

The process of teaching and learning to create students' identity

Sarawut Intorrathed^{1,*} and Ratchadakorn Phonpakdee¹

¹Department of Agricultural Education, Faculty of Industrial Education and Technology, King Mongkut's Institute of Technology Ladkrabang, Bangkok, Thailand

Abstract

The purpose of the study was to empirically validate the teaching and learning process to create students' identity. Twenty-six Agricultural Education students and a lecturer in the Economics of Vegetables subjects completed three activities by applying five steps in enhancing the identity of Phonpakdee and Aquino: 1) exploring the identity of the student; 2) formulating objectives for developing the student; 3) setting a mission; 4) providing activities; and 5) evaluating the students' identity. The results showed that the number of students who had low perseverance decreased in all three domains. The number of students with low honesty in terms of affective and psychomotor decreased while cognitive domain remained the same. The number of students with low intuitiveness in the psychomotor was reduced but the cognitive and affective still did not change.

Keywords: Teaching and learning process, identity, agricultural education student, learning activities

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1. Introduction

The identity of this group is a manifestation of socialization [1]. In particular, teachers' educational institutions must be aware of the need to cultivate students to become good models of society. The agricultural education students of the King Mongkut's Institute of Technology Ladkrabang (KMITL) are in the stage of late adolescence and are entering adulthood. If they do not know themselves and get confused about moral development, they might affect the behavior of their future learners.

Honesty, intuitiveness, and perseverance are well-known as the identities of the KMITL. The identity is of great importance in the production of agricultural teachers of the Department of Agricultural Education (AgEd). Honesty is a necessity in the development of food security. Intuitiveness is a very important part of learning in the 21st century. Agricultural teachers must be knowledgeable as facilitators for students to create innovative designs for agricultural development. In addition, farming is a challenging task, and agricultural teachers must be physically strong and get motivated to fight. Therefore, agricultural teachers must be perseverant [2].

In the concrete side views of the AgEd lecturers [3], honesty means not copying works of others, not cheating on exams, not stealing performances of others, as well as being punctual and responsible for an assignment. Intuitiveness means studying information from various resources, inquiring teachers or others, and observing and taking notes. Perseverance means tolerance to do good work until success. In addition, the way to improve the students' identity is to integrate the KMITL identity into the teaching and learning processes. Then the identity of the students will be enhanced and become their enduring behavior.

Learning is a process of permanent behavioral change that creates new understandings, knowledge, behaviors, and attitudes [4]. Bloom [5] has divided the types of learning into three areas cognitive, affective, and psychomotor for student to make permanent changes. There, learners must understand honesty, curiosity, and work, as well as have a good attitude towards all three identities, which will lead to their expression in doing activities with honesty, curiosity, and attempt.

This research will be of great benefit in developing students' identity through teaching and learning process. It will make aware of students' weak points which will lead to the correction of the learners' understanding, attitudes, and actions because these learners must be role models of good agricultural teachers. This identity development process can also provide a guideline for other teachers to make permanent changes in student behavior.

2. Objective

To validate the teaching and learning process in creating the students' identity.

3. Literature Review

3.1 Identity development

Most of the students development will come from Chickering and Reisser' study [6] which discussed seven areas of student development: developing competence, managing emotion, developing autonomy, freeing interpersonal relationships, establishing identity, developing purpose, and developing integrity. Popattanacha and Phettriang [7] brought the concept of student identity derived from Chickering and Reisser, in conjunction with Kemmis and McTaggart's [8] action research cycle. It

*Corresponding author; email: ratchadakorn.ph@kmitl.ac.th

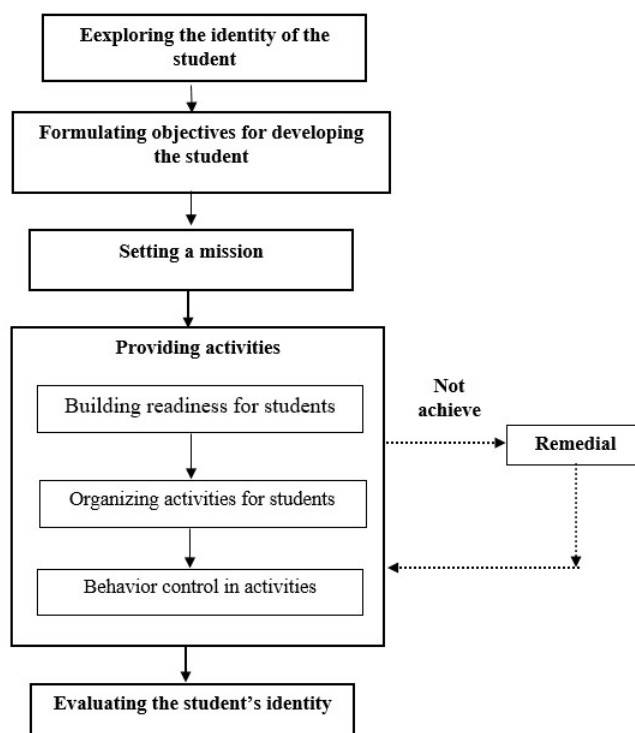


Figure 1: Design of innovation activities [14].

consists of four main stages: planning, implementation, observation, and reflection. They created activities for identity development and found that there was a significant increase in the behavior score of service mind, discipline, and eagerness to learn among nursing students after they participated in the activities. Accordingly, Intachod [9] studied the identity development of Kasetsart University students using university activities, enhancing performance activities, and social activities. The results showed that the development of identity was very high.

3.2 The teaching-learning process for creating the identity

The theory of behavioral learning discusses the human response to behavioral stimuli, which is the cause of learning. They have been applied to modify human behavior in a better way through teaching-learning. The instructor will provide learners with a stimulating environment to respond and learn. The behaviors resulting from learning have been satisfactory, and the behavior will continue. If any behavior does not work as desired, it tends to decrease or stop [10]. The application of subject teaching, cognitive and affective strategy, and the discussion of the understanding between the instructor and the learner can change the behavior of the learners positively [11] because each learner is different in thinking, instructors must be open-minded, listen to, and respect students' ideas. Teachers will then be able to give advice and find solutions to solving undesirable behaviors together with students.

Identity happens in a person. It changes according to the driving force, ability, beliefs, and adaptation of the person [12].

Good identities should consist of three elements: ethical knowledge, ethical feeling, and ethical actions [13]. Phonpakdee and Aquino [14] stated that there are five steps in enhancing identity from the design of innovation activities for Industrial Education students. These are 1) exploring the identity of the student by the identity test; 2) formulating objectives for developing the students; 3) setting a mission by the instructors; 4) providing activities; and 5) evaluating the student's identity by comparing the results of self-assessments from the identity tests in the first hour and after completion of assignments. The details of the steps are shown in Figure 1.

In formulating objectives for developing students, the aim of creating an identity of honesty is that students do not cheat on exams, do not copy works of others, do not let others do assignments from teacher, do not lie, be punctual, do not steal, and responsibility for assigned task. In addition, students can characterize an honest person. They can also express their opinions on the impact of dishonesty. As for intuitiveness, students research information from various sources such as the internet, books, and textbooks, as well as questioning teachers, observations, and recordings. In addition, students can describe the characteristics of curious people. They can also comment on the impact of ignorance. As for perseverance, the students have the effort, patience, and work to succeed. They are also able to characterize people who are curious and comment on the impact of unemployment.

Activity providing has been divided into three phases: building readiness for students, organizing activities for students, and controlling behavior in activities. In preparation, the teacher

informs students about the tasks that students have to perform in conjunction with the three identities. In organizing activities for students, the teacher emphasizes behaviors that students should express according to the KMITL identity. After that, the teacher will monitor the behavior in the activities. If students do not participate in activities or participate in activities and still cannot achieve the objectives set by the teacher. The teacher will arrange remedial activities or extracurricular activities as a special case for students.

4. Methodology

The population was 62 students in the department of Agricultural Education, KMITL. The purposive sample was 26 third-year students who had been taken Economics of Vegetable Course for 4 months. The teaching-learning process to create the students' identity began in the second semester. The main tool used in the research was an identity test. The test was reviewed by three experts and was trialed with non-sample students. The reliability was analyzed for 0.714, indicating that the quality of the test was usable. This test consists of 36 questions with a yes-no-answer format. The honesty test consisted of 21 items consisting of 7 items of understanding, 7 items of attitude, and 7 items of action. There were 9 items of intuitiveness, which were divided into 3 items of understanding, 3 items of attitude, and 3 items of action. The 6 items on perseverance categorized into 2 understandings, 2 attitudes, and 2 actions. The interpretation derived from summarizing the answers of all students in each aspect of each range. However, there were still other tools that were used in this research based on five steps in enhancing identity from the design of innovative activities as shown in Table 1.

5. Results and Discussion

5.1 Exploring the identity of the student

The students were tested on their identity level. From Table 2, it was found that out of 26 students, 5 had a lack of understanding of honesty, 6 had an appropriate act about honesty, and 8 had a lack of honesty attitude. For the intuitiveness of the 26 students, 2 had a lack of understanding of intuitiveness, 5 had a lack of attitude, and 6 had an inappropriate act. In term of perseverance, 2 students lacked understanding about perseverance, 4 students lacked attitudes, and 4 students had inappropriate actions in perseverance. It can be seen that students have low honesty in the affective domain with the highest frequency. Meanwhile, the number of students having low intuitiveness and perseverance in the cognitive domain was the least. They have different identities because they have their point of view on ethics from the experiences of different environments. According to Freud's theory [15], this environment affects three human expressions: id, ego, and superego. Id is raw power, emotions, desires, and instincts that seek satisfaction. Ego is reasoning, reality is what controls Id. Superego comes from society's upbringing, norms, and social values. In addition, in Piaget's theory of moral development, children between the ages of five and ten years think that morality cannot be changed and is determined by authority. When they start at about the age

of ten or eleven, they think that morality depends on adolescent intentions and circumstances [16].

5.2 Formulating objectives and determining the identities toward learning

The results of the identity profile of the students and course description were analyzed to formulate the cognitive, affective, and psychomotor objectives. The lessons were planned and 3 activities were provided to the students: 1) sunflower sprout production, 2) quiz, and 3) field trip. The reason for having quiz activities is that most students have low levels of honesty. Students' honesty in the quiz was observed and the students learned about their practice during the exam. Field trip activity was used to provide the opportunity for students to learn from observation, inquiry, and record. This activity will support the intuitiveness of the student. Sunflower sprout production is a creative activity to reinforce the students' identity since this activity employed the concept of learning by doing. The students will learn honesty, intuitiveness, and perseverance through these activities.

5.3 Providing activities

The teacher informed the students about the student's identity during the first hour of the subject. The teacher and the students discussed and summarized a mutual agreement on the purposes and activities of the subject.

5.3.1 Activity 1: Sunflower sprout production

The teacher emphasized the behaviors of honesty, intuitiveness, and perseverance before assigning students to learn about sunflower sprout production by themselves for a week. They studied and tried to produce and sell sunflower sprouts. For each sunflower sprout production step, they took photographs and shared in the online social media group of Economics of Vegetable subject. The teacher monitored their performance every day by observing, recording, and discussing with the student. After completing the sunflower sprout production activities, the students summarized their performances and submitted the study report to the lecturer.

The results of the student's identity in this activity found that all students submitted their assignments within the set times. They neither copied their friend's work, allowed others to work for them, nor stole the work of others for submission. Furthermore, they searched for the information on sunflower production from books and the internet, and consulted the teacher when they had some problems with production and sales. They also learned by doing, took a note, recorded what they did, reported regularly, and submitted their work on time. This showed that they worked hard to accomplish their assignment. It can be concluded that this activity has created their honesty, intuitiveness, and perseverance from explicit learning to demonstrate significant knowledge acquisition. This research is consistent with the Functionalism of Dewey [17], who considered that human learning comes from the work of the mind and the environment. The continuity of human behavior and the adaptation of humans to the environment from their different learning experiences in each person will create desirable attributes.

Table 1. Target group, Instruments, and Data Analysis of Stages in the research.

Stage	Target Group	Instruments	Data Analysis
1. Exploring the identity of students	- 26 Agricultural students in the Economics of Vegetable subject	- Identity test	- Frequency, percentage
2. Formulating objectives	- A lecturer in the Economics of Vegetable subject	- Course description	- Content analysis
3. Setting a mission	- A lecturer in the Economics of Vegetable subject	- Lesson plan	- Content analysis
4. Providing activities	- 26 Agricultural Education students in the Economics of Vegetable subject - A lecturer in the Economics of Vegetable subject	- Lesson plan - Materials - Video behavior record - Students' performance - Quiz - Content analysis	
5. Evaluating the student's identity	- 26 Agricultural Education students in the Economics of Vegetable subject	- Identity test	- Frequency, percentage

5.4 Activity 2: Quiz

The teacher emphasized the behaviors of honesty, intuitiveness, and perseverance to students before doing the quiz. The teacher distributed the quiz paper, and allowed the students to answer for 15 min no exam proctor in the room but there was a closed-circuit camera. The students' behaviors were observed and recorded through closed-circuit television. In the room, 6 students spoke with their friends. After the quiz, the lecturer went back to the room and collected the quiz paper. The 6 students were called to inquire about the conversation behavior during the quiz. The teacher asked them the reason for their behavior. They said that they asked about the contents of the quiz, but they did not copy the answers. Then the teacher checked the answers of six students, and they were found different. Even if this act did not affect the answer, it was a sign of corruption, which they thought was not a fraud. These correspond to Mazar *et al.* [18] who described people who think they are honest and will find reasons to support their thoughts even though they have committed dishonest things. Over time, these will become the norms of society. Finally, the teacher warned them about the regulations and discipline of KMITL during the quiz. A month later, the teacher gave a 15 min quiz again without the procto. This time, there were no students who talked or copied the answer. Moreover, they submitted their quiz paper on time.

The results of students' identity in this activity showed that some students assumed to copy the answer of their friends. After discussing with the teacher, they listened and accepted the comments. When the teacher gave a quiz again, they did not speak to others and copied the answer. Even if the students do not express their honesty, their behavior is changing in a better way because of the warning about the mutual agreement and the discussion about understanding integrity. This is consistent with the social contract orientation [19], which described that children between 14 and 20 years old will pay attention to the contractual agreements they provide to others.

5.4.1 Activity 3: Field trip

The teacher emphasized the behaviors of honesty, intuitiveness, and perseverance before assigning students a survey on the vegetable market and submitting their study report within 1 week. The teacher took the students to explore the wholesale market of vegetables in the country for 1 day. The teacher observed and recorded the survey behavior of the students. One week after the field trip, all students submitted their reports on time. The teacher checked their report and inquired about the price of vegetables, as well as how to interview the seller.

The results of students' identity in this activity showed that all students submitted their reports on time. They neither copied their friends' work, allowed others to work for them, nor stole the work of friends for submission. They intended to ask about the price of vegetables in the market, took note of the answers, and prepared the report very well. The evaluation revealed that the students are honest, intuitive, and perseverant. This is because the field trip activity provided direct experiences of reality and allowed the students to change their learning atmosphere. The students are enthusiastic and interested in learning, practicing knowledge acquisition, and developing morals [20].

5.5 Evaluating the students' identity

After completing the teaching-learning process, the students evaluated their identity from the test. Table 3 shows that the number of students with low perseverance decreased in all three domains. From the admission, students passed an interview to understand the agricultural education that will motivate and encourage to work in both agriculture and teaching profession.

However, the numbers of students with low honesty in the cognitive domain and low intuitiveness in the cognitive and affective domains were not changed. The students think if they are too honest, they would be exploited by others since Thai society is technologically changed and highly competitive. What led to the reduction of Thai honesty was selfishness, greed, passion, lack of good models, and lack of indoctrination [21]. Therefore, the most basic virtue that young people should cultivate is honesty [22]. The teacher should explain to learners the dangers of dishonesty affecting themselves and society, distinguishing personal and collective interests. At the same time, the teacher should be also a good role model and create a correct understanding for the students.

The number of students with low intuitiveness in the cognitive and affective domains did not change. They will only follow the instructions of the teacher to pass the course. The content of the course may not be in the student's interest. One factor of learning is the intention and interest to learn [23]. Then the teacher should motivate and stimulate the interest of the students more.

6. Conclusion

From using the teaching and learning process to develop students' identities, it was found that most of students had a better identity. However, there are still some identities that remain the same especially cognitive honesty and intuitiveness,

Table 2. The number of students having a low identity before beginning the teaching-learning process.

Domain	Number of students having a low identity					
	Honesty		Intuitiveness		Perseverance	
	Frequency (N=26)	Percentage (%)	Frequency (N=26)	Percentage (%)	Frequency (N=26)	Percentage (%)
Cognitive	5	19.23	2	7.69	2	7.69
Affective	8	30.77	5	19.23	4	15.38
Psychomotor	6	23.08	6	23.08	4	15.38

Table 3. Number of students having a low identity after finishing the teaching-learning process.

Domain	Number of students having a low identity					
	Honesty		Intuitiveness		Perseverance	
	Frequency (N=26)	Percentage (%)	Frequency (N=26)	Percentage (%)	Frequency (N=26)	Percentage (%)
Cognitive	5	19.23	2	7.69	1	3.85
Affective	4	15.38	5	19.23	3	11.54
Psychomotor	4	15.38	4	15.38	2	7.69

and affective intuitiveness. Teachers must continue to build an understanding of honesty and curiosity among their learners. They also need to build a good attitude in accepting the pursuit of knowledge for themselves to use in the future.

Overall, the teaching and learning process can create student identity and can apply and amplify the change in behavior of learners in other extra-curricular activities, including the identity of personnel in the department, along with learners. Nevertheless, providing activities for enhancing only one identity will lack continuity in the development of identity in other areas of social necessity. An effective learning management process for creating identities should start with the self-understanding of students. The teacher allows students to participate in instructional design and practice by themselves. The teacher is the one who helps to counsel and support them by applying the psychology of late adolescence. They will be proud and have a good attitude, knowledge, and skill. Their identities such as honesty, intuitiveness, and perseverance have been enhanced. They can step into mature adults who are responsible for themselves, their families, and society in the future.

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