

The development of the desirable characteristics of student teachers in the Early Childhood Education Program at NakhonRatchasima Rajabhat University, through activities of storytelling and puppet for children

การพัฒนาคุณลักษณะที่พึงประสงค์ของนักศึกษาครูสาขาการศึกษาปฐมวัย มหาวิทยาลัยราชภัฏนครราชสีมาผ่านกิจกรรมนิทานและหุ่นสำหรับเด็ก

Pramuk Kopsiriphat¹

ประมุข กอปรสิริพัฒน์

Abstract

This research aimed to develop the desirable characteristics of student teachers of the Early Childhood Education Program at Nakhon-Ratchasima Rajabhat University through the activities of storytelling and puppets for children. The sample was 80 students of the Early Childhood Education Program who registered for the Course 107243 Storytelling for Children and 107242 Puppets for Children. This action research consisted of three phases: Phase 1 involved literature review and data analysis of the research framework of the desirable characteristics of student teachers. Phase 2 was concerned with the research framework and document preparation. Phase 3 dealt with experiments and activities. The data analysis revealed that the conceptual framework of the desirable characteristics of student teachers in four aspects, namely, knowledge, skills, methods and characteristics was found to meet with all standards.

Keyword : development, desirable characteristics, puppets and storytelling, Early childhood

¹ผู้ช่วยศาสตราจารย์ ประจำคณะครุศาสตร์ มหาวิทยาลัยราชภัฏนครราชสีมา

บทคัดย่อ

วัตถุประสงค์ของงานวิจัยนี้ เพื่อพัฒนาพัฒนาผู้เรียนให้มีสมรรถภาพในวิชาชีพทั้งในด้านเทคนิควิธีและการจัดการงานอาชีพ และด้านคุณธรรมควบคู่กันนิทานและหุ่นจัดเป็นกิจกรรมสำคัญในการพัฒนาเด็กปฐมวัยที่นักศึกษาครู สาขาการศึกษาปฐมวัย มหาวิทยาลัยราชภัฏนครราชสีมา กลุ่มเป้าหมาย ได้แก่ นักศึกษาสาขาการศึกษาปฐมวัย คณะครุศาสตร์ มหาวิทยาลัยราชภัฏนครราชสีมา ที่เรียนในรายวิชา 107243 นิทานสำหรับเด็กปฐมวัย และรายวิชา 107242 หุ่นสำหรับเด็กปฐมวัย จำนวน 80 คน ขั้นตอนการดำเนินการวิจัยมี 3 ระยะ คือระยะที่ 1 การวิเคราะห์ข้อมูลเพื่อการพัฒนากรอบความคิดของคุณลักษณะที่พึงประสงค์ของนักศึกษาครู ระยะที่ 2 การจัดทำเอกสารคำสอน และการตรวจสอบประสิทธิภาพของกิจกรรมพัฒนาคุณลักษณะของนักศึกษาครู ระยะที่ 3 การทดลอง/นำกิจกรรมไปใช้

ผลการวิเคราะห์ข้อมูลเพื่อการพัฒนากรอบความคิดของคุณลักษณะที่พึงประสงค์ของนักศึกษาครู ทั้ง 4 ด้าน ได้แก่ ด้านความรู้ ด้านทักษะ และเทคนิควิธี ด้านบุคลิกภาพ และด้านสัมพันธภาพทางสังคมอยู่ตั้งแต่ระดับสูงขึ้นไป และผ่านเกณฑ์ตามเป้าที่กำหนดไว้ทุกประการ

คำสำคัญ : การพัฒนา คุณลักษณะที่พึงประสงค์ หุ่นและนิทาน เด็กปฐมวัย

Research Background

Teaching profession is an advanced profession which requires teachers to be trained in order to meet with the objectives of curriculum (BENO, 2002).The curriculum of Pre-in-Service Education atNakhonRatchasimaRajabhatUniversity isbased on the academic and professional standardsforhigher education and aims to produce the manpower that can meet with the local need and conforms to the national economic and social development and aims to develop studentsto be thecompetent persons in profession, technique and method of career management and ethics. (Clare, G.L. and Bray,M.B.,1978).

The curriculum of the Early Childhood Education of the program inEarly Childhood Education, Faculty of Education, aims to develop students'knowledge and skills in experience management in order to promote the readiness and capacity of Early Childhood as per their latencyin order to develop the graduate students of Pre-In-Service Education who endowed with the desirable characteristics such as being talent and gifted teachers, ability to manage education, learning, and expertise in their own fields.(NRRU, 2004: 382)

With reference to the teaching profession, the Professional Teacher Council is one of the teaching profession organizations at present that the Ministry of Education

entrusts with the responsibility to reform the teachers and educationists especially to develop and maintain the teaching profession and educationists and to create the professional standards that has been used nowadays, which consists of three elements, namely, the standard of knowledge and professional experience, performance, and behavior.

Moreover, the professional Teacher Council had framed the eleven teaching professional standards as follows:

Standard 1 : to always practice the professional activity pertaining to development of teaching profession.

Standard 2 : to desire and practice any activity by taking an effect on the student into an account

Standard 3 : to develop students to their full latency.

Standard 4 : to develop lesson plan which operate and secure the actual result.

Standard 5 : to always develop effective teaching and learning methods.

Standard 6 : to provide effective activities with emphasis on teaching students to achieve more lasting results.

Standard 7 : to systematically report the quality of learning.

Standard 8 : to behave as a role model to students.

Standard 9 : to collaborate with

others in creative education.

Standard 10 : to collaborate with others to develop the community.

Standard 11 : to enquire and use information in for personal development.

With reference to the development of education for the external quality assurance, the basic education determined the standard of education in the term of indicators of the desirable characteristics and the condition of readiness of the administrator of the program, buildings and communities.

With reference to the desirable characteristics of teacher, the standard is framed as follows:

Standard 21 indicates that teachers have teaching spirit and morality and ethics, the indicators of which are shown as follows: (NRRU, 2547)

1. Teachers are caring, and understanding every student consistently and equitably.

2. Teachers have public relationships and temper control and listen to other opinions.

3. Teachers have responsibility, integrity, punctuality, and dedication to the development of students.

4. Teachers behave properly and set the good model for behavior and personality.

5. Teachers have positive attitudes toward teacher profession.

The Standard 23 indicates that teachers are required to have the ability to acquire knowledge, critical thinking and knowledge to improve teaching and learning. Their qualities are as follows:

1. Self-control
2. Creative thinking
3. Academic capability
4. Teaching and learning management
5. Development of learner
6. Development of School
7. Corroboration with community

These are the desirable characteristics that are mentioned in the National Education Act 1999. The report of policy on the reversed effect of the National Education Act 1999, the government's agreement with the Asian Development Bank, the reform of government system and the changes in the structure of the population that has an effect on the education and the role of the faculty of education to reform the learning and reform of the teaching profession (MontriChulawatthana, 2000: 6-10) showed that the effect of National Education Act on the teacher and teaching profession and futurity that is concerned with the desirable teachers could be summarized as follows:

1. Teachers in the future have to set a good model of people who have been educated.

2. Teachers in the future have to have the lifelong learning and continuous learning process.

3. Teachers in the future have to manage the basic education.

4. Teachers in the future have to have the ability to teach students of various types.

5. Teachers in the future have to work in three education systems.

6. Teachers in the future have to work in various schools.

7. Teachers in the future have to manage the vocational course and cooperate with enterprises.

8. Teachers in the future have to manage education by taking learners as the most important.

9. Teachers in the future have to provide for the knowledge and skills.

10. Teachers in the future have to learn from experience.

11. Teachers in the future have to have capability to evaluate students.

12. Teachers in the future have to make substance of course in the basic education.

13. Teachers in the future have to help community get knowledge.

From the synthesis of foreign students' expectations on the desirable characteristics of teachers, the desirable

characteristics of a teacher can be shown in four aspects as follows:(NRRU, 2547)

1. Knowledge : Teachers are expected to have skills in the knowledge of a profession, student, teaching and learning, course, context, and interconnection to prior knowledge.

2. Skill and technique of teaching : teachers are required to have the skills and techniques on teaching and learning that focuses on the differences between the parties on classroom management, instruction design, materials, questioning skills and interconnection of old and new knowledge.

3. Personality : teachers are expected to have the ideals, spirit of teacher and ethics and morality, searching for knowledge, creative thinking, human relation, self-dedication, solution to problem and temper control.

4. Relationship with community : teachers are expected to have the relationship with the community to develop school.

From study of the desirable characteristics of Thai teachers before the reform of the National Education Act 1999 and during the reform of education, it was found that the desirable characteristics of student teachers cover four areas: knowledge, skill and techniques of teaching, personality and social relationships. However, during the reform of education the desirable character-

istics of teacher focused on the reform of the skills curriculum, skills and lifelong learning and skills in using computer, technology and skills in English. By comparison of the concept of education in Thailand and other countries, the desirable characteristics of student teachers still incorporates four similar aspects, but differs in the details in which the Foreign countries focus on lifelong learning, the use of technology, classroom research and the relationship between students and teachers and relation between parents and the community.

From the study of the desirable characteristics of student teachers in Thailand and abroad, the researcher had synthesized these four desirable characteristics of student teachers, namely, knowledge, skill and techniques, personality and social relationships. Each aspect of these four aspects has sub-variety as follows :

1. Knowledge :

It consists of the following knowledge: (a) Knowledge of subject matter of teaching as described in the course; (b) knowledge of teaching profession such as research, psychology, management, evaluation of teaching and educational management, learning theory, human behavior, and theory of education, interconnection of old and new knowledge and the curriculum; (c) general knowledge such as the common

law, history, computer, art and culture, natural preservation, society and politics, educational law and the environment and (d) knowledge of languages such as Thai, English and other foreign languages.

2. The skills and techniques:

It consists of the skills and techniques of teaching and learning, use of materials, learning management with the student as its center, lifelong learning, the use of technology, listening, speaking, reading, writing, curriculum development, assessment, and reporting of results of the student development, the lesson plan, illustration and stimulation of the students' attention.

3. The personality:

It consists of ethics and morality such as patience, diligence, compassion for people, honesty, responsibility, justice, enthusiasm, generosity, sacrifice, discipline and positive attitudes toward oneself and their career, the spirit of teacher, searching for knowledge, wisdom, love and faith in teaching profession, vision of the higher-order thinking and mental and physical good health.

2. Social relationship:

It consists of the relationships with the community, students, colleagues and parents.

Of these characteristics, each aspect

of the desirable characteristics can be divided into two sub-varieties to make it clear. Puppets and storytelling is an art that has mental, social and educational benefits on children. People of all ages love stories. Children are great fans of stories and love to listen to them. It is a great activity of learning. At each phase of the development of the story, kids ask questions. Storytelling is the basic training for academic learning, an important event in the development of early childhood education and preschool teachers. It is necessary to follow the course 107243 Storytelling for Children and 107242 Puppets for a child, which is set out to train students in telling a fairy tale for children. Had the students been trained in the activities of storytelling and puppet mastering, it would be an important part to promote the desirable characteristics of those students; therefore, the researcher had chosen this topic entitled "the development of desirable characteristics of student teachers in the program of the Early Childhood Education at Nakhon Ratchasima Rajabhat University through the activities of storytelling and puppet mastering for children" in view of developing the curriculum and teaching and learning in the future (Kullaya, 1998).

The Purpose of Research

This research aims to develop the desirable characteristics of the student teachers in the program in the Early Childhood Education of Nakhon Ratchasima Rajabhat University through the storytelling and puppet mastering activities for children.

The Benefit of Research

1. Student teachers have developed a desirable characteristics
2. The program in the Early Childhood Education at NRRU had developed the learning materials for the course on Storytelling for Early childhood and courses on Puppet Mastering for Early childhood

3. Nakhon Ratchasima Rajabhat University had developed the knowledge for development of activities for the local development

4. The Pre-In-service Education had been provided to the student teachers of Nakhon Ratchasima Rajabhat University.

The Framework of Research

This research used many concepts and theories of teaching applied by many educators. The framework of this research has been shown as follows :

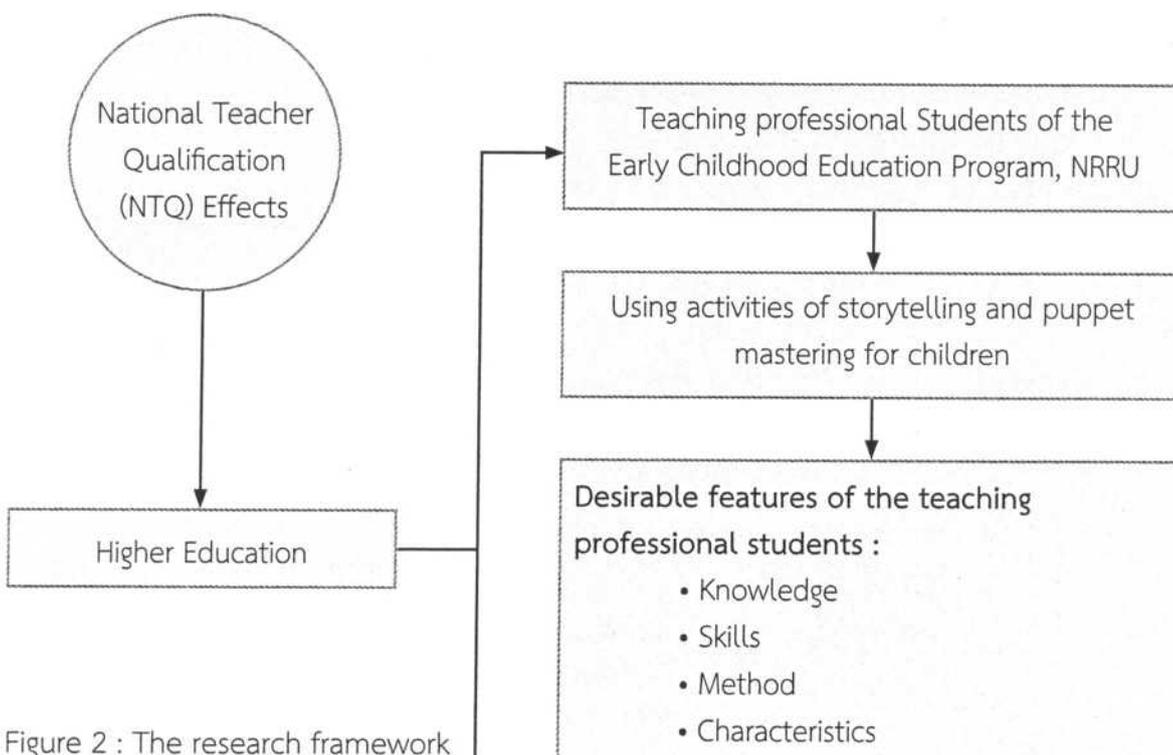


Figure 2 : The research framework

Research Methodology

The sample consists of the 80 Early Childhood Education student teachers who enrolled in the course 107243 Storytelling for Children and course 107242 Puppet for Early Childhood at the first semester of the academic year 2009 at the Faculty of Education of Nakhon Ratchasima Rajabhat University.

The research method forms the Research and Development type of research the process of which has been divided into three phases as shown in Figure 2 below.

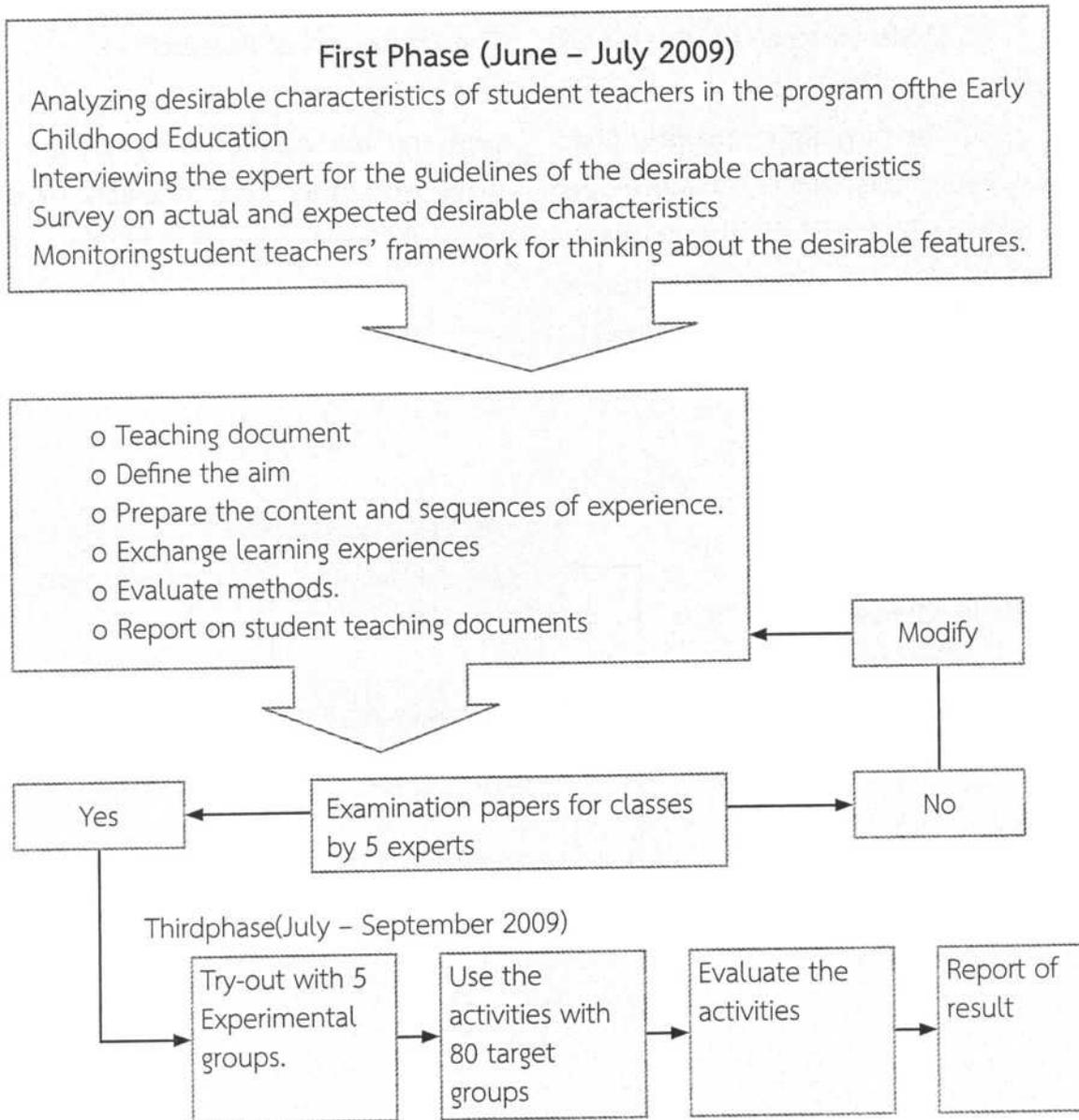


Figure 2 : the research and development

This research has been tried out with the 80 student teachers in the program of the Early Childhood Education, who had been divided into four groups to perform the following steps: (Mckernan, 1996),

1. The planning stage: (Plan) a procedure to collect data and explore issues pertaining to the issue or the idea of such desirable characteristics of the course and students.

2. The action stage: (Action) try-out of the puppet mastering and storytelling by student teachers with the children in Early Childhood education of Demonstration School of Nakhon Ratchasima Rajabhat University.

3. The observation stage: (Observation) a process that occurs simultaneously with the operation of the action stage (Action Process) in which the knowledge and understanding of the desirable characteristics of the students were measured.

4. The reflection stage: (Reflection) the process of evaluating the process. The data analysis results in improving and developing further activities. The details of which are shown in Figure 2 (Pongboriboon, Y. 2000)

Data analysis

1. In the assessment of the achievement of the desirable characteristics, the basic statistics such as the mean (\bar{x}) and the standard deviation (S.D) have been used.

2. The statistically significant level of the desirable characteristics of student teachers have been divided into four levels as follows:

a. Very high: with the average of 3.50 or above

b. High: with an average of 2.75 to 3.49

c. Moderate: with an average of 2.00 to 2.74

d. Low level: with the average of 2.00 or below

3. The criterion for achievement of student teachers is a high level with average of 2.75 or above.

Result of assessment of the desirable characteristics

Evaluation of the desirable characteristics of 80 student teachers through activities of storytelling and puppet mastering for children has been shown in Table 1.

Table 1 : Assessment of student teachers' desirable characteristics through activities of puppet mastering and storytelling for children

Serial No.	Topics	Mean	S.D.	Level	Achieving
1	Knowledge				
	1.1 knowledge of subject matter	3.48	0.41	High	achieve
	1.2 teaching	3.64	0.32	Veryhigh	achieve
	1.3 General knowledge	3.52	0.21	Veryhigh	achieve
2	Skill and techniques	3.60	1.02	Veryhigh	achieve
3	Personality				
	3.1 The ethics	3.70	0.81	Veryhigh	achieve
4	relationships	3.40	0.72	High	achieve
	Average	3.56	0.58	Veryhigh	achieve

From the first table, it is evident that level of the achievement of the student teachers in the program of Early Childhood Education through Puppets, and Storytelling Activities for children with aims of developing the desirable characteristics was higher and meets with the targets set out in all respects. Overall, the level of achievement of student teachers was very high with average of 3.55 while compared with other target group it meets with the all criteria.

Conclusion-

The data analysis to develop the concept of the desirable characteristics of student teachers in four aspects, namely, the knowledge, skills and techniques, personality and social relationships was in higher level and meets with the targets set out in all respects.

The development of desirable characteristics of student teachers through storytelling and puppet mastering activities for Early Childhood has been shown as follows :

1. Knowledge

(a) Knowledge of subject matter: Students should have knowledge of the subject matter of Early Childhood development based on the concepts and theories on Early Childhood Education and students are able educate parents to engage in employment of

storytelling and puppets mastering activities for children

(b) Knowledge of Profession: Students should have knowledge of the concept and principles of early childhood education, namely, development and learning of young children, learning, teaching, research and educational law.

(c) Knowledge of general subjects: students should have knowledge of the humanities, social sciences, mathematics, basic health and Thai and foreign languages and computers.

The development of student teachers' desirable characteristics and integration of the morality to all subjects are important things. Learning through the synthesis of critical thinking and reflection, learning by which individual students and groups of students learn through direct experience, knowledge and their class's evaluation and these qualities equip students with the necessary skills in their teaching profession.

2. The skills and techniques.

Students need to be cultivated with the moral, intellectual skills and knowledge of the Early Childhood Education. Student teachers can find a way to solve problems on their own by application of various activities of storytelling and puppets mastering for children. The result of analysis of activities of storytelling and puppets mastering

for children revealed that the development of learning and creation of activities, storytelling and puppets for children need to be creative. The desirable characteristics of the student teachers should be developed through this process. The solution through variety of activities and the learning outcomes should be provided by doing a project on the experience from the learning process. Research in the classroom or sources inside and outside the classroom which helps create a learning environment is consistent with the functions of the brain or BBL (Brain Based Learning) and evaluation of the measure and assessment of the authentic assessment.

3. The moral personality.

Students should have a morality, ethics of living with others in harmony and while learning science subjects the ethics should be developed, for instance, consciousness and awareness of the importance of professional ethics, honesty and responsibility to themselves and society, respect of the rights of others, and maintaining the rules and regulations of the organization, the consciousness of being Thai by expressing our love and commitment.

The development of desirable characteristics of student teachers should come from direct experience such as field trips and laboratory practice, the research process,

the use of media, technology, projects and research in the classroom or through critical thinking; the synthesis of critical activities such as discussion groups, the simulation and enquiry to knowledge and capability to assess the cognitive skill, as well as a substantial piece of creative work and intellectual abilities such as thinking processes and procedures.

4. The relationship.

Students should interact with staff and supervisors, colleagues, parents and school leaders to solve the problem and understanding of the role of working with others as a friend and to build good relationships with children, friends, teachers, administrators, parents and community in the better way. In the development of desirable characteristics, the student teachers should be learned from the learning activity or by asking the group to respect the distinction between language and collaborative work. The focus of analysis should be developed to the point where the feedback and direction of the required development.

Discussion

The data analysis to develop the concept of desirable characteristics of student teachers in the four aspects, namely, the knowledge, skills and techniques, personality and social relationships was in higher level which accounts for the achievement of the

targets set out in all respects.

The findings of research are consistent with the standard of the professional standards of teachers, for instance, the standard 3 which aims to develop the learner to his latency and the standard 5 which aims to develop effective media of instruction and standard 6 which aims to arrange the learning and teaching with emphasis on permanent effect on learner. In addition, the research findings are consistent with the desirable characteristics of teachers appeared in the National Education Act 1999 and role of the Bachelor of education in the reform of learning and the reform of the teaching profession of the Board of National Office 2002 on the teachers and teaching profession in the future by which teachers in future must be able to teach many students; must work in schools in which students are the most important and must learn from true experience. (Snuboon N., 2002).

It is evident that the development of desirable characteristics of student teachers in the program of Early Childhood Education at NRRU through the activities of storytelling and puppets helped students develop desirable characteristics a student teachers in the following four aspects: (1) in the aspect of the knowledge which is instanced by knowledge of subject matter, learner, teaching and learning, curriculum,

context and interconnection of their prior knowledge;(2) in the aspect of skill and technique which is instanced by skill and technique on teaching and learning, arrangement of education which focus on differences between the parties, the design of learning, skills in using media, the questioning skills and interconnection of the old and new knowledge;(3) in the aspect of personality which is instanced by ideology and the spirit, inquiry for knowledge, good role model, creativity, human relationship, self-dedication, problem solution, temper control and (4) in the aspect of the relationship with community which is instanced by corroboration with the community and school development. (Aruntharee S., 1999; Dunklang S., 2007).

The findings of this research revealed that researcher had developed the teaching materials for the course on storytelling for the early childhood and student teachers had developed the desirable characteristics through the activities of puppets and storytelling for children.

Suggestion

Suggestions of this research are as follows.

1. Development of student teachers' desirable characteristics should come from the activities of teaching and learning in various subjects as specified in the curriculum.

2. Arrangement of activity to develop the desirable characteristics of student teachers should be made available with the project in which there is a plan jointly developed by teachers and students in order to achieve performance goals.

3. Arrangement of activities to develop the desirable characteristics of the student teachers should be made available with reflection of performance, problems and participation and desirable characteristics that students have developed through various activities of learning and teaching.

4. Activities of storytelling and puppets should be practiced by student teachers to obtain the skills of storytelling, expressing emotions, plot writing and acting skills.

5. Certified Teacher who conducts the activities of storytelling and puppet mastering should be flexible for the shy and timid student teachers and they should be given opportunities to get a group together and help each other in arrangement of activities and to build up student teachers' confidence.

6. Coordination with the place of the performance with reference to the date, time and audience as well as the coordination with administrator, parents of students who come to watch the show should be made because schedules of the entry to the show are subject to changing.

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