

## EFFECTS OF REFLECTIVE PRACTICE ON STUDENT TEACHERS' COMPETENCY

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### ABSTRACT

The purpose of this research is two-fold: 1) to explore the effects of the student teachers' reflective practice relating to their teaching and learning competencies, 2) to study the levels of quality of their reflective practice dealing with their teaching and learning competencies. This is the survey research. The research sample consisted of 40 student teachers majoring in Curriculum and Instruction, Vongchavalitkul University. The two research instruments were: 1) a questionnaire dealing with the student teachers' reflection of their teaching and learning. It is the Likert scales with the reliability of .92.; 2) the student teacher's journal entries recorded after their lessons. The content analysis was used to analyze the journal entries. The statistics used were percentage, means and standard deviation.

The results were as follows: 1) The student teachers agreed that reflective practice could enhance their own teaching and learning (87.15 %), improve the students' learning (80%), encourage them to find ways to solve the problems occurring in the classroom (72.50%), writing a journal of reflection after teaching (65.%), and have ways to improve the quality of teaching and learning because of their reflection records after teaching the lessons (57.50%). Also, when analyzing their levels of their reflective practice, the ones with high level included (1) the benefits of the reflective practice, (2) their opinion towards reflective practice, (3) the improvement of their teaching and learning, (4) their appreciation in conducting the reflective practice respectively. The only one that was ranked as medium was the time used for reflective practice. 2) Analyzing the quality of the student teachers' reflective practice into four levels, the majority was at level 2 (Understanding) (47:50), level 1 (Habitual action) (37.50), level 3 (Reflection) (12:50), and Level 4 (Critical reflection) (2.50) respectively.

**KEY WORDS:** Reflection, learning management, Student teachers