

The effective of research-based teacher education program in classroom action research skills for pre-service teacher

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ABSTRACT

Research-based teacher education (RBTE) program was integrating research into instructional practice which was one goal of 21st century education in Thailand. The purpose of this study was to implement and evaluate improvement in classroom action research learning achievement and classroom action research skills. The subjects comprised 224 pre-service teachers (86.6% Female, 13.4% Male) who were in the last academic year in 10 majors (63% Social science study, 36% Thai language, 28% Elementary school, 24% Mathematics, 25% Kindergarten, 22% Sciences, 10% English, 8% Art, 5% Computer sciences and 3% Chinese language). In the last academic year of pre-service teacher course, they apply the knowledge and instruction skills that they learned into the real classroom at schools in one year. This study was a quasi-experimental (one group pre-test and post-test design). The research instruments were 1) a four-week RBTE program 2) RBTE achievement test of four multiple choices 3) classroom action research project evaluation form (classroom action research skills: define the problems, reviewing the literature, designing and conducting research). The results were analyzed by using statistic mean, standard deviation, t-test for dependent study. The research results revealed that:

(1) The pre-service teachers who studied with RBTE program had post-test score (mean = 7.76, S.D. = 2.07) of RBTE achievement higher than pre-test score (mean = 5.16, S.D. = 1.93) at the statistical level of 0.05 ($t = 15.117$, sig = .000).

(2) Classroom action research skills comprised (2.1) define the problems, (2.2) reviewing the literature, (2.3) designing and conducting research which were statistically higher than 75% criterion at the .05 level of significance.

Keyword: Research-based teacher education, Classroom action research and Pre-service teacher