

Developing Student Teachers' Reading, Summarizing, and Valuing the Teaching Professional through Active Reading on the Moral Pathway

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Abstract

The purposes of this study were to 1) develop active reading activities on the moral pathway to enhancing student teachers' reading ability, write a summary, and valuing the teaching profession, and 2) study student teachers' reading ability, writing a summary, and valuing the teaching profession after learning through active reading activities on the moral pathway. The participants comprised 15 first-year student teachers enrolled in academic year 2024 at UdonThani Rajabhat University in Faculty of Education, Thailand. The participants were selected through submitted on the need to develop reading ability, writing a summary and valuing the teaching profession. This study employed a One-group posttest-only design. The instruments used in this research were 1) three active reading activities on the moral pathway: 1) If the World Had No Books, 2) Joyful Reading, Delightful Summarizing, and 3) Reading with Heart, Sharing with Love – Reading Aloud Techniques for Children (with a Moral Focus), 2) reading and writing summary assessment form and 3) valuing the teaching profession questionnaire. This study found that, the practical experience notably improved students' reading ability, enabling them to select age-appropriate texts, identify key points, and read fluently with accurate pronunciation and expressive intonation. Their summarizing skills advanced, particularly in conveying stories concisely while emphasizing embedded moral values, and they employed both written and creative visual formats to communicate effectively. The activities also strengthened students' appreciation for the teaching profession. Through interactive reading sessions and instructor feedback, they gained confidence, enhanced public speaking abilities, and refined skills in body language, voice modulation, and storytelling rhythm competencies vital for future teachers.

Keywords: Reading ability, Writing a summary, Valuing the teaching professional, Active Reading

Introduction

In the era of educational transformation into the twenty-first century, both global society and Thailand place a high value on the development of human potential, particularly among student teachers, who are considered the fundamental staff in the education system. These individuals are in charge of imparting knowledge and promoting students' overall development. Effective reading abilities enable student teachers to synthesize, summarize, and apply knowledge effectively. Furthermore, reading enhances their capacity to choose acceptable teaching resources, arrange effective instruction, and encourage students. (Khaemmani, T., 2014). Moreover, diverse reading experiences help shape attitudes, values, and the spirit of being a teacher quality that are essential for serving as an intellectual and moral role model for students. As a result, encouraging student teachers to read is an important step in developing "professional teachers" people who are well-rounded, capable of critical thinking, good communicators, and spiritual leaders in the classroom. The future transmission of knowledge requires core skills in reading, critical reasoning, and concise summarizing. Reading is a cognitive activity that involves the interpretation, analysis, and integration of information, all of which contribute to lifelong learning. Furthermore, writing summaries is a reflective, higher-order thinking activity that displays a reader's capacity to grasp and integrate information efficiently. (Fullan, M., 2013)

At present, the reading and summarizing abilities of student teachers are showing a concerning decline, reflecting the challenges faced by the Thai education system in an era where technology plays an increasingly dominant role. One key factor is the noticeable shift in students' reading behavior. In the digital age, students often consume information through fast and brief online media such as video clips, short posts, or headlines. This habit leads to reduced

concentration and patience for reading longer or more complex texts skills that are essential for analyzing and summarizing key ideas from academic articles or textbooks (Chaimin, C., Phuthima, S., Takaew, T., & Surinta, E., 2021). Moreover, many students lack analytical thinking and synthesis skills, which are fundamental to effective summarization. While they may be able to read, they often struggle to distinguish main ideas from supporting details or to organize information logically. As a result, they are unable to clearly convey key content in their own words (Rattanawichit, S., 2020). This issue is especially relevant to educational systems in some situations that continue to emphasize memorizing information and exam preparation over encouraging critical thinking, analysis, and personal reflection. Another significant factor is a lack of intrinsic motivation; some student instructors have yet to realize the importance of reading and writing as lifelong learning tools. They may also be unaware of their future roles as instructors responsible for instilling a love of learning in others. Without confidence or a sense of self-worth, it becomes difficult to develop skills that require creative thinking and reflective practice (Bandura, 1997). In summary, student teachers' reading and summarizing abilities are not simply due to individual limits. They are also influenced by societal changes, technological advancements, learning methods, and attitudes toward the teaching profession. To address these issues in a long-term manner, learner-centered instructional approaches such as Active Learning must be implemented, which encourage students to actively engage in reading, writing, and reflective thinking while also fostering self-esteem and nurturing the spirit of teaching.

From the perspective of instructional design, developing these skills requires approaches that actually motivate learners. Active Learning has so gained a lot of international attention as it encourages learning through hands-on activities, questioning, group discussions, and self-assessment. Active engagement encourages constructivist learning, which can lead to internal transformation at the level of consciousness (Bonwell & Eison, 1991). In 21st-century education, fostering students' abilities in critical thinking, synthesis, and moral reflection has become a vital mission for modern educators—particularly for student teachers who must be well-prepared to impart knowledge to their future students. The concept of Active Learning has emerged as a key approach for developing the academic potential of student teachers, especially in areas such as reading and summarizing, which are directly linked to effective lesson planning, instructional material development, and quality assessment practices. Active Learning is an instructional approach that emphasizes active student engagement through activities that promote analytical thinking, idea exchange, and real-world problem-solving (Bonwell & Eison, 1991). Unlike traditional lecture-based learning, which requires students to passively acquire knowledge, Active Learning encourages students to "think first, listen first, and act first." It allows for a variety of modalities of learning expression, including summarization, reflective writing, and group discussion, all of which help students develop language skills, critical thinking, and a positive attitude toward lifelong learning. Implementing instructional activities based on the Active Learning approach to enhance reading and summarization abilities among student teachers can be carried out in various formats. For instance, students may be assigned to read articles or case studies that involve ethical and moral issues, followed by guided questions that encourage them to analyze and summarize the content in their own words. Additionally, cognitive tools such as Mind Mapping and Concept Mapping can be used to help students visualize the structure of the content before they begin writing (Khammani, 2014). In addition, techniques such as Think-Pair-Share and Jigsaw are effective tools for fostering collaborative learning. These methods allow student teachers to exchange ideas, practice active listening, and organize their thoughts before presenting thereby supporting the writing process in a natural and meaningful way. In summary, Active Learning is not only a concept for promoting proactive learning but also a crucial strategy for sustainably developing student teachers' abilities in reading, summarizing, and ethical critical thinking. Designing activities that encourage learners to engage deeply and diversely with the content is essential for cultivating quality teachers for the future.

Literature is a valuable educational medium that nurtures emotional intelligence, critical thinking, and moral development. In particular, the genre of "moral pathway" presents narratives aligned with core Thai values such as gratitude, honesty, discipline, and responsibility. These stories serve as a foundation for cultivating the desirable characteristics essential to future educators. For student teachers, reading and engaging with this type of literature plays a vital role in shaping not only their intellectual growth but also their attitudes and the spirit of being a teacher. Research conducted by the National Research and Moral Development Institute (2020) found that the use of moral literature in the learning process helps promote empathy, self-awareness, and an understanding of the fundamental moral values upheld by Thai society. Moreover, literature also stimulates reflective thinking among students, particularly student teachers who are preparing for their future roles as educators. Writing reflections based on the literature they read not only enhances their analytical summary writing skills but also provides a platform for them to examine their emotions, beliefs, and personal values. This process significantly

contributes to the development of internal moral character and a strong sense of professional teacher identity. (Thongphun, S., 2019) In conclusion, reading moral stories for children is not merely an activity to enhance knowledge, but a vital tool for nurturing the heart, attitudes, and ideals of becoming a teacher. Student teachers who engage with such literature and reflect on its messages can simultaneously develop skills in reading comprehension, summary writing, and moral reasoning. These are foundational qualities for becoming a truly competent and virtuous educator.

For this reason, the development of activities encourages reading alongside the cultivation of moral and ethical values is essential in preparing student teachers, who must serve as role models in both learning and behavior for future learners. This study focuses on developing active reading promotion activities with the purpose of cultivating "moral pathway" individuals who have acceptable moral and ethical beliefs. Implementing such activities helps to improve critical teaching qualities such as instruction management, proper language use, and student inspiration. The design and evaluation of these activities in this study are intended to serve as a critical framework for designing effective learning resources and reading programs that can be suitably adapted to varied educational environments. Therefore, the researcher is interested in designing a active reading activities on the moral pathway, using the concept of Active Learning to enhance reading comprehension, summary writing, and valuing teaching professional among student teachers at the higher education level. The underlying hypothesis is that when students are given the opportunity to actively think, analyze, and reflect on moral values through participatory engagement, it will lead to meaningful and sustainable learning. Furthermore, such experiences can be effectively applied to their own teaching practices in the future

Purposes of the study

1. To develop active reading activities on the moral pathway to enhancing student teachers' reading ability, write a summary, and value the teaching profession.
2. To study student teachers' reading ability, writing a summary, and valuing the teaching profession after learning through active reading activities on the moral pathway.

Research Questions

1. Do active reading activities on the moral pathway have an impact on the reading and writing a summary ability of student teachers? If so, how?
2. Do active reading activities on the moral pathway influence the valuing the teaching professional of student teachers? If so, how?

Research Hypothesis

1. Student teachers who participated in the active reading activities on the moral pathway showed reading and writing summary ability after participating has compared against a benchmark of not less than 75 percent.
2. Student teachers who participated in the active reading activities on the moral pathway showed a positive trend in valuing the teaching professional.

Significance of the study

1. The research findings will contribute to improving the quality of learning in reading ability, writing a summary, valuing the teaching professional and instilling moral values among student teachers, which will, in turn, have a long-term positive impact on the education system.
2. The designed activities will help develop essential skills for student teachers, encompassing both academic abilities and ethical responsibilities.
3. This research will serve as a guideline for developing activities that can be applied to students at other educational levels, promoting reading in a creative and meaningful way.
4. Instilling moral values through reading among student teachers will have a positive impact on society, as teachers play a vital role in shaping the moral development of learners at all educational levels.

Definitions of Key Terms

1. Active reading activities on the moral pathway refers to these activities are designed to enhance students' abilities in reading, summarizing, appreciating the value of the teaching profession, as well as to cultivate a love of reading

and promote moral development among student teachers. Based on the concept of Active Learning, these activities emphasize active participation through a variety of tasks such as reading, discussion, creativity, and reflection. These processes help students gain deep understanding and meaningful learning experiences. Students have the opportunity to select stories that contain moral content such as honesty, kindness, responsibility, or forgiveness, and engage in different activities that align with the Active Learning approach. Examples of such activities include reading aloud, which develops language skills and builds learners' confidence; storytelling, which encourages creative communication and conveys moral messages in a profound way; and creating mini books, which supports summarization, organization of ideas, and the creative expression of knowledge.

2. Reading Ability refers to the student's ability to read aloud accurately according to the rules of the Thai language, with appropriate rhythm, intonation, and pauses, in order to convey the content clearly to the listener. This is especially important when reading to children or others, as it requires an understanding of the content, the ability to express emotions through voice, and effective vocal delivery.

3. Summary writing ability Refers to the ability to convey the essential points of content that has been read or listened to in a written format that is concise, clear, and well-organized. The writer must be able to distinguish main ideas from supporting details, structure their thoughts logically, and use language appropriate to the target audience such as children or young learners in order to promote shared understanding and practical application

4. Valuing teaching professional refers to the extent to which student teachers understand, accept, and take pride in the roles, responsibilities, and significance of the teaching profession. It involves recognizing teachers as key contributors to the development of youth and society, holding positive attitudes toward the profession, and being committed to self-development in order to become good teachers who uphold moral values and professional ethics in their practice.

Conceptual Framework

The research conceptual framework based on the concept of Active reading activities on the moral pathway refers to these activities are designed to enhance students' abilities in reading, summarizing, appreciating the value of the teaching profession, as well as to cultivate a love of reading and promote moral development among student teachers. The details are as follows.

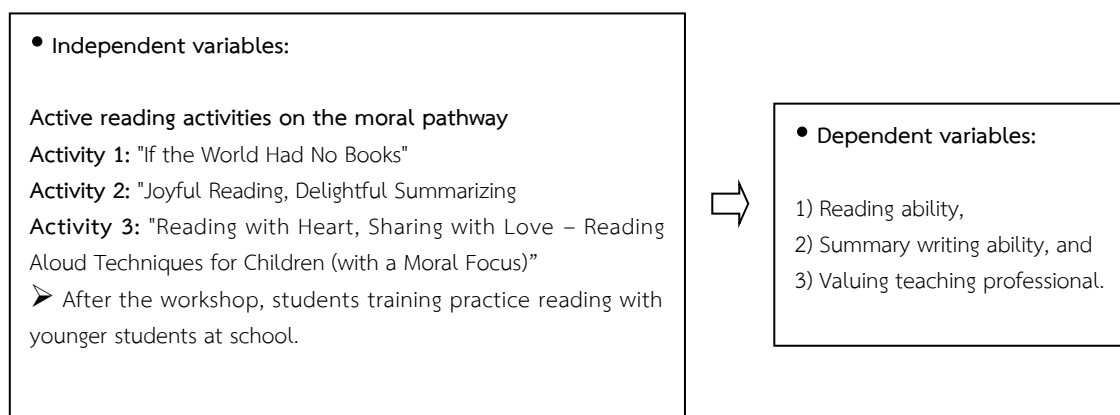


Fig.1 Conceptual Framework

Research Methodology

This research is designed to the investigation into 2 phases:

Phase 1: Developing and finding the quality: "Active reading activities on the moral pathway"

1.1 The content used to design the active reading activities on the moral pathway includes topics related to reading strategies, summary writing techniques, methods for selecting books, and children's reading materials that encourage the 10 fundamental moral values: 1) honesty, 2) respect, 3) responsibility, 4) empathy, 5) discipline, 6) perseverance, 7) cooperation, 8) gratitude, 9) forgiveness, and 10) courage.

1.2 Active reading activities on the moral pathway, this activity consists of three activities designed based on the concept of Active Learning, emphasizing experiential learning with a learner-centered approach. The activities are as follows:

Activity 1: "If the World Had No Books" – 3 hours; A reflective and discussion-based activity that encourages students to explore the importance of reading and the role of books in moral and intellectual development.

Activity 2: "Joyful Reading, Delightful Summarizing" – 3 hours; A reading and writing workshop aimed at enhancing students' abilities in reading comprehension and analytical summary writing through engaging with moral literature.

Activity 3: "Reading with Heart, Sharing with Love – Reading Aloud Techniques for Children (with a Moral Focus)" – 6 hours; A hands-on activity where student teachers read moral stories to younger students, focusing on communication techniques, empathy, and storytelling skills.

3.1 Reading Aloud Techniques – Moral Stories Part 1– 3 hours (Themes: Honesty, Respect, Responsibility, Empathy, and Discipline)

3.2 Reading Aloud Techniques – Moral Stories Part 2 – 3 hours (Themes: Perseverance, Cooperation, Gratitude, Forgiveness, and Courage)

1.3 Find out the quality of the developed Active reading activities on the moral pathway through the three experts review and evaluation to ensure that such activities will effectively enhance the abilities of student teachers. The quality assessment results Active reading activities on the moral pathway by three experts, it was found that the overall quality of Activities 1 If the World Had No Books, 2 Joyful Reading, Delightful Summarizing, and 3 Reading with Heart, Sharing with Love – Reading Aloud Techniques for Children (with a Moral Focus) had an average score of 4.46 out of 5.00, which is considered to be at a very good level. This preliminary result indicates that the designed activities are effective in promoting reading and writing ability, as well as self-esteem. They are suitable for implementing with pre-service teacher students.

Phase 2: Experiment Workshop and Training: Active reading activities on the moral pathway to a sample of students

2.1 Population and Sample

The population of this study consisted of first year Bachelor of Education in the Primary Education student teachers enrolled in the Faculty of Education at UdonThani Rajabhat University, Thailand, during the academic year 2024, 1 classroom with a total of 30 students. The sample group included 15 student teachers who volunteered to be case studies from population group.

2.2 Research Design

The research design used is One-group posttest-only design the steps outlined below:

Experimental (X)	Posttest (O ₁)
<ul style="list-style-type: none"> The teacher was informed about the purpose of the study Using instruction based on Workshop Three Active reading activities on the moral pathway in classroom research. During the process teacher was observed, the interaction between teacher-students and students-students. After the workshop, students training practice reading with younger students at school. 	<ul style="list-style-type: none"> Applied scale of posttest <ol style="list-style-type: none"> 1) Reading ability 2) Writing a summary 3) Valuing the teaching profession

This study Workshop 12 hour and training practice reading on moral pathway with younger students at school for 3 story. During the reading practice, the researcher observed the students' behavior and assessed their reading ability and examined their ability to write summaries from the stories they read to the students.

2.3 Training: Student teachers practice reading on moral pathway with younger students at school.

2.3.1 The 15 student teachers who participated in the activities during Phase 2 conducted practice reading on moral pathway with younger students in real classroom settings. The researcher acted as a coach, providing guidance and support whenever the student teachers needed assistance.

2.3.2 In training, the researcher employed qualitative research methods to describe the patterns of data emerging within the context of the student teachers' reading aloud activities. Data were collected from events, conversations, and relevant documentary evidence. The researcher interpreted the collected data using content analysis

and presented the findings qualitatively through situational descriptions and interpretations (Erickson, 1986; Neuman, 2003).

Data Analysis

Comparison of Post-Activity Scores in Reading ability, writing a summary Ability, and Valuing the teaching profession. The scores for students' reading ability, writing a summary Ability, and Valuing the teaching profession were compared after participating in the learning activities. The analysis involved calculating the mean (\bar{X}), standard deviation (S.D.), and percentage. These results were then compared against a predetermined benchmark of no less than 75%. A one-group t-test was used for the statistical comparison.

Research Finding

In this study, the researcher aimed to enhance the teaching professional competencies of student teachers in three areas: reading ability, writing summarizing ability, and valuing the teaching profession. This was achieved through the implementation of activities to encourage reading on good children's morality, which emphasizes hands-on, practice-based tasks aligned with the principles of active learning. The activities were designed to engage students actively and meaningfully, and their quality was validated by a panel of experts prior to implementation. The activities were then applied to a sample group of 15 student teachers to examine their effectiveness in developing the targeted professional competencies. Data were collected and analyzed to assess improvements in the three areas. The students' reading ability, writing summary ability and valuing teaching professional after participating in the activities was compared against a benchmark of not less than 75 percent proficiency to evaluate the effectiveness of the intervention this can be summarized in table 2,3, and 4 as below.

1. Reading ability:

Table 2: Data analysis results of Reading ability.

N	Test	Score	Mean	S.D.	%	Percentage criteria	t-test	p
15	Reading ability	42	35.20	3.625	83.81	75	9.41**	.0000

Note.**p<.01

2. Writing summary ability:

Table 3: Data analysis results of Writing summary ability.

N	Test	Score	Mean	S.D.	%	Percentage criteria	t-test	p
15	Writing summary ability	21	16.33	4.982	77.78	75	2.16*	.0244

Note.*p<.05

3. Valuing the teaching profession:

Table 3: Data analysis results of Valuing the teaching profession.

N	Test	Score	Mean	S.D.	%	Percentage criteria	t-test	p
15	Valuing the teaching profession	75	64.73	4.109	86.31	75	10.66**	.0000

Note.**p<.01

4. Experiment Workshop and Training Active reading activities on the moral pathway to a sample of students: From the experiment, which involved workshops and training sessions, the researcher observed students' behaviors and assessed their reading abilities. Additionally, the researcher evaluated their ability to summarize the content from stories that were read aloud to them. The findings are presented in a descriptive manner as follows:

4.1 Workshop: Three Active reading activities on the moral pathway.

Activity 1: "If the World Had No Books"

Activity:

- Share your personal experiences about your favorite books or books that have changed your perspective.
- Imagine and discuss what life would be like without books.
- Designing the "world's first book" that will promote morality and ethics for school-age children
- Reflection to the role of teachers, valuing of reading, why teachers must be readers.

Finding of Activity 1:

- Student teachers can tell stories and demonstrate the impact books have on their lives, inspiring and developing themselves emotionally.
- By imagining a world without books, students can reflect on the importance of books as a medium of knowledge and culture.
- Students understand the book production process and are able to convey content appropriate for children.
- Many expressed a desire to foster a love of reading in their future children.

Summary of Activity 1: The activity "If the world without books" significantly promoted analytical thinking, imagination, and awareness of the value of reading among student teachers. Students actively participated and showed a deeper change in attitudes and perspectives about the role of teachers in promoting a reading culture in society.

Activity 2: "Joyful Reading, Delightful Summarizing"

Activity:

- Pair up, read a moral story, identify the main points, write a summary, and discuss.
- Choose a moral story, read it, identify the main points, write a summary, and discuss.
 - Summary Writing Technique
 - 5 lines to get the gist
 - Write a short letter to a friend
 - Draw 1 illustration with caption

- Reflection: What do you get from reading? Why do you need to write a summary of what you read?

Finding of Activity 2:

- Students practiced teamwork by analyzing the story and identifying key points. Writing short summaries improved their summarizing and presentation skills, boosting their confidence in communication.
- Students creatively presented their chosen stories through letters, illustrations, or short summaries, showing their understanding of the story's moral. They used art and language to express their ideas in an engaging way.
- Students reflected on their favorite reading strategies, like role-playing and using mind maps, to better understand and summarize content. They also shared personal techniques, such as noting keywords or retelling stories to friends.

Summary of Activity 2: The activity "Joyful Reading, Delightful Summarizing" was effective in promoting reading comprehension skills and creative summary writing among student teachers, especially in using a variety of activity formats and allowing students to choose their preferred presentation methods, which made students more enthusiastic, enjoy learning, and develop teaching ideas for reading and writing that could be appropriately applied to children in the future.

Activity 3: "Reading with Heart, Sharing with Love – Reading Aloud Techniques for Children (with a Moral Focus)"

Activity 3

- Tell your friends your favorite childhood stories.
- Guidelines for selecting good children's moral books that are appropriate for their age

- Open the video clip “Techniques for Reading/Telling to Younger Children” and exchange knowledge together.

- Choose a moral story, read it, identify the main points, write a summary, and discuss.
- Read/tell stories in front of the whole class, using your voice and body language.
- Share your perspectives, the heart of reading/telling to your younger siblings, and increase your confidence.

Finding of Activity 3:

- Student teachers-built confidence by telling childhood stories, practicing storytelling with emotion, natural voice, expressions, and gestures to engage their audience effectively.

- Students discussed and practiced techniques for selecting moral stories for children, focusing on age appropriateness, moral content, and clear illustrations, applying academic principles in their analysis.

- Students watched a storytelling clip and discussed key techniques like tone of voice, eye contact, and asking questions, gaining clear guidance to improve their own storytelling skills.

- Students selected and summarized moral stories, then practiced telling them to younger audiences. With instructor feedback, they improved clarity, rhythm, and emotional expression in their storytelling.

- Students understood that the "heart of a storyteller" involves connecting with children, loving storytelling, and thorough preparation. They recognized storytelling as a powerful tool for teaching and inspiring moral values.

Summary of Activity 3: The “Reading with Heart, Sharing with Love – Reading Aloud Techniques for Children (with a Moral Focus)” activity effectively improved student teachers’ reading, storytelling, and reflection skills. It enhanced their communication, content analysis, and understanding of their role in sharing meaningful stories with children. Expert guidance further enriched and inspired their learning.

4.2 Training: Students practice reading on moral pathway with younger students at school.

Reading ability: Students improved in selecting age-appropriate stories and identifying main points clearly. Their reading became more fluent, with better pronunciation, pacing, and expressive tone.

Writing a summary ability: Students can clearly and concisely summarize the main points of a story, showing an understanding of its moral message. They may present this through brief written texts or creative visual media.

Valuing the teaching profession: After the training, students became more confident and expressive, showing improved public speaking skills, including body language, voice, and storytelling rhythm. Instructor feedback helped them recognize their strengths and improve their weaknesses effectively.

Discussion results

The activities were carefully designed to engage students cognitively, emotionally, and socially. Activity 1: “If the World Had No Books” stimulated critical thinking and raised awareness about the importance of reading in modern society. Activity 2: “Joyful Reading, Delightful Summarizing” provided opportunities for students to practice extracting main ideas and moral messages from stories, reinforcing their ability to comprehend and summarize texts effectively. Activity 3: “Reading with Heart, Sharing with Love – Reading Aloud Techniques for Children (with a Moral Focus)” emphasized expressive reading and storytelling techniques, helping students develop confidence and communication skills. Furthermore, the training component, which involved real-world practice with younger students in schools, allowed student teachers to apply their learning in authentic educational settings. This practical experience significantly enhanced their reading ability. They became more proficient in selecting age-appropriate texts, identifying key points, and reading with fluency, proper pronunciation, and expressive intonation. In terms of writing summary ability, students demonstrated improvement in their capacity to convey the essence of a story clearly and concisely, especially focusing on the moral values embedded in the texts. They expressed their understanding not only through written summaries but also through creative visual formats, demonstrating diverse communication strategies. Moreover, the activities positively impacted students’ valuing of the teaching profession. By engaging in interactive reading sessions and receiving feedback from instructors, students became more confident and expressive. They showed progress in public speaking, including the use of appropriate body language, voice modulation, and storytelling rhythm. These developments are essential for future teachers, particularly in early childhood and primary education, where effective communication is key.

Research Conclusion

The organization of this activity to practice reading moral stories serves as a holistic learning process that fosters both language proficiency and the personal growth of student teachers. It enables students not only to read and summarize key messages effectively, but also to develop the confidence to communicate, recognize their self-worth, and embrace their role as future educators who convey moral values through meaningful storytelling. The findings clearly show that these practical activities strengthen three core competencies: reading with understanding, clear writing, and confident speaking. Moreover, students reveal their potential to become creative, morally driven storytellers—laying a solid foundation for their ongoing development as ethical and inspiring teachers.

Suggestions

1. Practical activities that promote reading, writing, and moral storytelling should be continuously integrated into the teacher training curriculum. These activities not only strengthen language skills but also contribute to the development of students' confidence, creativity, and moral awareness, which are essential qualities for future educators.
2. The presence of knowledgeable and supportive facilitators plays a crucial role in guiding students through the learning process. Facilitators can provide constructive feedback, encourage reflection, and help students connect their learning to real-life teaching contexts, thereby improving the overall quality of learning outcomes.
3. Student teachers should be given more opportunities to apply their skills in authentic settings, such as reading moral stories to children in schools or community programs. These real-life experiences help bridge theory and practice, build teaching confidence, and reinforce the importance of moral education in diverse learning environments.

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