

Guidelines for Building a Teacher Spirit of English Pre-Service Teachers with the Pre-Practicum Activity and the Satisfaction of Pre-Service Teachers, English Teachers, and the School Director

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ABSTRACT

The purpose of this research is to study the guidelines for creating teacher spirit of pre-service teachers in English major, Faculty of Education, Sakon Nakhon Rajabhat University with the pre-practicum activity and satisfaction with the activity. The research methodology consists of three stages; 1) study the concepts and theories related to the creation of a teacher spirit; 2) synthesize the pre-practicum activity from group discussions consisting of five lecturers in the Bachelor of Education Program in English, the school director, and three English supervising teachers; 3) study the satisfaction of pre-service teachers, the school director, and English supervising teachers. The research found that organizing the pre-practicum activity for pre-service teachers in English major; lecturers in the curriculum should 1) study the essentials of creating a spiritual teacher and the pre-practicum activity, 2) plan for organizing the activity, 3) conduct a program meeting and make an agreement for the activity with the school director and supervising teachers, 4) clarify the activity with the pre-service teachers, 5) make the authentic assessment, and 6) reflect results with the school director and supervising teachers; the school director should 1) plan to organize the activity with the lecturers in the curriculum and supervising teachers, 2) assign tasks for pre-service teachers and allow them to learn the duties of teachers according to actual conditions, 3) exchange knowledge with supervising teachers and pre-service teachers, and 4) reflect results with the lecturers in the curriculum and supervising teachers; pre-service teachers should 1) listen to clarification on the activity organized by the professors, the director, and teachers, 2) do the activity, 3) exchange knowledge with the director and teachers, 4) reflect the results of activity according to the actual situation with the professors, the director, and teachers; English supervising teachers should 1) plan organizing activity with the lecturers and the school director, 2) assign tasks for pre-service teachers, 3) exchange knowledge with the school director and pre-service teachers, and 4) reflect the results together with the lectures and the school director. And, the satisfaction of them is at the highest level.

Keywords: *teacher spirit building, pre-practicum activity, pre-service teachers*

1. Introduction

Teaching profession is one of the popular career in Thailand, especially the northeastern region. It is a value that has been collected since the past. Parents prefer children to be a teacher civil servant, which may be a career that is congenial or not. The parents agreed that teacher civil servant is considered as a one of civil servant which is stable and has a good welfare, not only own oneself, but also including parents, spouses and children, as well as retirement age is 60 years old. If talking about the institution that produces graduate students who can take civil servant examinations, we need to think of Rajabhat University, which developed from a teacher training school, that is a direct source of teachers from the Faculty of Education. This is a popular faculty where students can learn about the teaching approach [1].

Sakon Nakhon Rajabhat University is one of Rajabhat University in the north-eastern region which has service areas in Sakon Nakhon, Nakhon Phanom and Mukdahan provinces. Each academic year, many students apply to study in the Faculty of Education that deals with teaching and learning directly. In other words, the faculty that produced the teachers. Bachelor of Education Program in English Language is one area that is popular with high school students. The number of applicants for study in the English language teaching program for the last three years is 2-3 times of the number of recruitment. It seems a high competition of all who pass the examination are likely to want to study or really want to be an English teacher. But when he/she had entered the courses for a while, students find that they do not want to be teachers and want to work in another profession. And, it was found that his parents forced him/her to study. Some students' dream of a career is undecided. They could pass the exam and then went to study. However, they were lack of motivation to study and experience in the teaching profession, and also had weak English language skills. It results in unhappy learning and no learning motivation. Before experiencing the teaching profession, they had to wait until the subjects related to the practicum in the senior year. Thus, they had a lack of the spirit of being a teacher which is the essential of the teaching profession.

The spirit of being a teacher is something that a teacher, an education professional, or even a student teacher who becomes a teacher in the future must have because it is considered an important feature of professional teachers. Especially, teachers in the 21st century who must not only have a heart to pay attention to students, but also have the skills to inspire in the students' mind to love to learn, to enjoy learning, to make learning fun, and to motivate to continue learning throughout the life. It means that the role of the teacher must change. Teachers need to have more spirit. The spirit of a teacher is defined in the professional standard for teachers.

The spirit of being a teacher means performing with heart which leads to love, faith, kind, hopeful for students, adherence to professional with having determination and dedication to work, and behave as a positive role model [2-7].

Behavior which is a good role model of teachers is something that every teacher must behave. When the students develop with the love and faith in their teachers, they will behave and follow the teacher whom they love and believe in. There are many of children's mentions that have demonstrated the influence of teachers 'behavior on the students' attitudes such as:

“I do not like English subjects because the teacher looks fierce.”

“I do not like English subjects because the teachers do not understand.”

Or vice versa

“I like English because the teacher is kind and reasonable.”

“I like English subjects because the teachers are enjoyable and have many games to play.”

English language is the international language used to communicate with people who do not use English as their mother tongue, and it is also one of the skills to maintain life in the 21st century. Therefore, English teachers are very important to learners in the 21st century because they must be able to pass on their knowledge to students, promote a good attitude of the students towards English language, and make the students to love English [4-7].

As for making the learners to have English language skills, good attitude towards English language, and love English. The person who plays an important role is the English teacher. Before making others see the things as mentioned above, teachers or pre-service teachers, who will be teachers in the future, must first examine themselves whether they have those things or not. Pre-service teachers who are feeling discouraged in their studies or those who do not yet have spiritually will suffer with that. The way to solve the problem is to organize activities that provides students the experience of teaching and real-life work experience of teachers. Self-learning in real situations with the pre-practice activities are delivered in order to expose real life of the teacher civil servant in school since the first year of learning. The activity is the integrated learning with real school context which cannot be taught directly, but can organize the process for learning for pre-service teacher. When they have experience about the duties of teachers in the school, then they will be able to answer themselves that is “Can I make a living as a teacher?” When students' attitudes towards being a pre-service teacher and the teaching profession change in a positive way, the students will open their minds and begin to develop themselves to have the spirit of a teacher. Moreover, the teachers who work with the spirit of a teacher, of course, the students who are the products of the teacher will be the good citizens that society needs [3-13]

2. Research Objectives

- 2.1 To reveal the guidelines for building a teacher spirit of English pre-service teachers.
- 2.2 To explore the satisfaction of pre-service teachers, the school director, and English supervising teachers regarding the pre-practicum activity.

3. Research Methodology

3.1 Population

The population in this research is divided into two groups. The first group that creates the guidelines for building a teacher spirit of English pre-service teachers consists of five lecturers in the Bachelor of Education Program in English of Sakon Nakhon Rajabhat University, the school director, and three English supervising teachers. The second group that was used to explore the satisfaction regarding the pre-practicum activity includes 27 pre-service teachers in the Bachelor of Education Program in English of Sakon Nakhon Rajabhat University who have participated in the pre-practicum activity since the first year of studying, the director of the school where was set up the pre-practicum activity, and three English supervising teachers who took care of English pre-service teachers.

3.2 Research Instruments

The construction of the research instruments is based on a review of the literature on the 21st century skills, changing roles of teachers in the 21st century, professional standard for teachers, spirituality of teachers, school integrated learning, pre-practicum for a teacher candidate, practicum in professional, teaching practicum in a school, and related researches concerning educational and teaching profession [2-13]. The research instruments that were used to gather the information to create the guidelines for building a teacher spirit of English pre-service teachers are a meeting report and an unstructured group discussion. Another research instruments that were used to collect the satisfaction of the pre-practicum activity are a focused interview and a five-point Likert scale questionnaire.

3.3 Data Collection and Analysis

The research methods consist of three stages in the following. First, the guidelines to build a teacher spirit of English pre-service teachers were compiled from data gained by studying the concepts, theories, and researches mentioned in 3.2 above after the English pre-service teachers consulted about their problems in studying in the field of the teaching profession. As for solving these problems, the lecturers discussed to find out a solution during the program meeting. Furthermore, the researchers had a group discussion with the director and three English supervising teachers of the school where the English program had working experience and a good relationship and was chosen to set up the pre-practicum activity. Second, the researchers synthesized the data compiled from the literature review and related researches, the program meeting, and the group discussion to create the pre-practicum activity for building spirituality of English pre-service teachers. Third, the researchers gathered the satisfaction concerning the pre-practicum activity using a five-point Likert scale questionnaire with pre-service teachers and conducting a focused interview with the school director and English supervising teachers. In addition, the researchers analysed the data gained from the questionnaires using descriptive statistics that were a percentage, a frequency distribution, the arithmetic mean, and the standard deviation, and used content analysis to analyse the data gained from the focused interview as well. As for satisfaction concerning the pre-practicum activity, a specific scale was assigned for each specific criteria as can be seen in Table 1.

Table 1 A Five-Point Likert Scale Criteria for Satisfaction

Scale	Criteria	Mean Range
5	The highest	4.21 - 5.00
4	High	3.41 - 4.20
3	Moderate	2.61 - 3.40
2	Low	1.81 - 2.60
1	The lowest	1.00 - 1.80

4. Research Results and Discussions

4.1 The guidelines for building a teacher spirit of English pre-service teachers with the pre-practicum activity is divided into four parts and presented in the roles of each groups as follows.

4.1.1 As for setting up the pre-practicum activity, the lectures in the curriculum should:

- Study the essentials of creating a spirituality of teacher and the pre-practicum activity
- Plan for organizing the pre-practicum activity
- Conduct a program meeting and make an agreement of the pre-practicum activity with the school director and supervising teachers
- Clarify the pre-practicum activity with the pre-service teachers
- Make the authentic assessment
- Reflect results with the school director and supervising teachers

4.1.2 With regard to providing the pre-practicum activity, the school director should:

- Plan to organize the pre-practicum activity with the lectures in the curriculum and supervising teachers
- Assign tasks for the pre-service teachers and allow them to learn the duties of teachers according to actual conditions
- Exchange knowledge with the supervising teachers and pre-service teachers
- Reflect the results with the lectures in the curriculum and supervising teachers

4.1.3 Regarding to providing the pre-practicum activity, pre-service teachers should

- Listen to clarification on the pre-practicum activity organized by the lectures in the curriculum, the school director and supervising teachers
- Do the pre-practicum activity
- Exchange knowledge with the school director and supervising teachers
- Reflect the results according to the actual situation with the lectures in the curriculum, the school director and supervising teachers

4.1.4 As for to taking care the pre-service teachers to do the pre-practicum activity, English supervising teachers should:

- Plan to organize the pre-practicum activity with the lectures in the curriculum and the school director
- Assign tasks for the pre-service teachers
- Exchange knowledge with the school director and pre-service teachers
- Reflect the results together with the lectures in the curriculum and the school director.

4.2 The satisfactions regarding the pre-practicum activity are in the following. As for background information of pre-service teachers in Table 2, the results indicate that of the 27 pre-service teachers, 25.93% were male and 74.07% were female.

Table 2 Background Information of Pre-Service Teachers

Gender	<i>f</i>	%
Male	7	25.93
Female	20	74.07
Total	27	100.00

4.2.1 The overall satisfaction of pre-service teachers regarding the pre-practicum activity in three categories was determined at the highest level ($M = 4.78$, $SD = 0.42$) as can be seen in Table 3. The results for each category of specific satisfactions show that; the category of morality, ethics, and code of conduct was determined at the highest level ($M = 4.81$, $SD = 0.40$); the category of being a teacher at the highest level ($M = 4.80$, $SD = 0.40$); the category of learning the duties of teachers before taking teaching practice in school was determined at the highest level ($M = 4.75$, $SD = 0.47$) respectively.

Table 3 Satisfaction of Pre-Service Teachers Regarding the Pre-Practicum Activity

Category of Satisfaction	M	SD	Level
Being a Teacher			
1. The pre-practicum activity provides to learn about the duties of teachers.	4.81	0.40	The highest

Category of Satisfaction	M	SD	Level
2. The pre-practicum activity provides to learn about the state of teacher life who is working in a school.	4.89	0.32	The highest
3. The pre-practicum activity promotes yourself to have a teacher spirit.	4.70	0.47	The highest
4. Apply knowledge and experiences gained from the pre-practicum activity to study in various courses of the curriculum.	4.74	0.45	The highest
5. Use knowledge and experiences gained from the pre-practicum activity for developing your professional skills in the future.	4.85	0.36	The highest
6. Be able to pass on knowledge and experiences gained from the pre-practicum activity to others.	4.78	0.42	The highest
Total	4.80	0.40	The highest
Morality, Ethics, and Code of Conduct			
1. The pre-practicum activity provides to learn about teachers' professional ethics.	4.78	0.42	The highest
2. The pre-practicum activity promotes yourself to have continuous volunteering.	4.85	0.36	The highest
3. The pre-practicum activity promotes yourself with a positive attitude towards being a pre-service teacher.	4.74	0.45	The highest
4. The pre-practicum activity promotes yourself with a positive attitude towards the teaching profession.	4.85	0.36	The highest
Total	4.81	0.40	The highest
Learning the Duties of Teachers before Taking Teaching Practice in School			
1. The arrangement of activity achieves the objectives of the pre-practicum activity.	4.81	0.40	The highest
2. Knowledge or benefits derived from the pre-practicum activity	4.93	0.27	The highest
3. Appropriateness of duration to set up the pre-practicum activity	4.63	0.56	The highest
4. Suitability of the model school for setting up the pre-practicum activity.	4.56	0.58	The highest
5. An overview of the pre-practicum activity	4.81	0.40	The highest

Category of Satisfaction	M	SD	Level
Total	4.75	0.47	The highest
Total	4.78	0.42	The highest

4.2.2 The satisfactions of the school director and English supervising teachers regarding the pre-practicum activity are greed on the pre-service teachers in all of the aspects. The director and supervising teachers said that the English pre-service teachers who participated in the pre-practicum activity had volunteering to do all activities aside from teaching such as decorating a stage, serving refreshment for school visitors, and distributing lunch for students etc. It is said that the pre-practicum activity provided the pre-service teachers to learn about the state of teacher life and also created a positive attitude towards being a pre-service teacher and the teaching profession. The activity also promoted to have a teacher spirit because the pre-service teachers would like to join other school activities even not included in the pre-practicum schedule such as Scout camp, school camp, tutoring O-NET. And interestingly, the director and supervising teachers expressed that the activity provided learning resource from the real context for the pre-service teachers. They applied their knowledge and experiences studied with the lectures to use during the activity in the school. Moreover, they shared their knowledge and experiences gained from the activity with the lectures and friends in several courses of the curriculum especially teaching courses, and consulted the problems faced during the activity in class as well. It is claimed that knowledge and experiences gained from pre-practicum activity can be used to raise up a spirituality of teacher and develop professional skills of pre-service teachers in the future.

5. Recommendations

5.1 The administrators and educators should pay more attention to raise up activity in order to build a teacher spirit of pre-service teachers in the first year of their study.

5.2 The administrator and educators should create more integration of learning between educational institutions and schools concerning building a teacher spirit of pre-service teachers before taking a course in a teaching practicum in school.

5.3 The administrator and educators can apply various activities for building a teacher spirit of pre-service teachers to suit the context of educational institutions and schools.

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