

The Opinions about Relationship between Students and Teachers in the Class of Hands-on

M Pigultong*

Department of Educational Technology and Communications, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi, Thailand

*mtpphd@rmutt.ac.th

Abstract. This research has the purpose to study on 1) Relationship between Students and Teachers in the Class of Hands - on and 2) Class Management at Rajamangala University of Technology Thanyaburi. The research consists of collecting information from 400 students who have valid student status in 2016 at Rajamangala University of Technology Thanyaburi. This research uses content analysis technique, Average ($\bar{X}$) and Standard Deviation to interpret the information. The results of the research focus on 2 topics 1) The Human relationship between Students and Teachers. The samples group had high expectations of human relationship ($x=3.87$). 2) Class Management. The samples group had high expectations of Class Management ($x=3.88$).

1. Introduction

Higher education has many missions to make graduates who can go out in the work force, work with knowledge and skills for each organization, and propel the national economy forward. The important mission that all of technological universities in the world must hold on the first priority is hands on instruction with high quality. The success factor for make the important mission complete is the human relationship between students and teachers. In this way, the good human relationship with warmly and reliability can make happiness atmosphere in their class. However, if the human relationship is in opposite way or full of stress and distrustful about professionally status of the teacher. Both the students and the teachers will feel discouraged and this will not be beneficial to learning [1]. In addition, Class management is strategy that important to helps students and teachers to be keep right way for right activities that good for the brain to function properly for learning [2]. Management of the good environment around classrooms is directly affected by the university's ability to setup and control [3, 4].

The research Questions are focus in two topics 1) Which the opinions of the students are to show that how they feel about their teacher's relationship with their students? 2) Which the opinions of the students that they want the teachers to do about class management for make them learning successful? Then, this research has the purpose are 1) to study about student's opinion of Human relationship between Students and Teachers in the Class of Hands – on and 2) to study about student's opinion of Class management.

2. Methods

In this research, the researcher divides the research process into 2 steps as follows.



2.1. The study of information from student leaders

Collect information from the primary source. The researcher conducts the following processes.

2.1.1. Create a tool for collecting data. The researcher studies related documents both in Thai and foreign language to determine the scope and then create an open-ended questionnaire for the student leaders concerning the management of relationship between students and Teachers and at Rajamangala University of Technology Thanyaburi. The researcher brought the open-ended questionnaire to 3 specialists for content validation process. The Item Objective Congruence (IOC) calculation was used for content validation, the result of content validation = 1.00. After finished, the researcher brought the open-ended questionnaire to Population for collecting data.

2.1.2. Population. The researcher specifies the population to be used for collecting data by Purposive Sampling. All student club presidents of 11 faculties who are leaders to provide information.

2.1.3. Data collecting. The researcher uses the open-ended questionnaire in step 2.1.1. launch to the student club presidents of 11 faculties. In this opportunity, the researcher interviews each student club president for more information about relationship between Students and Teachers in their class.

2.1.4. Data processing. The researcher uses the answers received from step 2.1.3. and processes it with the Content Analysis method for creating the next research tool.

2.2. Collecting data from the students

Collecting data from secondary data source includes the following processes.

2.2.1. Determine the population and samples. The population used in this research is students who are in their second semester of 2016, from a total of 23741 students, at Rajamangala University of Technology Thanyaburi.

2.2.2. Determine the size of the sample. The researcher calculates the size of the sample with the Taro Yamane formula with a margin of error of 5% is 399.98 people. Therefore, the researcher must collect 400 data sets.

2.3. Create research tool for questioning the students in step 2.2

- The researcher uses the data from the analysis in step 2.1.4 to create a close-ended questionnaire consisting of 2 Groups of topics, within 24 questions.
- Before collecting the data from the sample group. The researcher brought the close-ended questionnaire to 3 specialists for content validation process. The Item Objective Congruence (IOC) calculation was used for content validation, the result of content validation = 0.96.

2.4. Collecting data from the sample group

After the researcher creates the close-ended questionnaire from the data obtained from the student leaders in step 2.1, the researcher provides the close-ended questionnaires to the 400 Students. The sampling is carried out by method of Accidental Sampling for the convenience of data collecting by researcher and consists of the following steps.

2.4.1. Find volunteers. Who are third year students of the Educational Technology and Communications Department, to collect the data with the purpose of giving these students educational research experience.

2.4.2. The researcher explains to the volunteer. The purpose of the research, the method of creating the questionnaire and answers to be careful about when administering the questionnaire to the sample group.

2.4.3. Send the volunteers to collect the data from sample group. The researcher will oversee the process and advise the volunteers while collecting the data.

2.4.4. When the sample group completes the questionnaire. The data collector must check the completeness of the answers in the questionnaire. If it is incomplete, the data collector will follow up the details until the questionnaire is complete.

2.5. Data Analysis

After receiving the questionnaire back, the researcher brings all the questionnaires to analyze data by using a few standard statistics such as Average ($\bar{x}$) and Standard Deviation. The data analyze was used by Microsoft Excel.

3. Results and Discussion

The result of study about student's opinion of Human relationship between Students and Teachers in the Class of Hands – on as table 1.

Table 1. Shows the opinions about relationship between students and teachers in the class of hands-on: Human relationship.

		$\bar{x}$	SD
1.1	Ask the teachers must teach knowledge from sources that can be clearly proven accurate.	4.03	0.813
1.2	Ask the teachers teach by using real examples.	3.94	0.789
1.3	Ask the teachers choose the right learning media.	3.89	0.813
1.4	Ask the teachers must let students practice on their own without being disturbed.	3.87	0.782
1.5	Ask the teachers to teach students with proven knowledge that is reasonable and practical.	3.86	0.831
1.6	Ask the teachers must teach students with a psychology to realize that "We can create innovation".	3.86	0.755
1.7	Ask the teachers must trust the students to create their own innovation.	3.84	0.737
1.8	Ask the teachers to listen to the opinions of students in the class seriously.	3.84	0.821
1.9	Ask the teachers must create empirical innovation to gain the faith of students.	3.81	0.712
1.10	Ask the teachers to display empirical professionalism to be examples for students	3.79	0.752
		3.87	0.780

From table 1, The Opinions about Human Relationship between Students and Teachers in the Class of Hands - on, the results indicate that the students expect the teachers must teach knowledge from sources that can be clearly proven accurate, the teachers to Teach by using the real examples, The teachers must let students practice on their own without being disturbed, the teachers to teach students with proven knowledge that is reasonable and practical, the teachers to listen to the opinions of students in the class seriously, improve the facilities in the classroom according to teaching activities. In all the points mentioned, the students of the samples group had high expectations ($\bar{x}=3.87$).

Table 2. Shows the opinions about relationship between students and teachers in the class of hands-on: Class management.

		$\bar{x}$	SD
2.1	Provide information in basic form and electronic.	4.18	0.814
2.2	Provide more SMART classrooms	4.06	0.827
2.3	Provide start-up programs for the students	3.96	0.776
2.4	Provide training for filtering information to the students.	3.96	0.806
2.5	Provide the opportunity for students to meet businesses for the exchange of professional ideas.	3.93	0.767
2.6	Set up student clubs that provide activities for developing careers.	3.86	0.757
2.7	Promote all subjects to teach details that can be used in real-life work.	3.85	0.819
2.8	Provide a more relaxed atmosphere in classes.	3.84	0.765
2.9	Develop practical tools in classrooms that match real-life conditions in the work place.	3.81	0.800
2.10	Provide innovation contests.	3.81	0.784
2.11	Improve the facilities in the classroom according to teaching activities.	3.80	0.768
2.12	The required tools which support creating limitless innovation.	3.80	0.792
2.13	Create activities to exchange and learn between student and society.	3.79	0.776
2.14	Provide measures for teachers to use educational innovation for teaching in classrooms.	3.70	0.763
		3.88	0.787

From table 2, The Opinions about Human Relationship between Students and Teachers in the Class of Hands – on: Class Management, the results indicate that Provide information in basic form and electronic, Provide more SMART classrooms, Provide start-up programs for the students, Provide training for filtering information to the students, Provide the opportunity for students to meet businesses for the exchange of professional ideas, Set up student clubs that provide activities for developing careers, Promote all subjects to teach details that can be used in real-life work, Provide a more relaxed atmosphere in classes, Develop practical tools in classrooms that match real-life conditions in the work place, Provide innovation contests, Improve the facilities in the classroom according to teaching activities, The required tools which support creating limitless innovation, Create activities to exchange and learn between student and society, Provide measures for teachers to use educational innovation for teaching in classrooms, In all the points mentioned, the students of the samples group had high expectations ($\bar{x}=3.88$).

4. Conclusions

The Opinions about Relationship between Students and Teachers in the Class of Hands – on finds that the students of the sample group have high expectations that 1) the teachers must teach knowledge from sources that can be clearly proven accurate, 2) the teachers to Teach by using the real examples, 3) the teachers must let students practice on their own without being disturbed, 4) the teachers to teach students with proven knowledge that is reasonable and practical, 5) the teachers to listen to the opinions of students in the class seriously, 6) improve the facilities in the classroom according to teaching activities, 7) provide information in basic and electronic form, 8) provide more SMART classrooms, 9) provide start-up programs for the students, 10) provide training for filtering information to the students, 11) provide the opportunity for students to meet businesses for the exchange of professional ideas, 12) Set up student clubs that provide activities for developing careers, 13) promote

all subjects to teach details that can be used in real-life work, 14) provide a more relaxed atmosphere in classes, 15) develop practical tools in classrooms that match real-life conditions in the work place, 16) provide innovation contests, 17) improve the facilities in the classroom according to teaching activities, 18) the required tools which support creating limitless innovation, 19) create activities to exchange and learn between student and society, 20) provide measures for teachers to use educational innovation for teaching in classrooms.

References

- [1] Vichit T 2009 *Learning Environment* [Available on]
<https://www.l3nr.org/posts/314570%20%5B4>
- [2] Jeraphan P and Naruemon N 2016 Environment for Learning [Available on]
http://www.nareumon.com/index.php?option=com_content&task=view&id=24&Itemid=50&limit=1&limitstart=0
- [3] Suchin W 2013 Learning Environment for Science Education 2013 [Available on]
<http://edu.stou.ac.th/EDU/UploadedFile/22758-11.pdf>
- [4] Yamane T 1967 *Statistics, An Introductory Analysis, 2nd Ed* (New York: Harper and Row).