

Service Learning on Safety in Life of Pre-service Teachers in SakonNakhon Province

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Abstract

Learning with social services as a strategy for teaching performance to student achievement goals and realization of the public learning by providing learning helps learners with significant experience and meaningful learning. Learning of services in order to develop leadership skills and apply them in their lives. So, learning management with learning provides a new dimension to the learning that the students have learned in the problem and apply knowledge to social service. The example groups, including pre-service teachers who learn knowledge management. The study of learning in 2 5 5 3 , 5 4 people were selected by cluster sampling (Cluster Random Sampling) and secondary students at secondary school in SakonNakhon province year 2553 of 445 people were randomized multistage (multi-stage sampling). The research methodology used R & D (Research and Development) for data analysis which is basic statistics such as

mean, standard deviation, percent, and the t-test (Dependent Samples).

1. Introduction

Nowadays, there are many technologies which have been advanced greatly including communications and air transportation facilities in several respects. If the technology's users do not reflect a lack of knowledge and care, it can cause a problems and danger. Then, people who have knowledge of the threats to security and protection from the hazards. From the research arising from the study of problems in secondary schools in SakonNakhon found that students lack of knowledge about the defence of life and want to get knowledge about protection from accident, drug, and flu strains in 2009AIDS.

2. Research Objectives

Researchers have determined the purpose of the research.

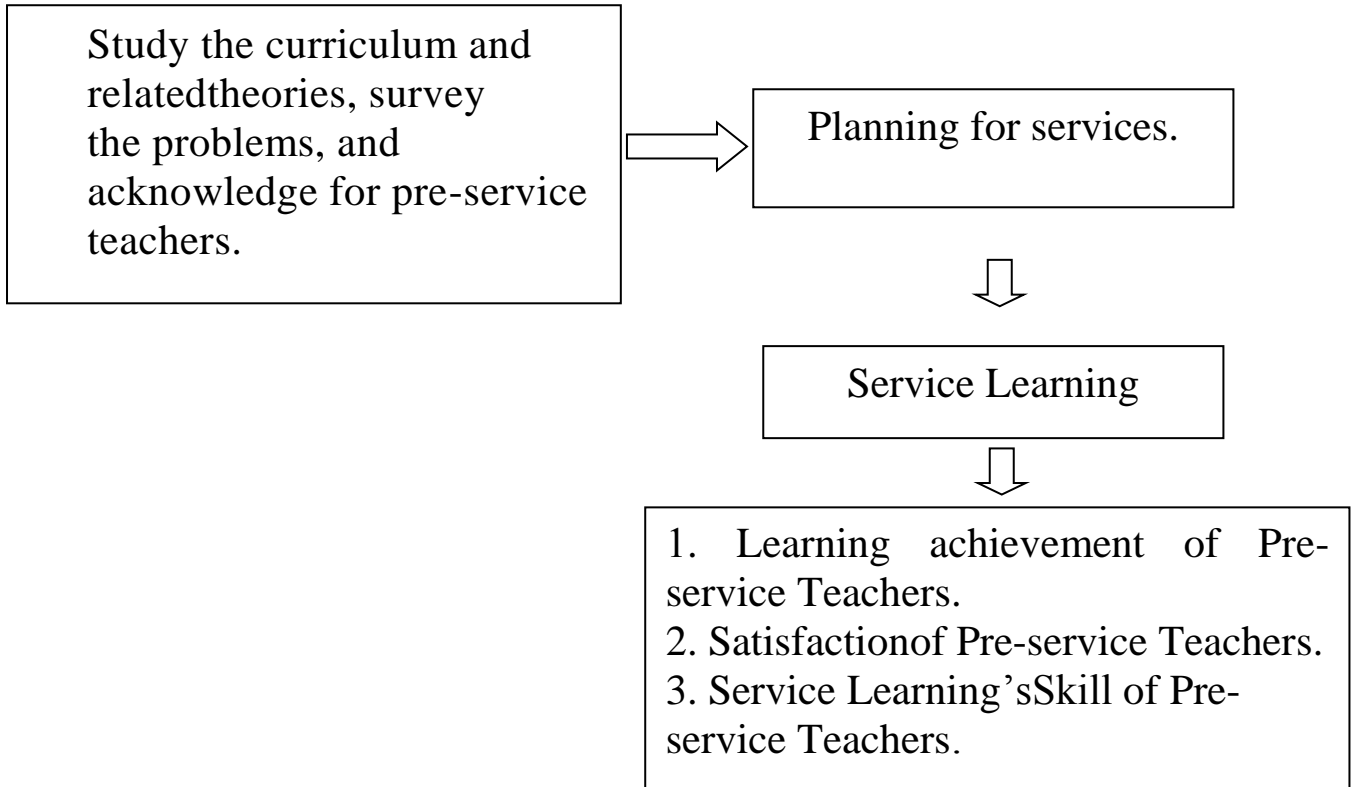
1. To compare learning achievement before and after learning about on Safety in Lifeof pre-service teacher.
- 2.The satisfaction of learning to serve Safety in Lifeof pre-service teacher.
3. To developlearning servicesskills of pre-service teacher.

3.Literature Review

Service-learning has become a popular teaching method everywhere from elementary schools to colleges.Service-learning is defined as a “course-based, credit bearing educational experience inwhich students (a) participate in an organized

service activity that meets identified community needs, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility” (Bringle & Hatcher, 2009). Students who participate in service learning demonstrated gains in understanding themselves, others, and civic responsibility (Mackenna & Rizzo, 1999). Service learning increases student engagement. Research shows that students typically become more engaged in learning as evidenced by increased attendance and motivation to learn (e.g., Melchior, 1999; Shumer, 1994). Service learning helps students improve academically. Research findings indicate that students show gains in academic achievement, including grades and standardized tests (Scales, Blyth, Berkas, & Kielsmeier, 2000). A summary of the research literature (Billig, 2000) showed that the evidence of the positive impact of service-learning on participating students was beginning to build in four areas: *Academic or cognitive domains*, that is, what students were learning in terms of content or higher order thinking skills as a result of their participation; *Civic domains*, that is, connection to society and community; *Personal/social domains*, that is, personal and interpersonal development in areas such as youth empowerment, respect for diversity, self-confidence, and avoidance of risk behaviors; and *Career exploration skills*, such as knowledge of career pathways and workplace literacy.

Conceptual Framework



4. Research Design

Part1 Study and practice: Study of safety in life and practice service skill in context of social problem and protection.

Part2 Service learning: bring the knowledge and practice in the classroom to serve at school as stages follow;

Stage2.1 Survey needs of services given: cooperate with those organizations about safety in life.

Stage2.2 Preparation teaching techniques effectively. Using teaching material, and innovation of service learning enhancement. Design of achievement test and satisfaction questionnaire.

Stage2.3Service learning:pre-service teachersgive service learning, and evaluate while in school.

Stage2.4Publication: exchanging knowledge, experiences, and service skills.

5. Results of the study were:

1. Learning achievement to provide for the safety in life of pre-service teacher. After learning is higher than before learning. A statistically significant level .01

2 . Satisfaction to learn about safety in life of pre-service teacher. Pre-service teacher are most satisfied in all aspects and the most satisfying first position, including knowledge about the prevention of sexual relations in the age of 71.20 percent,second position, knowledge about AIDS and protection of 57.60percent, third position is to know about protection in daily life, to 54.20 percent.

3 .Pre-service teacher's skills in learning services, having a good relationship, can solve problems and make decisions on their own experience of working in unity, tolerance, responsibility and punctuality. Known and experienced in problem solving tasks, learning, Service Learning of Safety in Life.

Researcher survey the problems in community and there are the rage from the first to the tenth as follow:-

First flu strains in 2009	33.33percent.
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Second	protection from accident	31.82 percent.
Third	drugs abuse	29.80percent.
Fourth	prevention of sexual	25.76percent.
Fifth	AIDS	12.12 percent.
Sixth	tsunami	6.06 percent.
Seventh	Threat of Flood	5.06percent.
Eight	flood	4.55 percent.
Ninth	thunderbolt	4.55 percent.
Tenth	Fire	2.53percent.

Researcher use the result of the problem in community survey from the first to the fifth for teaching and learning.

Table 1: to compare learning achievement before and after learning about Service Learning on Safety in Life for Pre-service Teachers.

Target Group	N	\bar{X}	S.D.	t
pre-test	54	28.02	3.33	32.01**
post-test	54	43.17	2.07	

Table 1 show that Academic achievement to provide for the Service Learning on Safety in Life for Pre-service Teachers. After learning higher than before learning. A statistically significant level .01

Table 2: the satisfaction of pre- service learning on safety in life for pre-service teacher.

Item	Particular	satisfaction				
		highest	high	average	lower	lowest
		Number/ percentage	Number/ percentage	Number/ percentage	Number/ percentage	Number/ percentage
1	flu strains in 2009	26 (44.10)	20 (33.90)	8 (13.60)	-	-
2	drugs abuse	23 (39.00)	25 (42.40)	6 (10.20)	-	-
3	prevention of sexual	42 (71.20)	10 (16.90)	2 (3.40)		-
4	AIDS	34 (57.6)	12 (20.00)	8 (13.60)	-	-
5	protection from accident	26 (44.10)	22 (37.30)	6 (10.20)	-	-
6	the satisfaction in method	30 (50.80)	20 (33.90)	4 (6.80)	-	-
7	the satisfaction in material	22 (37.30)	22 (37.30)	9 (15.30)	1 (1.70)	-
8	the satisfaction in knowledge	25 (42.4)	24 (40.7)	5 (8.5)		-
9	the satisfaction in stimulating	24 (40.7)	25 (42.4)	5 (8.5)	-	-
10	Application in day life	32 (54.20)	16 (27.10)	5 (8.50)	1 (1.7)	-

Table 2: satisfaction to learn about safety in life of pre-service teacher. Pre-service teacher are most satisfied in all

aspects and the most satisfying positions. First including knowledge about the prevention of sexual relations in the age of 71.20 percent. Second Knowledge about AIDS and protection of 57.60 percent. Third place is to know about protection in everyday life, to 54.20 percent.

3. Pre-service teacher's skills in learning services. Having a good relationship can solve problems and make decisions on their own experience of working in unity, tolerance, responsibility and punctuality. Known and experienced in problem solving tasks. Learning, Service Learning, Safety in Life.

6. Discussion and Conclusion

1. Study and research about service learning in other related fields for applying the knowledge in service for society.

2. Study and research about knowledge in safety in life such as accident, sexual prevention, drugs in primary and secondary schools.

7. References

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