

AN ASSESSMENT OF THE EFFECTIVENESS OF
SELECTED ASPECTS OF THE STUDENT
TEACHING PROGRAM IN VOCATIONAL
AGRICULTURE AS PRESENTLY
PROVIDED AT KASETSART
UNIVERSITY

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CHAPTER I

INTRODUCTION

Preparation of vocational agriculture teachers for future service has become a nationwide concern, largely because of a shortage of personnel in the expanding school systems in Thailand. The expanding need for additional vocational agriculture teachers has both a quantitative and a qualitative aspect. As the demand for better teachers continues to increase, more and more attention is being directed toward college and university programs by means of which young men and women are prepared for teaching. These programs offer varying opportunities for students not only to acquire knowledge and better subject matter understanding, but also to acquire skills in communication and teaching. Aside from providing some breadth of knowledge and sophistication in understanding and dexterity of thinking and performing within the basic subject areas, demonstrating the exercise of effective teaching in an actual classroom teaching-learning situation is perceived to be an equally important part of teacher preparation.

Experiencing a measure of success in dealing with problem solving situations that the student teacher encounters in the training center undoubtedly encompass the

most important phases of the student teaching program. During the student teaching period, student teachers have valuable opportunities to test ideas in action and prepare themselves for their prospective jobs. This is largely accomplished by having experiences similar to real life teachers. They thus gain an understanding of how teachers behave in class, in school, and in relationships with other teachers, with the principal, and with parents. Thus in addition to experience in planning and instruction, they move into the many facets of the teacher's role in accordance with their readiness and competence.

The former student teachers, college supervisors, and cooperating teachers in the centers where the student teachers gain such participating experiences also occupy important positions in providing balanced and effective educational experiences for student teachers. Therefore, it is necessary for those who help the beginning teachers gain such developmental experiences to have a favorable and positive attitude toward youth and to recognize the importance of providing for them the educational experiences which will result in maximum benefit to each learning individual and eventually to society at large.

Statement of the Problem

In an attempt to achieve greater emphasis on the acquisition of practical and functional experience by students, faculty of the Department of Vocational Education

of Kasetsart University became convinced that student teaching experiences did contribute in a major way to the effectiveness of the teaching profession and program. The first full time student teaching program in Agricultural Education was introduced by the department in the 1973-74 school year. Apparently, only one study of this program has previously been made. A study completed in 1978 was designed to identify some of the barriers or less effective features of the Agricultural Education student teaching program.

With a definite trend toward the implementation of techniques and innovations which may result in an improved and more effective student teaching program, the thrust of this research effort was needed to determine perceptions now held, and judgments presently being made about the effectiveness of the present student teaching program, and to discover what alterations in the program can be recommended. Such perceptions and judgments needed to be obtained from certain selected individuals now involved in the student teaching program.

Purpose of the Study

The primary purpose of the study was to determine, as accurately as possible, the perceptions held toward, and judgments made about the effectiveness of certain practices and patterns of operation to be found in the present student teaching program. Responses were obtained from (1) college

supervisors, (2) cooperating teachers, and (3) former student teachers presently teaching vocational agriculture.

Objectives of the Study

The following objectives were formulated in order to deal with the purpose:

1. Describe the student teaching program as it has functioned over the past five year period.
2. Identify major features and practices which were established at the implementation of the program or which have subsequently been implemented.
3. Obtain perceptions as to the effectiveness of selected aspects of the program from three selected groups:
 - (A) College supervisors
 - (B) Cooperating teachers
 - (C) Former student teachers presently teaching agriculture
4. Collate and analyze data in order to compare perceptions and judgments as expressed by each of the three groups.
5. With the use of an open-ended questionnaire, seek to obtain specific suggestions from the three groups as to how the program may be improved.
6. Draw conclusions and make recommendations for improvement of the program.

Assumptions

For the purpose of this study the following assumptions were made:

1. The data gathering instrument is constructed in such a manner that responses secured can be truly reflective of the perceptions and judgments now held by certain selected persons currently involved in the student teaching program.
2. The instrument is clear enough to adequately communicate information being sought from each of the groups included in the study.
3. Respondents will be willing and able to answer the questionnaire.
4. All respondents will have enough knowledge and experience to provide the needed perceptions for making assessments concerning the effectiveness of the student teaching program.

Scope and Limitations of the Study

The scope of this study was limited to:

1. Responses secured from (1) college supervisors of the Faculty of Education, Kasetsart University, (2) cooperating teachers in the centers where the student teachers had gained the participating experiences during some portion of the period 1976 to 1981, inclusive, and (3) former student teachers in Agricultural Education who had graduated from

the Department of Vocational Education, Kasetsart University, and who had taught vocational agriculture for at least one year.

2. Data gathering was subject to the limitation of the great distance which separated the researcher from the site of investigation. It was necessary to depend upon fellow members of the Kasetsart University to secure returns.

Definition of Terms

For the purpose of this study the following definitions seemed pertinent and relevant.

Student Teaching: A period of guided teaching experience during which the student, under the direction of a cooperating teacher, takes increasing responsibility for leading and directing learning experiences of a given group of learners over an extended period of time and engages directly in many of the activities which constitute the wide range of a teacher's responsibilities.

Student Teacher: A college student whose learning experiences in teaching are acquired under the guidance of an approved teacher or teachers in a school carefully selected for that purpose.

College Supervisor: The college or university representative to the cooperating school who is responsible for supervising student teachers.

Cooperating Teacher: The regularly employed teacher in

a local school and/or center to whom a student teacher has been assigned.

Department of Vocational Education: One of the Kasetsart University departments which was established to teach a variety of courses in Agricultural Education, Agricultural Extension, and Home Economics Education. Programs of undergraduate study are offered in each of these areas as well as programs of graduate study in Agricultural Education, Agricultural Extension, and Adult Education. Major goals of the Department are to develop programs which adequately prepare students for entry into or advancement in teaching careers, and to provide for further development of professional leadership in other educational careers in agriculture and home economics.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Leaders in the field of teacher training in Agricultural Education have long recognized the value of student teaching in the training of future teachers of Vocational Agriculture and realized that student teaching must be more than an opportunity to teach by the trial-and-error method. This kind of learning activity program should be planned and carefully supervised.

It is the purpose of this chapter to provide a historical overview of the development of student teaching program through a brief description of structure and function of the program, organization and management of the program, and studies and research concerning of the evaluation of the program.

Structure and Function of the Student Teaching Program Provided by the Faculty of Education at Kasetsart University

The first recognized student teaching program was established at Kasetsart University in 1973. The basic

design of the program was based upon the underlying principle which emerged from a developing philosophy of teacher education that expressed a necessity for providing the teacher candidate with an opportunity to test educational theory through engaging in practice in the classroom. According to this principle, a variety of learning activities was expected to be encountered by student teachers. Briefly, the program was structured in a manner to produce for student teachers experience as follows (17):

1. Agricultural Education students, during the junior year, are assigned to an experience largely consisting of observation at the Demonstrating School of Kasetsart University for a period of 10 weeks or 30 hours.
2. Agricultural Education students, during the senior year, are assigned to participate in student teaching in an approved cooperating school for a period of 12 to 16 weeks.
3. Student teachers, after completing the student teaching assignment, are then required to participate in a two to three day seminar which concludes this part of the training program.

Purpose of the Student Teaching Program

It was considered an underlying principle that student teaching should be an integral part of the basic preparation

and training of the beginning teacher; therefore, the undergirding purpose of the student teaching experience is to provide a carefully planned learning activity which would increase professional competence, with the tyro teacher gradually assuming fuller responsibilities under the supervision of an experienced and successful public school teacher (17).

Criteria for Selection of Training Centers

Among the most important aspects to consider in developing and maintaining the student teaching program in Vocational Agriculture is the learning environment provided in the training centers (7). The relative success or failure of any student teacher of Vocational Agriculture rests largely with the atmosphere of the training center or cooperating school. The following criteria reflect important considerations for selection of these centers (17):

1. It was desirable to utilize centers that exhibit a willingness to cooperate with their administration and with university faculty in carrying out an effective student teaching program.
2. A high quality and effective program of vocational agriculture instruction is conducted by the school.
3. Facilities are adequate for the types of instruction to be provided.

4. The cooperating or "supervising" teacher must have minimum teaching experience of at least one year and further, must consistently demonstrate above average ability in teaching and in "emergent" leadership in the classroom and the community.

Criteria for Selection of
Cooperating Teachers

The cooperating teacher should be carefully selected so that only those who have the ability to work effectively with student teachers will be chosen. The following criteria are considered in the selection of a cooperating teacher (17):

1. The teacher chosen should have had at least one year of successful teaching experience in Vocational Agriculture.
2. He should demonstrate both academic competence and application of successful teaching techniques.
3. He should be willing to work with and supervise student teachers as an additional responsibility above his regular teaching job.
4. He should be willing to share with the college supervisor in providing a good learning atmosphere and in counseling student teachers.
5. He should have a positive attitude toward the teaching profession and at all times exhibit ethical and professional behavior.

Responsibilities of the
College Supervisor

Several abilities should be possessed by the college supervisor, such as the ability to work effectively with all others involved in the student teaching program, and, in addition, the ability to give criticism constructively in order to perform the following responsibilities:

1. Render major involvement in the orientation of students to the student teaching program.
2. Provide systematic and sustained observation of student teacher activities in the classroom and at other sites of learning.
3. Carefully supervise and evaluate student teacher performance in order to discover strengths and weaknesses.
4. Assist student teachers in identifying their strengths and developing techniques to improve their areas of weakness.
5. Especially, develop and maintain communication between the staff of the cooperating school and the staff of the preparing institution.

Organization and Management of the
Student Teaching Program

The basic purpose underlying the student teaching program is to establish and maintain quality learning experiences for students preparing to enter the teaching

profession. The manner in which the program is organized and managed greatly affects the quality of learning experiences received.

Figure 1 consists of a flow chart depicting the current program of student teaching as provided by the Faculty of Education, Kasetsart University. The process of arranging the program step by step and managing such efforts is discussed in greater detail below.

The Working Group

The working group includes departmental faculty who coordinate and provide day-to-day management. This involves gathering all the essential information and considering alternatives as they contemplate and initiate advanced planning.

Conducting a Survey to Obtain Needed General Information

To insure against any doubt about the desirability and feasibility of choices in developing a program of student teaching, conducting a survey has been found to be an appropriate way to acquire needed information (14). Securing the following general information is deemed essential in order for planning to be effective (17):

1. Number of student teaching applicants
2. Nature of student teacher (background, preferences, etc.)

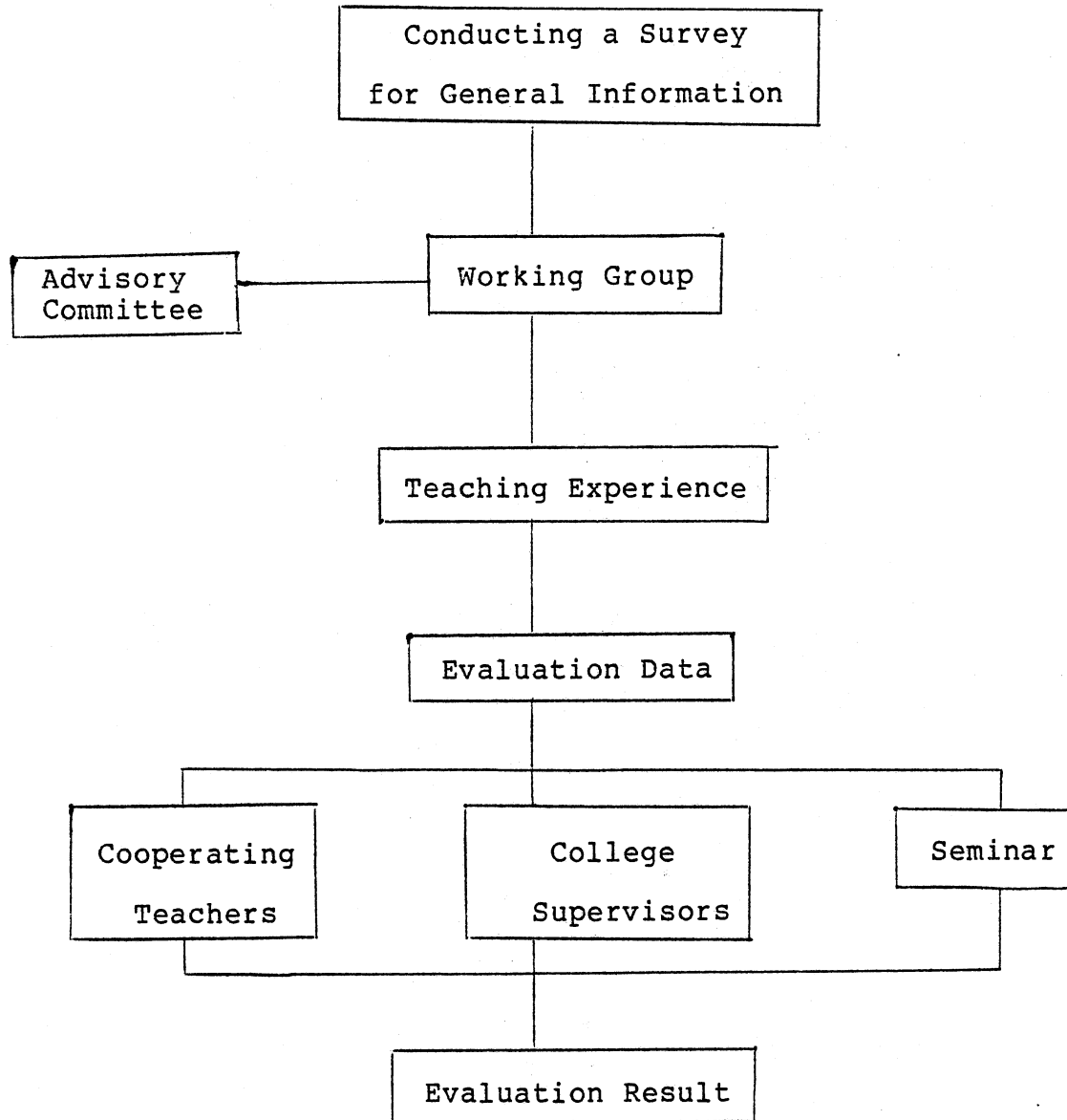


Figure 1. Flow Chart Showing the Operation Process of the Student Teaching Program As Developed From the Handbook of Student Teaching, School of Education, Kasetsart University, 1977.

3. Number of college supervisors available
4. Number of qualified cooperating schools and cooperating teachers

Advisory Committee

An advisory committee has been proven an important element in the student teaching program and is especially valuable to the extent it effectively aids in planning and evaluation. Membership should include persons who have authority in administering policy and experiences in design and management in order to provide needed inputs for planning (14). The advisory committee for the student teaching program presently consists of the Dean and Academic Vice Dean of Faculty of Education, the Principal of the Demonstrating School at Kasetsart University, and the department heads of Education, Vocational Education, and Physical Education.

The job of the advisory committee is to make the consideration for approval of the following details determined by the working group (17):

1. Budget and factors affecting costs
2. Selection of cooperating schools
3. Qualified student teacher applicants and college supervisors
4. Verification assignment of student teachers

The Teaching Experience to be Provided

The actual process of providing quality teaching experiences is a joint endeavor between responsible individuals in the cooperating schools and in the university.

Andrews (2) states that:

a temporary delegation of most of the roles of the teacher to a college student is the central element in student teaching and it remains the heart of most programs of direct experience (p. 27).

Teaching experience is the period of guided teaching when the student teacher gradually takes increasing responsibility for directing the learning experiences of a given group of learners over a period of 12-16 weeks. All the activities that have been performed by the student teachers in this period are expected to be congruent with the established purposes of student teaching.

Evaluation Data

It is desirable and necessary to measure achievement of the student teaching program. The evaluation of a student teacher must be continuous and, above all, be carried out with an objective spirit. It is further essential that a variety of criteria be used to determine "success". Evaluators must also be agreeable to the position that various sources of evidence be obtained.

According to the model presented in Figure 1, evaluation data are best obtained from the combined

assessment of cooperating teachers, college supervisors, and the self-evaluation of students, especially during the three-day post-student teaching seminar.

Cooperating Teachers. Daily or weekly assessments completed by the cooperating teacher can provide valuable and necessary input to the program, both presently and in the future. In order for the cooperating teachers to identify the strengths and weaknesses of student teachers, they must employ evaluative supervisory techniques. The following major areas of student teacher effort should be evaluated by the cooperating teacher (17):

1. General characteristics - cooperation, initiative, knowledge, enthusiasm, etc.
2. Personality - appearance, vitality, sense of humor, voice, etc.
3. Control of learning environment - discipline, handling of routine procedures, care for physical condition of room, etc.
4. Teaching skills - planning and preparation of materials, motivation, questioning, evaluation of pupil achievement, etc.
5. Professional attitude - attitude toward children, ability in self-criticism, professional spirit, etc.

College Supervisors. The role of the college supervisor is to provide the cooperating teacher with

personal information about student teachers and to assist him in planning a variety of activities and procedures in order to stimulate and increase the professional growth of student teachers (17).

The following activities are considered to be essential for true assessment of the program by college supervisors (17):

1. Collection of data for evaluation through several observations of student teachers.
2. Evaluation of student teacher's reports and materials
3. Communication with cooperating teachers

Seminar. A two day seminar is usually held following the student teaching period. The seminar provides a time in which college supervisors establish common goals and discuss alternatives in solving a particular problem. A small group discussion is held during the seminar with the student teachers and the college supervisors.

Evaluation Result

The evaluation data obtained from cooperating teachers, college supervisors, and seminar participants are all of significance in the determination of grades given for the student teaching experience. Furthermore, the outcome serves as feedback which is very important in improving the program.

Studies and Research in Evaluation
of Student Teaching Program

Studies on teacher effectiveness have been summarized and reviewed periodically since 1926. For over 50 years research has been conducted in an effort to determine what it is that "good" teachers do that makes their teaching more effective (12). According to Cooper (5), good teaching is very difficult to define because the term "good" is so value-laden.

Cooper also states:

While it remains difficult to agree on what 'good' teaching is, 'effective' teaching can be demonstrated. The effective teacher is one who is able to bring about intended learning outcomes (p. 3).

Likewise, what is it that "good" student teachers should do to make their teaching more effective? According to Boykin (4), evaluation in student teaching should be made in terms of clearly defined purposes focused on developing basic teaching competencies. Boykin also suggests that criteria based on evidence from quality research must be sought and used as a basis for evaluating student teaching.

Adams (1) points out that the only reason for evaluation of student teaching performance is to bring about improved activities and experiences for students of teaching. In order to accomplish its purpose, the evaluation process must be concerned with the students in helping them to discover and understand their strengths and weaknesses.

Bennie (3) describes the evaluation in student teaching as the mutual analysis of successes and failures and the identification of the causes of each with an eye toward the continual improvement of the student teacher in his teaching role. Several fundamental principles are recommended to be used as frames of reference in planning the evaluative approach. These principles are: (1) evaluation is cooperative and centered around self-evaluation; (2) evaluation is continuous; (3) evaluation is comprehensive; (4) evaluation is specific; and (5) evaluation is individualized.

According to Haines (9):

There are two additional aspects of evaluation which are interrelated and exceedingly important in student teaching. One of those centers upon helping student teachers in interpreting data and appraising progress of pupils; the other centers upon the student teacher's appraisal of his own progress (p. 141).

Various approaches to ascertaining the effectiveness of student teaching have been utilized. Student teachers have been asked to evaluate their student teaching experiences. Supervising teachers have been asked to evaluate the student teacher's experience in student teaching. The college supervisor or cooperating school administrator has been asked what his impressions were regarding the student teaching experience. It has been reported that the student teaching experience is an effective means for changing attitudes of prospective teachers toward youth and toward the teaching profession.

Michaelis (15) reported in the Encyclopedia of Educational Research that:

Little research has been done on the evaluation of the student teaching program, in fact very little evaluation of the student teaching program has been done. Most institutions have tended to accept student teaching on the basis of its rating as the most valuable part of the teacher education program (p. 1479).

Apparently, very few studies had been made in Oklahoma dealing specifically with student teaching in Vocational Agriculture. A study by Henderson (11) was found which concerned a determination of attitudes as expressed toward the student teaching program by the students, parents, administrators, and supervising teachers in the student teaching center. Henderson summarized that each of the four groups surveyed indicated that the student teaching program carried some new methods of teaching to be implemented. They further indicated that eight weeks was the best length of time for the student teachers to be in the teaching center, and the practice of alternating the semesters that a teaching center received student teachers each year was acceptable.

Another study about an appraisal of the student teaching program in agriculture in Oklahoma was made by Hasenbeck (10). The cooperating teachers, state supervisors, teacher trainers, administrators, and student teachers in the 35 student teaching centers were asked to express their attitudes toward the student teaching program conducted by Oklahoma State University. The findings

indicated an agreement of every group of respondents that the student teacher should have freedom to develop his own teaching techniques and methods. The findings also indicated the satisfaction of all groups of respondents with the practice of having student teachers complete a set of teaching plans for each unit to be taught prior to the day of teaching. The policy of the cooperating teacher and student teachers having an assigned time for frequent formal evaluation and analysis sessions had very strong support from each group.

The first program featuring full time student teaching in Agricultural Education in Thailand as provided by a four year university was introduced by the Vocational Education department at Kasetsart University in the 1973-74 school year. Only one study of this departmental program in Thailand has previously been made. This study, completed in 1978 by Wannun (18), was designed to identify some of the barriers or less effective features of the Agricultural Education student teaching program. As results of the study, student teachers acknowledged that they felt inadequate in their quest for teaching materials and in their ability to prepare lesson plans. Lack of understanding of the role and responsibility appeared to be clouded and as such presented problems for college supervisors. The cooperating teachers reported feeling some difficulty in performing selected activities in the student teaching program and felt that these might be due to

policies enforced by the local schools. Lack of understanding of their roles and responsibilities, as well as lacking a clear concept of the objectives of the program, were also perceived to be areas of difficulty.

Summarization of Literature Review

In order that a program best suited for student teaching at Kasetsart University can be developed, it is recognized that problems inherent in student teaching programs have to be identified and best solutions have to be elicited. Furthermore, it is evident from the literature reviewed that general agreement existed that the influence of the personnel involved in the student teaching program, and the experience gained by the apprentice teacher while he is in residence, is of great value to him and his future. This is the basis upon which the need for an evaluation of the student teaching program at Kasetsart University by former student teachers, cooperating teachers, and college supervisors was made.

CHAPTER III

METHOD AND PROCEDURE

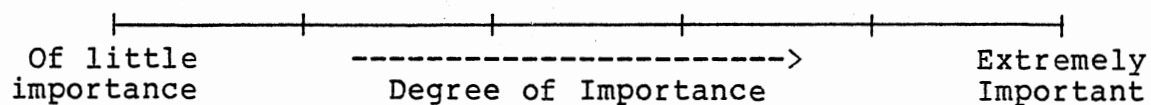
The major purpose of this chapter was to describe the selection of population, the instrument to be used for data collection, and the methods of analysis to be employed.

Population

The population investigated in this study was composed of three groups of respondents involved with the Agricultural Education student teaching program at Kasetsart University. Making up the population were the three groups (1) 87 present vocational agriculture teachers who completed student teaching during the last five-year period (1976-81); (2) 70 cooperating teachers who had taught three or more student teachers during the last five-year period; and (3) 14 faculty members who had served in a supervisory relationship with cooperating teachers for at least two of the five years to be studied. The researcher used the total population of each group because the number of respondents in each group was quite small. The number of respondents in each of the three groups is shown in Table I.

Instrumentation

Through the review of literature and by consultation with university faculty and advisors, a list of statements purported to be involved in most of the processes of student teaching program was compiled. Questionnaires were constructed to secure (1) certain basic demographic information, and (2) perceptions of college supervisors, cooperating teachers, and former student teachers with regard to the relative effectiveness of selected items pertaining to student teaching. The questionnaire was first constructed in English and then translated into Thai for submission to respondents. A one to six Likert-type scale was used to measure the relative degrees of importance on each of these statements. Respondents were asked to express their judgments placing each of the items on the continuum, with opposite poles designated "of little importance" and "extremely important".



Preliminary testing of the instrument was conducted at Oklahoma State University. Schedules were given to each of ten Thai students who once did their student teaching in Thailand and were presently engaged in study at Oklahoma State University. These students were asked to carefully review and critique the schedule, both as to format and content. In addition, some were requested to complete the

form as former student teachers, others as cooperating teachers, and still others as college supervisors. As a result of this pre-testing attempt, some modifications were made before the schedule was completed in its final form.

Data Collection

In February, 1983, copies of the instrument were sent by mail to the three groups of respondents in Thailand with aid requested from faculty of the Department of Vocational Education, Kasetsart University. Enclosed with questionnaire schedules was a cover letter from the researcher asking for participation and cooperation of the respondents. The names and addresses of former student teachers presently teaching agriculture were secured by using the list of official graduates of the Department of Vocational Education for the years 1976-81.

Analysis of Data

Data analyses were made in keeping with the major purpose of the study, which sought to investigate how the three groups of respondents perceived the relative effectiveness of selective items pertaining to the student teaching program. Percentages and mean comparisons were selected as appropriate statistical tools to determine whether or not an actual difference existed concerning perceptions toward the effectiveness of selected aspects of the student teaching program among the three groups of

respondents.

Also, due to a need to determine the average response to each statement, a range of numerical values was established for each degree of agreement response category as follows:

Response Categories	Numerical Values	Range of Actual Limits of Categories
Extremely Important	6	5.50 - 6.00
	5	4.50 - 5.49
	4	3.50 - 4.49
	3	2.50 - 3.49
	2	1.50 - 2.49
Of Little Importance	1	1.00 - 1.49

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The research project was designed to further study the effectiveness of the operation of the student teaching program in Agricultural Education of Kasetsart University, centering on selected aspects of techniques and operation. The purpose of this chapter is to present a collation of those data secured through implementation and completion of the undertaking. Most of the analyzed and interpreted data presented in this chapter directly involves responses secured from a total of 67 former student teachers, 53 cooperating teachers, and 12 college supervisors presently serving in the student teaching program of vocational agriculture as administered by Kasetsart University. This chapter is organized to present (1) a profile of respondents and (2) an analysis and comparison of responses of the three respective groups most directly involved in the student teaching program. Distribution and percentage of responses received is shown in Table I.

Data presented in Table I show rates of return by each of the respondent groups. The total number of individuals meeting population criteria in each of the three groups and

from whom responses were requested was 171. Since 132 usable responses were secured, the rate of return for the total was 77.19 percent.

TABLE I
NUMBER OF RESPONSES SECURED FROM EACH OF THE THREE GROUPS

Respondent Group	Number of Questionnaires Distributed	Number Responding	Percent Responding
Former Student Teachers	87	67	77.01
Cooperating Teachers	70	53	75.7
College Supervisors	14	12	85.71
Total	171	132	77.19

Returns received from 67 of the 87 individuals making up the population of former student teachers yielded a percentage return of 77.01 percent. The total return of cooperating teachers was 53 out of 70 individuals, yielding a percentage return of 75.71 percent, and 85.71 was the percentage return from 12 out of 14 college supervisors. It should be pointed out that the reason that some of the potential respondents not returning the questionnaire may have not done so is due to the fact that for the former

student teachers now teaching, the distance from Bangkok may have somehow prevented their submission of returns. With regard to the failure to receive returns from nearly one-fourth of the cooperating teachers, it is felt that a possible explanation may well be that they had changed their teaching assignments and might now be living at someplace other than their previous assignment. The two college supervisors whose returned questionnaires could not be counted were (1) the author who did not feel it proper to include his return in the study and (2) an additional faculty member who is now on leave studying in the Phillipines.

Profile of Respondents

The first part of the questionnaire solicited demographic information regarding characteristics of respondents. This completed information yielded a profile of the respondents. Data compiled on each group of respondents consisted of (1) respondent experience and (2) respondent judgment as to the most desirable assignment, fields elected in agriculture and number of teaching hours of former student teachers and information regarding previous training of cooperating teachers and college supervisors. The responses are summarized in Tables II through VI.

Data presented in Table II indicate that former student teachers tended to feel that the most desirable level for

TABLE II
 RESPONSES OF FORMER STUDENT TEACHERS REGARDING GRADE
 LEVEL ASSIGNMENT DURING THEIR OWN STUDENT TEACHING
 PERIOD COMPARED TO THEIR PERSONAL PREFERENCE

Grade Level	Number Responding N = 67			
	<u>Level Taught</u>		<u>Level Preferred</u>	
	n	%	n	%
Elementary School Grades 1-6 (Prathom 1-6)	2	2.98	0	0
Junior High School Grades 7-9 (Mathayom 1-3)	27	40.30	23	34.33
Senior High School Grades 10-12 (Mathayom 4-6)	31	46.27	39	58.21
Junior College (Post secondary level)	7	10.45	5	7.46
Total	67	100.00	67	100.00

TABLE III
RESPONSES OF FORMER STUDENT TEACHERS
REGARDING THE SCHOOL YEARS IN WHICH
THEY CONDUCTED STUDENT TEACHING

School Year	Number
1976-1977	6
1977-1978	8
1978-1979	10
1979-1980	25
1980-1981	18
Total	67

TABLE IV
 RESPONSES OF FORMER STUDENT TEACHERS REGARDING NUMBER OF
 STUDENT TEACHING HOURS WHICH THEY EXPERIENCED PER WEEK
 AS COMPARED TO THEIR PERSONAL PREFERENCE

Number of Teaching Hours per Week	Number Responding N = 67			
	<u>Personal Experience</u>		<u>Personal Preference</u>	
	n	%	n	%
5	3	4.48	0	0
7	3	4.48	0	0
8	16	23.88	8	11.94
9	3	4.48	0	0
10	8	11.94	18	26.86
11	1	1.49	0	0
12	16	23.88	28	41.79
14	4	5.97	0	0
15	4	5.97	6	8.96
16	3	4.48	3	4.48
18	5	7.46	3	4.48
24	1	1.49	1	1.49
Total	67	100.00	67	100.00

TABLE V

RESPONSES OF FORMER STUDENT TEACHERS REGARDING FIELDS OF STUDY IN AGRICULTURE WHICH THEY ELECTED TO PURSUE PRIOR TO STUDENT TEACHING AS COMPARED TO THEIR PROFESSIONAL PREFERENCE FOR AGRICULTURAL FIELDS

Fields	Number Responding N = 67					
	<u>Personal Experience</u>			<u>Personal Preference</u>		
	n	%	Ranking	n	%	Ranking
Entomology	0	0	6	0	0	4
Plant Diseases	1	1.49	5	0	0	4
Soil Science	3	4.48	4	7	10.45	2
Agronomy	9	13.43	2	1	1.49	3
Horticulture	50	74.63	1	58	86.57	1
Animal Science	4	5.97	3	1	1.49	3
Total	67	100.00		67	100.00	

TABLE VI
 A COMPARISON OF RESPONSES FROM COOPERATING TEACHERS AND
 COLLEGE SUPERVISORS WITH REGARD TO YEARS ASSOCIATION
 WITH SCHOOL OR UNIVERSITY SYSTEM AND DEGREE HELD

Item	<u>Coop. Teachers</u>		<u>Col. Supervisors</u>	
	n	%	n	%
Years Association with School or University				
1 - 3	9	16.98	1	8.33
4 - 6	16	30.19	2	16.67
7 or more	23	52.83	9	75.00
Total	53	100.00	12	100.00
Degree Held				
Doctoral	0	0	2	16.67
Master's	15	28.30	10	83.33
Bachelor's	32	60.38	0	0
Associate	6	11.32	0	0
Total	53	100.00	12	100.00

student teaching was in Senior High School, followed by Junior High School. Almost 60 percent of the 67 former student teachers responding indicated their preference for the Senior High School. The Junior College was expressed as a preference by only 7.46 percent of the respondents.

Data shown in Table III reveal the number of former student teachers responding who conducted their student teaching in different school years. It was found that 25 student teachers was the highest number of student teachers that performed their student teaching in the 1979-1980 school year and only 6 respondents indicated that they had done their student teaching in the 1976-1977 school year.

As shown in Table IV, former student teachers tended to feel that the most desirable number of student teaching hours was 12, followed by a second place preference for 10 hours. Slightly more than 40 percent indicated a preference for 12 hours, compared to 26.86 percent having a preference for 10 hours. Only 1.49 percent of the respondents expressed a preference for 24 student teaching hours per week.

When these expressed preferences were compared to actual experiences, it was revealed that a number of respondents had experienced less hours of student teaching than their preferences. While 50.75 percent of respondents had experienced less than 12 hours of student teaching, only 38.80 percent indicated a preference for less than 12 hours.

Findings shown in Table V present responses of former

student teachers regarding fields of study in agriculture which they elected before experiencing student teaching, as compared to preferences after student teaching was completed. Data presented in this table revealed that Horticulture was readily determined to be the most desired field of study in agriculture both before and after the student teaching experience, with 74.63 percent of respondents so indicating election before student teaching, compared to 86.57 percent following completion of the student teaching assignment. In terms of ranking, only minor changes occurred. The field of Soil Science did have a slightly higher number of students indicating such a choice after student teaching was completed.

Data presented in Table VI reveal that 16.98 and 8.33 percent of cooperating teachers and college supervisors respectively reported that they had been associated with the school and university system from 1-3 years. It was further found that 52.83 percent of the 53 cooperating teachers and 75 percent of the 12 college supervisors had been associated for a period longer than seven years.

With regard to degree held by each group, the highest degree held by any cooperating teacher was the Master's degree, with 28.30 percent of cooperating teachers having attained the degree. The Doctoral degree was held by 16.67 percent of college supervisors. While 71.70 percent of cooperating teachers held a degree at the Bachelor's level or lower, no college supervisor held less than a Master's

degree.

Of the individuals responding to the question of the level and/or extent of their own experiences received in student teaching, it was found that 52.83 and 8.33 percent of cooperating teachers and college supervisors, respectively admitted that they felt that they did not receive any supervisory training, while only 9.43 percent of cooperating teachers and none of the 12 college supervisors indicated that they felt they had received a great deal of training.

When personal experience was compared with preference, it was noted that the two specific designations, "a great deal" and "some", were expressed by the two groups as their preferences by 81.13 and 100.00 percent of cooperating teachers and college supervisors, respectively (Table VII).

An Analysis and Comparison of the
Responses of the Three Respective
Groups Most Directly Involved in
the Student Teaching Program

The second part of the questionnaire is designed to investigate the following: (1) scope and nature of the program, (2) strengths and weaknesses of the program, and (3) suggestions for improving the program. In an attempt to thoroughly present an analysis of responses, 13 tables were utilized for the presentation of findings.

In order to investigate the scope and nature of the

TABLE VII

RESPONSES OF COOPERATING TEACHERS AND COLLEGE SUPERVISORS REGARDING
ASSESSMENTS OF SUPERVISORY TRAINING WHICH THEY EXPERIENCED
COMPARED TO THEIR PERSONAL PREFERENCE

Item	Cooperating Teachers N = 53				College Supervisors N = 12			
	Personal Experience		Personal Preference		Personal Experience		Personal Preference	
	n	%	n	%	n	%	n	%
Assessment of Supervisory Training Received								
A Great Deal	5	9.43	11	20.75	0	0	8	66.67
Some	6	11.32	32	60.38	3	25.00	4	33.33
Little	14	26.42	10	18.87	8	66.67	0	0
None	28	52.83	0	0	1	8.33	0	0
Total	53	100.00	53	100.00	12	100.00	12	100.00

student teaching program, a group of statements was developed to obtain the information from former student teachers, cooperating teachers, and college supervisors. Responses to these statements are reported in Tables VIII through XX.

Data presented in Table VIII indicate that the two designated periods, 12 and 16 weeks, were determined to be the most desirable length for the student teaching, this as reported by former student teachers. The 83.58 percent of total respondents indicating a personal preference of 12 and 16 weeks compared to 80.60 percent of the same respondents indicating having had a personal experience of 12 and 16 weeks.

Also in Table VIII is a presentation regarding length of observation participation by former student teachers. All of them had experienced the observation participation period of 30 hours. Slightly more than 70 percent indicated a preference for 30 and 40 hours compared to 29.85 percent having a preference for only 20 hours.

Another finding, also shown in this table, indicates that former student teachers tended to feel that the most desirable length of a post-student teaching seminar would be two days. This was followed by a second place preference for three days. It should be further noted that 58.21 percent indicated a preference for two days, compared to 23.88 percent with a preference for three days in length.

Regarding a place of residence during the student

TABLE VIII

RESPONSES OF FORMER STUDENT TEACHERS REGARDING LENGTH OF STUDENT TEACHING, LENGTH OF OBSERVATION PARTICIPATION, LENGTH OF SEMINAR, AND PLACE OF RESIDENCE WHICH THEY EXPERIENCED COMPARED TO THEIR PERSONAL PREFERENCE

Item	Number Responding N = 67				
	Personal Experience		Personal Preference		
	n	%	n	%	Rank
Length of Student Teaching (weeks)					
8	4	5.97	4	5.97	3
10	9	13.43	7	10.45	2
12	20	29.85	28	41.79	1
16	34	50.75	28	41.79	1
Total	67	100.00	67	100.00	
Length of Observation Participation (hours)					
20	0	0	20	29.85	3
30	67	100.00	25	37.31	1
40	0	0	22	32.84	2
Total	67	100.00	67	100.00	
Length of Seminar (days)					
1	13	19.40	10	14.93	3
2	46	68.66	39	58.21	1
3	8	11.94	16	23.88	2
Other					
- 5	0	0	2	2.98	4
Total	67	100.00	67	100.00	
Place of Residence					
School Facilities	35	52.24	42	62.69	1
Student's House	23	34.33	20	29.85	2
Apartment	2	2.98	1	1.49	4
Other					
- Dormitory	7	10.45	4	5.97	3
Total	67	100.00	67	100.00	

TABLE IX

RESPONSES OF COOPERATING TEACHERS REGARDING LENGTH OF STUDENT TEACHING, LENGTH OF OBSERVATION PARTICIPATION, LENGTH OF SEMINAR, AND PLACE OF RESIDENCE WHICH THEY EXPERIENCED COMPARED TO THEIR PERSONAL PREFERENCE

Item	Number Responding N = 53				
	Personal Experience		Personal Preference		Rank
	n	%	n	%	
Length of Student Teaching (weeks)					
8	10	18.87	7	13.21	3
10	15	28.30	5	9.43	4
12	12	22.64	18	33.96	2
16	6	11.32	23	43.40	1
Not applicable	10	18.87	0	0	5
Total	53	100.00	53	100.00	
Length of Observation Participation (hours)					
20	14	26.42	15	28.30	3
30	14	26.42	22	41.50	1
40	3	5.66	16	30.20	2
Not applicable	22	41.50	0	0	4
Total	53	100.00	53	100.00	
Length of Seminar (days)					
1	12	22.64	11	20.75	3
2	19	35.85	19	35.85	2
3	12	22.64	23	43.40	1
Not applicable	10	18.87	0	0	4
Total	53	100.00	53	100.00	
Place of Residence					
School Facilities	28	52.83	41	77.36	1
Student's House	10	18.87	12	22.64	2
Apartment	4	7.55	0	0	3
Not applicable	11	20.75	0	0	3
Total	53	100.00	53	100.00	

TABLE X
 RESPONSES OF COLLEGE SUPERVISORS REGARDING LENGTH OF
 STUDENT TEACHING, LENGTH OF OBSERVATION
 PARTICIPATION, LENGTH OF SEMINAR, AND
 PLACE OF RESIDENCE WHICH THEY
 EXPERIENCED COMPARED TO THEIR
 PERSONAL PREFERENCE

Item	Number Responding N = 12				
	Personal Experience		Personal Preference		
	n	%	n	%	Rank
Length of Student Teaching (weeks)					
8	1	8.33	0	0	3
10	2	16.67	0	0	3
12	2	16.67	8	66.67	1
16	3	25.00	4	33.33	2
Not applicable	4	33.33	0	0	3
Total	12	100.00	12	100.00	
Length of Observation Participation (hours)					
20	2	16.67	2	16.67	3
30	3	25.00	6	50.00	1
40	2	16.67	4	33.33	2
Not applicable	5	41.66	0	0	4
Total	12	100.00	12	100.00	
Length of Seminar (days)					
1	3	25.00	4	33.33	2
2	1	8.33	2	16.67	3
3	3	25.00	6	50.00	1
Not applicable	5	41.67	0	0	4
Total	12	100.00	12	100.00	
Place of Residence					
School Facilities	6	50.00	10	83.33	1
Student's House	4	33.33	2	16.67	2
Apartment	0	0	0	0	3
Not applicable	2	16.67	0	0	3
Total	12	100.00	12	100.00	

TABLE XI

RESPONSES OF FORMER STUDENT TEACHERS, COOPERATING TEACHERS, AND COLLEGE SUPERVISORS REGARDING SELECTED ITEMS PERTAINING TO ASPECTS OF STUDENT TEACHING WHICH THEY EXPERIENCED COMPARED TO THEIR PERSONAL PREFERENCE

Item	Former Student Teachers N = 67					Cooperating Teachers N = 53					College Supervisors N = 12				
	Personal Experience		Personal Preference			Personal Experience		Personal Preference			Personal Experience		Personal Preference		
	n	%	n	%	Rank	n	%	n	%	Rank	n	%	n	%	Rank
Length of Student Teaching (weeks)															
8	4	5.97	4	5.97	3	10	18.87	7	13.21	3	1	8.33	0	0	3
10	9	13.43	7	10.45	2	15	28.30	5	9.43	4	2	16.67	0	0	3
12	20	29.85	28	41.79	1	12	22.64	18	33.96	2	2	16.67	8	66.67	1
16	34	50.75	28	41.79	1	6	11.32	23	43.40	1	3	25.00	4	33.33	2
Not Applicable	0	0	0	0	4	10	18.87	0	0	5	4	33.33	0	0	3
Total	67	100.00	67	100.00		53	100.00	53	100.00		12	100.00	12	100.00	
Length of Observation Participation (hours)															
20	0	0	20	29.85	3	14	26.42	15	28.30	3	2	16.67	2	16.67	3
30	67	100.0	25	37.31	1	14	26.42	22	41.50	1	3	25.00	6	50.00	1
40	0	0	22	32.84	2	3	5.66	16	30.20	2	2	16.67	4	33.33	2
Not Applicable	0	0	0	0	4	22	41.50	0	0	4	5	41.66	0	0	4
Total	67	100.00	67	100.00		53	100.00	53	100.00		12	100.00	12	100.00	

TABLE XI (Continued)

Item	Former Student Teachers N = 67					Cooperating Teachers N = 53					College Supervisors N = 12				
	Personal Experience		Personal Preference		Rank	Personal Experience		Personal Preference		Rank	Personal Experience		Personal Preference		Rank
	n	%	n	%		n	%	n	%		n	%	n	%	
Length of Seminar (days)															
1	13	19.40	10	14.93	3	12	22.64	11	20.75	3	3	25.0	4	33.33	2
2	46	68.66	39	58.21	1	19	35.85	19	35.85	2	1	8.33	2	16.67	3
3	8	11.94	16	23.88	2	12	22.64	23	43.40	1	3	25.00	6	50.00	1
Other - 5	0	0	2	2.98	4	0	0	0	0	4	0	0	0	0	4
Total	67	100.00	67	100.00		53	100.00	53	100.00		12	100.00	12	100.00	
Place of Residence															
School Facilities	35	52.24	42	62.69	1	28	52.83	41	77.36	1	6	50.00	10	83.33	1
Student's House	23	34.33	20	29.85	2	10	18.87	12	22.64	2	4	33.33	2	16.67	2
Apartment	2	2.98	1	1.49	4	4	4.55	0	0	3	0	0	0	0	3
Other - Dormitory	7	10.45	4	5.97	3	0	0	0	0	3	0	0	0	0	3
Not Applicable	0	0	0	0	5	11	20.75	0	0	3	2	16.67	0	0	3
Total	67	100.00	67	100.00		53	100.00	53	100.00		12	100.00	12	100.00	

TABLE XII
 RESPONSES OF THE THREE GROUPS REGARDING THEIR PREFERENCE
 AS TO FREQUENCY AND TIME FOR ASSIGNMENT OF STUDENT
 TEACHERS TO A GIVEN CENTER

Item	Former Student Teachers		Cooperating Teachers		College Supervisors	
	N	%	N	%	N	%
Frequency of Assignment						
Every semester	52	77.61	30	56.60	7	58.33
Every other semester	5	7.46	6	11.32	5	41.67
Every year	10	14.93	17	32.08	0	0
Every other year	0	0	0	0	0	0
Total	67	100.00	53	100.00	12	100.00
Time for Assignment						
First semester	23	34.33	16	30.19	0	0
Second semester	5	7.46	10	18.87	6	50.00
Both	39	58.21	27	50.94	6	50.00
Total	67	100.00	53	100.00	12	100.00

TABLE XIII

RESPONSES OF COOPERATING TEACHERS AND COLLEGE SUPERVISORS REGARDING
NUMBER OF STUDENT TEACHERS BEST TO ASSIGN TO A GIVEN CENTER

Number of Student Teachers	Cooperating Teachers N = 53				College Supervisors N = 12			
	Personal Experience		Personal Preference		Personal Experience		Personal Preference	
	n	%	n	%	n	%	n	%
1	25	47.17	27	50.94	1	8.33	0	0
2	13	24.53	17	32.08	3	25.00	3	25.00
3	5	9.43	4	7.55	2	16.67	2	16.67
4	10	18.87	3	5.66	0	0	6	50.00
5	0	0	2	3.77	0	0	1	8.33
6	0	0	0	0	2	16.67	0	0
7	0	0	0	0	1	8.33	0	0
10	0	0	0	0	1	8.33	0	0
12	0	0	0	0	2	16.67	0	0
Total	53	100.00	53	100.00	12	100.00	12	100.00

TABLE XIV

RESPONSES OF FORMER STUDENT TEACHERS REGARDING SELECTED
ITEMS PERTAINING TO ASSISTANCE RECEIVED FROM
COOPERATING TEACHERS WHICH THEY EXPERIENCED
COMPARED TO THEIR PERSONAL PREFERENCE

Item	Number Responding N = 67			
	Personal Experience		Personal Preference	
	n	%	n	%
Level of Assistance Provided for Lesson Preparation				
Much	14	20.90	37	55.22
Moderate	32	47.76	30	44.78
Some	13	19.40	0	0
Little	8	11.94	0	0
Total	67	100.00	67	100.00
Frequency of Supervision				
Each Teaching Period	4	5.97	6	8.96
Twice a Week	2	2.98	5	7.46
Once a Week	9	13.43	26	38.81
Once Every Two Weeks	15	22.39	25	37.31
Others				
- Once a Month	22	32.84	4	5.97
- None	15	22.39	1	1.49
Total	67	100.00	67	100.00
Level of Assistance Provided for Solving Problems				
Fully	4	5.97	17	25.37
Generally*	32	47.76	46	68.66
In Part	21	31.34	4	5.97
Seldom	10	14.93	0	0
Total	67	100.00	67	100.00

*The term "generally" should be interpreted to mean frequently which corresponds more fully to the Thai meaning.

TABLE XV
 RESPONSES OF FORMER STUDENT TEACHERS REGARDING SELECTED
 ITEMS PERTAINING TO ASSISTANCE RECEIVED FROM
 COLLEGE SUPERVISORS WHICH THEY EXPERIENCED
 COMPARED TO THEIR PERSONAL PREFERENCE

Item	Number Responding N = 67			
	<u>Personal Experience</u>		<u>Personal Preference</u>	
	n	%	n	%
Level of Assistance Provided for Solving Problems				
Fully	5	7.46	26	38.81
Generally*	35	52.24	40	59.70
In Part	21	31.34	1	1.49
Seldom	6	8.96	0	0
Total	67	100.00	67	100.00
Frequency of Supervision				
Twice a Week	1	1.49	3	4.48
Once a Week	8	11.94	13	19.40
Once Every Two Weeks	28	41.79	42	62.69
Other				
- Once a Month	30	44.78	9	13.43
Total	67	100.00	67	100.00

*The term "generally" should be interpreted to mean frequently which corresponds more fully to the Thai meaning.

TABLE XVI

RESPONSES OF COOPERATING TEACHERS AND COLLEGE SUPERVISORS REGARDING
 FREQUENCY OF SUPERVISORY VISITS WHICH THEY PROVIDED
 COMPARED TO WHAT THEY THINK MOST DESIRABLE

Item	Cooperating Teachers N = 53				College Supervisors N = 12			
	<u>Provided</u>		<u>Desirability</u>		<u>Provided</u>		<u>Desirability</u>	
	n	%	n	%	n	%	n	%
Each Teaching Period	6	11.32	7	13.21	1	8.33	1	8.33
Twice a Week	4	7.55	4	7.55	0	0	0	0
Once a Week	27	50.94	31	58.49	1	8.33	2	16.67
Once Every Two Weeks	13	24.53	10	18.87	9	75.00	9	75.00
Other - Once a Month	3	5.66	1	1.87	1	8.33	0	0
Total	53	100.00	53	100.00	12	100.00	12	100.00

TABLE XVII

RESPONSES OF COOPERATING TEACHERS AND COLLEGE SUPERVISORS
REGARDING SELECTED ITEMS RELEVANT TO STUDENT TEACHING

Item	Cooperating Teachers N = 53		College Supervisors N = 12	
	n	%	n	%
Extent to Which Student Teaching Affects Regular School or College Work				
Is Beneficial	27	50.94	5	41.67
Not Detrimental	22	41.51	4	33.33
Somewhat Detrimental	4	7.55	3	25.00
Definitely Detrimental	0	0	0	0
Total	53	100.00	12	100.00
Extent to Which Student Teaching Affects Selection and Use of Teaching Methods				
Makes More Innovative	17	32.07	3	25.00
Use Broader Range of Method	26	49.06	3	66.67
Makes Little Difference	10	18.87	1	8.33
Restricts Use of Methods	0	0	0	0
Total	53	100.00	12	100.00
Extent to Which Student Teaching Tends to Retard the Training of Vocational Agriculture Students				
A Great Deal	0	0	0	0
Some	2	3.77	2	16.66
Little	10	18.87	2	16.66
None	41	77.36	8	66.67
Total	53	100.00	12	100.00

TABLE XVIII

RESPONSES OF COOPERATING TEACHERS AND COLLEGE SUPERVISORS REGARDING
VALUES OF SELECTED ITEMS TO BE USED AS CONTENT IN A WORKSHOP

Item	Cooperating Teachers						College Supervisors					
	N = 53						N = 12					
	Degree of Value											
	Very Valuable		Somewhat Valuable		Of Little Value		Very Valuable		Somewhat Valuable		Of Little Value	
	n	%	n	%	n	%	n	%	n	%	n	%
A) Student preparation prior to coming to center	51	96.23	2	3.77	0	0	12	100	0	0	0	0
B) Student lesson preparation at center	43	81.13	9	16.98	1	1.89	12	100	0	0	0	0
C) Cooperating teachers' conference with student teachers	42	79.25	11	20.75	0	0	12	100	0	0	0	0
D) Roles and responsibilities of student teachers	43	81.13	10	18.87	0	0	12	100	0	0	0	0
E) Roles and responsibilities of cooperating teachers	39	73.58	14	26.42	0	0	12	100	0	0	0	0
F) Roles and responsibilities of college supervisors	40	75.47	13	24.53	0	0	12	100	0	0	0	0

TABLE XIX
 PERCEPTIONS REGARDING IMPORTANCE AND/OR EFFECTIVENESS
 OF SELECTED ASPECTS OF A STUDENT TEACHING PROGRAM

Item	Average Weighted Score of Responses by Group*				Ranking
	Former Student Teachers	Cooperating Teachers	College Supervisors	All Groups	
1. Experiencing a period of student teaching is vital to successful performance as a future vocational agriculture teacher.	4.64	4.42	5.42	4.62	3
2. The experience of a period of observation participation should be an integral part of preparation for student teaching program.	4.36	4.57	5.33	4.53	4
3. Participation in an evaluation seminar should be an integral part of preparation for student teaching program.	4.12	4.09	4.58	4.75	8

TABLE XIX (Continued)

Item	Average Weighted Score of Responses by Group*				Ranking
	Former Student Teachers	Cooperating Teachers	College Supervisors	All Groups	
4. Participation by student teachers in an orientation program should be an integral part of preparation for student teaching program.	3.96	4.40	4.75	4.20	7
5. Allowing student teachers to have unlimited choice of their student teaching center.	4.79	4.43	3.42	4.52	5
6. Surveys made by student teachers of the training centers prior to the student teaching period.	4.24	4.43	4.08	4.30	6
7. Provision for the student teacher to have information about the nature and extent of his/her teaching responsibilities prior to beginning of the assignment.	5.18	5.23	5.83	5.26	1

TABLE XIX (Continued)

Item	Average Weighted Score of Responses by Group*				Ranking
	Former Student Teachers	Cooperating Teachers	College Supervisors	All Groups	
8. A procedure whereby students in the local high school can make an evaluation response as to their perceptions regarding the student teacher.	3.75	3.87	2.92	3.72	9
9. Use of evaluation of student teacher performance by cooperating teacher as a part in the determination of grade given for student teaching.	3.46	5.02	4.92	4.83	2

*Score limits given on page 27.

TABLE XX

RESPONSES OF THREE GROUPS REGARDING APPROPRIATE PERCENTAGE
TO BE GIVEN BY COOPERATING TEACHERS IN DETERMINING
THE GRADE OF STUDENT TEACHING

Percentage	Former Student Teachers N = 67		Cooperating Teachers N = 53		College Supervisors N = 12	
	n	%	n	%	n	%
20	5	7.46	0	0	1	8.33
30	13	19.40	5	9.43	2	16.67
40	19	28.36	6	11.32	3	25.00
50	16	23.88	30	56.60	5	41.67
60	6	8.96	11	20.76	1	8.33
70	8	11.94	1	1.89	0	0
Total	67	100.00	53	100.00	12	100.00

teaching assignment, over half of former student teachers or 52.24 percent had experienced living in school facilities, with only 2.98 percent having experienced living in apartments. When experience was compared to preference, it was found that 92.54 percent were in favor of living either in school facilities or a student's house.

Data presented in Table IX indicate that 12 and 16 hours were determined to be the most desirable length for the student teaching period, as expressed by 33.96 and 43.40 percent, respectively, of cooperating teachers.

When these expressed preferences were compared to actual experiences, it was revealed that a number of respondents had experienced fewer weeks of student teaching

than their expressed preferences. While 33.96 percent of those responding had experienced 12 and/or 16 weeks of student teaching, 77.36 percent indicated a present preference for 12 and/or 16 weeks.

Also shown in Table IX, which is a presentation of responses regarding length of observation participation as experienced and as personally preferred by cooperating teachers, it was found that 41.50 percent of respondents were in favor of 30 hours of observation participation. It was further found that 41.50 percent of 53 cooperating teachers had never had any experience in observation participation.

Data shown in this table also indicate that 43.40 percent of cooperating teachers felt three days of post-student teaching seminar to be the most desirable length.

Regarding a place of student teachers to live during the student teaching assignment, it would seem notable that slightly over one-half, or 52.83 percent of respondents, had experienced living in school facilities. When experience was compared to preference, it was found that 77.36 percent of respondents exhibited a preference for students to live in school facilities.

Data as presented in Table X indicate clearly that the period of 12 weeks was determined to be the most desirable length of student teaching as reported by two-thirds or 66.67 percent of the respecting 12 college supervisors. It was noted that four out of the 12 respondents or 33.33

percent never had themselves experienced student teaching during their preparatory days.

Another finding also shown in this table indicates that 30 hours of observation participation is expressed as a preference by one-half or 50.0 percent of responding college supervisors, followed by a second place preference for 40 hours.

It was also found that half of college supervisors tended to feel that three days of seminar was the most desirable length, followed by an additional one-third experiencing preference for one day.

When college supervisors were given an opportunity to express themselves regarding the most desirable place for student teachers to live during the student teaching assignment, although half of respondents revealed that they lived in school facilities, 83.33 percent gave this as a preference.

Table XI provides presentation of responses of each of the three groups regarding both experiences and preferences for (1) length of student teaching period, (2) length of observation participation, (3) length of seminar, and (4) place of residence during student teaching period.

As shown in Table XI, all three groups of respondents essentially felt the same way since their first ranking position indicated judgment that the student teacher should be in the local school from 12 to 16 weeks.

Regarding length of observation participation prior to

student teaching, a period involving approximately 30 hours was agreed upon by the three groups with each group giving a first ranking to this period. It is perhaps of note that within the college supervisor group, one-half of respondents felt this amount of time to be the most satisfactory.

As shown in this table, which is a presentation of experiences and preferences with regard to the post-student teaching seminar, an examination of personal preference given by the three groups revealed that 43.40 and 50.00 percent of cooperating teachers and college supervisors, respectively, were in favor of a length of three days for the post-student teaching seminar, while 58.21 percent of former student teachers exhibited a preference for holding seminars of only two days duration.

Data collected in Table XI also reveal that 62.69, 77.36, and 83.33 percent of former student teachers, cooperating teachers, and college supervisors, respectively, reported that in terms of their preference, school facilities was the best place for student teachers to live during the student teaching period.

Upon examining data presented in Table XII, it was found that each respondent group reported that in their opinion a qualified teaching center should plan to have student teachers every semester. With percentages of 77.61, 56.60, and 58.33 percent of former student teachers, cooperating teachers, and college supervisors, respectively, indicating their preference to be each and every semester.

When requested to give an opinion as to which semester student teachers should be assigned, former student teachers, and cooperating teachers were 58.21 and 50.94 percent, respectively, in favor of time for assignments to be both first and second semester, while college supervisors were divided half in half between second semester and both semester regarding the same matter.

Considering the responses from the two groups, cooperating teachers and college supervisors, appropriate number of student teachers to work with in each semester as shown in Table XIII, 50.94 percent of cooperating teachers felt that working with only one student teacher in each semester is the most effective, while the remaining compared to responses of one-half of college supervisors to the effect that the most effective work might well be done with as many as four students.

Reporting of findings as shown in Table XIV reveals that almost 50 percent of former student teachers reported that they received a "moderate" amount of assistance from their cooperating teachers in lesson preparation. By comparison, 55.22 percent of the 67 former student teachers responding felt that "much" assistance was the most desirable. This can be compared to 44.78 percent of the same group indicating that they prefer student teachers to receive "moderate" assistance.

With regard to experience in the area of classroom supervision by cooperating teachers, former student teachers

responded almost in equal numbers to the two specified designation (1) once a week and (2) once every two weeks. These two categories of responses were each given by over one-third of total group.

It is noted that there was a notable portion, 22.39 percent, of former student teachers reporting "none" for the frequency of supervision they received from their cooperating teachers.

It appeared that almost 50 percent of 67 former student teachers reported that they received "generally" (frequently) as a measure of the amount of assistance from their cooperating teachers in assisting them solve their problems. Such level of assistance was reported to be their preference by 68.66 percent of the former student teachers.

Data presented in Table XV reveal that 52.24 percent of former student teachers reported they had received assistance from their college supervisors at the level designated "generally." This was in the context of helping them to solve their problems. Such a level of assistance to be received was reported to be the most satisfactory by 59.70 percent of former student teachers. When the two levels "fully" and "generally" (frequently) are combined, it is interesting to note that 59.70 percent reported assistance at these two levels compared to an overwhelming 98.51 percent who expressed a personal preference for assistance from college supervisors at the two upper levels, while 8.96 percent reported that they had received such

assistance only at the "seldom" level. Not a single respondent indicated that this would be his level of preference.

It may be further observed that data in this table reveal that 44.78 percent of former student teachers indicated the frequency of supervision they received from their college supervisors to be only "once a month." Perhaps, it is not surprising that 62.69 percent of the same respondents expressed their preference for frequency of such assistance to be "once every two weeks."

As shown in Table XVI, a further expression of college supervisors and cooperating teachers regarding provision by, and desirability of frequency of supervision made during the student teaching period, an examination of personal experience given by the cooperating teachers revealed that 50.94 percent of these cooperating teachers indicated that they had provided "once a week" supervision, which compared to their responses regarding desirability for holding the same designation given by 58.49 percent.

Upon examining responses of college supervisors, it was found that both personal experience and personal desirability were given with the same number, or three-fourths, of the respondents to "once every two weeks" as desirable frequency for supervision.

Data presented in Table XVII made quite evident the reported perceptions regarding the extent to which the student teaching affected regular school or college work, in

that 92.45 and 75 percent of cooperating teachers and college supervisors, respectively, responded to the two specific designation (1) "is beneficial" and (2) "not detrimental." Only four cooperating teachers and three college supervisors reported that the extent to which the program affected their regular school or college work as "somewhat detrimental."

Also in Table XVII is a presentation of judgments as to how the program affected the two groups of respondents in making selection and use of teaching method. It was found that 81.13 and 91.67 percent cooperating teachers and college supervisors, respectively, responded to the two specific designation (1) "make more innovative" and (2) "use broader range of method." This is further reflected in the data which show that 18.87 percent of cooperating teachers felt that it really made little difference as compared to 8.33 percent of college supervisors.

Regarding the extent to which student teaching tends to retard the training of Vocational Agriculture students, it was found that 96.23 percent of cooperating teachers judged the extent to which the student teaching program tended to retard the training of Vocational Agriculture students to be at the "little" or "none" level, compared to 83.33 percent of college supervisors who were of the same opinion.

It is generally regarded that there are values in conducting a workshop with both cooperating teachers and college supervisors in attendance is considered a desirable

practice related to student teaching. It was felt that selecting six separate items pertaining to workshop content would be a value. As shown in Table XVIII, among the six items, it should be noted that there was a considerable percentage variation, from 73.58 to 96.23 percent of cooperating teachers responding with an expressed level in the "very valuable" category.

It is interesting to note that 1.89 percent of cooperating teachers perceived the value of item 3 (student lesson preparation at center) to be of "little value."

As might be expected from college professors who continue as students of the learning process, 100 percent viewed each of the six items as being "very valuable."

Data in Table XIX reveal that the average or mean rating given by a particular group for a specific practice indicating judgment as to relative effectiveness of that selected practice.

Responses which fell in the category "extremely important" were found only in the responses of college supervisors to the practice number 7 (provision for the student teacher to have information about the nature and extent of his/her teaching responsibilities prior to his/her beginning of the assignment).

Within the category limit of 4.50-5.49, (second from the highest on the continuum), items 1, 2, 5, 7, and 9 were found to be responses given by each group.

Cooperating teachers and college supervisors were

agreed that item 9 (use of evaluation of student teacher performance by cooperating teachers as a part in determination of grade given for student teaching) was important at the level designated 5 numerically (second from the highest on the continuum).

Regarding item 1 (experiencing a period of student teaching is vital to successful performance as a future vocational agriculture teacher), former student teachers and college supervisors each also agreed that this particular practice was important at the level designated 5 numerically, and thus also became the highest ranked item.

Among the nine items, item 8 (a procedure whereby students in the local high school can make an evaluation response as to their perceptions regarding the student teacher) was found only in the responses of college supervisors to be rated with only a 2.92 score (slightly below midpoint on the continuum). When the average ratings by each of the groups were combined, it was determined that this was the ninth ranked item.

A study of Table XX revealed judgments of respondents in the three groups regarding the percentage of the final grade for student teaching provided by the cooperating teacher. While 52.24 percent of former student teachers judged that the appropriate percentage should be 40 or 50 percent, 67.92 and 66.67 percent of cooperating teachers and college supervisors, respectively, made this same judgment.

It is noted that 50 percent of college supervisors felt

that 40 percent or less of grade should be determined by cooperating teachers, compared to 20.75 percent of cooperating teachers making this judgment.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The major purpose of this study was to gather and evaluate opinions of all of the former student teachers who are now teaching vocational agriculture, of cooperating teachers, and of college supervisors regarding the effectiveness of the student teacher training program in Vocational Agriculture at Kasetsart University.

In this final chapter a summary of findings is presented along with certain conclusions drawn from analyses of data secured. Implications are recognized and duly considered. Finally, recommendations are presented based upon a synthesis of (1) data analyses, (2) review of pertinent selected literature, and (3) the researcher's personal experiences as a faculty member of a working group constituting the Student Teaching Committee, Faculty of Education, Kasetsart University.

Summary of Findings

Data Pertinent to a Profile of Respondents

The 171 individuals from whom responses were requested, returned 132 usable completed schedules, a return of 77.19 percent. The following is presented as a summary of a profile of these respondents.

1. During student teaching, over 46 percent of the 67 former student teacher respondents had experience at the senior high level and 40 percent at the junior high level. Teaching at the senior high school (grades 10-12) level was a preference of 58.21 percent.

2. Former student teachers thought that 12 hours of student teaching per week was the most desirable. A number of respondents reported having had considerably fewer hours of student teaching per week than they would have preferred.

3. Horticulture was the field of study most pursued both before and after the student teaching experience.

4. Responses from cooperating teachers and college supervisors with regard to years association with the school or university system revealed that 52.83 percent of the 53 cooperating teacher and 75 percent of the 12 college supervisor respondents had been associated with the school or university system for a period in excess of seven years.

5. The Bachelors degree was held by the majority of cooperating teachers while the doctoral degree was held by

two of the 12 college supervisors. No college supervisor had less than the Masters degree.

6. Of individuals comprising the two groups, cooperating teachers and college supervisors responding to the query as to the extent of previous training received in the area of supervision of student teaching, 79.25 and 75 percent of cooperating teachers and college supervisors, respectively, reported that they had received "little or no" supervisory training. This contrasts with "a great deal" or "some" supervisory training which they felt should be received. These two expressed amounts were advocated by 81.13 and 100 percent, of the two groups.

Data Pertinent to an Analysis and
Comparison of the Responses of
the Three Respective Groups
Most Directly Involved in
the Student Teaching
Program

The following is presented as a summary of the analysis of data relative to the scope and nature of the program, and strengths and weakness of the program, with an attempt to identify some workable suggestions for improving the student teaching program.

1. Twelve and 16 week student teaching periods were felt to be the most desirable lengths by all three respondent groups.

2. Thirty hours was felt to be the most desirable length for observation participation.

3. A three day post-student teaching seminar met with 43.40 and 50 percent approval of cooperating teachers and college supervisors, respectively. This compares with a preference for a two day seminar experienced by 58.21 percent of former student teachers.

4. More than 60 percent of respondents in each of the three groups surveyed felt the most desirable place for residence during the student teaching period was the school facilities.

5. When responses to the question as to the most desirable frequency with which a center should be assigned student teachers is examined, percentages of 77.61 percent, 56.60 percent, and 58.83 percent should be noted for responses from former student teachers, cooperating teachers, and college supervisors, respectively, in expression of their preference for assignment of student teachers to be "each and every semester."

6. 58.21 and 50.94 percent of former student teachers and cooperating teachers, respectively, favored student teaching assignments to be both first and second semester. However, college supervisors were divided; half favoring the "second semester" and the other half preferring "both semesters."

7. Responses from 50.94 percent of cooperating teachers felt that having only one student teacher per

semester would allow for providing the most effective learning experience, while half of the college supervisors thought that the job might be well done with as many as four students.

8. Even though only 20.9 percent of former student teachers said that the amount of assistance received in lesson preparation to have been "much." 55.22 percent indicated that "much" was the most desirable. This can be compared with 47.76 percent of these former student teachers who felt that they received only a "moderate" amount of assistance.

9. Over one-third of the former student teachers preferred classroom supervision by cooperating teachers, "once a week" and "once every two weeks." It is somewhat surprising that although nearly one-third reported that they had received only once a month. 38.91 percent of former student teachers reported that it should be at least "once a week."

10. Nearly one-half of former student teachers responding reported the level of assistance that they received from cooperating teachers to be "generally." Comparatively, that level of assistance was preferred by 68.66 percent of the total group. Although 46.27 percent indicated the level of assistance provided for solving problems had been "seldom" or "in part", 94.03 percent said the level should be "generally" or above.

11. Just over one-half of responding former student

teachers reported that they had received assistance from their college supervisors at the level designated "generally." Such a level of assistance was reported to be most desired by 59.70 percent of the total group. Although 40.30 percent indicated that the level of assistance provided them for solving problems had been "seldom" or "in part," 98.51 percent said the level should be "generally" or above.

12. Responses from 44.78 percent of former student teachers reporting the frequency of supervision by college supervisors was only "once a month." This compares to 62.69 percent supervision "once every two weeks." It should be noted that while 44.78 percent indicated supervision to have been only "once a month," only 13.43 percent preferred that frequency of supervision with an overwhelming 86.57 percent saying it should be "once every two weeks" or more often.

13. According to data provided by cooperating teachers and college supervisors regarding frequency of supervisory visits which they had provided during the student teaching period, it was found that 50.94 percent of cooperating teachers indicated that they had provided "once a week" supervisory visits, compared to expressions of desirability of a "once a week" frequency designated by 58.49 percent of this same group. This contrasts with the responses from college supervisors regarding the same matter in which it was found that both personal experiences reported and preference or desirability were both given by the same

number constituting one-half of the respondents, to "once every two weeks" as frequency for making supervisory visits.

14. Regarding the extent to which the student teaching program and practices might be affecting regular school or college work, it was found that 92.45 and 75 percent of cooperating teachers and college supervisors, respectively, responded to the two specific designations, (1) "is beneficial" and (2) "not detrimental." It was further found that 7.55 and 25 percent of cooperating teachers and college supervisors responded to the extent of "somewhat detrimental."

15. With 81.13 percent of cooperating teachers and 91.66 percent of college supervisors, respectively, indicated that the student teaching program made them more innovative and helped them in employing a broader range of teaching methods. None of the respondents in either group felt that the program in any way was restrictive in application of teaching methods.

16. It was notable that 96.22 percent of cooperating teachers and 83.33 percent of college supervisors indicated that the program of student teaching had "little or no" retarding effect upon the training of high school vocational agriculture students. However, 3.77 and 16.66 percent of cooperating teachers and college supervisors, respectively, reported that there was some retarding effect upon the training of high school vocational agriculture students.

17. College supervisors when asked to make judgments

as to the relative value of six selected items and/or practices responded that all six items were "very valuable." This contrasted with judgments made with regard to the same six items by cooperating teachers expressing a judgment as "very valuable" as follows: (a) student preparation prior to student teaching 96.23 percent; (b) student lesson preparation at center 81.13 percent; (c) cooperating teachers conference with student teachers 79.25 percent; (d) roles and responsibilities of student teachers 81.13 percent; (e) roles and responsibilities of cooperating teachers 73.58 percent; and (f) roles and responsibilities of college supervisors 75.47 percent.

Approximately, one-fourth to one-fifth of the cooperating teachers judged single items as "somewhat valuable," while one respondent judged student lesson preparation at the center to be of "little value."

18. Among the nine items pertaining to specific practices, responses constituting as judgments as to their relative effectiveness; the practice of providing for the students to have information about the nature and extent of their teaching responsibilities prior to the beginning of the assignment was adjudged to be extremely important and also was determined as the first ranking item both for the combined group and for each individual group, conversely the practice; providing opportunity for students in local high school to also make evaluation responses as to their perceptions regarding the student teacher received only

responses indicating judgments of effectiveness of the practice to be average or lower. In comparing responses of the individual group, it can be noted that college supervisors rather consistently placed a higher rating of effectiveness on each item except item 5 (allowing student teachers to have unlimited choice of their student teaching center); item 6 (surveys made by student teachers of the training centers prior to the student teaching period), and item 8 (a procedure whereby students in the local high school can make an evaluation response as to their perceptions regarding the student teacher).

19. When responses from each of the three groups with regard to the percentage of weight which should be given to the judgment of the cooperating teacher when determining the final grade for the student teaching performance, 67.92 percent of cooperating teachers said their input in determining the final grade should be at the 40 to 50 percent level. Comparable judgments given by former student teachers and college supervisors were 52.24 and 66.17 percent, respectively, in favor of the 40 to 50 percent input level for determination of grades by cooperating teachers.

Conclusions

Based upon an analysis of data presented in this study, certain conclusions were drawn regarding the effectiveness of the selected aspects of the student teaching program in

vocational agriculture as presently provided at Kasetsart University. Further conclusions were made as to the differences in the opinions and attitudes expressed by the three groups surveyed. However, the similarity of judgments and opinions on the major aspects of the study, are of most concern and are considered directly relevant to the program of student teaching. The following is presented as a summary of certain of these opinions and conclusions.

1. In general, from the finding of the study, it can be literally concluded that the present program of student teaching must be considered as meriting the assessment of being somewhat more than moderately effective.

2. After consideration of findings regarding judgments as to the number of student teaching hours which is most desirable, particularly giving weight to responses by former student teachers, it can be concluded that 12 teaching hours per week is presently the most desirable.

3. From responses of former student teachers regarding the area or special field of study in agriculture which they may be best elected to pursue prior to student teaching it can be concluded that horticulture may well be the most desirable.

4. As indicated throughout this study, cooperating teachers and college supervisors are perhaps not adequate prepared as might be thought. This conclusion is based upon finding that a majority of respondents in each of the groups admitted that they had received a "little or no" supervisory

training.

5. Based upon the responses of the research population, it is concluded that a length of 12 and 16 weeks for the student teaching period should be maintained. Perhaps first preference would be 12 weeks.

6. It is evident that with the majority of each of the three groups so indicating, that 30 hours is the most desirable length of observation participation.

7. Responses secured from each of the three groups, former student teachers, cooperating teachers, and college supervisors, provide a basis for the conclusion that a post-student teaching seminar should be held of from two and three days in length.

8. With a considerable majority responses of each of the three groups so indicating, it must be concluded that school facilities constitute the most desirable place for residence of student teachers during the student teaching period.

9. As further indicated through the findings, it is concluded that the student teacher training program should be offered each and every semester.

10. In addition from the findings of the study, and constituting that a judgment of one-half of the cooperating teachers, the appropriate number of student teachers to work with in a given semester is one student teacher. This must be contrasted with the judgment that four student teachers are the most desirable number as indicated by one-half of

the college supervisors responding.

11. It is very strongly evident, particularly in view of the former student teachers responses regarding level of assistance provided by cooperating teachers for lesson preparation, that a level of "much assistance" is felt desirable.

12. Examining the responses of former student teachers to the frequency in the area of classroom supervision provided by cooperating teachers, "once a week" and "once every two weeks" are equally desirable since each designated period was judged desirable by over one-third of the total group.

13. As a result of collation and analysis of responses with regard to level of assistance as provided by cooperating teachers for solving problems, it can be concluded that, generally, the level of assistance reported was determined both by their personal experience and preferential judgment. However, almost 100 percent of the total group said the level should be "generally" or above.

14. It is further concluded that former student teachers recognize the level of assistance provided by college supervisors for solving problems, at the "generally" level with slightly over one-half reporting that they had received assistance from their college supervisors at this level. Notably almost all of this same group of respondents said this level should be "generally" or "fully."

15. It is further concluded that former student

teachers feel that supervisory visits both from cooperating teachers and from college supervisors should occur more frequently than had been the case in the past. There obviously exists a discrepancy between the frequency of visits as reported by former student teachers and the frequency of visits as responded by both cooperating teachers and college supervisors. However, as far as personal preference or desirability regarding frequency of supervisory visits is concerned the conclusion can be readily made that "once a week" visitation by cooperating teachers and "once every two weeks" visitation by college supervisors is apparently a frequency most agreed upon.

Since at times the presence of a student teacher in the school system is taken advantage of to provide another section of the class, it may be concluded that the role of cooperating teacher is not always fully understood. The advantage to the student teacher of having frequent and continuing supervision in the classroom period would seem to be much more of a concern than that of allowing school to offer an additional section of the class.

16. It is not surprising to find that 92.45 percent of cooperating teachers and 75 percent of college supervisors responded to the two specific designation (1) is beneficial and (2) not detrimental. It was further found that 7.55 and 25 percent of cooperating teachers and college supervisors responded to the extent of somewhat detrimental. One might assume the reason that perhaps the three college supervisors

who felt the student teaching program affected regular school work with somewhat detrimental may be due to the fact that we had three persons who had dual role that performing as cooperating teachers and college supervisors at the same time.

17. It is made quite evident through judgments given by 81.13 and 91.66 percent of cooperating teachers and college supervisors that the student teaching program caused some new methods of teaching to be implemented. It may be concluded that the program of student teaching is beneficial to the local program of vocational agriculture.

18. The fact that majority of the two groups - cooperating teachers, and college supervisors indicated that they felt the program of student teaching had no retarding effect upon the training of the high school vocational agriculture students plus the assessment by most of the respondents that the program had a stimulating effect makes almost mandatory the conclusion that the program is accepted as a successful endeavor.

19. Considering the six items pertaining to workshop content, it is evident that a majority of respondents in the cooperating teacher group responded with the assessment in the "very valuable" category, as compared to all college supervisors who viewed the same six items as being "very valuable." Also, a sizable number of cooperating teachers responded to these items as being only "somewhat valuable." With reference to item C (cooperating teachers conference

with student teachers), it may be concluded that cooperating teachers who are not able to observe the student or can observe only infrequently may well be at a loss to know what to discuss with student during the conference period. Again, when considering responses to item E (roles and responsibilities of cooperating teachers), it may be concluded that the high percentage of cooperating teacher respondents assessing this specific item, as only "somewhat valuable" was perhaps because they did not feel it proper to rate themselves higher.

20. Considering the nine items pertaining to specific practices indicating judgments as to relative effectiveness of the program, it can be concluded that all three groups have strong feelings that the practice of making provision for student teachers to have information about the nature and extent of their teaching responsibilities prior to the beginning of the assignment is very necessary and important. Since the practice of having high school students contribute in an evaluation of student teacher performance is presently either not followed or consists of only a very minor part of the evaluation, it seems rather surprising that with the exception of college supervisors, respondents felt this to be a practice of some importance. The conclusion may be reached that the respondents felt that this would be a practice worthy of implementation at least on a trial basis.

It can be rather strongly concluded that all three groups favor the use of evaluation of student teacher

performance by the cooperating teacher to be an important aspect of grade determination for student teaching.

It can be further concluded that as a group respondents judge the practice of providing for participation of student teaching in an evaluation seminar to be only a "moderately important" practice when compared to the other eight items.

The conclusion that item number 1 (experiencing a period of student teaching is vital to successful performance as a future vocational agriculture teacher) is considered as being of high value, may also be accepted as an implication of general satisfaction with the presently operating student program.

21. One conclusion is that college supervisor and cooperating teacher are very similar to their feeling about the amount of the weight that should be given to the cooperating teachers input when the final grade is determined. While not differing a great deal, the combined judgment of former student teachers revealed a slight disagreement. Almost one-fourth of former student teachers felt that the percentage of weight given by the cooperating teacher judgment should be 30 percent or less. There is doubtless the implication have that some former student teachers must feel that their cooperating teachers were not always fair in the grade which they gave.

Recommendations

Based upon (1) the research findings of the study, (2)

the review of literature, and (3) the author's own experience as a teacher educator, it seems conclusive that the Faculty of Education of Kasetsart University is exerting a sustained, cumulative effort to fulfill the mandate to select, encourage and train future teachers of vocational agriculture, a few recommendations regarding priorities, innovations and alterations would seem desirable. Such recommendations are listed below:

1. The curriculum, as it is presently required by Department of Vocational Education, Kasetsart University, should perhaps be somewhat modified in terms of courses and particularly course content according to the findings in the study. Students should be made aware of the types and kinds of agricultural production which exist in the various areas of Thailand. Thus, the individual student can make a knowledgeable choice with regard to the technical agriculture portion of his study which he may wish to follow.

2. Until further study may indicate otherwise, it is recommended that the time to offer the student teacher training program should be each and every semester.

3. It is further recommended that students should have a participation experience of least 12 weeks duration in a carefully selected teaching center.

4. Steps should be taken to encourage college supervisors to provide more supervision and assistance to the cooperating teacher and to student teachers. Where

possible, the minimum number of visits made by college supervisor should be once every two weeks. A longer term departmental goal should probably indicate at least three visits for each two weeks.

5. Through carefully planned departmental conferences and particularly through workshops for cooperating teachers, strong consideration should be given to helping cooperating teachers more fully realize the importance of the supervision and counseling which cooperating teachers should give to student teachers. The major thrust of each workshop held should be to assist both cooperating teachers and college supervisors to more fully recognize and accept their roles.

6. It is recommended that the members of the department exert some considerable effort and time to select schools which will be used as training centers each semester. In keeping with criteria now being adhered to, it is desirable that cooperating teacher and school administrator serving at each of the center chosen know at least one fully semester ahead that they have been chosen as a possible teaching center.

6. Of great importance is the implementation of more stringent regulation regarding the assignment of the student teachers activities and time while participating in a local program. It is of special importance that student teachers should not be given teaching assignments which tend to make them independent of the supervision and counsel of the

cooperating teacher. It is strongly recommended that perhaps, though participation in a cooperating teacher workshop that considerable attention be given to agreeing upon practices which would result in considerable time to be given by the cooperating teacher to observation while the student teacher is engaging in the actual act of teaching followed as quickly as possible with a counseling period. It is to be hoped that eventually cooperating teachers would adopt a practice which might assure that they are in the classroom with the student teacher at least one-half of the time the student teacher is teaching.

7. It is recommended that a manual be developed which definitely sets out certain operational procedures to be followed in the student teaching program. Included in the manual should be items pertaining to 1. a contractual arrangement with school administrators, 2. specific duties and responsibilities of cooperating teachers, 3. regulations covering the conduct of student teacher while they are at the center, and 4. specific responsibilities and assistance which can be rendered by the University Department. It is strongly suggested that the above manual be formulated with cooperating teachers and school administrators functioning as participants and resource persons.

8. It is further recommended that of the 16 weeks constituting a given semester, 12 of them be designated as the actual time required for student teacher participation

at the teaching center. During the approximately four weeks at the beginning of the semester, it is suggested that the faculty of the department design and implement an intensive course for student teachers which covers such items as teaching method, discipline, and counseling high school students when they are out of the classroom.

Finally, in conclusion it is strongly recommended that provision be made for a continuing program of research and evaluation of the student teaching program which will involve all people which are affected by the program in any way.

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APPENDIX A
DATA COLLECTION INSTRUMENT
(ENGLISH VERSION)

AN ASSESSMENT OF THE EFFECTIVENESS OF
 SELECTED ASPECTS OF THE STUDENT
 TEACHING PROGRAM IN VOCATIONAL
 AGRICULTURE AS PRESENTLY
 PROVIDED AT KASETSART
 UNIVERSITY

(Form A - For former student teachers presently
 teaching agriculture)

1. General Information:

Please put the check mark () or write in the space provided where appropriate in answering the following questions:

1.1 Where have you done your student teaching?

1.2 When did you complete your student teaching?

_____1976-77 school year _____1979-80 school year

_____1977-78 school year _____1980-81 school year

_____1978-79 school year

1.3 According to your own experience in student teaching:

grade level
you taught

grade level which
should be the best

grade level

teaching hours
you taught/week

teaching hours which
should be taught

number of
teaching hours
per week

1.4 Fields of study elected in agriculture prior to student teaching

	fields you elected (rank 1, 2..)	fields you think student teacher should elect (rank 1, 2..)
entomology	_____	_____
plant disease	_____	_____
soil science	_____	_____
agronomy	_____	_____
horticulture	_____	_____
animal science	_____	_____

1.5 Length of student teaching period

length (weeks)	your own student teaching	length which should be the best (rank 1, 2..)
8	_____	_____
10	_____	_____
12	_____	_____
16	_____	_____
other (specify)	_____	_____

1.6 Length of observation participation period

length (hours)	your own observation participation	length which should be the best (rank 1, 2..)
20	_____	_____
30	_____	_____
40	_____	_____
other (specify)	_____	_____

1.7 Length of seminar period

length (days)	your own seminar	length which should be the best
1	_____	_____
2	_____	_____
3	_____	_____
other (specify)	_____	_____

1.8 Place to live during student teaching period

place	place you lived	place where should be the best
school facilities	_____	_____
your own house	_____	_____
apartment	_____	_____
other (specify)	_____	_____

1.9 How often should a teaching center have student teachers?

_____	every semester	
_____	every other semester	
_____	every year	
_____	every other year	
_____	other (specify)	_____

1.10 Which semester do you think is most effective to do student teaching?

_____	first semester
_____	second semester
_____	both

1.11 Level of assistance you received from your cooperating teacher in preparing the lesson

	level you received	level which should be the best
much	_____	_____
moderate	_____	_____
some	_____	_____
little	_____	_____

1.12 How much classroom supervision did you receive from your cooperating teacher?

	what did you actually receive?	what do you think it should be?
each teaching period	_____	_____
twice a week	_____	_____
once a week	_____	_____
once every two weeks	_____	_____
other (specify)	_____	_____

1.13 How much supervision did you receive from your college supervisor?

	what did you actually receive?	what do you think it should be?
once a week	_____	_____
twice a week	_____	_____
once every two weeks	_____	_____
other (specify)	_____	_____

1.14 How well did your cooperating teacher help you solve your problems?

	extent you actually received	what do you think it should be?
fully	_____	_____
generally*	_____	_____
in part	_____	_____
seldom	_____	_____

1.15 How well did your college supervisor help you solve your problems?

	extent you actually received	what do you think it should be?
fully	_____	_____
generally*	_____	_____
in part	_____	_____
seldom	_____	_____

1.16 What are your recommendations for improving the student teaching program?

1. _____
2. _____
3. _____
4. _____
5. _____

*The term "generally" should be interpreted to mean "frequently" which corresponds more fully to the Thai meaning.

2. Perceptions of the student teaching program:

The following items have been designed to allow you to express your perceptions regarding their relative importance to the effectiveness of student teaching program. Please indicate your judgement as to their value by checking the response that most nearly express your value on each individual statement.

Items	Degree of Importance					
	Of Little Importance			Extremely Important		
	1	2	3	4	5	6
1. Experiencing a period of student teaching is vital to successful performance as a future vocational agriculture teacher.						
2. The experience of a period of observation participation* should be an integral part of preparation for student teaching program.						
3. Participation in an evaluation seminar** should be an integral part of preparation for student teaching program.						
4. Participation by student teachers in an orientation program should be an integral part of preparation for student teaching program.						
5. Allowing student teachers to have unlimited choice of their student teaching center.						

*Thirty hours of observation participation at the Demonstration School of Kasetsart University is now provided prior to the student teaching period.

**Presently a two day evaluation seminar for student teacher is provided at the end of the student teaching period.

Items

Degree of Importance					
Of Little Importance			Extremely Important		
1	2	3	4	5	6
6. Surveys made by student teachers of the training centers prior to the student period.					
7. Provision for the student teacher to have information about the nature and extent of his/her teaching responsibilities prior to his/her beginning the assignment.					
8. A procedure whereby students in the local high school can make an evaluation response as to their perceptions regarding the student teacher.					
9. Use of evaluation of student teacher performance by cooperating teacher as a part in the determination of grade given for student teaching.					

10. What percentage should be given by cooperating teacher in determining the grade of student teaching?

_____ 20%
 _____ 30%
 _____ 40%

_____ 50%
 _____ 60%
 _____ 70%

AN ASSESSMENT OF THE EFFECTIVENESS OF
 SELECTED ASPECTS OF THE STUDENT
 TEACHING PROGRAM IN VOCATIONAL
 AGRICULTURE AS PRESENTLY
 PROVIDED AT KASETSART
 UNIVERSITY

(Form B - For Cooperating teachers in the training centers)

1. General Information:

Please put the check mark () or write in the space provided where appropriate in answering the following questions:

1.1 How many years have you been associated with the present school system?

- _____ 1 - 3 years
- _____ 4 - 6 years
- _____ 7 years or more

1.2 Highest educational degree received

	<u>year</u>	<u>institution</u>	<u>major</u>
Master degree	_____	_____	_____
Bachelor degree	_____	_____	_____
Associate degree	_____	_____	_____

1.3 To what extent did you receive training in regard to supervision of student teachers?

	What did you actually receive?	What do you think you should receive?
a great deal	_____	_____
some	_____	_____
little	_____	_____
none	_____	_____

- 1.4 Please complete the following your judgement as to the length and/or place of activities of student teaching period. If you yourself did not engage in the activities, write none in the left column but complete the right column.

A) Length of student teaching period

length (weeks)	your own student teaching	length which should be the best (rank 1, 2..)
8	_____	_____
10	_____	_____
12	_____	_____
16	_____	_____
other (specify)	_____	_____

B) Length of observation participation period

length (hours)	your own observation participation	length which should be the best (rank 1, 2..)
20	_____	_____
30	_____	_____
40	_____	_____
other (specify)	_____	_____

C) Length of seminar period

length (days)	your own seminar	length which should be the best
1	_____	_____
2	_____	_____
3	_____	_____
(specify)		

D) Place to live during student teaching period

place	place you lived	place where should be the best (rank 1, 2..)
school facilities	_____	_____
your own house	_____	_____
apartment	_____	_____
other (specify)	_____	_____

1.5 From the standpoint of the local program of vocational agriculture:

A) How often should a teaching center have student teachers?

_____ every semester
 _____ every other semester
 _____ every year
 _____ every other year
 _____ other (specify) _____

B) Which semester do you think is most effective to have student teachers?

_____ first semester
 _____ second semester
 _____ both

1.6 How many student teachers have you worked with in each semester? (average) _____

1.7 How many student teachers do you think it is most effective to work with in each semester? _____

1.8 To what extent does the program affect your regular school work?

_____ is beneficial
 _____ not detrimental
 _____ somewhat detrimental
 _____ definitely detrimental

1.9 How does the program affect you in making selection and use of teaching method?

_____ make more innovative
 _____ prompt me to use a broader range of method
 _____ make little if any difference
 _____ restricts my use of methods

1.10 Does the program tend to retard the training of the high school vocational agriculture student?

_____ a great deal
 _____ some
 _____ little
 _____ none

1.11 Number of times that you observed the student teacher during the student teaching assignment

	what you actually did?	what do you think it should be?
each teaching period	_____	_____
twice a week	_____	_____
once a week	_____	_____
once every two weeks	_____	_____
other (specify)	_____	_____

1.12 Of what value do you feel that workshop for cooperating teachers might be in which both college supervisors and cooperating teachers considered problems and practices related to student teaching.

item	degree of value		
	very valuable	somewhat valuable	of little valuable
A) Student preparation prior to coming to center	_____	_____	_____
B) Student lesson preparation at center	_____	_____	_____
C) Cooperating teachers conference with student teachers	_____	_____	_____
D) Roles and responsibilities of student teachers	_____	_____	_____
E) Roles and responsibilities of cooperating teachers	_____	_____	_____
F) Roles and responsibilities of college supervisors	_____	_____	_____

1.13 What are your recommendations for improving the student teaching program?

1. _____
2. _____
3. _____
4. _____
5. _____

2. Perceptions of the student teaching program:

The following items have been designed to allow you to express your perceptions regarding their relative importance to the effectiveness of student teaching program. Please indicate your judgement as to their value by checking the response that most nearly express your value on each individual statement.

Items	Degree of Importance					
	Of Little Importance			Extremely Important		
	1	2	3	4	5	6
1. Experiencing a period of student teaching is vital to successful performance as a future vocational agriculture teacher.						
2. The experience of a period of observation participation* should be an integral part of preparation for student teaching program.						

* Thirty hours of observation participation at the Demonstration School of Kasetsart University is now provided prior to the student teaching period.

** Presently a two day evaluation seminar for student teacher is provided at the end of the student teaching period.

Items	Degree of Importance					
	Of Little Importance			Extremely Important		
	1	2	3	4	5	6
3. Participation in an evaluation seminar** should be an integral part of preparation for student teaching program.						
4. Participation by student teachers in an orientation program should be an integral part of preparation for student teaching program.						
5. Allowing student teachers to have unlimited choice of their student teaching center.						
6. Surveys made by student teachers of the training centers prior to the student period.						
7. Provision for the student teacher to have information about the nature and extent of his/her teaching responsibilities prior to his/her beginning the assignment.						
8. A procedure whereby students in the local high school can make an evaluation response as to their perceptions regarding the student teacher.						
9. Use of evaluation of student teacher performance by cooperating teacher as a part in the determination of grade given for student teaching.						

10. What percentage should be given by cooperating teacher in determining the grade of student teaching?

_____ 20%
_____ 30%
_____ 40%

_____ 50%
_____ 60%
_____ 70%

AN ASSESSMENT OF THE EFFECTIVENESS OF
 SELECTED ASPECTS OF THE STUDENT
 TEACHING PROGRAM IN VOCATIONAL
 AGRICULTURE AS PRESENTLY
 PROVIDED AT KASETSART
 UNIVERSITY

(Form C - For College Supervisors)

1. General Information:

Please put the check mark () or write in the space provided where appropriate in answering the following questions:

1.1 How many years have you been associated with the present school system? _____

1.2 How many years have you worked in this program?

1.3 Degree held

	<u>year</u>	<u>institution</u>	<u>major</u>
Master degree	_____	_____	_____
Doctoral degree	_____	_____	_____

1.4 To what extent did you receive training in regard to supervision of student teachers?

	What did you actually receive?	What do you think you should receive?
a great deal	_____	_____
some	_____	_____
little	_____	_____
none	_____	_____

1.5 From the standpoint of the local program of vocational agriculture:

A) How often should a teaching center have student teachers?

- _____ every semester
- _____ every other semester
- _____ every year
- _____ every other year
- _____ other (specify) _____

B) Which semester do you think is most effective to have student teachers?

- _____ first semester
- _____ second semester
- _____ both

1.6 To what extent does the program help you to have better relationship with other school personnel?

- _____ a great deal
- _____ some
- _____ little
- _____ none

1.7 How many student teachers have you worked with in each semester? (average) _____

1.8 How many student teachers do you think it is most effective to work with in each semester? _____

1.9 Number of times that you visited the student teacher during the student teaching assignment

	what you actually did	what do you think it should be?
once a week.	_____	_____
once every two weeks	_____	_____
other (specify)	_____	_____

1.10 To what extent does the program affect your regular college work?

- _____ is beneficial
- _____ not detrimental
- _____ somewhat detrimental
- _____ definitely detrimental

1.11 How does the program affect you in making selection and use of teaching method?

- _____ make more innovative
- _____ prompt me to use a broader range of methods
- _____ make little if any difference
- _____ restricts my use of methods

1.12 Does the program tend to retard the training of the high school vocational agriculture student?

- _____ a great deal
- _____ some
- _____ little
- _____ none

1.13 Please complete the following your judgement as to the length and/or place of activities of student teaching period. If you yourself did not engage in the activities, write none in the left column but complete the right column.

A) Length of student teaching period

length (weeks)	your own student teaching	length which should be the best (rank 1, 2..)
8	_____	_____
10	_____	_____
12	_____	_____
16	_____	_____
other (specify)	_____	_____

B) Length of observation participation period

length (hours)	your own observation participation	length which should be the best (rank 1, 2..)
20	_____	_____
30	_____	_____
40	_____	_____
other (specify)	_____	_____

C) Length of seminar period

length (days)	your own seminar	length which should be the best (rank 1, 2..)
1	_____	_____
2	_____	_____
3	_____	_____
other (specify)	_____	_____

D) Place to live during student teaching period

place	place you lived	place where should be the best (rank 1, 2..)
school facilities	_____	_____
your own house	_____	_____
apartment	_____	_____
other (specify)	_____	_____

1.14 Of what value do you feel that workshop for cooperating teachers might be in which both college supervisors and cooperating teachers considered problems and practices related to student teaching.

item	degree of value		
	very valuable	somewhat valuable	of little valuable
A) Student preparation prior to coming to center	_____	_____	_____
B) Student lesson preparation at center	_____	_____	_____

item	degree of value		
	very valuable	somewhat valuable	of little valuable
C) Cooperating teachers conference with student teachers	_____	_____	_____
D) Roles and responsi- bilities of student teachers	_____	_____	_____
E) Roles and responsi- bilities of cooperating teachers	_____	_____	_____
F) Roles and responsi- bilities of college supervisors	_____	_____	_____

1.13 What are your recommendations for improving the student teaching program?

1. _____
2. _____
3. _____
4. _____
5. _____

2. Perceptions of the student teaching program:

The following items have been designed to allow you to express your perceptions regarding their relative importance to the effectiveness of student teaching program. Please indicate your judgement as to their value by checking the response that most nearly express your value on each individual statement.

Items	Degree of Importance					
	Of Little Importance			Extremely Important		
	1	2	3	4	5	6
1. Experiencing a period of student teaching is vital to successful performance as a future vocational agriculture teacher.						
2. The experience of a period of observation participation* should be an integral part of preparation for student teaching program.						
3. Participation in an evaluation seminar** should be an integral part of preparation for student teaching program.						
4. Participation by student teachers in an orientation program should be an integral part of preparation for student teaching program.						
5. Allowing student teachers to have unlimited choice of their student teaching center.						
6. Surveys made by student teachers of the training centers prior to the student period.						

*Thirty hours of observation participation at the Demonstration School of Kasetsart University is now provided prior to the student teaching period.

**Presently a two day evaluation seminar for student teacher is provided at the end of the student teaching period.

- | | | | | | |
|--|--|--|--|--|--|
| 7. Provision for the student teacher to have information about the nature and extent of his/her teaching responsibilities prior to his/her beginning the assignment. | | | | | |
| 8. A procedure whereby students in the local high school can make an evaluation response as to their perceptions regarding the student teacher. | | | | | |
| 9. Use of evaluation of student teacher performance by cooperating teacher as a part in the determination of grade given for student teaching. | | | | | |
| 10. What percentage should be given by cooperating teacher in determining the grade of student teaching? | | | | | |

_____ 20%
 _____ 30%
 _____ 40%

_____ 50%
 _____ 60%
 _____ 70%

APPENDIX B

DATA COLLECTION INSTRUMENT

(THAI VERSION)

ภาควิชาอาชีวศึกษา คณะศึกษาศาสตร์

มหาวิทยาลัย เกษตรศาสตร์

เมษายน ๒๕๒๖

เรื่อง ขอความกรุณาตอบแบบสอบถาม

เรียน

โครงการฝึกสอนมีบทบาทสำคัญที่อาจกล่าวได้ว่าจำเป็นอย่างยิ่งในการผลิตครู อบรมการณ และบุคลากรต่าง ๆ ในช่วงของการฝึกสอน เป็นการฝึกให้มีจิตฝึกสอนโดยมีโอกาสนำเทคนิควิธีการต่าง ๆ จากภาคทฤษฎีมาสู่การปฏิบัติเพื่อช่วยในการแก้ปัญหา ในขณะที่เกี่ยวกับปัญหาต่าง ๆ ที่เกิดขึ้นในช่วงของการฝึกสอนกับบุคคลที่มีส่วนเกี่ยวข้องกับโครงการฝึกสอน ถ้าได้มีการประเมินผลเพื่อรวบรวมปัญหาและให้ข้อเสนอแนะของปัญหา ตลอดจนข้อเสนอแนะเกี่ยวกับวิธีการแก้ปัญหาแล้ว ก็น่าที่จะส่งผลให้โครงการฝึกสอนมีประสิทธิภาพสูงขึ้น

ด้วยเหตุดังกล่าว ผมจึงเลือกศึกษาเกี่ยวกับการประเมินผลโครงการฝึกสอนของนิสิตสาขาศึกษาศาสตร์เกษตร คณะศึกษาศาสตร์ มหาวิทยาลัย เกษตรศาสตร์ ในการศึกษาในระดับปริญญาเอกทางค่าน การศึกษาเกษตร ณ OKLAHOMA STATE UNIVERSITY ผมมั่นใจว่าผลของการศึกษาในเรื่องนี้จะ มีประโยชน์ต่องานของคณะศึกษาศาสตร์ในด้าน การเตรียมการฝึกสอนให้เหมาะสมสำหรับนิสิตสาขาศึกษาศาสตร์เกษตรในรุ่นต่อ ๆ ไป

ขอความกรุณาตอบคำถามในแบบสอบถามนี้ โดยอ่านคำแนะนำอย่างละเอียดและตอบคำถามตามความเป็นจริงที่สุด

แบบสอบถามมีทั้งหมด ๒ ตอน

ตอนที่ ๑ ข้อมูลทั่วไปของโครงการฝึกสอน

ตอนที่ ๒ ความคิดเห็นเกี่ยวกับการดำเนินงานและกิจกรรมต่าง ๆ ในกระบวนการฝึกสอน

หวังว่าคงได้รับความอนุเคราะห์จากท่านและขอขอบพระคุณอย่างสูงมา ณ โอกาสนี้ด้วย

ขอแสดงความนับถือ

(นายพนิต เข็มทอง)

อาจารย์

การประเมินผลโครงการฝึกสอนของนิสิตสาขาศึกษาศาสตร์ ศึกษาศาสตร์
มหาวิทยาลัย เกษตรศาสตร์

(แบบสอบถามชุด ก. กรอกโดยนิสิตที่ผ่านการฝึกสอนสาขาศึกษาศาสตร์ ศึกษาศาสตร์ และปัจจุบัน
สอนวิชา เกษตร)

๑. ข้อมูลทั่วไปของโครงการฝึกสอน

โปรดทำเครื่องหมาย (/) หรือ เติมข้อความซึ่งตรงกับความจริงเกี่ยวกับตัวท่านหรือ
ความคิดเห็นของท่านมากที่สุดลงในช่องว่าง

- ๑.๑ ชื่อสถานศึกษาที่ท่านฝึกสอน.....
- ๑.๒ ปีการศึกษาที่ท่านทำการฝึกสอน
.....ปีการศึกษา ๒๕๒๐-๒๕๒๑ปีการศึกษา ๒๕๒๓-๒๕๒๔
.....ปีการศึกษา ๒๕๒๑-๒๕๒๒ปีการศึกษา ๒๕๒๔-๒๕๒๕
.....ปีการศึกษา ๒๕๒๒-๒๕๒๓

๑.๓ จากประสบการณ์ที่ท่านได้รับในระหว่างทำการฝึกสอน

ที่ท่านได้ฝึกสอน	ที่ท่านคิดว่าเหมาะสมต่อการฝึกสอน
ระดับชั้น.....
ที่ท่านได้ฝึกสอน/สัปดาห์	ที่ท่านคิดว่าเหมาะสม ในการฝึกสอน/สัปดาห์
จำนวนชั่วโมง.....

๑.๔ วิชาที่ท่านได้ทำการฝึกสอน

- ๑.
- ๒.
- ๓.

๑.๕ สาขาวิชาเลือกด้าน เกษตรก่อนออกทำการฝึกสอน

(โปรดจัดเรียงลำดับความสำคัญ ๑, ๒,)

	สาขาที่ท่านได้เลือกเรียน	สาขาที่ท่านคิดว่าควรจะได้เลือกเรียน
กีฏวิทยา
โรคพืช
ประมง
พืชไร่
พืชสวน
สัตวบาล

๑.๖ ระยะเวลาของการฝึกสอน

ระยะเวลา (สัปดาห์)	ระยะเวลาที่ท่าน ได้ทำการฝึกสอน	ระยะเวลาที่ท่านคิดว่าเหมาะสม ของการออกฝึกสอน
		(โปรดจัดเรียงลำดับความสำคัญ ๑, ๒, ...)
๔
๑๐
๑๒
๑๖
อื่น ๆ (โปรดระบุ).....

๑.๗ ระยะเวลาของการฝึกสังเกตและปฏิบัติงานครู

ระยะเวลา (ชั่วโมง)	ระยะเวลาที่ท่านได้ ทำการสังเกต	ระยะเวลาที่ท่านคิดว่าเหมาะสมของการสังเกต
		(โปรดจัดเรียงลำดับความสำคัญ ๑, ๒, ...)
๒๐
๓๐
๔๐
อื่น ๆ (โปรดระบุ).....

๑.๘ ระยะเวลาของการจัดนิเทศการฝึกสอน

ระยะเวลา (วัน)	ระยะเวลาที่ท่านได้ ทำการนิเทศ	ระยะเวลาที่ท่านคิดว่าเหมาะสมของการนิเทศ
		(โปรดจัดเรียงลำดับความสำคัญ ๑, ๒, ...)
๑
๒
๓
อื่น ๆ (โปรดระบุ).....

๑.๙ สถานที่พักในระหว่างที่ทำการฝึกสอน

สถานที่	สถานที่พักของท่าน	สถานที่พักที่ท่านคิดว่าเหมาะสมในระหว่างการฝึกสอน
		(โปรดจัดเรียงลำดับความสำคัญ ๑, ๒, ...)
สถานศึกษาจัดให้
บ้านของท่าน
บ้านเช่า
อื่น ๆ (โปรดระบุ).....

๑.๑๑ ความเหมาะสมในการจัดส่งนิสิตฝึกสอนไปยังสถานศึกษาแห่งใดแห่งหนึ่ง

-ควรรจัดส่งทุกภาคการศึกษา
-ควรรจัดส่งภาคการศึกษา เว้นภาคการศึกษา
-ควรรจัดส่งทุก ๆ ปี
-อื่น ๆ (โปรดระบุ)

๑.๑๒ ภาคการศึกษาที่เหมาะสมที่สุดสำหรับการฝึกสอน

-ภาคต้น
-ภาคปลาย
-ทั้งภาคต้นและภาคปลาย

๑.๑๓ ระดับความสนใจที่ท่านได้รับจากอาจารย์ที่เลี้ยงของท่านในเรื่องการเตรียมการสอน

	ระดับความสนใจ ที่ท่านได้รับ	ระดับความสนใจที่ ท่านคิดว่าเหมาะสมที่สุด
มาก
ปานกลาง
น้อย
น้อยมาก

๑.๑๔ จำนวนครั้งของการนิเทศการสอนที่ท่านได้รับจากอาจารย์ที่เลี้ยง

	จำนวนครั้งที่ ท่านได้รับ	จำนวนครั้งที่ท่าน คิดว่าเหมาะสมที่สุด
ทุกครั้งที่สอน
สัปดาห์ละหนึ่งครั้ง
สัปดาห์ละสองครั้ง
สองสัปดาห์ต่อหนึ่งครั้ง
อื่น ๆ (โปรดระบุ)

๑.๑๕ จำนวนครั้งของการนิเทศที่ท่านได้รับจากอาจารย์นิเทศ

	จำนวนครั้งที่ ท่านได้รับ	จำนวนครั้งที่ท่าน คิดว่าเหมาะสมที่สุด
สัปดาห์ละหนึ่งครั้ง
สัปดาห์ละสองครั้ง
สองสัปดาห์ต่อหนึ่งครั้ง
อื่น ๆ (โปรดระบุ)

๑.๑๘ อาจารย์ที่เลี้ยงให้ความช่วยเหลือในการแก้ปัญหาต่าง ๆ ได้มากน้อยเพียงใด

	ความช่วยเหลือ ที่ท่านได้รับ	ความช่วยเหลือที่ท่าน คิดว่าควรจะได้รับ
มากที่สุด
มาก
น้อย
น้อยที่สุด

๑.๑๙ อาจารย์มีเทศน์ให้ความช่วยเหลือในการแก้ปัญหาต่าง ๆ ได้มากน้อยเพียงใด

	ความช่วยเหลือ ที่ท่านได้รับ	ความช่วยเหลือที่ ท่านคิดว่าควรจะได้รับ
มากที่สุด
มาก
น้อย
น้อยที่สุด

๑.๒๐ ข้อเสนอแนะของท่านเพื่อการปรับปรุงโครงการฝึกสอนของคณะศึกษาศาสตร์

มหาวิทยาลัย เกษตรศาสตร์

๑.
๒.
๓.
๔.
๕.

๒) ความคิดเห็นเกี่ยวกับการดำเนินงานและกิจการต่าง ๆ ในกระบวนการฝึกสอน

โปรดทำเครื่องหมาย (✓) ในช่องว่างท้ายข้อความที่เกี่ยวกับการดำเนินงานและกิจการต่าง ๆ
 ในกระบวนการฝึกสอนตามความคิดเห็นของท่าน

ข้อความ	ระดับความสำคัญ					สำคัญที่สุด
	สำคัญน้อย					
	๑	๒	๓	๔	๕	๖
๑. ประสบการณ์ในช่วงของการฝึกสอนที่มีผล จะทำให้เป็นครู เกษตรที่ประสบความสำเร็จ ในอนาคต						
๒. ประสบการณ์ที่ฝึกได้ในช่วงของการ ฝึกสังเกตและปฏิบัติงานครู * ควรจะ เป็นส่วนหนึ่งในโครงการ ฝึกสอน						
๓. ประสบการณ์ที่ฝึกได้ในช่วงของการ สัมมนา ** การฝึกสอนควรจะเป็นส่วนหนึ่ง ในโครงการฝึกสอน						
๔. ประสบการณ์ที่ฝึกได้ในช่วงของการ จัดประชุม ฝึกสอนเป็นส่วนหนึ่งใน โครงการฝึกสอน						
๕. การเลือกสถานศึกษาสำหรับการฝึกสอน โดยให้เป็นไปตามความต้องการของ นิสิตฝึกสอน						
๖. โอกาสของนิสิตฝึกสอนในการออกสำรวจ สถานศึกษาที่ตนจะต้องออกทำการฝึกสอน						

* คือโครงการที่จัดให้นิสิตก่อนออกทำการฝึกสอนได้ทำการสังเกตและปฏิบัติงานครูเป็นจำนวน ๓๐ ชั่วโมง
 ๗. โรงเรียนสาธิตแห่งมหาวิทยาลัย เกษตรศาสตร์

** คือโครงการที่จัดให้นิสิตหลังจากกลับจากการฝึกสอนได้ทำการสัมมนาเป็นเวลา ๒ วัน ในหัวข้อต่าง ๆ
 ซึ่งเกี่ยวข้องกับนิสิตที่ฝึกได้ประสบในระหว่างทำการฝึกสอน

ข้อความ

- ๓. ความจำเป็นที่จะให้โตมาซึ่งรายละเอียดทั้งหมดเกี่ยวกับหน้าที่และความรับผิดชอบของนิสิตฝึกสอนก่อนทำการฝึกสอน
- ๔. นักเรียน นักศึกษา ที่นิสิตฝึกสอนของแต่ละสถานศึกษามีส่วนร่วมในการประเมินผลนิสิตฝึกสอน
- ๕. อาจารย์ที่เลี้ยงของแต่ละสถานศึกษามีส่วนร่วมในการประเมินผลนิสิตฝึกสอน
- ๖. การประเมินผลนิสิตฝึกสอนโดยอาจารย์ที่เลี้ยงควรมีประมาณเท่าไร (คิดเป็น %)

_____ ๓๐ %
 _____ ๓๐ %
 _____ ๔๐ %

_____ ๔๐ %
 _____ ๖๐ %
 _____ ๗๐ %

ระดับความสำคัญ

สำคัญน้อย					สำคัญมากที่สุด
	๒	๓	๔	๕	
๑					๖

การประ เ็นผลโครงการฝึกสอนของนิสิตสาขาศึกษาศาสตร์ เกษตร
มหาวิทยาลัย เกษตรศาสตร์

(แบบสอบถามชุด ๒. กรอกโดยอาจารย์ที่ เลี้ยงของนิสิตฝึกสอนสาขาศึกษาศาสตร์ เกษตร
คณะศึกษาศาสตร์ มหาวิทยาลัย เกษตรศาสตร์)

๑. ข้อมูลทั่วไปของโครงการฝึกสอน

โปรดทำเครื่องหมาย (✓) หรือเติม เติมข้อความซึ่งตรงกับความจริง เกี่ยวกับตัวท่านหรือความคิดเห็น
ของท่านมากที่สุดลงในช่องว่าง

๑.๑ ระยะเวลาที่ท่านปฏิบัติงานสอนในสถานศึกษาปัจจุบัน

- ๑ - ๓ ปี
- ๔ - ๖ ปี
- ๗ ปี หรือมากกว่า

๑.๒ วุฒิศึกษาสูงสุดที่ท่านได้รับ

	ปี (พ.ศ.)	สถานศึกษา	วิชาเอก
ปริญญาโท
ปริญญาตรี
อนุปริญญา

๑.๓ ท่านเคยได้รับการอบรม เกี่ยวกับการนิเทศฝึกสอนมากนักน้อย เพียงใด

	การอบรมที่ท่านได้รับ	การอบรมที่ท่านคิดว่าควรจะได้รับ
มากที่สุด
มาก
น้อย

๑.๔ จากประสบการณ์ของท่าน โปรดแสดงความคิดเห็นเกี่ยวกับระยะเวลาของกิจกรรมต่าง ๆ ใน

กระบวนการฝึกสอน

ถ้าท่านเคยผ่านการฝึกสอนมาก่อน กรุณาตอบทั้งข้อสัมพันธฆาฆมือและฆาฆมือ

ถ้าท่านไม่เคยผ่านการฝึกสอนมาก่อน กรุณาตอบ เฉพาะข้อสัมพันธฆาฆมือ

ถ้าท่านเคยผ่านการฝึกสอนแต่ไม่ได้ทำกิจกรรมในข้อย่อยนี้ กรุณาตอบ "ไม่ เคย" ในข้อสัมพันธฆาฆมือ
และแสดงความคิดเห็นในข้อสัมพันธฆาฆมือ

ก) ระยะเวลาของการฝึกสอน

ระยะเวลา (สัปดาห์)	ระยะเวลาที่ท่านให้ทำการฝึกสอน	ระยะเวลาที่ท่านคิดว่าเหมาะสมของ การออกฝึกสอน (โปรดจัด เรียงลำดับความสำคัญ ๑, ๒....)
๔
๑๑
๑๒
๑๖

ข) ระยะเวลาของการสังเกตและฝึกปฏิบัติงานครู

ระยะเวลา (ชั่วโมง)	ระยะเวลาที่ท่านได้ทำการสังเกต	ระยะเวลาที่ท่านคิดว่าเหมาะสมของการสังเกต ฯ (โปรดจัดเรียงลำดับความสำคัญ ๑, ๒.....)
๒๐
๓๐
๔๐
อื่น ๆ (โปรดระบุ)

ค) ระยะเวลาของการจัดสัมมนาการฝึกสอน

ระยะเวลา (วัน)	ระยะเวลาที่ท่านได้ทำการสัมมนา ฯ	ระยะเวลาที่ท่านคิดว่าเหมาะสมของการสัมมนา ฯ (โปรดจัดเรียงลำดับความสำคัญ ๑, ๒.....)
๑
๒
๓
อื่น ๆ (โปรดระบุ)

ง) สถานที่ฝึกในระหว่างทำการฝึกสอน

สถานที่	สถานที่ฝึกของท่าน	สถานที่ฝึกที่ท่านคิดว่าเหมาะสมในระหว่างฝึกสอน (โปรดจัดเรียงลำดับความสำคัญ ๑, ๒.....)
ที่สถานศึกษาจัดให้
บ้านของท่าน
บ้านเช่า
อื่น ๆ (โปรดระบุ)

๑.๔ ทิวาทมาจากกาการจัดการเรียนการสอนของวิชา เกษตรในสถานศึกษาที่ท่านปฏิบัติงานอยู่ในปัจจุบัน

ก) ความเหมาะสมในการจัดสิ่งนิสิตสาขาศึกษาศาสตร์ เกษตรออกทำการฝึกสอน

-ควรจัดส่งทุกภาคการศึกษา
-ควรจัดส่งภาคการศึกษา เว้นภาคการศึกษา
-ควรจัดส่งทุก ๆ ปี
-ควรจัดส่งปีเว้นปี
-อื่น ๆ (โปรดระบุ)

ข) ภาคการศึกษาที่เหมาะสมที่สุดสำหรับการฝึกสอน

- ภาคต้น
 ภาคปลาย
 ทั้งภาคต้นและภาคปลาย

๑.๖ ท่านเคยมีผลิตฝึกสอนสาขาศึกษาศาสตร์ เกษตรในความดูแลโดยเฉลี่ย

จำนวน..... คน/ภาคการศึกษา

๑.๗ เพื่อให้มีประสิทธิภาพมากที่สุด ท่านคิดว่าควรจะมีผลิตฝึกสอนอยู่ในความดูแลของท่าน

จำนวน..... คน/ภาคการศึกษา

๑.๘ การปฏิบัติงานในหน้าที่อาจารย์ที่เลี้ยงมีผลต่อการระงับที่ประจำของท่านอย่างไร

-มีผลดี
ไม่มีผลดี
มีผลเสียหายมาก

๑.๙ การปฏิบัติงานในหน้าที่อาจารย์ที่เลี้ยงมีผลต่อการเลือกใช้วิธีการสอนแบบต่าง ๆ ของท่านอย่างไร

-ทำให้เกิดแนวความคิดในวิธีสอนแบบใหม่
ทำให้เกิดแนวความคิดในการเลือกใช้วิธีสอนหลาย ๆ แบบ
ไม่มีผลกระทบแต่อย่างใด
จำกัดความคิดในการเลือกใช้วิธีสอน

๑.๑๐ โครงการฝึกสอนของนิสิตสาขาศึกษาศาสตร์ เกษตรมีผลเสียหายต่อการจัดการเรียนการสอน

ให้กับนักเรียน นิสิตศึกษา ในวิชาเกษตรมากน้อยเพียงใด

-มีผลเสียหายมาก
มีผลเสียหายบ้าง
มีผลเสียหายน้อย
ไม่มีผลเสียหายเลย

๑.๑๑ จำนวนครั้งที่ท่านได้ทำการนิเทศนิสิตฝึกสอน

จำนวนครั้งที่ท่าน ทำการนิเทศ	จำนวนครั้งที่ท่านคิดว่า เหมาะสมที่สุด
ทุกครั้งที่สอน
สัปดาห์ละหนึ่งครั้ง.....
สัปดาห์ละสองครั้ง.....
สองสัปดาห์ต่อหนึ่งครั้ง.....
อื่น ๆ (โปรดระบุ).....

- ๑.๑๒ การจัดประชุมเชิงปฏิบัติการระหว่างอาจารย์ที่เลี้ยงกับอาจารย์นิเทศก์ เพื่อความเข้าใจและตกลงแนวทางในการปฏิบัติงาน เกี่ยวกับโครงการฝึกสอนมีจุดค่าน้อยเพียงใดตามความคิดเห็นของท่าน
ในหัวข้อต่อไปนี้

ข้อความ	ความคิดเห็น		
	มีจุดค่ามาก	มีจุดค่าบ้าง	มีจุดค่าน้อย
ก. การเตรียมตัวของนิสิตฝึกสอนก่อนออกทำ-			
การฝึกสอน
ข. วิธีการทำบันทึกการสอนของนิสิตฝึกสอน
ค. การประชุมปรึกษานักบริหารร่วมกันระหว่าง			
อาจารย์ที่เลี้ยงและนิสิตฝึกสอน
ง. บทบาทและหน้าที่ความรับผิดชอบของ			
นิสิตฝึกสอน
จ. บทบาทและหน้าที่ความรับผิดชอบของ			
อาจารย์ที่เลี้ยง
ฉ. บทบาทและหน้าที่ความรับผิดชอบของ			
อาจารย์นิเทศก์

- ๑.๑๓ ข้อเสนอแนะของท่าน เพื่อการปรับปรุงโครงการฝึกสอนของคณะศึกษาศาสตร์ มหาวิทยาลัย เกษตรศาสตร์

๑.
๒.
๓.
๔.
๕.

๖) ความคิดเห็นเกี่ยวกับการดำเนินงานและกิจกรรมต่าง ๆ ในกระบวนการฝึกสอน

โปรดทำเครื่องหมาย (✓) ในช่องว่างท้ายข้อความที่เกี่ยวข้องกับการดำเนินงานและกิจกรรมต่าง ๆ ในกระบวนการฝึกสอนตามความคิดเห็นของท่าน

ข้อความ

ระดับความสำคัญ

- ๑. ประสบการณ์ในช่วงของการฝึกสอนที่มีผลจะทำให้เป็นครู เกษตรที่ประสบความสำเร็จในอนาคต
- ๒. ประสบการณ์ที่นิสิตได้รับในช่วงของการฝึกสังเกตและปฏิบัติงานครู^{*} ควรจะเป็นส่วนหนึ่งในโครงการ ฝึกสอน
- ๓. ประสบการณ์ที่นิสิตได้รับในช่วงของการฝึกสอน^{**} ควรเป็นส่วนหนึ่งในโครงการฝึกสอน
- ๔. ประสบการณ์ที่นิสิตได้รับในช่วงของการฝึกปฏิบัติภาคฝึกสอน เป็นส่วนหนึ่งในโครงการฝึกสอน
- ๕. การเลือกสถานศึกษาสำหรับการฝึกสอน โดยให้เป็นไปตามความต้องการของนิสิตฝึกสอน
- ๖. โอกาสของนิสิตฝึกสอนในการออกสำรวจสถานศึกษาที่ตนจะต้องออกทำการฝึกสอน

สำคัญน้อย	ระดับความสำคัญ					สำคัญมากที่สุด
	๑	๒	๓	๔	๕	

* คือโครงการที่จัดให้นิสิตก่อนออกทำการฝึกสอนได้ทำการสังเกตและปฏิบัติงานครูเป็นจำนวน ๓๐ ชั่วโมง
 ๑. โรงเรียนสาธิตแห่งมหาวิทยาลัย เกษตรศาสตร์

** คือโครงการที่จัดให้นิสิตหลังจากกลับจากการฝึกสอนได้ทำการฝึกสอนเป็นเวลา ๒ วัน ในหัวข้อต่าง ๆ
 ซึ่งเกี่ยวข้องกับนิสิตที่นิสิตได้ประสบในระหว่างการฝึกสอน

ข้อความ

- ๓. ความจำเป็นที่จะให้ใครมาซึ่งรายละเอียดทั้งหมดเกี่ยวกับหน้าที่และความรับผิดชอบของนิสิตฝึกสอนก่อนทำการฝึกสอน
- ๔. นักเรียน นักศึกษา ที่นิสิตฝึกสอนของคณะสถานศึกษามีส่วนร่วมในการประเมินผลนิสิตฝึกสอน
- ๕. อาจารย์ที่เลี้ยงของคณะสถานศึกษามีส่วนร่วมในการประเมินผลนิสิตฝึกสอน
- ๑๑. การประเมินผลนิสิตฝึกสอนโดยอาจารย์ที่เลี้ยงควรมีประมาณเท่าไร (คิดเป็น %)

_____ ๒๐ %
 _____ ๓๐ %
 _____ ๔๐ %

_____ ๕๐ %
 _____ ๖๐ %
 _____ ๗๐ %

ระดับความสำคัญ

สำคัญน้อย					สำคัญมาก
	๑	๒	๓	๔	

การประเมินผลโครงการของนิสิตสาขาศึกษาศาสตร์ เกษตร

มหาวิทยาลัย เกษตรศาสตร์

(แบบสอบถามชุดค. กรอกโดยอาจารย์นิเทศก์ของนิสิตฝึกสอนสาขาศึกษาศาสตร์ มหาวิทยาลัย เกษตรศาสตร์)

๑. ข้อมูลทั่วไปของโครงการฝึกสอน

โปรดทำเครื่องหมาย (✓) หรือ เติมข้อความซึ่งตรงกับความจริงเกี่ยวกับตัวท่านหรือความคิดเห็นของท่านมากที่สุดลงในช่องว่าง

๑.๑ อายุราชการของท่านนับจนถึงปัจจุบัน.....ปี

๑.๒ ท่านได้ร่วมเป็นอาจารย์นิเทศก์ในโครงการฝึกสอนมาแล้ว เป็นเวลา.....ปี

๑.๓ ภูมิทางการศึกษา

	ปี (ท.ศ.)	สถานศึกษา	สาขาวิชา
ปริญญาตรี
ปริญญาโท
ปริญญาเอก

๑.๔ ท่านเคยได้รับการอบรม เกี่ยวกับการนิเทศฝึกสอนมากน้อย เพียงใด

	การอบรมที่ท่านได้รับ	การอบรมที่ท่านคิดว่าควรจะได้รับ
มากที่สุด
มาก
น้อย
ไม่ได้รับเลย

๑.๕ ศึกษาจากการจัดการเรียนการสอนตามหลักสูตรการศึกษา เกษตรฉบับปัจจุบัน

- ก) ความเหมาะสมในการจัดตั้งนิสิตสาขาศึกษาศาสตร์ เกษตรออกทำการฝึกสอน
-การจัดตั้งทุกภาคการศึกษา
-การจัดตั้งภาคการศึกษา เว้นภาคการศึกษา
-การจัดตั้งทุกปี
-การจัดตั้งปีเว้นปี
-อื่น ๆ (โปรดระบุ)
- ข) ภาคการศึกษาที่เหมาะสมที่สุดสำหรับการฝึกสอน
-ภาคต้น
-ภาคปลาย
-ทั้งภาคต้นและภาคปลาย

๑.๖ ในการปฏิบัติหน้าที่เป็นอาจารย์ในเทศน์ในโครงการฝึกสอนมีส่วนช่วยให้ท่านมีความสัมพันธ์กับบุคลากรไปสถานศึกษาที่ส่งนิสิตไปฝึกสอนอย่างไร

-มีมาก
-มีบ้าง
-น้อย
-ไม่มีเลย

๑.๗ ท่านมีนิสิตฝึกสอนอยู่ในความดูแลโดยเฉลี่ยจำนวน.....คน/ภาคการศึกษา

๑.๘ เพื่อให้มีประสิทธิภาพมากที่สุด ท่านคิดว่าควรจะมีนิสิตฝึกสอนอยู่ในความดูแลของท่านจำนวน.....คน/ภาคการศึกษา

๑.๙ จำนวนครั้งที่ท่านได้ทำการนิเทศนิสิตฝึกสอน

	จำนวนครั้งที่ท่านทำการนิเทศ	จำนวนครั้งที่ท่านคิดว่าเหมาะสมที่สุด
สัปดาห์ละหนึ่งครั้ง
สองสัปดาห์ต่อหนึ่งครั้ง
อื่น ๆ (โปรดระบุ)

๑.๑๐ การปฏิบัติงานในหน้าที่อาจารย์ในเทศน์มีผลต่อการกระทำหน้าที่ประจำของท่านอย่างไร

-มีผลดี
-ไม่มีผล
-มีผลเสียหายบ้าง
-มีผลเสียหายมาก

๑.๑๑ การปฏิบัติงานในหน้าที่อาจารย์ในเทศน์มีผลต่อการเลือกใช้วิธีการสอนแบบต่าง ๆ ของท่านอย่างไร

-ทำให้เกิดแนวความคิดในวิธีสอนแบบใหม่
-ทำให้เกิดแนวความคิดในการเลือกใช้วิธีการสอนหลาย ๆ แบบ
-ไม่มีผลแต่อย่างใด
-จำกัดความคิดในการเลือกใช้วิธีสอน

๑.๑๒ ท่านคิดว่าโครงการฝึกสอนมีผลเสียหายต่อการจัดการเรียนการสอนให้กับนักศึกษานักศึกษาในวิชาเกษตรของแต่ละสถานศึกษามากน้อยเพียงใด

-มีผลเสียหายมาก
-มีผลเสียหายบ้าง
-มีผลเสียหายน้อย
-ไม่มีผลเสียหายเลย

๑.๑๓ จากประสบการณ์ของท่าน โปรดแสดงความคิดเห็นเกี่ยวกับระยะเวลาของกิจกรรมต่าง ๆ

ในกระบวนการฝึกสอน

ถ้าท่านเคยผ่านการฝึกสอนมาก่อน กรุณาตอบทั้งคอลัมน์ชายมือและขวามือ

ถ้าท่านไม่เคยผ่านการฝึกสอนมาก่อน กรุณาตอบเฉพาะคอลัมน์ขวามือ

ถ้าท่านเคยผ่านการฝึกสอนแต่ไม่ได้ทำกิจกรรมในข้อข้อยกเว้น กรุณาตอบ "ไม่เคย" ในคอลัมน์

ชายมือและแสดงความคิดเห็นในคอลัมน์ขวามือ

ก) ระยะเวลาของการฝึกสอน

ระยะเวลา (มีปคำท)	ระยะเวลาที่ท่าน ได้ทำการฝึกสอน	ระยะเวลาที่ท่านคิดว่าเหมาะสมของ การออกฝึกสอน (โปรดจัดเรียงลำดับความสำคัญ, ๑, ๒, ...)
๕
๑๐
๑๕
๑๖
อื่น ๆ (โปรดระบุ)

ข) ระยะเวลาของการสังเกตและฝึกปฏิบัติพิงงานครู

ระยะเวลา (ชั่วโมง)	ระยะเวลาที่ท่านได้ ทำการสังเกตฯ	ระยะเวลาที่ท่านคิดว่าเหมาะสม ของการสังเกตฯ (โปรดจัดเรียงลำดับความสำคัญ, ๑, ๒, ...)
๒๐
๓๐
๔๐
อื่น ๆ (โปรดระบุ)

ค) ระยะเวลาของการจัดสัมมนาการฝึกสอน

ระยะเวลา (วัน)	ระยะเวลาที่ท่านได้ ทำการสัมมนาฯ	ระยะเวลาที่ท่านคิดว่า เหมาะสมของการสัมมนาฯ (โปรดจัดเรียงลำดับความสำคัญ, ๑, ๒, ...)
๑
๒
๓
อื่น ๆ (โปรดระบุ)

ง) สถานที่พักในระหว่างทำการฝึกสอน

สถานที่	สถานที่พักของท่าน	สถานที่พักที่ท่านคิดว่าเหมาะสมในระหว่างฝึกสอน (โปรดจัดเรียงลำดับความสำคัญ ๑, ๒.....)
ที่สถานศึกษาจัดให้
บ้านของท่าน
บ้านเช่า
อื่น ๆ (โปรดระบุ)

๑.๑๔ การจัดประชุมเชิงปฏิบัติการระหว่างอาจารย์ที่เลี้ยงกับอาจารย์นิเทศ เพื่อความเข้าใจและตกลงแนวทางในการปฏิบัติที่ถูกต้องเกี่ยวกับโครงการฝึกสอนมีคุณค่ามากน้อย เพียงใดตามความคิดเห็นของท่านในหัวข้อต่อไปนี้

ข้อความ	ความคิดเห็น		
	มีคุณค่ามาก	มีค่าบ้าง	มีค่าน้อย
ก. การเตรียมตัวของนิสิตฝึกสอนก่อนออกทำการฝึกสอน
ข. วิธีการทำบันทึกการสอนของนิสิตฝึกสอน
ค. การประชุมปรึกษาหารือร่วมกันระหว่างอาจารย์ที่เลี้ยงและนิสิตฝึกสอน
ง. บทบาทและหน้าที่ความรับผิดชอบของนิสิตฝึกสอน
จ. บทบาทและหน้าที่ความรับผิดชอบของอาจารย์ที่เลี้ยง
ฉ. บทบาทและหน้าที่ความรับผิดชอบของอาจารย์นิเทศ

๑.๑๔ ข้อเสนอแนะของท่านเพื่อปรับปรุงโครงการฝึกสอนของคณะศึกษาศาสตร์ มหาวิทยาลัยเกษตรศาสตร์

๑.

๒.

๓.

๔.

๕.

๒) ความคิดเห็น เกี่ยวกับการดำเนินงานและกิจการต่าง ๆ ในกระบวนการฝึกสอน

โปรดทำเครื่องหมาย (✓) ในช่องว่างท้ายข้อความที่เกี่ยวข้องกับการดำเนินงานและกิจการต่าง ๆ ในกระบวนการฝึกสอนตามความคิดเห็นของท่าน

ข้อความ	ระดับความสำคัญ				
	สำคัญน้อย				สำคัญที่สุด
	๑	๒	๓	๔	๕
๑. ประสบการณ์ในช่วงของการฝึกสอนที่มีผล จะทำให้ เป็นครู เกษตรที่ประสบความสำเร็จ ในอนาคต					
๒. ประสบการณ์ที่ฝึกได้ในช่วงของการ ฝึกสังเกตและปฏิบัติงานครู * ควรจะ เป็นส่วนหนึ่งในโครงการ ฝึกสอน					
๓. ประสบการณ์ที่ฝึกได้ในช่วงของการ ฝึกสอน ** การฝึกสอนควรจะเป็นส่วนหนึ่งใน โครงการฝึกสอน					
๔. ประสบการณ์ที่ฝึกได้ในช่วงของการ ฝึกปฏิบัติ เทคนิคฝึกสอนเป็นส่วนหนึ่งใน โครงการฝึกสอน					
๕. การเลือกสถานศึกษาสำหรับการฝึกสอน โดยให้เป็นไปตามความต้องการของ ฝึกสอน					
๖. โอกาสของฝึกสอนในการออกสำรวจ สถานศึกษาที่ตนจะต้องออกทำการฝึกสอน					

* คือโครงการที่จัดให้ฝึกสอนออกทำการฝึกสอนได้ทำการสังเกตและปฏิบัติงานครูเป็นจำนวน ๓๐ ชั่วโมง
 ๑. โรงเรียนสาธิตแห่งมหาวิทยาลัยเกษตรศาสตร์

** คือโครงการที่จัดให้ฝึกสอนหลังจากกลับจากการฝึกสอนได้ทำการฝึกสอนเป็นเวลา ๒ วัน ในหัวข้อต่าง ๆ ซึ่งเกี่ยวข้องกับเนื้อหาที่ฝึกได้ประสบในระหว่างทำการฝึกสอน

ข้อความ

- ๓. ความจำเป็นที่จะให้ใครมาซึ่งรายละเอียดทั้งหมดเกี่ยวกับหน้าที่และความรับผิดชอบของนิสิตฝึกสอนก่อนทำการฝึกสอน
- ๔. นิสิต ฝึกสอน นิสิตศึกษา ที่นิสิตฝึกสอนของแต่ ละสถานศึกษามีส่วนร่วมในการประเมินผลนิสิตฝึกสอน
- ๕. อาจารย์ที่เลี้ยงของแต่ละสถานศึกษามีส่วนร่วมในการประเมินผลนิสิตฝึกสอน
- ๖. การประเมินผลนิสิตฝึกสอนโดยอาจารย์ที่เลี้ยงควรจะมีประมาณเท่าไร (คิดเป็น %)

_____ ๖๐ %
 _____ ๓๐ %
 _____ ๔๐ %

ระดับความสำคัญ

สำคัญน้อย					สำคัญมากสุด
	๑	๒	๓	๔	

_____ ๔๐ %
 _____ ๖๐ %
 _____ ๓๐ %

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VITA

Panit Khemtong

Candidate for the Degree of

Doctor of Education

Thesis: AN ASSESSMENT OF THE EFFECTIVENESS OF SELECTED ASPECTS OF THE STUDENT TEACHING PROGRAM IN VOCATIONAL AGRICULTURE AS PRESENTLY PROVIDED AT KASETSART UNIVERSITY

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Personal Data: Born November 22, 1951, Bangkok, Thailand, the son of Colonel Punlop and Pornpimol, wife Porntip Khemtong.

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