

Distance Learning of Pibulsongkram Rajabhat University Network Schools Internship Perceived by Teaching Internship Students

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Abstract - This research aimed to study and compare the conditions of learning by using media from Distance Learning Foundation perceived by teaching internship students. The samples were 150 students who participated in teaching internship from Pibulsongkram Rajabhat University. The 5-scale questionnaire with 0.95 reliability was used and analyzed by descriptive analysis and 2-way ANOVA. In summary, the opinions of internship students using media of Distance Learning Foundation were at a high level. They used it as a guideline. The internship students in different teacher-numbered schools had different opinions over the conditions of learning statistically significant at .05. The internship students in different school sizes did not have different opinions over the conditions of learning. However, the other internship students said that teacher numbers and school sizes did not affect the opinions over the conditions of learning by using media of Distance Learning Foundation.

Keywords - Learning Conditions, Teaching Internship, Media

I. INTRODUCTION

Education is a mechanism for improving the quality of people's life in order that

everyone can live together happily as His Majesty the King said "Our nation will prosper or decline depends on the education of individual. The result of training today will determine the future of nation the days ahead." This can be said that the living condition of the society reflects the effectiveness of education management as well [1]. Hence, the education is a vital tool used in all aspects of human development. The current teaching philosophy significantly focuses on child-centered education. The teachers served as mentors who give advices and facilities for learners to achieve the learning purposes. For a child-centered education, the media of instruction are considered as an important device in a learning process. Besides the teachers, learners, and various techniques, the teaching media play a role as an intermediary or carrier or channel to pass on knowledge or information on objective or goal from senders or teachers to receivers. Teaching media have been constantly evolving in line with the technological aspects from basic media which are spoken or written. In the present time, there are several different types of media for the instructors to consider for an appropriate type that has features or characteristics of its own [2].

Presently, the education management has been covered all areas. However, there are some schools in remote areas that have less

opportunity than urban schools and encounter the shortage of teachers especially for the 6 main subjects: Thai language, English, Science, Math, Social studies, and Health Education. Many schools use distance learning satellite to substitute for teacher shortage, but the schools in Information Technology for Education in Remote Area or eDLTV still faces problems from the distance learning satellite, for example, unable to live all courses of teaching videos, unable to pause the video for giving more explanation to students who missed the live broadcast from Klai Kangwon School. Furthermore, the teachers also need more teaching aids such as videos, slides or worksheets to review their instruction [3]. Thus, eDLTV was established under HRH Princess Sirindhorn's projects.

In 2007-2008, the Distance Learning Foundation (DLF) and Information Technology Project under HRH Princess Sirindhorn's project formed the eDLTV to celebrate 80th Anniversary of King Rama IX on 5 December 2007. The content of teaching via videos such as slides, assignments, worksheets, and tests were broadcast from Klai Kangwon School. Those media were managed with eDL-Square which was developed from Learn Square system in order to cause the availability for Off-Line e-learning via Lan and Stand Alone for Distance Learning School. Nowadays, many schools under HRH Princess Sirindhorn's project use Off-Line e-Learning through the eDLTV Server which received from the project. For other general schools, they can also use an on-line e-learning at <http://edltv.thai.net> [3]. The National Electronics and Computer Technology Center, secretary of project, realized that there are about 2,000 – 6,000 high schools which have less opportunities to access the eDLTV. NECTEC also found that Rajabhat Universities have network covering all over the country and have potential to assist remote schools. Therefore, Pibulsongkram Rajabhat University (PSRU) has signed up the MOU with network e-learning of eDLTV project in high schools and to develop educational quality for rural area. This is regarded as the first phase of the project [4].

For the second phase, PSRU added more contents for the primary schools together with the career content. The MOU among all Rajabhat Universities is established. PSRU has conducted an eDLTV training program in both Off-Line and On-Line systems for the educators in 3 provinces: Phitsanulok, Phichit and Sukhothai, as well as teaching internships. The participants, then, bring the media from Distance Learning Foundation to publish in their schools. Apart from that, this research is a part of activity of learning for the youth under Information Technology of King's Project. The researchers, as a project coordinator and lecturer in Education faculty, are enthusiastic to hold the distance learning in a network school of Pibulsongkram Rajabhat University after joining the training program and after finishing teaching internship.

II. OBJECTIVES

The objectives for this research were:

- 1) To study the conditions of learning by using media of the Distance Learning Foundation perceived by teaching internship students of Pibulsongkram Rajabhat University.
- 2) To study media usage of the Distance Learning Foundation of teaching internship students of Pibulsongkram Rajabhat University.
- 3) To compare the conditions of learning by using media of the Distance Learning Foundation perceived by teaching internship students who teach in different teacher number schools and school sizes.

III. RESEARCH FRAMEWORK

This research concept was applied from Jaroong Junmanee [5] Pongpak Juntraphap [6] Dithlada Pankhama [7] and Tiranun Chomwana [8] and adapted to be a research framework in 4 aspects: course content, teaching media, teaching and learning activities, measurement and evaluation.

IV. RESEARCH SCOPE

The population for this research was 242 intern students from Faculty of Education, Pibulsongkram Rajabhat University.

The samples were 150 teaching internship students from Faculty of Education, Pibulsongkram Rajabhat University by using sample size from table of Krejcie and Morgan [9] and selected by Stratified Random Sampling.

Study variables consist of the conditions of learning by using media of the Distance Learning Foundation and the media usage of the Distance Learning Foundation. Independent variables are number of teachers and school sizes. Dependent variable is the conditions of learning by using media of the Distance Learning Foundation.

V. RESEARCH INSTRUMENT

The questionnaire used in this study composes of 3 parts as follows:

Part 1: General information of respondents and the checklist questions about number of teachers and school sizes.

Part 2: The checklist questions about media usage of the Distance Learning Foundation.

Part 3: The rating scales question about the conditions of learning by using media of the Distance Learning Foundation in 4 aspects which are course content, teaching media, teaching and learning activities, measurement and evaluation. The scale is presented in 5-level scale with a reliability of 0.95.

VI. DATA COLLECTION

The data were collected after the students had finished their teaching internship and attended the seminar on teaching internship. The students were from Thai, Mathematics, Sciences, Music Education and English programs.

VII. DATA ANALYSIS

The conditions of learning by using media of the Distance Learning Foundation perceived by teaching internship students from Pibulsongkram Rajabhat University were analyzed and presented in mean and standard deviation in each aspect and overview.

Criteria for average score of attitude are shown below:

4.50-5.00 means Highest level

3.50-4.49 means High level

2.50-3.49 means Moderate level

1.50-2.49 means Low level

1.00-1.49 means Lowest level

The media usage of the Distance Learning Foundation of teaching internship students from Pibulsongkram Rajabhat University was analyzed and presented in frequency and percentage.

The comparative conditions of learning by using media of the Distance Learning Foundation perceived by teaching internship students in different teacher number and school size were analyzed and presented in two-way analysis of variance.

VIII. RESULT

The research results from the conditions of learning by using media of the Distance Learning Foundation perceived by teaching internship students of Pibulsongkram Rajabhat University are displayed in the tables below.

**TABLE I
MEAN, STANDARD DEVIATION, AND
ATTITUDE SCALE LEVEL OF TEACHING
INTERNSHIP STUDENTS USING MEDIA OF
THE DISTANCE LEARNING FOUNDATION**

Conditions of learning by using media of the Distance Learning Foundation	\bar{X}	S	Attitude scale
1. Course content	4.02	.46	High
2. Teaching media	3.97	.52	High
3. Teaching & learning activities	4.04	.46	High
4. Measurement & evaluation	4.05	.56	High
Total	4.02	.45	High

From table I, most of the teaching internship students had their opinions towards the using media of the Distance Learning Foundation at a high level.

**TABLE II
NUMBER AND PERCENTAGE OF MEDIA
USAGE OF THE DISTANCE LEARNING
FOUNDATION OF TEACHING INTERNSHIP
STUDENTS, PIBULSONGKRAM
RAJABHAT UNIVERSITY**

Media usage of the Distance Learning Foundation	Frequency (students)	Percentage
1. Study teaching method before going the internship	56	11.10
2. Use as a guideline for lesson plan	45	8.90
3. Use some parts to gain interest	34	6.70
4. Use as a guideline to create teaching materials	42	8.30
5. Combine with instruction in the classroom	37	7.30
6. Use as a guideline for learning process	40	7.90
7. Use media for measurement and evaluation	24	4.70
8. Use as a guideline to generate knowledge, assignments, and worksheets	42	8.30
9. Bring some content to teach	44	8.70
10. Use as a teaching media	52	10.30
11. Use as a tutorial for students who failed the test	26	5.10
12. Use as a tool in unskilled subject	27	5.30
13. Use as a source for learning in extra hours	37	7.30
Total	506	100.00

Table II, showed that 56 students (11.10%) studied the Distance Learning Foundation media before their teaching internship, followed by 52 students (10.30%) used it as teaching media. The media usage for measurement and evaluation was the least 24 students (4.70%).

**TABLE III
VARIANCE OF CONDITIONS OF LEARNING
BY USING MEDIA OF THE DISTANCE
LEARNING FOUNDATION OF TEACHING
INTERNSHIP STUDENTS IN DIFFERENT
NUMBER OF TEACHER SCHOOLS AND
DIFFERENT SCHOOL SIZES**

Source	df	SS	MS	F	P
Teacher numbers	1	.797	.797	4.142	.044*
School sizes	3	.834	.278	1.445	.232
Teacher numbers* School sizes	3	1.374	.458	2.379	.072
Error	139	26.757	.192	-	-
Total	147	2409.753	-	-	-

*P<.05

According to table III, it revealed that teaching internship students in schools, with different teacher numbers had different opinions over the conditions of learning by using media of the Distance Learning Foundation statistically significant at the .05. Teaching internship students in schools with different school sizes had the same opinions over the conditions of learning by using media of the Distance Learning Foundation with 95% reliability. In addition, teaching internship students in schools with different teacher numbers and school sizes, did not affect the opinions over the conditions of learning by using media of the Distance Learning Foundation with 95% reliability.

IX. DISCUSSION

The study on conditions of learning by using media of the Distance Learning Foundation depending perceived by teaching internship students from Pibulsongkram Rajabhat University was presented hereafter.

Most opinions of teaching internship students who uses media of the Distance Learning Foundation were at a high level. Since the students have participated in e-Learning (eDLTV) training program in 2nd phase, their satisfactions were at a high level as well [10]. As the students applied the media of the Distance Learning Foundation for their internship and solved the teaching problems in case of the limited teacher number or lack of teacher in some subjects (more detail in Table II). Likewise, it was consistent with research of Dithlada Pankhama [7] who works on the research “The Local Education through Satellite Management at Rajaprajanugroh 22 School”. The result explained that there was a very good practice in long distance learning process through the satellite in terms of the content, atmosphere, and environment aspect. Tiranun Chomwana [8] researched on “Problems and Solutions for Distance Learning process via Satellite in Rajaprajanugroh 33 School” and it was found that all practice aspects received high feedback. Jaroong Junmanee [5] studied on the conditions and problems of administration and teaching on distance learning via satellite in Rajaprajanugroh School in southern region and it showed that the problems were at a low level. Also, Surasak Pahae [11] concluded that long distance learning via satellite is beneficial for education in any level and it is effective for teachers to adapt for teaching. Dailynews newspaper [12] presented that distance learning is appropriate for small-sized schools which solved teacher shortage problem. Distance Learning Foundation also revealed that small-sized schools are satisfied with distance learning as it helps their students to get better school record, to resolve the lack of teacher problem, and to retain the school. Furthermore, the research “The Impact of Quality On-Line Distance Education of the 21st Century Professionals and Learners” of Adam Goh [13] found that there were 4 good reasons for using technology: to access to education and training, to improve the quality of learning, to reduce the education cost, and to develop the effectiveness of education.

The comparison of teaching internship students’ opinions in different teacher number

schools on the media usage of the Distance Learning Foundation was different. This is because teaching in sufficient number of teachers is better than limited teacher schools. However, the comparison of teaching internship students’ opinions in different school sizes on the media usage of the Distance Learning Foundation found that there is no difference, since the school size does not affect their opinions. On the other hand, a number of teachers has directly influenced the learning process. No matter what size of the school is, if there is a limited teacher number, it will definitely have an impact on learning process management for the students. In addition, an interaction between internship students in schools, which have different teacher numbers and school sizes, has no effect on students’ opinions over the media usage of the Distance Learning Foundation. Internship students who work in any number of teachers or any school size said that the opinions on learning by using media of the Distance Learning Foundation are still the same. This outcome appeared that media of the Distance Learning Foundation can be applied to every school and every condition. The internship students are very satisfied with the teaching media from Distance Learning Foundation as the details are shown in table II.

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(Arranged in the order of citation in the same fashion as the case of Footnotes.)

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