

Dissertation Title Developing Field-Based Instructional
 Organization Model for the Course of
 Principles of Teaching

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ABSTRACT

The purposes of this research were (1) to develop a field-based instructional organization model for the course of Principles of Teaching, and (2) to compare the outcomes of two instructional organization models, field-based and campus-based, in terms of achievement and attitudes toward the teaching profession. Two hypotheses for the second purpose were established. The first hypothesis stated that there would be no significant difference between the students enrolled in the field-based instructional organization model and the students enrolled in the campus-based instructional organization model. The second hypothesis stated that the attitudes toward the teaching profession of the students enrolled in the field-based instructional organization model was better than the attitudes toward the teaching profession of the students enrolled in the campus-based instructional organization model.

There were two phases of the research procedure. Phase I: The development of a field-based instructional organization model for the course of Principles of Teaching. Based on an analysis of the pertinent documents, and on a synthesis of the analysis of the documents, the field-based instructional organization model was proposed. Phase II: Testing the field-based instructional organization model for the course of Principles of Teaching. The experiment employed a pre-test and post-test control group design. The sample taken was from the first year students in the bachelor's degree program from four different majors of Nakhon Ratchasima Teachers College during the academic year of 1986. Thirty-six students in the experimental group and the 36 students in the control group was assigned by using the stratified random sampling technique. Two instructors were used, one for the experimental group and the other one for the control group. Course content and major materials were identical, differing only in the setting and the method of instruction. The duration of the experiment was one semester. The instruments used to gather data were the achievement test from the course ED 131: Principles of Teaching and Preparation for Professional Experience, and the Attitudes Toward the Teaching Profession Inventory. The experiment was analyzed by using the arithmetic means and standard deviation. A t-test was employed.

Major findings:

1. The field-based instructional organization model for

the course of Principles of Teaching. The components of the model are as follows:

1.1 The basic assumptions of the model are conditions of learning for personal discovery, meaningful learning in preparation for the teaching profession, motivation for learning, characteristics of preparing for the teaching profession, and the making of a good teacher.

1.2 The chief features of the model are as follows:

1.2.1 Structure of experience, namely: substantive experience, field experience, and seminar for personal discovery,

1.2.2 Role of the professor,

1.2.3 Role of the student,

1.2.4 Role of the cooperating teacher.

1.3 The steps of the model consist of 5 components, namely: input, process, control, output, and feedback.

1.4 The organizational models of the field-based instructional organization model are the school-based model, the teaching centre model, and the mutual role model.

2. The testing of the field-based instructional organization model for the course of Principles of Teaching.

2.1 There was no significant difference at the .05 level in achievement between the students enrolled in the field-based instructional organization model and the students enrolled in the campus-based instructional organization model. The hypothesis was confirmed.

2.2 There was no significant difference at the .05 level in attitudes toward the teaching profession between the students enrolled in the field-based instructional organization model and the students enrolled in the campus-based instructional organization model. The hypothesis was rejected.