

***The Development of Teachers' Desirable Characteristics of Student Teachers
in Thepsatri Rajabhat University by Using Behavioral Record Sheet***

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Abstract

This research aimed at developing teachers' desirable characteristics of student teachers who currently have enrolled in "Self-actualization for teachers" subject in 2016 academic year of Thepsatri Rajabhat University by using behavioral record sheet. The sample for this studying were 57 student teachers in English education major. The instrument of this research was a behavioral record sheet that was identified the desirable characteristics by the student teachers in 10 aspects; they were 1) uniform dressing 2) gracious speech 3) temperament 4) endurance 5) punctuality 6) circumspection 7) honesty 8) responsibility 9) pursuit of knowledge, and 10) faithfulness. The data were analyzed by using percentage, mean and standard deviation.

The findings showed that the teachers' desirable characteristics of student teachers before beginning the lesson were at the low level (the average of overall was 2.47) and the lowest aspect was gracious speech (the average was 2.26), however after using the behavioral record sheet that identified by student teachers, it was found that the teachers' desirable characteristics of student teachers were at a higher level (the average of overall was 4.05) whereas the highest aspect was responsibility (the average was 4.23).

Keywords: desirable characteristics, student teachers, self-actualization for teacher, behavioral record sheet.

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Introduction

The faculty of education, Thepsatri Rajabhat University (TRU) has a mission to generate and develop the teachers' quality to be the ethical and faithful persons. Moreover, the student teachers should have the knowledges of their major and also the teachers' desirable characteristic in the future (Faculty of education, Thepsatri Rajabhat University, 2015).

Everyone has the personal characteristic that another can remember and identify. If someone has the desirable characteristic, they gain the self-confident and can be a person who is accepted by society and also has the possibility to succeed in their life. Therefore, the student teachers should cultivated the desirable characteristic. Not only the teachers need to cultivate the desirable characteristic, but also are able to control themselves to be the persons who have the teachers' desirable characteristic and the appropriate expression to their friends, teachers and community (Wilai, 2001).

Nowadays, it is founded that some student teachers have the impolitic characteristic and demeanor. Especially, speech, responsibility and the pursuit of knowledges. The researcher realized the problems and the importance of the issues mentioned above, therefore, the study of development of teachers' desirable characteristics of student teachers in TRU by using behavioral record sheet, to be the part of encouragement of the teachers' desirable characteristic into the freshman of student teachers was conducted.

Objective

This research aims to develop teachers' desirable characteristics of student teachers who currently have enrolled in Self-actualization for teachers' subject in 2016 academic year of TRU by using behavioral record sheet.

Material and Methodology

The sample of this research were 57 student teachers of English education major who have enrolled in Self-actualization for teachers' subject in 2016 academic year, the instruments of this research were behavioral record sheet and the questionnaire of teachers' desirable characteristics.

The methodology of this research was begun from studying the problems and the self-development needs of student teachers, the studying revealed that all of them need to develop themselves of teachers' desirable characteristics.

The next step, the researcher and all student teachers together discussed to choose what the desirable characteristics should be developed, and chose the process to be succeed in their objectives. The teachers' desirable characteristics that were chosen by student teachers were: 1) uniform dressing, 2) gracious speech, 3) temperament, 4) endurance, 5) punctuality, 6) circumspection, 7) honesty, 8) responsibility, 9) pursuit of knowledge, and 10) faithfulness.

The researcher constructed the questionnaire under the desirable characteristics' aspects that were identified by student teachers, and used it to ask them about the

desirable characteristics of their classmate before the process of development, in order to use them to compare the results after the process.

Then, the student teachers together made the agreement and the process of activities both in the classroom and the outside. After that, they together created the behavioral record sheet. The student teachers recorded it by themselves about their behaviors under the topic of each desirable characteristics, and they had to record them strictly and honesty. Therefore, they did it regularly and slowly changed their behaviors became to the desirable characteristics as the agreement.

However, the researcher always monitored these activities closely, and gave them suggestions. They discussed about these every week, and considered how to improve the weakness that they found with their classmates and the instructor. Finally, the researcher evaluated them by the behavioral record sheet, and asked them again about desirable characteristics of classmate by the old questionnaire.

Results

The researcher studied the teachers' desirable characteristics of student teachers before the development process, the result showed that;

The overall of the teachers' desirable characteristics was at a low level ($\bar{x} = 2.47$, S.D. = 0.92), when considering individual aspect in ascending order, there were gracious speech aspect ($\bar{x} = 2.26$, S.D. = 1.14), responsibility aspect ($\bar{x} = 2.33$, S.D. = 0.81) and pursuit of knowledge aspect ($\bar{x} = 2.37$, S.D. = 1.16) respectively.

Table 1: The teachers' desirable characteristics of student teachers before the development process

Teachers' desirable characteristics of student teachers		The characteristics level		
		\bar{X}	S.D.	Interpretation
1	Uniform dressing	2.54	0.83	Medium
2	Gracious speech	2.26	1.14	Low
3	Temperament	2.54	0.95	Medium
4	Endurance	2.60	0.75	Medium
5	Punctuality	2.58	0.73	Medium
6	Circumspection	2.46	0.89	Low
7	Honesty	2.54	0.96	Medium
8	Responsibility	2.33	0.81	Low
9	Pursuit of knowledge	2.37	1.16	Low
10	Faithfulness	2.47	0.91	Low
Overall		2.47	0.92	Low

After finishing the development process, the researcher studied the teachers' desirable characteristics of student teachers again, the result revealed that;

The overall of the teachers' desirable characteristics was at a high level ($\bar{x} = 4.05$, S.D. = 0.76), when considering individual aspect in descending order, there were responsibility aspect ($\bar{x} = 4.23$, S.D. = 0.76), honesty aspect ($\bar{x} = 4.18$, S.D. = 0.73) and gracious speech aspect ($\bar{x} = 4.11$, S.D. = 0.59) respectively.

Table 2: The teachers' desirable characteristics of student teachers after the development process

Teachers' desirable characteristics of student teachers		The characteristics level		
		\bar{x}	S.D.	Interpretation
1	Uniform dressing	4.04	0.78	High
2	Gracious speech	4.11	0.59	High
3	Temperament	4.09	0.69	High
4	Endurance	4.02	0.88	High
5	Punctuality	4.04	0.84	High
6	Circumspection	4.05	0.72	High
7	Honesty	4.18	0.78	High
8	Responsibility	4.23	0.76	High
9	Pursuit of knowledge	3.91	0.79	High
10	Faithfulness	3.89	0.72	High
Overall		4.05	0.76	High

The finding showed that, before the development process began, the overall of the teachers' desirable characteristics was at a low level ($\bar{x} = 2.47$, S.D. = 0.92), but after the development process, the overall of the teachers' desirable characteristics was higher ($\bar{x} = 4.05$, S.D. = 0.76).

Therefore, the teachers' desirable characteristics of student teachers were increased after finishing the development process by using the behavioral record sheet that were identified by student teachers.

Conclusion and Discussion

The teachers' desirable characteristics of student teachers were increased after using the behavioral record sheet, was begun from the instructors' and student teachers' participatory about the expected activities and targets. Moreover, the student teachers participated in all process of development, began from choosing the desirable characteristics that need to be improve and identified the target by themselves. They also together created the behavioral record sheet, and recorded it by themselves, discussed about the weakness and how to improve it with classmates and the instructor every week.

According to Yont (2010), the teaching profession was related with self-development in the variety knowledges. All teachers must develop themselves as much as possible. If the teachers lack of self-development, the parents and communities will lose faith and it can affect to the cultivation of their students.

That's the reason why all student teachers should have the desirable characteristics to prepare themselves to be the good teachers in the future. According to Wijarn (2004), the self-development method of teachers could be able through the discussion with colleagues regularly. They could learn everything and improve the weakness from each other, it could increase the relationship between them in the same time of self-development also.

Moreover, the student teachers who were in these process can increase their relationship and help the classmate to develop themselves. Because of the knowledge exchange can increased teammate's potential together (Ford & Staples, 2010). Wilai (2011), stated about the importance of the teachers' desirable characteristics to impress any people and be the good model for their students. Doing this, the student teachers must analyze, practice, and improve themselves regularly. If they can do, it means they are ready to be the good teachers in the future.

Suggestion

After the researcher finished this studying, there were some suggestions;

This research examined only 10 aspects of teachers' desirable characteristics, the future research should study as many aspects as possible. Furthermore, this research studied only the major of English education which may not represent the general population. In the future, other majors of student teacher programs should be conducted.

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