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RESEARCH ARTICLE

THE EFFECTIVENESS OF TEACHING IN THE FACULTY OF EDUCATION MAHAMAKUT BUDDHIST UNIVERSITY, ISAN CAMPUS

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ABSTRACT

This research aims to (1) study the opinions of students on the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus, (2) compare opinions by gender, age, grade, and discipline, (3) identify the extent of the problems, and provide suggestions for change. Survey methodology was used. Data were collected by a closed and open-ended questionnaire with 142 samples derived by simple random sampling. Data were analyzed by computer program to determine the mean, the standard deviation, t-test, and F-test. The results showed that (1) students rated the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus at a high level for both overall and specific aspects of the study, (2) there was no significant difference in the opinions of students on the effectiveness of teaching when compared by gender, age and grade, however a significant difference was found in the opinions of students classified as compared by discipline, (3) the students identified problems and recommended suggestions for change, especially that a focus on teaching students is more important than the other elements of the study.

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INTRODUCTION

The Education Act of 1999 (amended 2002 and 2010) stipulated the development of a system to improve the quality and standard of education at all levels, including internal and external quality standards (Chapter 6, Section 47). The Office for National Education Standards and Quality Assessment was designated as a public organization responsible for development of criteria and methods to assure external assessment. The system specified ongoing evaluation of education in order to monitor the quality of education at least once every five years, and presentation of the results to the relevant authorities and the public (Chapter 6, Section 49) (Office of the Education Council, 2015). Evaluation of effective teaching is one index that the Office for National Education Standards and Quality Assessment (ONESQA.) is scheduled to use in order to evaluate student teaching. This index is one step of the full cycle of evaluation, including assessment of supervisors, students, and partners, and self-assessment. The quality of university teaching is based on a

number of important, such as curriculum and course content, instruction, measurement and evaluation (Krongyut, 2002). However, the quality of teaching is the key metric. According to the Los Angeles Times (2010), teacher quality affects the quality of the students, e.g., "good teachers, good students"

A synthesis of scholars found that teaching effectiveness is based on both teacher capability and instructional activities. A summary of academic research related to the effectiveness of instructor teaching (Sinlaratana, 2002; Kilgo, 2013; Sheffield, 1974 reprint 2015) identified a number of elements which can be summarized into five categories: subject content, teaching activities, factors supporting teaching, the role of teachers, and measurement and evaluation. Research to find answers about the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus, was conducted to provide planning guidelines for further improvement of teaching at the university. The philosophy of Mahamakut Buddhist University is academic excellence in conjunction with Buddhism as a monastic university that aims to provide students a knowledge-morality partnership.

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Purposes

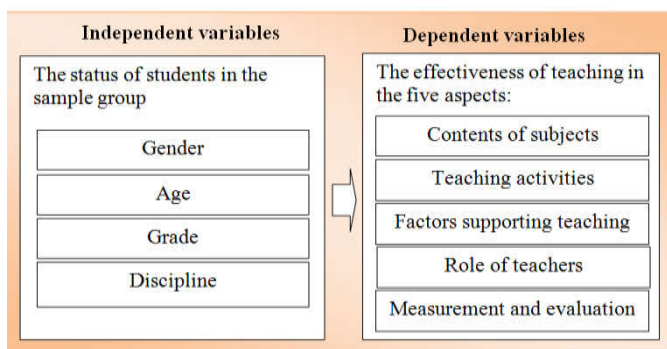
The purpose of this research was to study the opinions of students regarding the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus, to compare opinions by student gender, age, grade, and discipline, and to identify the extent of the problems, and provide suggestions for change.

Hypothesis

The study reviews the students towards learning short course categories of commercial pollen of Sajjaweta (2003), and the results of a study comparing the opinions of students on the behavior of students in home economics teaching of Nuntavisit (2008), showed that students who have the status of different opinions on the issue at the break different. And from the viewpoint of different genders in Wikipedia (2015) ideas about the definition of age from the viewpoint of different (Kowalczyk, 2015) ideas about the differences between classes (Wikipedia, 2015b) and concepts of difference of course and the standards of learning (Missouri Learning Standards, 2014) discussed the different variables affecting different viewpoint. The researchers defined research hypothesis that students who have different gender, age, grade, and discipline have different opinions on the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus.

Conceptual Framework

The results of the literature related to the effectiveness of teaching identified five categories of importance: content of subjects, teaching activities, the factors supporting teaching, the role of teacher, and measurement and evaluation. Researchers determined that the five elements were dependent variable. And in a study of literature related to research in the years 2000 - 2008, researchers found that most of the variables of gender, age, grade, and discipline were identified as the independent variables. This research also found the variables of gender, age, grade, and discipline to be independent variables. A framework for research is planned as an illustration.



Methodology

This research used a survey methodology for data collection. An undergraduate student population of 219 in the academic year 2014 was used to determine a sample of 142. Researchers used simple random sampling to determine the sample. The tools used in this study were created and developed by the

researchers according to established research and terminology standards. The questionnaire used a Likert rating - scale with answers at five levels: 5, 4, 3, 2, and 1, and used open-ended questions for comments and suggestions on the issues. Questionnaire with the reliability was 0.89, classified as reliable content of 0.84, the activity of teaching was equivalent to 0.78, the factors supporting the teaching of 0.93, the role of teachers was 0.95, and the measurement and evaluation of 0.92. All 142 questionnaires were returned (100%). Data were analyzed to determine the mean, the standard deviation, t-test, and F-test.

RESULTS

1) As shown in Table 1, student opinion on the effectiveness of teaching overall was rated at a high level. The dimension with the highest rating was the role of instructor. Second highest was the content of subjects. The lowest rating was factors supporting teaching.

2) No difference was found between male and female student opinion on the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus, thus rejecting the set hypothesis as indicated in Table 2.

3) Students varied in age from 19 to 23 years. Data on the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus according to student age indicated no difference, thus the hypothesis was rejected as shown in Table 3.

4) The opinions of students in grades one to three on the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus indicated no difference, thus rejecting the hypothesis as shown in Table 4.

5) Opinions of students in the discipline of English differed from those in early childhood education on the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus. The difference was statistically significant at the 0.05 level, which confirmed the hypothesis. Early childhood education students held a higher opinion than English students ($4.13 > 3.84$) as shown in Table 5.

6) The analysis and recommendations from responses on the open-ended questionnaire regarding the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus students found that overall students have rated the issues of teaching activities as most important, and measurement and evaluation the lowest. Solutions suggested by students rated "factors supporting teaching" as most favorable and the role of the teacher and measurement and evaluation the least favorable.

DISCUSSION AND RECOMMENDATIONS

1) Although students have opinions on the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus at a high level both general and specific, the instructors themselves will need continue to focus and concentrate on enhancing the effectiveness of teaching.

Table 1. Student opinion on the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus

Dimensions of study	mean	S.D.
1. Content of subjects	3.89	0.55
2. Teaching activities	3.91	0.56
3. Factors supporting teaching	3.83	0.61
4. Role of teachers	3.96	0.59
5. Measurement and evaluation	3.86	0.70
overall	3.89	0.54

Table 2. Comparison of student opinion on the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus by gender

Male			Female			t
n	\bar{X}	S.D	n	\bar{X}	S.D	
48	3.77	0.52	94	3.92	0.54	0.106

Table 3. Comparison of student opinion on the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus by age

Age, sample size, and mean					Sources of variance	df	SS	MS	F
19 years	20 years	21 years	22 years	23 years					
28	30	31	29	24	Between group	4	1.71	0.57	0.78
3.81	3.89	3.93	4.00	3.72	Within group	269	122.69	0.17	
					total	273	124.40	-	

Table 4. Comparison of student opinion on the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus by grade

Grade, sample size, and mean			Sources of variance	df	SS	MS	F
Grade 1	Grade 2	Grade 3					
45	47	50	Between group	2	1.86	0.62	0.33
3.85	3.91	3.92	Within group	682	164.48	0.25	
			Total	684	166.34	-	

Table 5. Comparison of student opinion on the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus by discipline

English major			Early childhood education			t
n	\bar{X}	S.D	n	\bar{X}	S.D	
60	3.84	0.54	82	4.13	0.46	-2.965*

* Statistically significant at the 0.05 level.

Because there are several indications that higher education throughout the country still needs to develop qualitatively to improve the ranking of the educational quality for Thailand and ASEAN in the global arena. Additionally there are changes in the new educational paradigm from the 20th to the 21st century, for instructors who want to create more effective mechanisms to achieve better results. Mahamakut Buddhist University, Isan Campus has both internal and external evaluation audits at the course faculty levels indicating that there are existing problems and that certain criteria have not met the legal standard in relation to the effectiveness of instruction.

2) The application of policies and measures to enhance the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus should take into account the differences in English and early childhood education majors which may have their own specific features.

These may include policies and measures that require different management, especially English because the results showed that in this field student opinion on the effectiveness of teaching in the Faculty of Education, Mahamakut Buddhist University, Isan Campus was rated at a level lower than the opinions of students in early childhood education.

3) The Faculty of Education should give priority to issues of teaching activity over those of the other dimensions because the results of the study showed that the students have rated this issue as a high priority. Students stated concern for two issues: (1) too many university and general activities, and insufficient academic activities, and (2) too much focus on traditional teaching and not enough state of the art instruction. It is also recommended that priority be given to student feedback which indicated: (1) instructional activities be appropriate to each course, and (2) increase interest in the course by developing group activities and providing more student choice. These

recommendations will provide recognition for student feedback and ensure efficient and effective instruction.

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