used to design curricula and preparatory activities for student teacher internships.

4. Suggestions for future research studies

Factors affecting the teacher training experience of student teachers should be studied.

Methods for resolving teacher training problems should be studied.

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