



**FACTORS AFFECTING EFL HIGH SCHOOL
STUDENTS' DECISIONS IN LEARNING ENGLISH AT
TUTORING INSTITUTIONS**

BY

MISS WANWIPA TUPTIMSUWAN

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS IN ENGLISH FOR CAREERS
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2015
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ENTITLED

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LEARNING ENGLISH AT TUTORING INSTITUTIONS

was approved as partial fulfillment of the requirements for
the degree of Master of Arts in English for Careers

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Chairman



(Assistant Professor Kittitouch Soontornwipast, Ed.D.)

Member and Advisor



(Associate Professor Nopporn Sarobol)

Dean



(Associate Professor Pornsiri Singhapreecha, Ph.D.)

| | |
|---------------------------------|--|
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| Author | Miss Wanwipa Tuptimsuwan |
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| Major Field/Faculty/University | English for Careers Language Institute Thammasat University |
| Independent Study Paper Advisor | Associate Professor Nopporn Sarobol |
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ABSTRACT

This study was aimed to investigate factors affecting EFL high school students' decisions in learning English at tutoring institutions, and to find out the four main factors influencing EFL high school students' decisions in learning English at tutoring institutions. The participants of this study were 75 EFL high school students in Phetchaburi province. They were studying English at tutoring institutions. The purposive sampling method was used to conduct the survey. A questionnaire was used as a research instrument in this study. The questionnaire was designed to examine factors affecting EFL high school students' decisions in learning English at tutoring institutions. The questionnaire was divided into four parts; demographic data of respondents, overall information of English courses at tutoring institutions, factors affecting EFL high school students' decisions in learning English at tutoring institutions in terms of Academic factor, Teaching Style factor, Social factor and Psychological factor, opinions about factors affecting respondents' decisions in

learning English at tutoring institutions. The findings revealed that as a whole, the mean score of the factors contributing to EFL high school students' decisions towards learning English at tutoring institutions, which are Academic factor, Psychological factor, and Teaching Style factor ($\bar{x} = 3.86, 3.86$ and 3.75 , respectively), were at a high level. The mean scores of Academic factor and Psychological factor were both at a similar score ($\bar{x} = 3.86$), which means they were both likely to be the important factors contributing to EFL high school students' decisions towards learning English at tutoring institutions. However, Social factor had the lowest mean score ($\bar{x} = 3.40$) which was considered as the lowest factor contributing to students' decisions.

Keywords: factors, EFL high school students, students' decisions, tutoring institutions

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Miss Wanwipa Tuptimsuwan

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

Having knowledge and understanding of English language is important. It enhances your chances of getting good careers and higher pay; it also helps improve your life with many social benefits compared with people who do not understand English. Most parents and even students themselves are all concerned with the importance of learning English language in today's modern society. Having knowledge and understanding of English language became the necessary and standard requirement. Especially in the trend of globalization that is related to education, communication and entertainment in various ways, the interest in learning English has been increasing. It is the most important language being used among countries, institutions and individuals.

It can be seen that many students attend English tutoring institutions in order to improve their English school examination, improve scores of university entrance examinations, O-NET, GAT/PAT, etc., plus to improve their ability to listen, speak, read and write in English, which are important reasons for different achievements. According to Chaidacha and Roongrattanakool (2015), it can be assumed that, during the opening of AEC in 2015, the number of foreign workers will continue to increase. In order to compete and survive in the ASEAN workforce competition, Thai students must be proficient in English communication. Many Thai students feel it is important to take extra language classes in tutorial schools. As we can see, nowadays English tutoring institutions become the first option for students and parents instead of relaxing after class or during the weekend. Some students may take two to three courses during weekends even if they have already got satisfactory results at their traditional schools. Under many hypothesis, some students go to English tutoring institutions because they would like to get tips and techniques for university entrance examination, some students attend English tutoring institutions because they would like to get good scores for their school test, some students attend English tutoring institutions because they would like to get to know new friends, some students attend English tutoring institutions because of supporting their parents, etc. The purposes

and the findings of this study could probably clarify the factors affecting EFL high school students' decisions in learning English at tutoring institutions.

1.2 RESEARCH QUESTIONS

This study aims to answer the following questions:

1. What are the main factors affecting EFL high school students' decisions in learning English at tutoring institutions?

2. What are the EFL high school students' decisions in learning English at tutoring institutions in terms of Academic factor, Teaching style factor, Social factor, and Psychological factor?

1.3 OBJECTIVES OF THE STUDY

The major purposes of this study are as follows:

1. To identify the main factors affecting EFL high school students' decisions in learning English at tutoring institutions.

2. To find out the EFL high school students' decisions in learning English at tutoring institutions in terms of Academic factor, Teaching style factor, Social factor, and Psychological factor.

1.4 DEFINITION OF TERMS

The definitions of the terms of this study are as follows:

1. **Decision** refers to an evaluation of existing options that can expect the results coming from a selection. (Harrison, 1981)

2. **Factor** is one of several things that cause or influence something. (Oxford Learners' Dictionaries)

- 2.1 **Academic Factor** is targeted by the college or school in developing strategies to improve student learning and improve their academic performance. (Sujit Sansgiry, Monali Bhosle, and Kavita Sail, 2006)

2.2 **Teaching Style** is defined as the identifiable and consistent teaching practices that teachers use, that do not vary as content in class changes (Fischer and Fischer, 1979).

2.3 **Social Factor** is defined as the facts and experiences that influence individuals' personality, attitudes and lifestyle. (Business Dictionary)

2.4 **Psychological Factor** refers to personality or behavior traits or reactions. (Bernard, 1995)

3. **Tutoring institutions** offers year-round after-school and weekend programs for students of all ages, including even college students. The school covers most subjects at various levels depending on the students' needs (New World Encyclopedia)

4. **EFL High school students** refer to EFL high school students who learn English at tutoring institutions in Phetchaburi province.

1.5 SCOPE OF THE STUDY

1. The participants of this study were 75 EFL high school students in Phetchaburi province. They were studying English at tutoring institutions.

2. The questionnaires were comprised of four main parts, demographic data of respondents, overall information of English courses at tutoring institutions, factors affecting EFL high school students' decisions in learning English at tutoring institutions in terms of Academic factor, Teaching Style factor, Social factor and Psychological factor, opinions about factors affecting respondents' decisions in learning English at tutoring institutions. The results probably not are a final conclusion. However, the study has the potential for developing English language teaching in the Thai education system.

1.6 SIGNIFICANCE OF THE STUDY

1. This study examines factors affecting EFL high school students' decisions in learning English at tutoring institutions. The findings may help show the core requirements for English teachers at traditional schools.

2. The study investigates the four main factors influencing EFL high school students' decisions in learning English at tutoring institutions. The results may help show the development areas that are needed for the Thai educational system.

1.7 ORGANIZATION OF THE STUDY

This study consists of five chapters:

Chapter One presents the introduction, background, research questions, objectives of the study, definition of terms, scope of the study, significance of the study and organization of the study.

Chapter Two presents the information on the core concept of decision-making, the learning of English language, the concept of tutoring schools, and relevant research.

Chapter Three describes the methods and procedures used in conducting the research. The explanation of subject selection, data collection and data analysis are included.

Chapter Four reports the findings and the results of the data collection. A detailed description of the results obtained from the study is presented.

Chapter Five summarizes and discusses the results of the study and make recommendations for further research studies.

A complete list of references and appendices follows Chapter Five

CHAPTER TWO

REVIEW OF LITERATURE

This chapter reviews the literature in 4 main areas: (1) The Core Concept of Decision-Making, (2) The Learning of English Language, (3) The Concept of Tutoring Schools, and (4) Related Research.

2.1 THE CORE CONCEPT OF DECISION-MAKING

2.1.1 The Definition and the Nature of Decision

Oxford Dictionaries defines ‘decision’ as the action or process of deciding something or of resolving a question.

Drucker (1974) states that a ‘decision’ is a judgment choice between alternatives, right or wrong or almost right and probably wrong.

Harrison (1981) points out that ‘decision’ refers to an evaluation of existing options that can expect the results coming from a selection.

Ofstad (1961) gives the meaning of a person who makes a decision as the one who show his behavioral response to his selection of any preferred items, a person who decide to do something as planned, and a person who analyzes what to do and what should be done after taking all the options into consideration.

According to Stonner (1978), there are three conditions which can clarify the nature of a decision, Condition of Certainty, Condition of Risk, and Condition of Uncertainty. Stonner also states that there are three reasons affecting a person’s decision which are a particular situation or when a problem occurs, when a person really wants to get the goal, and in a situation that a person wants to solve a problem, or update the information.

To sum up, ‘decision’ refers to one’s opinion or evaluation towards the existing things and the situation which can obtain the results coming from a selection. The core concept of ‘a person who makes a decision’ and ‘nature of a decision’ focused on different conditions as explained above.

2.1.2 The Definition of Decision-Making

Griffin (1984) points out that ‘the decision-making’ refers to the act of choosing one alternative from among a set of alternatives.

Terry (cited from the Principles of Management, 7th edition, 1977) states that ‘decision making’ belongs to the facts that are sound decisions and appropriate to a particular situation.

According to Reeder’s theory of Decision Making and Social Action (1971), it is explained that a person makes a decision based on different reasons and the decision of each person is influenced by various factors as follows: goals, belief orientation, value standard, habits and customs, expectation, commitment, force, opportunity, ability and support.

2.1.3 Factors Affecting the Process of Decision-Making

Apart from the above theory, it is interesting to also study another principle developed by Kotler and Amstrong (2000), which is factors influencing consumer behaviour, and relevant factors affecting the process of decision-making developed by Snyder, Bruck and Sapin (1962).

According to Kotler and Amstrong’s study, there are four types of factors affecting consumer behaviour which are cultural factors, social factors, personal factors, and psychological factors.

1. **Cultural Factors:** culture is the basis of an individual’s need and behaviour. Culture comprises values, beliefs, perceptions, preferences and behaviour which influence people’s life in different ways.
2. **Social Factors:** social factors refer to people’s types of action such as a person’s lifestyle, eating, consuming, talking and many other characteristics. Social factors affect people’s purchasing behaviour in various ways following three criteria: reference groups, family, and roles and status.
 - *Reference Groups:* the reference groups can be divided into 2 categories; the primary reference groups which refer to family, friends, co-workers and neighbours, and the secondary reference groups referring to business associates.

- *Family*: family members refer to parents, spouse, children, and siblings. They are likely to have a direct or indirect influence on one's behaviour or decisions.
 - *Roles and Status*: roles and status refer to people's backgrounds; a variety of family and reference groups. A person with different a background will have a different role and status reflecting different behaviour and decisions.
3. **Personal Factors**: personal factors can be defined as age, education, occupation, financial status.
 4. **Psychological Factors**: Psychological factors consist of motivation, perception, learning, beliefs and attitudes.

Besides Kotler and Armstrong's study, Snyder, Bruck and Sapin (1962) view the relevant factors affecting the process of decision making in three main areas: Internal Setting of Decision-Making, Social Structure and Behaviour, and External Setting of Decision-Making. The role of this decision-making theory is conceptualized for the formation of foreign policy and international politics. However, the principles of the concept could be adjusted, applied and interpreted by the decision makers depending on the different situations.

Table 1: Factors affecting the process of decision-making developed by Snyder, Bruck and Sapin (1962)

| Internal Setting of Decision-Making | Social Structure and Behaviour | External Setting of Decision-Making |
|--|--|---|
| Non-Human Environment | Major Common Value Orientations | Non-Human Environment |
| Society | Major Institutional Patterns | Other Cultures |
| Human Environment Culture Population | Major Characteristics of Social Organizations | Other Societies |
| | Role Differentiation and Specialization | Societies Organized and Functioning as States. Government Action |
| | Groups: Kinds and Functions | |
| | Relevant Social Processes Opinion Formation Adult Socialization Political | |

In conclusion, regarding the core concept of the decision-making theory above, Griffin (1984), Terry (1977), Reeder (1971), Kotler and Armstrong (2000), and Richard, Bruck and Sapin (1962) claimed that persons make a decision based on different reasons and the decisions of each person are influenced by various factors. Experience-base, different backgrounds and different environments lead to different decision-making.

2.2 THE LEARNING OF ENGLISH LANGUAGE

Carter & Nunan (2001) pointed out that English language is essential in today's modern society. During the past decades, it is irrefutable that English has been playing an important role in the society and for all people's lives around the world. English is a key factor for the development of all countries in term of economy, innovation, technology, politics and education. Prasongsook (2010) explains that many countries have realized the need to develop the use of English language communication of their populations. In many countries, English is a second language used for teaching and learning in schools. While English in many countries is neither a home language nor an official language, it is taught and learned in school as a foreign language. The purposes are to prepare and get students to be ready to communicate with foreigners and for the official purposes in government and business development. As a result, many countries including Thailand have extended the time for learning English and English language teaching starting at the lower levels since primary school.

Lee & Azman (2004) believe that young children are more likely to adapt to sound systems and acquire phonological patterns of a new language than adults. In some countries, English has been taught and learned among young students since as early as grade 3, for example, Taiwan (in 2005), South Korea (in 1997), and Vietnam (in 1996) (Scott & Chen, 2004; Lee, 2004; Sinh, 2006), while in other countries such as Indonesia, children start learning English from grade 4 (Wiwiek, 2004). Japan introduced English conversation into the primary schools' curriculum in 2000 (Jones, 2004). Prasongsook (2010) claims that the effort to implement and involve English teaching and learning at lower school levels is still challenging, especially in terms of teaching methods, teachers' proficiency and students proficiency.

According to Darasawang's (2007) study, English language teaching and learning in Thailand was first started in the reign of King Rama III (1824-1851) by an American missionary during the beginning of the Western colonization period and it continued to develop until the reign of King Rama V (1868-1910); the Ministry of Education was founded with more schools established during this period. English language became the most important foreign language when many foreigners visited Thailand, which created a need for English and required more Thais to learn the foreign language and to be educated abroad. In 1981, the English standard had been added in the National Education Curriculum which was a 6-year programme mainly focused on reading, writing and translation. Since that time, the curriculum has occasionally been changed and adjusted many times in terms of content and also teaching and learning strategies. Recently, according to the current policy of the office of the Basic Education Commission of Thailand (OBEC), English was announced as a compulsory subject of the curriculum starting from Grade 1 until Grade 12, (Prathom 1 – Matthayom 6). Under the plan, another English education reform strategy was brought into consideration which is to increase the English learning hours of student in primary levels, grade 1 – grade 3 from 1 hour a week (40 hours a term) to 5 hours a week (200 hours a term). Students study a balance of the four key skills, listening, speaking, reading, and writing with a combination of online courses and language-learning apps. (Bangkok Post, 2016)

To sum up, it can be seen that the development of English language teaching and learning in Thailand began than a century ago and started in the reign of King Rama III (1824-1851), after the Ministry of Education was founded in the reign of King Rama III (1824-1851). Up until now, the National Education Curriculum has occasionally been changed and adjusted many times in terms of content and also teaching and learning strategies.

2.3 THE CONCEPT OF PRIVATE TUTORING

Foondun (2002) defines ‘private tuition’ as extra coaching which was given by the teachers for extra income.

Wolf (2002) points out that ‘private tuition’ refers to the teaching and coaching activities taking place outside of the regular school.

Stevenson & Baker (1992) names ‘private tuition’ as ‘a shadow education’ as it follows the normal school curriculum and has the potential to make a significant contribution to students’ performance.

Bray (2003) also points out that in many countries like Cambodia, Egypt, India, Japan, Kenya, Malta, Romania, Taiwan and Mauritius, attending private tutoring has been established as a trend parallel to formal school education and the trend is continually expected to increase.

2.3.1 The Impact of Tutoring

Private tutoring is to study not just because it is a trend, but also because of its significant impact on student academic performance. Tutoring is found to increase the student’s performance. However, there are some unintended concerns as follows:

- The private tutoring can deepen the social inequalities between rich and poor also between urban and rural areas.
- The tutoring school may have effects on students’ physical and mental health. (The Focus: Supplementary education in Asia 2011)

2.3.2 The Demand for Private Tutoring

According to the World Bank Research Observer (2008), there are many reasons for the demand for private tutoring. To understand the effects of the growing trend of private tutoring, it is important to study the micro and macro factors that create demand for tutoring as follows:

- Factors at the micro level which are comprised of the characteristics of each individual persons, households, schools, and communities.
- Factors at the macro level included the share of public spending allocated to public education, the characteristics of the education system, labor market and national cultural values.

In conclusion, 'private tuition' refers to the teaching activities outside the classroom in the normal school curriculum which was given by the teachers for the extra income. Private tutoring is found to increase the students' performance; however, there are some concerns of the effect on students' physical and mental health, also the social inequalities between rich and poor and between urban and rural areas. Micro and macro factors are discussed above as the reasons for the demand for private tutoring.

2.4 RELATED RESEARCH

2.4.1 Research in Non-Thai Contexts

Ireson (2004) studied the reasons for the variation and evaluated evidence on the prevalence and effectiveness of private tutoring. The population for this study is comprised of 244 students who received tutoring in small groups of four, four days a week. The study discussed private tutoring and extracurricular activities. The finding revealed that tutoring played an important role in students' attainments. Besides, tutoring has indirect effects on improving attitudes and self-concept.

Judith Ireson and Katie Rushforth (2005) examined the effectiveness of private tuition in the UK and analyzed the impact of private tuition on the General Certificate of Secondary Education (GCSE) attainment in England. The samples comprised of 302 year 11 students in 7 mixed secondary schools. The GCSE grades of students who did and did not receive tutoring during years 10 and 11 were compared. On average, the results showed that students with tutors achieved just under half a grade higher than students who did not have tutors, however girls did not appear to benefit as much as boys. The implications of these findings are discussed in relation to parents' and students' evaluations of private tuition, government proposals to increase personalized learning in schools and the potential impact of private tuition on schools' performance in league tables.

Samia Manzoor (2013) studied the reasons and necessity of private tutoring in English for Bangla medium school students in Bangladesh. The respondents of this study were 35 students from public and private schools of Dhaka city. The survey's 35 participants were randomly chosen by the survey conductor. The findings revealed that most of the primary level learners receive private tutoring and they are satisfied

with the English lesson provided by their private tutor rather than their school teacher. It was also recommended that further studies should investigate both positive and negative effects of private tutoring.

Ghazi N. Alotaibi (2014) examined and described the views of secondary school students and their parents on the causes of private tutoring in English. The samples consisted of two group interviews with the students and parents separately. Several causes were brought up during the two interviews. These causes included difficulty of the English language, weak teacher performance, the need to pass exams with high marks, lack of parents' follow-up of student school performance, social pressure, variability in student comprehension levels at school, weak English foundation in previous school years, repeated student absences from school, large classes, as well as English teachers' heavy teaching loads.

2.4.2 Research in Thai Contexts

Kulkanya Napompech (2011) investigated the factors which influence high school students in choosing a cram school in Thailand. The population for this study is comprised of high school students in cram schools at Wannasorn Tower, Bangkok. The sample size consists of 198 junior high school students and 198 senior high school students. The results clearly showed that the most important reason for both student groups to attend cram schools is to increase their understanding of their lessons. Consistently, both groups emphasize the importance of instructor expertise and rich academic content.

Prasit Phanichthaworn (2011) investigated what factors influenced the students' decisions to study English at I-Genius English Institute, Central Ladprao Branch. The participants in this study were 170 students taking a course during the period of January to March 2011. The results revealed that the study program was ranked first at the highest level which included of a variety of both academic and practical subjects taught, the period of learning is appropriate, the instructors are well-qualified and experienced, the language lab where students can continuously learn and review lessons, the institute is well-recognized and the staff are hospitable and efficient. It was also suggested that further studies should examine a larger number of participants, and the findings can generally represent the overall students.

Tippayapud Chaidacha and Dutsadee Roongrattanakool (2015) studied the factors affecting the decisions of under graduate students on taking extra English language courses in tutorial schools in Muang District, Chiang Mai. Subjects of the study were 385 undergraduate students who were taking extra English classes in tutorial schools in Muang District, Chiang Mai during the second semester of the academic year 2014. The findings revealed that 79 first year and 125 second year level of undergraduate students considered that “influence of friends and parents” was at the highest level. 87 third year and 94 fourth year or higher level of undergraduate students considered the mean of Product Elements as the most important as “offering a variety of English language courses” was the highest level. It was also suggested that there should be a further study of factors which compare quality of teachers in university with teachers in tutorial schools to study targeted students, their needs, and their consuming behavior.

CHAPTER THREE

METHODOLOGY

This chapter describes: (1) the subjects, (2) the materials, (3) the procedures used in the data collection and (4) the data analysis.

3.1 SUBJECTS/PARTICIPANTS

The participants of this study were 75 high school EFL students in Phetchaburi province. They were studying English at tutoring institutions. The purposive sampling method was used to conduct the survey.

3.2 MATERIALS

In order to collect data relevant to the research questions, a questionnaire was used as a research instrument in this study. The questionnaire was designed to examine factors affecting EFL high school students' decisions in learning English at tutoring institutions. The questionnaire was provided in English and Thai versions in order to minimize problems of misinterpretation. Both closed-ended questions and open-ended questions were used in the questionnaire. It was divided into four parts as follows:

Part 1: Demographic data of respondents

Part 2: Overall information of English courses at tutoring institutions

Part 3: Factors affecting EFL high school students' decisions in learning English at tutoring institutions

In part 3, the respondents were asked to indicate the factors contributing to EFL high school students' decisions towards learning English at tutoring institutions that best corresponded to their opinion. A Likert scale was used as an indicator of level of agreement as follows:

| Scale | Meaning |
|--------------|----------------------------|
| 5 | Strongly Agree |
| 4 | Agree |
| 3 | Neither Agree Nor Disagree |
| 2 | Disagree |
| 1 | Strongly Disagree |

Part 4: There are open-ended questions for the respondents' suggestions and comments about factors affecting their decisions in learning English at tutoring institutions.

3.3 PROCEDURES

This section describes the procedures in collecting the data as follows:

3.3.1 Research Design

The study used a questionnaire to investigate the factors affecting EFL high school students' decisions in learning English at tutoring institutions. The questionnaires were distributed to the target group by purposive sampling method. There were two versions of the questionnaire. The first version was written in Thai while the second was an English version. The Thai version was distributed to the students.

3.3.2 Data Collection

The questionnaires were delivered to the samples at English tutoring institutions by purposive sampling. After that, the questionnaires were collected by the researcher.

3.4 DATA ANALYSIS

The data obtained from the distributed questionnaires was analyzed. The results were interpreted to describe and verify the significance of the information as follows:

3.4.1 Part 1: Demographic data of respondents consisted of gender, education level, types of school, grade point average, and parents' occupation. The data was analyzed by using frequencies and percentages.

3.4.2 Part 2: This part aimed to examine overall information of English courses at tutoring institutions, time studying at tutoring schools and tutoring fees. The data was analyzed by using frequencies and percentages.

3.4.3 Part 3: This part identified factors contributing to EFL high school students' decisions towards learning English at tutoring institutions divided into four main parts, Academic factor, Teaching Style factor, Social factor, and Psychological factor.

In the assessment process, the calculation of weighted mean score was the major method. The criteria for interpreting the levels of opinion of EFL high school students at tutoring institutions are shown in the following range:

$$\text{Mean Score Range} = \frac{\text{Maximum Score} - \text{Minimum Score}}{\text{Number of Score}}$$

$$\frac{5-1}{5} = 0.8$$

| Score Value (\bar{x}) | Level of Agreement |
|---|---------------------------|
| 4.21-5.00 | Very High |
| 3.41-4.20 | High |
| 2.61-3.40 | Moderate |
| 1.81-2.60 | Low |
| 1.00-1.80 | Very Low |

3.4.4 Part 4: This part was open-ended questions asking the respondents' suggestions and comments about factors affecting respondents' decisions in learning English at tutoring institutions.

CHAPTER FOUR

RESULTS

The previous chapter explained subjects, materials, the procedures and the data analysis of the study. This chapter reports the results of the study, which was divided into 4 parts based on the format of the questionnaires.

Part 1 Demographic data of respondents

Part 2 Overall information of English courses at tutoring institutions

Part 3 Factors affecting EFL high school students' decisions in learning English at tutoring institutions

Part 4 Opinions about factors affecting respondents' decisions in learning English at tutoring institutions

4.1 DEMOGRAPHIC DATA OF RESPONDENTS

This part shows the background information of the respondents. The data analysis of respondents' general information includes gender, education level, types of school, grade point average (GPA), and parent's occupation. The results are explained as follows:

Table 2. Gender

| <i>Gender</i> | <i>Number (n)</i> | <i>Percentage (%)</i> |
|---------------|-------------------|-----------------------|
| Male | 29 | 38.7 |
| Female | 46 | 61.3 |
| Total | 75 | 100.0 |

As can be seen in Table 2, there were a total of 75 EFL high school students in this research. A larger percentage of respondents were female (61.3%) compared to that of male respondents (38.7%).

Table 3. Education Level

| <i>Education Level</i> | <i>Number (n)</i> | <i>Percentage (%)</i> |
|------------------------|-------------------|-----------------------|
| Matthayom 4 | 49 | 65.3 |
| Matthayom 5 | 26 | 34.7 |
| Matthayom 6 | 0 | 0 |
| Total | 75 | 100.0 |

Table 3 shows the education level of the respondents. Clearly, the majority of the respondents were studying in Matthayom 4 (65.3%), and 34.7% of the respondents were studying in Matthayom 5, while there were no respondents (0%) who were studying in Matthayom 6.

Table 4. Types of School

| <i>Types of School</i> | <i>Number (n)</i> | <i>Percentage (%)</i> |
|------------------------|-------------------|-----------------------|
| Government School | 72 | 96.0 |
| Private School | 3 | 4.0 |
| Total | 75 | 100.0 |

From Table 4, it can be seen that most of the respondents (96%) were studying in a government school, while there were only 4% of respondents who were studying in a private school.

Table 5. Grade Point Average

| <i>Grade Point Average</i> | <i>Number (n)</i> | <i>Percentage (%)</i> |
|----------------------------|-------------------|-----------------------|
| 3.50 up | 16 | 21.3 |
| 3.00 – 3.49 | 16 | 21.3 |
| 2.50 – 2.99 | 20 | 26.7 |
| 2.00 – 2.49 | 23 | 30.7 |
| Below 2.00 | 0 | 0 |
| Total | 75 | 100.0 |

As can be seen in Table 5, with regard to Grade Point Average (GPA), there were an equal number of respondents (21.3%) who had a Grade Point Average ranging between 3.00 - 3.49 and over 3.50, while 26.7% of respondents had a GPA between 2.50 - 2.99, 30.7% of respondents had a GPA between 2.00 - 2.49 which was the highest percentage, and there were no respondents (0%) who had a GPA below 2.00.

Table 6. Parents' Occupation

| <i>Parents' Occupation</i> | <i>Number (n)</i> | <i>Percentage (%)</i> |
|----------------------------|-------------------|-----------------------|
| Government Official | 24 | 32 |
| Company Employee | 8 | 10.7 |
| State Enterprise Employee | 3 | 4 |
| Business Owner | 28 | 37.3 |
| Freelance | 7 | 9.3 |
| Agriculturist | 5 | 6.7 |
| Total | 75 | 100.0 |

Table 6 shows the parents' occupation of the respondents. Most of their parents' occupations were business owner (37.3%) followed by government officers (32%), company employee 10.7%, freelance 9.3%, while agriculturist was 6.7% and only a small number of parents' occupation of the respondents worked as a state enterprise employee (4%)

4.2 OVERALL INFORMATION OF ENGLISH COURSES AT TUTORING INSTITUTIONS

This part presents the overall information of English courses at tutoring institutions including number of the respondents attending courses at tutoring institutions, time studying at tutoring institutions (per week) and tutoring fees (per semester). The results are explained as follows:

Table 7. Number of the respondents attending courses at tutoring institutions

| <i>Number of students studying in each course at tutoring institutions</i> | <i>Number (n)</i> | <i>Percentage (%)</i> |
|--|-------------------|-----------------------|
| Course for small group (2-10 people) | 31 | 41.3 |
| Course preparing students for midterm and final examinations | 30 | 40 |
| Course preparing students for university | 9 | 12 |
| Course preparing students for admission | 5 | 6.7 |
| Total | 75 | 100.0 |

From Table 7, it can be seen that almost half of the respondents were attending a course for small groups of 2-10 people (41.3%), and the other half of respondents (40%) were attending courses preparing students for midterm and final examinations, followed by a course preparing students for university (12%), while 6.7% of respondents were attending a course preparing students for admission.

Table 8. Time that the respondents spend at tutoring institutions (per week)

| <i>Time Study at tutoring institutions</i> | <i>Number (n)</i> | <i>Percentage (%)</i> |
|--|-------------------|-----------------------|
| More than 15 hours | 1 | 1.3 |
| 10-15 hours | 2 | 2.7 |
| 6-10 hours | 20 | 26.7 |
| Less than 5 hours | 52 | 69.3 |
| Total | 75 | 100.0 |

As can be seen in Table 8, only a small number of respondents (1.3%) had an average study time at tutoring institutions of more than 15 hours a week, and 2.7 % of respondents had an average study time between 10 - 15 hours, while the lower percentage of respondents (26.7%) had an average study time between 6 - 10 hours. 69.3% of respondents had an average study time at tutoring institutions of less than 5 hours per week which was the highest percentage.

Table 9. Tutoring Fees (per semester)

| <i>Tutoring Fees (per semester)</i> | <i>Number (n)</i> | <i>Percentage (%)</i> |
|-------------------------------------|-------------------|-----------------------|
| More than 10,000 Thai Baht | 1 | 1.3 |
| 5,001 – 10,000 Thai Baht | 14 | 18.7 |
| 1,001 – 5,000 Thai Baht | 49 | 65.3 |
| Less than 1,000 Thai Baht | 11 | 14.7 |
| Total | 75 | 100.0 |

From Table 9, with respect to average tutoring fees (per semester), it can be seen that most respondents (65.3%) spent average tutoring fees between 1,001 - 5,000 baht, 18.7% of them spent average tutoring fees between 5,001 - 10,000 baht, followed by less than 1,000 baht (14.7%), while there were only 1.3% of respondents who spent average tutoring fees more than 10,000 baht.

4.3 FACTORS AFFECTING EFL HIGH SCHOOL STUDENTS' DECISIONS IN LEARNING ENGLISH AT TUTORING INSTITUTIONS

Table 10. Factors Affecting Respondents' Decisions in Learning English at tutoring institutions in terms of Academic Factor

| Items | Statements | Level of Agreement | | | | | \bar{X} | S.D. | Interpretation | Ranking |
|-------|---|--------------------|--------------|--------------|-------------|-------------|-----------|------|----------------|---------|
| | | (5) n(%) | (4) n(%) | (3) n(%) | (2) n(%) | (1) n(%) | | | | |
| 1 | The English tutoring institutions you choose has a reputation and high quality teaching professional standards equal to the teaching system in schools. | 13 (17.3) | 40 (53.3) | 21 (28) | 1 (1.3) | 0 (0) | 3.87 | 0.70 | High | 7 |
| 2 | The English tutoring institutions you choose provides an interest and varied course of instruction which covers all the essentials skills. | 12 (16) | 44 (58.7) | 19 (25.3) | 0 (0) | 0 (0) | 3.91 | 0.64 | High | 4 |
| 3 | The English tutoring institutions you choose provides a quality user guide and supporting documents which can help you easily understand the lesson. | 15 (20) | 43 (57.3) | 16 (21.3) | 1 (1.3) | 0 (0) | 3.96 | 0.69 | High | 2 |
| 4 | Attending an English class at tutoring institutions is the effective way to improve your English skills in specific areas: listening, speaking, reading, and writing. | 14 (18.7) | 39 (52) | 21 (28) | 1 (1.3) | 0 (0) | 3.88 | 0.72 | High | 5 |
| 5 | Taking an English class at tutoring institutions helps you learn faster than classroom learning at school. | 16 (21.3) | 32 (42.7) | 25 (33.3) | 2 (2.7) | 0 (0) | 3.83 | 0.79 | High | 8 |

Table 10. (continued)

| Items | Statements | Level of Agreement | | | | | \bar{X} | S.D. | Interpretation | Ranking |
|---------------------------------|---|--------------------|--------------|--------------|-------------|-------------|-------------|-------------|----------------|---------|
| | | (5) n(%) | (4) n(%) | (3) n(%) | (2) n(%) | (1) n(%) | | | | |
| 6 | Taking an English class at tutoring institutions provides special tactics and memory tips necessary to enhance your English skills. | 17 (22.7) | 41 (54.7) | 15 (20) | 2 (2.7) | 0 (0) | 3.97 | 0.73 | High | 1 |
| 7 | The English tutoring institutions you choose has the Self Service Centre provided for individuals study. | 11 (14.7) | 37 (49.3) | 25 (33.3) | 1 (1.3) | 1 (1.3) | 3.75 | 0.77 | High | 9 |
| 8 | The English tutoring institutions you choose is more focus on practical than theoretical in nature. | 13 (17.3) | 44 (58.7) | 17 (22.7) | 1 (1.3) | 0 (0) | 3.92 | 0.67 | High | 3 |
| 9 | Taking an English class at tutoring institutions helps you get better grade in school. | 12 (16) | 42 (56) | 21 (28) | 0 (0) | 0 (0) | 3.88 | 0.66 | High | 6 |
| 10 | Taking an English class at tutoring institutions improves your chance of passing the university entrance examination. | 11 (14.7) | 31 (41.3) | 31 (41.3) | 1 (1.3) | 1 (1.3) | 3.67 | 0.79 | High | 10 |
| Total average mean score | | | | | | | 3.86 | .716 | High | |

As shown in Table 10, item 6 “taking an English class at tutoring institutions provides special tactics and memory tips necessary to enhance English skills” was at the highest score ($\bar{x} = 3.97$) followed by item 3 “The English tutoring institutions you choose provides a quality user guide and supporting documents which can help you easily understand the lesson” ($\bar{x} = 3.96$), while the third-ranked and the fourth-ranked are item 8 “The English tutoring institutions you choose is more focus on practical than theoretical in nature” ($\bar{x} = 3.92$) and item 2 “The English tutoring institutions you choose provides an interest and varied course of instruction which covers all the essentials skills” ($\bar{x} = 3.91$).

On the other hand, the lowest score ($\bar{x} = 3.67$) occurred with item 10 “Taking an English class at tutoring institutions improves your chance of passing the university entrance examination”. Apparently, as a whole, the level of agreement of the EFL high school students’ decisions towards learning English at tutoring institutions in terms of Academic Factor was relatively high ($\bar{x} = 3.86$).

Table 11. Factors Affecting Respondents’ Decisions in Learning English at tutoring institutions in terms of Teaching Style

| Items | Statements | Level of Agreement | | | | | \bar{X} | S.D. | Interpretation | Ranking |
|---------------------------------|--|--------------------|--------------|--------------|-------------|-------------|-------------|-------------|----------------|---------|
| | | (5) n(%) | (4) n(%) | (3) n(%) | (2) n(%) | (1) n(%) | | | | |
| 11 | Instructors at tutoring institutions have good teaching methods and styles attracted by most students. | 17 (22.7) | 36 (48) | 21 (28) | 1 (1.3) | 0 (0) | 3.92 | 0.75 | High | 1 |
| 12 | Taking an English class at tutoring institutions provides an opportunity for you to learn and practice your English with a native speaker. | 9 (12) | 40 (53.3) | 22 (29.3) | 4 (5.3) | 0 (0) | 3.72 | 0.75 | High | 2 |
| 13 | Taking an English class at tutoring institutions gives you the skills of speaking, listening, reading and writing like a native speaker. | 8 (10.7) | 40 (53.3) | 23 (30.7) | 4 (5.3) | 0 (0) | 3.69 | 0.73 | High | 3 |
| 14 | Taking an English class at tutoring institutions helps you speak English like a native speaker. | 11 (14.7) | 35 (46.7) | 24 (32) | 3 (4) | 2 (2.7) | 3.67 | 0.88 | High | 4 |
| Total average mean score | | | | | | | 3.75 | .777 | High | |

From Table 11, the respondents agreed most with item 11 “instructors at tutoring institutions have good teaching methods and styles attracted by most students” ($\bar{x} = 3.92$), while the rest generally agreed with item 12 “Taking an English class at tutoring institutions provides an opportunity for you to learn and practice your English with a native speaker” ($\bar{x} = 3.72$), and item 13 “Taking an English class at tutoring institutions gives you the skills of speaking, listening, reading and writing like a native speaker” ($\bar{x} = 3.69$).

On the other hand, the lowest score occurred with item 14 “Taking an English class at tutoring institutions helps you speak English like a native speaker” ($\bar{x} = 3.67$). As can be seen from Table 11, the level of agreement of the EFL high school students’ decisions towards learning English at tutoring institutions in terms of Teaching Style was at a high level ($\bar{x} = 3.75$).

Table 12. Factors Affecting Respondents’ Decisions in Learning English at tutoring institutions in terms of Social Factor

| Items | Statements | Level of Agreement | | | | | \bar{X} | S.D. | Interpretation | Ranking |
|-------|---|--------------------|--------------|--------------|--------------|-------------|-----------|------|----------------|---------|
| | | (5) n(%) | (4) n(%) | (3) n(%) | (2) n(%) | (1) n(%) | | | | |
| 15 | You have chosen to study English at tutoring institutions because your parents want you to learn. | 16 (21.3) | 31 (41.3) | 21 (28) | 7 (9.3) | 0 (0) | 3.75 | 0.90 | High | 1 |
| 16 | You have chosen to study English at tutoring institutions because your close friends have chosen to study in the same course. | 8 (10.7) | 25 (33.3) | 27 (36) | 14 (18.7) | 1 (1.3) | 3.33 | 0.95 | Moderate | 6 |
| 17 | You have chosen to study English at tutoring institutions because your classmates have chosen to study in the same course. | 8 (10.7) | 19 (25.3) | 29 (38.7) | 17 (22.7) | 2 (2.7) | 3.19 | 1.00 | Moderate | 8 |
| 18 | You have chosen to study English at tutoring institutions because you follow recommendations from your school teacher. | 9 (12) | 23 (30.7) | 23 (30.7) | 17 (22.7) | 3 (4) | 3.24 | 1.06 | Moderate | 7 |
| 19 | Taking an English class at tutoring institutions helps you get to know new friends. | 10 (13.3) | 21 (28) | 29 (38.7) | 14 (18.7) | 1 (1.3) | 3.33 | 0.98 | Moderate | 5 |

Table 12. (continued)

| Items | Statements | Level of Agreement | | | | | \bar{X} | S.D | Interpretation | Ranking |
|---------------------------------|--|--------------------|--------------|--------------|--------------|-------------|-------------|-------------|-----------------|---------|
| | | (5) n(%) | (4) n(%) | (3) n(%) | (2) n(%) | (1) n(%) | | | | |
| 20 | Taking an English class at tutoring institutions helps you to have a vision of learning and skill for living together with other persons. | 12 (16) | 28 (37.3) | 28 (37.3) | 5 (6.7) | 2 (2.7) | 3.57 | 0.93 | High | 2 |
| 21 | Taking an English class at tutoring institutions allows you to have time to meet friends, time to talk and exchange ideas, review lessons. | 13 (17.3) | 22 (29.3) | 27 (36) | 11 (14.7) | 2 (2.7) | 3.44 | 1.03 | High | 3 |
| 22 | Taking an English class with the same teacher you have studied with at school is a way to improve the quality of students-teacher relationships. | 12 (16) | 26 (34.7) | 23 (30.7) | 5 (6.7) | 9 (12) | 3.36 | 1.19 | Moderate | 4 |
| Total average mean score | | | | | | | 3.40 | 1.00 | Moderate | |

As shown in Table 12, it is obvious that the majority of the EFL high school students responded moderately to the level of agreement towards learning English at tutoring institutions on the Social Factor ($\bar{x} = 3.40$).

The students agreed to the three items as follows, item 15 “You have chosen to study English at tutoring institutions because your parents want you to learn” ($\bar{x} = 3.75$) which was the highest mean score, item 20 “Taking an English class at tutoring institutions helps you to have a vision of learning and skill for living together with other persons” ($\bar{x} = 3.57$), and item 21 “Taking an English class at tutoring institutions allows you to have time to meet friends, time to talk and exchange ideas, review lessons” ($\bar{x} = 3.44$). Most of the respondents responded moderately to the level of agreement towards five items as follows, item 22 “Taking an English class with the same teacher you have studied with at school is a way to improve the quality of students-teacher relationships” ($\bar{x} = 3.36$), item 16 “You have chosen to study English

at tutoring institutions because your close friends have chosen to study in the same course” ($\bar{x} = 3.33$), similar to item 19 “Taking an English class at tutoring institutions helps you get to know new friends” ($\bar{x} = 3.33$), followed by item 18 “You have chosen to study English at tutoring institutions because you follow recommendations from your school teacher” ($\bar{x} = 3.24$), and item 17 “You have chosen to study English at tutoring institutions because your classmates have chosen to study in the same course” ($\bar{x} = 3.19$) which was the lowest mean score.

Table 13. Factors Affecting Respondents’ Decisions in Learning English at tutoring institutions in terms of Psychological Factor

| Items | Description | Level of Agreement | | | | | \bar{X} | S.D. | Interpretation | Ranking |
|-------|---|--------------------|--------------|--------------|-------------|-------------|-----------|------|----------------|---------|
| | | (5) n(%) | (4) n(%) | (3) n(%) | (2) n(%) | (1) n(%) | | | | |
| 23 | Taking an English class at tutoring institutions improves your English skills, creates opportunity for getting good career in the future. | 19 (25.3) | 41 (54.7) | 15 (20) | 0 (0) | 0 (0) | 4.05 | 0.68 | High | 2 |
| 24 | Taking an English class at tutoring institutions helps you gain an advantage over the other friends in the school class who are not attending tutoring courses. | 9 (12) | 36 (48) | 22 (29.3) | 8 (10.7) | 0 (0) | 3.61 | 0.84 | High | 5 |
| 25 | Taking an English class at tutoring institutions improves your fluency and ability to speak English with confidence. | 11 (14.7) | 36 (48) | 25 (33.3) | 3 (4) | 0 (0) | 3.73 | 0.76 | High | 4 |

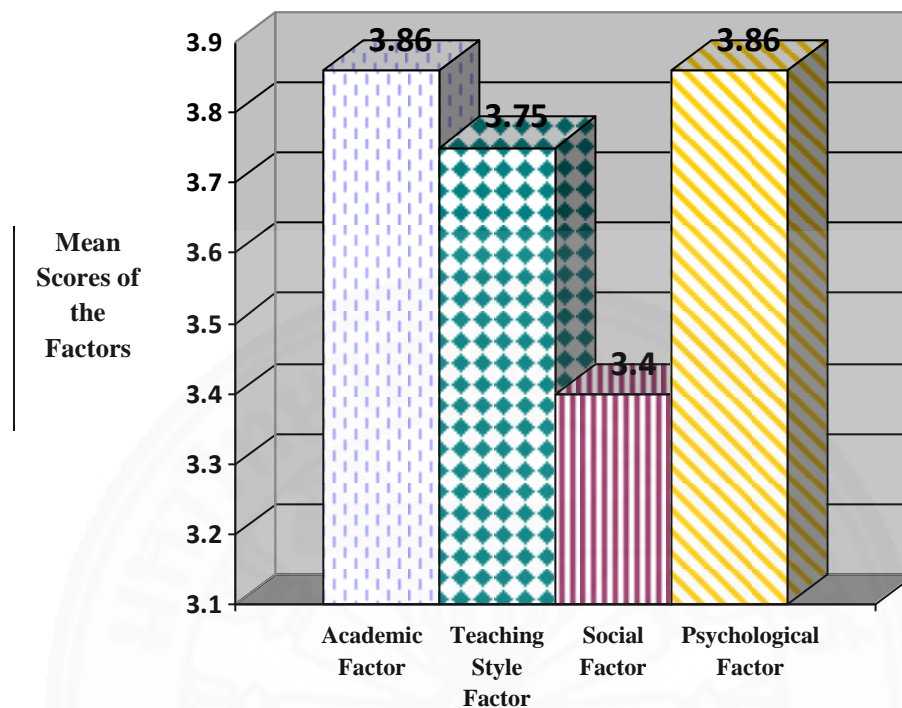
Table 13. (continued)

| Items | Description | Level of Agreement | | | | | \bar{X} | S.D. | Interpretation | Ranking |
|---------------------------------|---|--------------------|--------------|--------------|-------------|-------------|-------------|-------------|----------------|---------|
| | | (5) n(%) | (4) n(%) | (3) n(%) | (2) n(%) | (1) n(%) | | | | |
| 26 | Taking an English class at tutoring institutions makes you not afraid to use English in communication. | 19 (25.3) | 31 (41.3) | 20 (26.7) | 5 (6.7) | 0 (0) | 3.85 | 0.88 | High | 3 |
| 27 | Taking an English class at tutoring institutions helps you to be ready for the exam and get a good score from the test. | 21 (28) | 38 (50.7) | 16 (21.3) | 0 (0) | 0 (0) | 4.07 | 0.70 | High | 1 |
| Total average mean score | | | | | | | 3.86 | .772 | High | |

Table 13 shows the EFL high school students' level of agreement on the Psychological Factor towards decisions in learning English at tutoring institutions. Generally, the respondents highly agreed with all of the statements ($\bar{x} = 3.86$).

The highest mean score occurred with item 27 "Taking an English class at tutoring institutions helps you to be ready for the exam and get a good score from the test" ($\bar{x} = 4.07$), followed by item 23 "Taking an English class at tutoring institutions improves your English skills, creates opportunity for getting good career in the future" ($\bar{x} = 4.05$), item 26 "Taking an English class at tutoring institutions makes you not afraid to use English in communication" ($\bar{x} = 3.85$), and item 25 "Taking an English class at tutoring institutions improves your fluency and ability to speak English with confidence" ($\bar{x} = 3.73$) while the lowest mean score was item 24 "Taking an English class at tutoring institutions helps you gain an advantage over the other friends in the school class who are not attending tutoring courses" ($\bar{x} = 3.61$).

Figure 1. Comparison between four factors affecting EFL high school students' decisions towards learning English at tutoring institutions



As can be seen in Figure 1, the mean scores of the factors contributing to EFL high school students' decisions towards learning English at tutoring institutions are Academic factor, Psychological factor, and Teaching Style factor which were at a high level ($\bar{x} = 3.86, 3.86$ and 3.75 , respectively). The mean scores of Academics factor and Psychological factor were both at a similar score ($\bar{x} = 3.86$), which were both likely to be the important factors contributing to EFL high school students' decisions towards learning English at tutoring institutions. However, Social factor had the lowest mean score ($\bar{x} = 3.40$) and was considered as the factor contributing to students' decisions in a moderate level.

4.4 OPINIONS ABOUT FACTORS AFFECTING EFL HIGH SCHOOL STUDENTS' DECISIONS IN LEARNING ENGLISH AT TUTORING INSTITUTIONS

From the questionnaire, part 4 was open-ended questions asking the respondents' opinions about factors affecting respondents' decision in learning English at tutoring institutions. However, none of them answered this part. Therefore, there were no results from part 4 of the questionnaire.

The findings of the study will be summarized and discussed in the next chapter, along with the conclusions and recommendations.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussion of findings, (4) conclusions, and (5) recommendations for further research.

5.1 SUMMARY OF THE STUDY

This study was aimed to find out factors affecting EFL high school students' decisions in learning English at tutoring institutions in terms of Academic factor, Teaching Style factor, Social factor and Psychological factor.

5.1.1 Objective of the Study

To fulfill the main objectives of the study, the major purposes of this study are as follows:

5.1.1.1 To identify the main factors affecting EFL high school students' decisions in learning English at tutoring institutions.

5.1.1.2 To find out the EFL high school students' decisions in learning English at tutoring institutions in terms of Academic factor, Teaching style factor, Social factor, and Psychological factor.

5.1.2 Subjects

The participants of this study were 75 EFL high school students in Phetchaburi province. They were studying English at tutoring institutions. The purposive sampling method was used to conduct the survey.

5.1.3 Materials

In order to collect data relevant to the research questions, a questionnaire was used as a research instrument in this study. The questionnaire was designed to examine factors affecting EFL high school students' decisions in learning English at tutoring institutions. The questionnaire was provided in English and Thai versions in order to minimize problems of misinterpretation. It was divided into four parts:

demographic data of respondents, overall information of English courses at tutoring institutions, factors affecting EFL high school students' decisions in learning English at tutoring institutions, and open-ended questions.

5.1.4 Procedures

The study used a questionnaire to investigate the factors affecting EFL high school students' decisions in learning English at tutoring institutions. The questionnaires were distributed to the target group by purposive sampling method. There were two versions of the questionnaire. The first version was written in Thai while the second was English version. The Thai version was distributed to the students. After that, the questionnaires were collected by the researcher.

5.2 SUMMARY OF THE FINDINGS

The results of the study can be summarized as follows:

5.2.1 Demographic Data of the Respondents

From the 75 completely replied questionnaires, the respondents consisted of 29 males and 46 females. Most respondents were studying in Matthayom 4 (65.3%). The majority of respondents (96%) were studying in the government school. With regard to the Grade Point Average (GPA), there were an equal number of respondents (21.3%) who had grade point averages ranged between 3.00 - 3.49 and over 3.50. Most of the respondents' parents' occupations were business owner (37.3%).

5.2.2 Overall information of English Courses at Tutoring Institutions

From the 75 completely replied questionnaires, almost half of the respondents (41.3%) were attending a course for small groups 2-10 people. 69.3% of respondents had an average studying time at tutoring institutions of less than 5 hours per week which was the highest percentage. With respect to average tutoring fees (per semester), most respondents (65.3%) had average tutoring fees between 1,001 - 5,000 baht.

5.2.3 Factors Affecting EFL High School Students' Decisions in Learning English at Tutoring Institutions in Terms of Academic Factor

The study results revealed that item 6 “Taking an English class at tutoring institutions provides special tactics and memory tips necessary to enhance your English skills” was at the highest mean score ($\bar{x} = 3.97$) followed by item 3 “The English tutoring institutions you choose provides a quality user guide and supporting documents which can help you easily understand the lesson” ($\bar{x} = 3.96$), while the third-ranked and the fourth-ranked are item 8 “The English tutoring institutions you choose is more focus on practical than theoretical in nature” ($\bar{x} = 3.92$) and item 2 “The English tutoring institutions you choose provides an interest and varied course of instruction which covers all the essentials skills” ($\bar{x} = 3.91$). On the other hand, the lowest score ($\bar{x} = 3.67$) occurred with item 10 “Taking an English class at tutoring institutions improves your chance of passing the university entrance examination”.

5.2.4 Factors Affecting EFL High School Students' Decisions in Learning English at Tutoring Institutions in Terms of Teaching Style Factor

From this category, it was found that the respondents agreed most with item 11 “Instructors at tutoring institutions have good teaching methods and styles attracted by most students” ($\bar{x} = 3.92$), while the rest generally agreed with item 12 “Taking an English class at tutoring institutions provides an opportunity for you to learn and practice your English with a native speaker” ($\bar{x} = 3.72$), and item 13 “Taking an English class at tutoring institutions gives you the skills of speaking, listening, reading and writing like a native speaker” ($\bar{x} = 3.69$). On the other hand, the lowest score occurred with item 14 “Taking an English class at tutoring institutions helps you speak English like a native speaker” ($\bar{x} = 3.67$).

5.2.5 Factors Affecting EFL High School Students' Decisions in Learning English at Tutoring Institutions in Terms of Social Factor

The study results revealed that the students agreed to three items as follows, item 15 “You have chosen to study English at tutoring institutions because your parents want you to learn” ($\bar{x} = 3.75$) which was the highest mean score, item 20

“Taking an English class at tutoring institutions helps you to have a vision of learning and skill for living together with other persons” ($\bar{x} = 3.57$), and item 21 “Taking an English class at tutoring institutions allows you to have time to meet friends, time to talk and exchange ideas, review lessons” ($\bar{x} = 3.44$). Most of the respondents responded moderately to the level of agreement towards five items as follows, item 22 “Taking an English class with the same teacher you have studied with at school is a way to improve the quality of students-teacher relationships” ($\bar{x} = 3.36$), item 16 “You have chosen to study English at tutoring institutions because your close friends have chosen to study in the same course” ($\bar{x} = 3.33$), similar to item 19 “Taking an English class at tutoring institutions helps you get to know new friends” ($\bar{x} = 3.33$), followed by item 18 “You have chosen to study English at tutoring institutions because you follow recommendations from your school teacher” ($\bar{x} = 3.24$), and item 17 “You have chosen to study English at tutoring institutions because your classmates have chosen to study in the same course” ($\bar{x} = 3.19$) which was the lowest mean score.

5.2.6 Factors Affecting EFL High School Students’ Decisions in Learning English at Tutoring Institutions in Terms of Psychological Factor

From this category, it was found that the highest mean score occurred with item 27 “Taking an English class at tutoring institutions helps you to be ready for the exam and get a good score from the test” ($\bar{x} = 4.07$), followed by item 23 “Taking an English class at tutoring institutions improves your English skills, creates opportunity for getting good career in the future” ($\bar{x} = 4.05$), item 26 “Taking an English class at tutoring institutions makes you not afraid to use English in communication” ($\bar{x} = 3.85$), and item 25 “Taking an English class at tutoring institutions improves your fluency and ability to speak English with confidence” ($\bar{x} = 3.73$) while the lowest mean score was item 24 “Taking an English class at tutoring institutions helps you gain an advantage over the other friends in the school class who are not attending tutoring courses” ($\bar{x} = 3.61$).

5.2.7 Comparison among Four Factors Affecting EFL High School Students' Decisions towards Learning English at Tutoring Institutions

The findings showed that, as a whole, the factors contributing to EFL high school students' decisions towards learning English at tutoring institutions were Academic factor, Psychological factor, and Teaching Style factor which were at a high level of interpretation ($\bar{x} = 3.86, 3.86$ and 3.75 , respectively). The mean scores of Academics factor and Psychological factor were both at a similar score ($\bar{x} = 3.86$), which were both likely to be the important factors which contributed to EFL high school students' decisions towards learning English at tutoring institutions. However, Social factor had the lowest mean score ($\bar{x} = 3.40$) which was considered as the factor which contributed to students' decisions in a moderate level.

5.2.8 Opinions about Factors Affecting EFL High School Students' Decisions towards Learning English at Tutoring Institutions

For this part, there were no the participants who answered the open-ended questions asking about opinions and factors affecting respondents' decisions in learning English at tutoring institutions.

5.3 DISCUSSION

According to the results of this study, Academic factor and Psychological factor were both likely to be the most important factors which contributed to EFL high school students' decisions towards learning English at tutoring institutions. However, Social factor was considered to be the lowest factor.

In the aspect of Academic factor, the result of the present study is consistent with the study of Phanichthaworn (2011) which indicated that the study program at tutoring institutions, which included a variety of both academic and practical subjects, was ranked at the highest level. These findings show a difference from the study results of Chaidacha and Roongrattanakool (2015) which revealed that students considered influence of friends and parents as the most important factors for their decisions towards learning English language at tutoring institutions.

Based on the result of this study regarding factors affecting EFL high school students' decisions in learning English at tutoring institutions in terms of Teaching Style factor, it was found that the respondents agreed most with item 11 "instructors at tutoring institutions have good teaching methods and styles attracted by most students". This finding affirms the study of Manzoor (2013) which indicated that most of the students who received private tutoring were satisfied with the English lessons provided by their private tutors rather than their school teachers.

5.4 CONCLUSIONS

The following conclusions can be drawn from the discussion above.

5.4.1 Academic factor and Psychological factor are the main factors affecting EFL high school students' decisions towards learning English at tutoring institutions. The style of teaching of instructors also attracted EFL high school students to study in the tutoring schools. However, social factor was the lowest factor that influenced students' decisions in learning English at tutoring institutions.

5.4.2 Regarding the four factors affecting EFL high school students' decisions in learning English at tutoring institutions, they were summarized into 4 aspects as follows: 1) In terms of Academic factor, the respondents stated that they need special tactics and memory tips from the instructors at the tutoring schools to enhance their English skills; 2) In terms of Teaching style factor, the respondents prefer the instructors who have good teaching methods and style; 3) In terms of Social factor, the respondents have chosen to study English at tutoring institutions because their parents want them to learn; and 4) In terms of Psychological factor, the respondents state that taking an English class at tutoring institutions helps them to be ready for an examination and get a good score from the test.

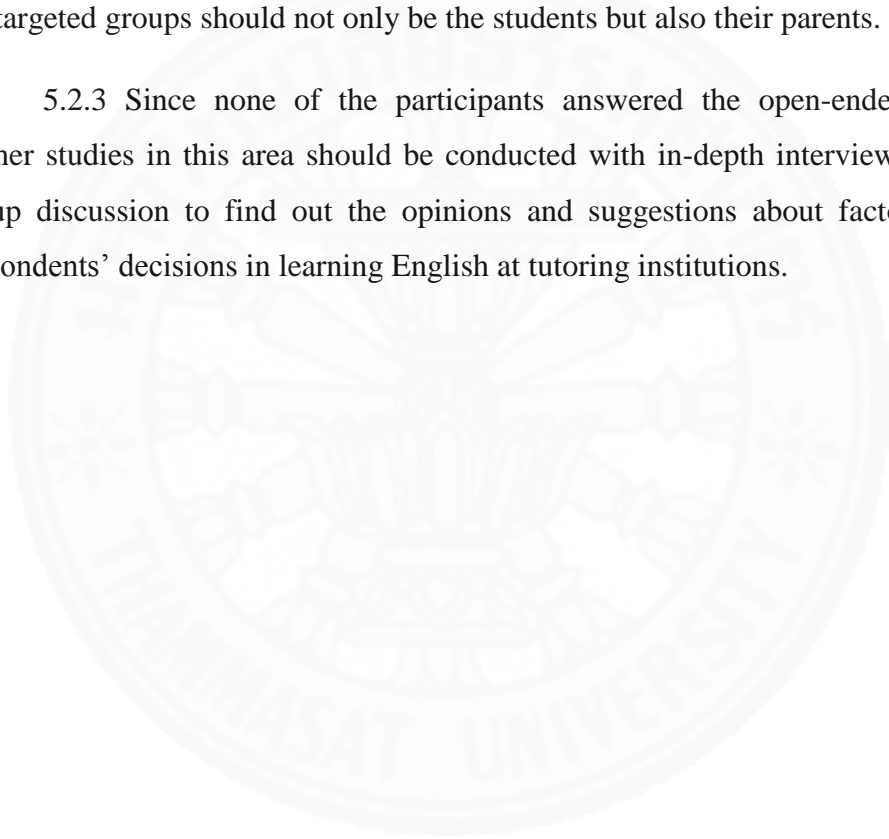
5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings and conclusions of this study, the following recommendations are made for future research.

5.5.1 This study only focused on studying English at tutoring institutions in Phetchaburi province. If possible, the next study should be conducted in different areas to gain more reliable results.

5.2.2 Further studies should be done with a larger number of respondents or the targeted groups should not only be the students but also their parents.

5.2.3 Since none of the participants answered the open-ended questions, further studies in this area should be conducted with in-depth interviews or a small group discussion to find out the opinions and suggestions about factors affecting respondents' decisions in learning English at tutoring institutions.



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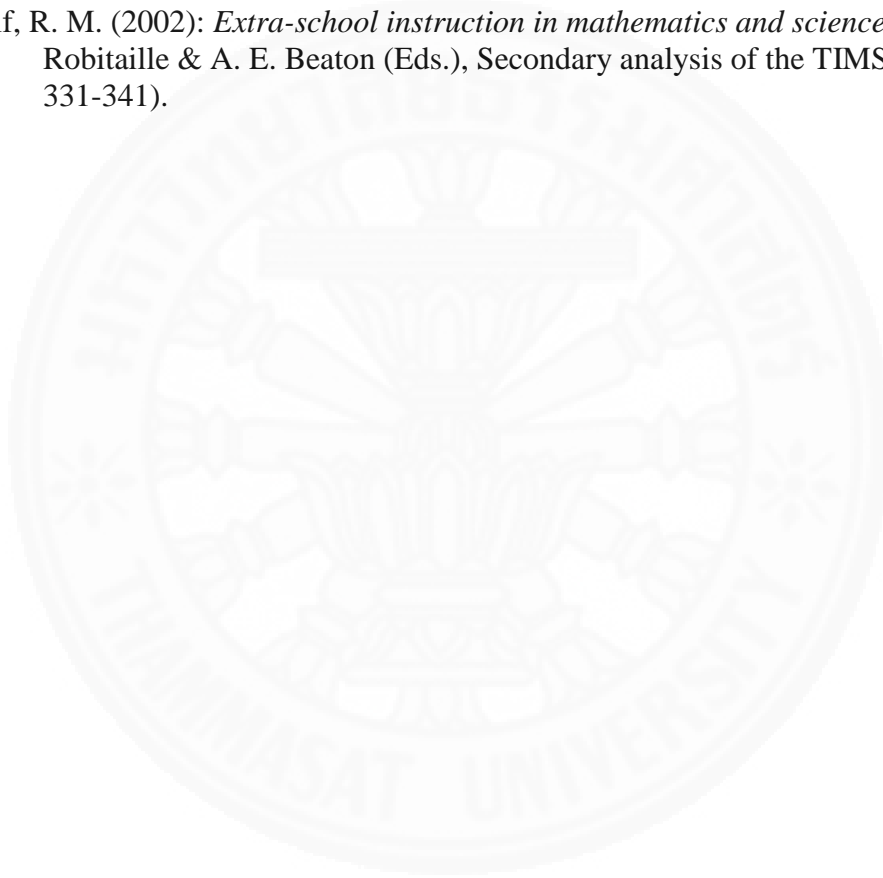
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APPENDICES

APPENDIX A

Questionnaire in English

Factors Affecting EFL High School Students' Decisions in Learning English at Tutoring Institutions

Purpose

This questionnaire is a part of a research paper submitted in partial fulfillment of the requirements for the MA program in English for Careers, Language Institute, Thammasat University. This survey is designed to investigate the factors affecting EFL high school students' decisions in learning English at tutoring institutions. Your answers will be crucial for further research to contribute to the development of the teaching of English in schools as well as beneficial to the development of policies and the education system of the country.

The information obtained from this questionnaire is for research purposes only; your answer will be regarded as strictly confidential. Your kind cooperation in completing this questionnaire is greatly appreciated.

This questionnaire is divided into 4 parts:

Part 1: Demographic data of respondents

Part 2: Overall information of English courses at tutoring institutions

Part 3: Factors affecting EFL high school students' decisions in learning English at tutoring institutions

- Academic Factor
- Teaching Style Factor
- Social Factor
- Psychological Factor

Part 4: Opinions about factors affecting respondents' decisions in learning English at tutoring institutions

Part 1: Demographic data of respondents**Instructions Please tick (/) the box that is appropriate to each of your responses.****1. Gender**

- Male Female

2. Education Level

- M.4 M.5 M.6

3. Type of School

- Government School Private School

4. Grade Point Average (GPA)

- Below 2.00
 2.00 - 2.49
 2.50 - 2.99
 3.00 - 3.49
 3.50 up

5. Parents' Occupations

- Government Official
 Company Employee
 State Enterprise Employee
 Business Owner
 Freelance
 Agriculturist

Part 2: Overall information of English courses at tutoring institutions

Instructions Please tick (/) the box that is appropriate to each of your responses.

1. Tutoring Curriculum Program

- Small Group tutoring 2-10 people
- Tutoring to prepare students for Midterm and Final Examinations
- Tutoring to prepare students for University
- Tutoring to prepare students for Admission

2. Average Study Time at tutoring institutions (per week)

- Less than 5 hours
- 6-10 hours
- 10-15 hours
- More than 15 hours

3. Average Tutoring Fees (per semester)

- Less than 1,000 Thai Baht
- 1,001 – 5,000 Thai Baht
- 5,001 – 10,000 Thai Baht
- More than 10,000 Thai Baht

Part 3: Factors affecting EFL high school students' decisions in learning English at tutoring institutions

Instructions Please tick (/) in the table below that best suits your opinion.

- 5 = Strongly Agree
 4 = Agree
 3 = Neither Agree Nor Disagree
 2 = Disagree
 1 = Strongly Disagree

| Statements | Level of Agreement | | | | |
|--|-----------------------|--------------|-----------------------------------|-----------------|--------------------------|
| | Strongly Agree (5) | Agree (4) | Neither Agree Nor Disagree (3) | Disagree (2) | Strongly Disagree (1) |
| Academic Factor | | | | | |
| 1. The English tutoring institutions you choose has a reputation and high quality teaching professional standards equal to the teaching system in schools. | | | | | |
| 2. The English tutoring institutions you choose provides an interest and varied course of instruction which covers all the essentials skills. | | | | | |
| 3. The English tutoring institutions you choose provides a quality user guide and supporting documents which can help you easily understand the lesson. | | | | | |
| 4. Attending an English class at tutoring institutions is the effective way to improve your English skills in specific areas: listening, speaking, reading, and writing. | | | | | |
| 5. Taking an English class at tutoring institutions helps you learn faster than classroom learning at school. | | | | | |

| Statements | Level of Agreement | | | | |
|--|-----------------------|--------------|-----------------------------------|-----------------|--------------------------|
| | Strongly Agree (5) | Agree (4) | Neither Agree Nor Disagree (3) | Disagree (2) | Strongly Disagree (1) |
| Academic Factor (continued) | | | | | |
| 6. Taking an English class at tutoring institutions provides special tactics and memory tips necessary to enhance your English skills. | | | | | |
| 7. The English tutoring institutions you choose has the Self Service Centre provided for individuals study. | | | | | |
| 8. The English tutoring institutions you choose is more focus on practical than theoretical in nature. | | | | | |
| 9. Taking an English class at tutoring institutions helps you get better grade in school. | | | | | |
| 10. Taking an English class at tutoring institutions improves your chance of passing the university entrance examination. | | | | | |
| 11. Others | | | | | |
| Teaching Style Factor | | | | | |
| 12. Instructors at tutoring institutions have good teaching methods and styles attracted by most students. | | | | | |
| 13. Taking an English class at tutoring institutions provides an opportunity for you to learn and practice your English with a native speaker. | | | | | |
| 14. Taking an English class at tutoring institutions gives you the skills of speaking, listening, reading and writing like a native speaker. | | | | | |
| 15. Taking an English class at tutoring institutions helps you speak English like a native speaker. | | | | | |
| 16. Additional Information | | | | | |

| Statements | Level of Agreement | | | | |
|--|-----------------------|--------------|-----------------------------------|-----------------|--------------------------|
| | Strongly Agree (5) | Agree (4) | Neither Agree Nor Disagree (3) | Disagree (2) | Strongly Disagree (1) |
| Social Factor | | | | | |
| 17. You have chosen to study English at tutoring institutions because your parents want you to learn. | | | | | |
| 18. You have chosen to study English at tutoring institutions because your close friends have chosen to study in the same course. | | | | | |
| 19. You have chosen to study English at tutoring institutions because your classmates have chosen to study in the same course. | | | | | |
| 20. You have chosen to study English at tutoring institutions because you follow recommendations from your school teacher. | | | | | |
| 21. Taking an English class at tutoring institutions helps you get to know new friends. | | | | | |
| 22. Taking an English class at tutoring institutions helps you to have a vision of learning and skill for living together with other persons. | | | | | |
| 23. Taking an English class at tutoring institutions allows you to have time to meet friends, time to talk and exchange ideas, review lessons. | | | | | |
| 24. Taking an English class with the same teacher you have studied with at school is a way to improve the quality of students-teacher relationships. | | | | | |
| 25. Others | | | | | |

| Statements | Level of Agreement | | | | |
|---|-----------------------|--------------|-----------------------------------|-----------------|--------------------------|
| | Strongly Agree (5) | Agree (4) | Neither Agree Nor Disagree (3) | Disagree (2) | Strongly Disagree (1) |
| Psychological Factor | | | | | |
| 26. Taking an English class at tutoring institutions improves your English skills, creates opportunity for getting good career in the future. | | | | | |
| 27. Taking an English class at tutoring institutions helps you gain an advantage over the other friends in the school class who are not attending tutoring courses. | | | | | |
| 28. Taking an English class at tutoring institutions improves your fluency and ability to speak English with confidence. | | | | | |
| 29. Taking an English class at tutoring institutions makes you not afraid to use English in communication. | | | | | |
| 30. Taking an English class at tutoring institutions helps you to be ready for the exam and get a good score from the test. | | | | | |
| 31. Others | | | | | |

Part 4 Opinions about factors affecting respondents' decisions in learning English at tutoring institutions

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APPENDIX B

Questionnaire in English

แบบสอบถาม

เรื่อง ปัจจัยที่มีอิทธิพลต่อการเลือกเรียนวิชาภาษาอังกฤษที่สถาบันกวดวิชาของนักเรียน
ชั้นมัธยมศึกษาตอนปลาย จังหวัดเพชรบุรี

Factors Affecting EFL High School Students' Decisions in Learning English at Tutoring Institutions

แบบสอบถามนี้เป็นส่วนหนึ่งของงานวิจัยในการศึกษาระดับปริญญาโท สาขาวิชา
ภาษาอังกฤษเพื่ออาชีพ คณะสถาบันภาษา มหาวิทยาลัยธรรมศาสตร์

วัตถุประสงค์ แบบสอบถามนี้ สร้างขึ้นเพื่อศึกษาปัจจัยที่มีอิทธิพลต่อการเลือกเรียน
ภาษาอังกฤษที่สถาบันกวดวิชาของนักเรียนชั้นมัธยมศึกษาตอนปลาย จังหวัดเพชรบุรี
คำตอบของท่านจะเป็นประโยชน์อย่างยิ่งต่อการวิจัยเพื่อนำไปสู่แนวทางการเรียน
การสอนวิชาภาษาอังกฤษในโรงเรียนอีกทั้งเป็นประโยชน์ต่อการพัฒนานโยบายและ
ระบบการศึกษาของประเทศไทย

แบบสอบถามนี้ประกอบไปด้วย 4 ตอน ดังนี้

- ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม
- ตอนที่ 2 ข้อมูลเกี่ยวกับการเรียนกวดวิชาของผู้ตอบแบบสอบถาม
- ตอนที่ 3 ปัจจัยที่มีอิทธิพลในการเลือกเรียนวิชาภาษาอังกฤษที่สถาบันกวดวิชา
- ปัจจัยด้านวิชาการ
 - ปัจจัยด้านบุคลากร
 - ปัจจัยด้านสังคม
 - ปัจจัยด้านจิตวิทยา
- ตอนที่ 4 ความคิดเห็นและข้อเสนอแนะเพิ่มเติม

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

คำชี้แจง โปรดใส่เครื่องหมาย / ลงในวงเล็บที่ตรงกับท่านมากที่สุด

1. เพศ

- ชาย หญิง

2. กำลังศึกษาอยู่ระดับชั้น

- ม.4 ม.5 ม.6

3. ประเภทโรงเรียนที่ท่านศึกษาอยู่

- รัฐบาล เอกชน

4. ผลการเรียนเฉลี่ยสะสมจนถึงปัจจุบัน

- ต่ำกว่า 2.00
 2.00 - 2.49
 2.50 - 2.99
 3.00 - 3.49
 3.50 ขึ้นไป

5. อาชีพของผู้ปกครอง

- รับราชการ
 พนักงานบริษัท/ลูกจ้างประจำ
 พนักงานรัฐวิสาหกิจ
 ธุรกิจส่วนตัว
 รับจ้างทั่วไป
 เกษตรกร
 อื่นๆ โปรดระบุ
-

ตอนที่ 2 ข้อมูลเกี่ยวกับการเรียนกวดวิชาของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดใส่เครื่องหมาย / ลงในวงเล็บที่ตรงกับท่านมากที่สุด

1. หลักสูตรที่ท่านเรียนกวดวิชา คือหลักสูตรใด

- () ตัวเข้มกลุ่มเล็ก 2 - 10 คน
 - () เตรียมสอบกลางภาค/ปลายภาค
 - () เตรียมสอบ โควตา มหาวิทยาลัย
 - () เตรียมสอบ แอคมิซัน
 - () อื่นๆ โปรดระบุ
-

2. โดยเฉลี่ยท่านใช้เวลาเรียนกวดวิชา สัปดาห์ละกี่ชั่วโมง

- () น้อยกว่า 5 ชั่วโมง
 - () 6 - 10 ชั่วโมง
 - () 10 - 15 ชั่วโมง
 - () มากกว่า 15 ชั่วโมง
 - () อื่นๆ โปรดระบุ
-

3. ค่าใช้จ่ายในการเรียนกวดวิชาโดยเฉลี่ยต่อภาคเรียน

- () ต่ำกว่า 1,000 บาท
 - () 1,001 - 5,000 บาท
 - () 5,001 - 10,000 บาท
 - () มากกว่า 10,000 บาท
 - () อื่นๆ โปรดระบุ
-

ตอนที่ 3 ปัจจัยที่มีอิทธิพลในการเลือกเรียนวิชาภาษาอังกฤษที่สถาบันกวตวิชา

คำชี้แจง โปรดใส่เครื่องหมาย / ในช่องที่ตรงกับระดับความคิดเห็นของท่านมากที่สุด

| ปัจจัยที่มีอิทธิพลในการเลือกเรียนวิชา ภาษาอังกฤษที่สถาบันกวตวิชา | ระดับความคิดเห็น | | | | |
|---|--------------------------------------|---------------------|-----------------|------------------------|-------------------------------------|
| | เห็น ด้วย มาก ที่สุด (5) | เห็น ด้วย (4) | ไม่แน่ใจ (3) | ไม่เห็น ด้วย (2) | ไม่เห็น ด้วยมาก ที่สุด (1) |
| ปัจจัยด้านวิชาการ | | | | | |
| 1. ท่านคิดว่าสถาบันกวตวิชาที่ท่านเลือกเรียนมีชื่อเสียงและมีคุณภาพในการสอนเทียบเท่ากับการเรียนการสอนในโรงเรียน | | | | | |
| 2. ท่านคิดว่าสถาบันกวตวิชาที่ท่านเลือกเรียนมีหลักสูตรการเรียนการสอนที่น่าสนใจและหลากหลาย ครอบคลุมทุกทักษะ | | | | | |
| 3. ท่านคิดว่าสถาบันกวตวิชาที่ท่านเลือกเรียนมีเอกสารหรือคู่มือประกอบการเรียนที่มีคุณภาพอ่านแล้วเข้าใจง่าย | | | | | |
| 4. ท่านคิดว่าการเรียนที่สถาบันกวตวิชาช่วยเพิ่มทักษะทางด้านภาษาอังกฤษได้เฉพาะเจาะจงในแต่ละด้าน เช่น ฟัง พูด อ่าน เขียน | | | | | |
| 5. ท่านคิดว่าการเรียนที่สถาบันกวตวิชาช่วยให้ท่านได้เรียนรู้เร็วกว่าในชั้นเรียน | | | | | |
| 6. ท่านคิดว่าการเรียนที่สถาบันกวตวิชาช่วยสอนให้ท่านมีเทคนิคในการจำ | | | | | |
| 7. ท่านคิดว่าสถาบันกวตวิชาที่ท่านเลือกเรียนมีแหล่ง/ช่องทาง สำหรับการเรียนรู้ภาษาอังกฤษด้วยตนเองไว้บริการ | | | | | |

| ปัจจัยที่มีอิทธิพลในการเลือกเรียนวิชา ภาษาอังกฤษที่สถาบันกวตวิชา | ระดับความคิดเห็น | | | | |
|--|--------------------------------------|---------------------|-----------------|------------------------|-------------------------------------|
| | เห็น ด้วย มาก ที่สุด (5) | เห็น ด้วย (4) | ไม่แน่ใจ (3) | ไม่เห็น ด้วย (2) | ไม่เห็น ด้วยมาก ที่สุด (1) |
| 8. ท่านคิดว่าสถาบันกวตวิชาที่ท่านเลือกเรียนมีเนื้อหา การสอนที่มุ่งเน้นการนำความรู้และทักษะต่างๆ ไป ปฏิบัติได้จริงในชีวิตประจำวัน มากกว่าที่จะมุ่งเน้น เพียงแค่ทฤษฎีอย่างเดียว | | | | | |
| 9. ท่านคิดว่าการศึกษาที่สถาบันกวตวิชาช่วยให้ท่าน ได้ผลการเรียนดี | | | | | |
| 10. ท่านคิดว่าการศึกษาที่สถาบันกวตวิชาช่วยให้ท่าน สอบเข้ามหาวิทยาลัยได้ | | | | | |
| 11. อื่นๆ โปรดระบุ | | | | | |
| ปัจจัยด้านบุคลากร | | | | | |
| 12. ท่านคิดว่าอาจารย์ผู้สอนที่สถาบันกวตวิชาที่ท่าน เลือกเรียนมีเทคนิคการสอนที่ดี มีความน่าสนใจ ดึงดูด | | | | | |
| 13. ท่านคิดว่าการศึกษาที่สถาบันกวตวิชาช่วยให้ท่าน ได้เรียนภาษาอังกฤษกับเจ้าของภาษา | | | | | |
| 14. ท่านคิดว่าการศึกษาที่สถาบันกวตวิชาช่วยให้ท่านมี ทักษะการพูด ฟัง อ่าน เขียน ที่เหมือนกับเจ้าของภาษา | | | | | |
| 15. ท่านคิดว่าการศึกษาที่สถาบันกวตวิชาช่วยให้ท่านมี สำเนียงการพูด (accent) เหมือนกับเจ้าของภาษา | | | | | |
| 16. อื่นๆ โปรดระบุ | | | | | |

| ปัจจัยที่มีอิทธิพลในการเลือกเรียนวิชา ภาษาอังกฤษที่สถาบันกวตวิชา | ระดับความคิดเห็น | | | | |
|---|--------------------------------------|---------------------|-----------------|------------------------|-------------------------------------|
| | เห็น ด้วย มาก ที่สุด (5) | เห็น ด้วย (4) | ไม่แน่ใจ (3) | ไม่เห็น ด้วย (2) | ไม่เห็น ด้วยมาก ที่สุด (1) |
| ปัจจัยด้านสังคม | | | | | |
| 17. ท่านเลือกเรียนที่สถาบันกวตวิชาเพราะทางบ้านสนับสนุนให้ท่านเรียน | | | | | |
| 18. ท่านเลือกเรียนที่สถาบันกวตวิชาเพราะเห็นว่าเพื่อนสนิทของท่านเรียนอยู่ | | | | | |
| 19. ท่านเลือกเรียนที่สถาบันกวตวิชาเพราะเห็นว่าเพื่อนในชั้นเรียนของท่านเรียนอยู่ | | | | | |
| 20. ท่านเลือกเรียนที่สถาบันกวตวิชาเพราะอาจารย์ที่โรงเรียนแนะนำให้ท่านเรียน | | | | | |
| 21. ท่านคิดว่าการเรียนที่สถาบันกวตวิชาช่วยให้ท่านมีเพื่อนมากขึ้น | | | | | |
| 22. ท่านคิดว่าการเรียนที่สถาบันกวตวิชาช่วยให้ท่านมีวิสัยทัศน์ในการเรียนรู้ที่จะอยู่ร่วมกันในสังคมมากขึ้น | | | | | |
| 23. ท่านคิดว่าการเรียนที่สถาบันกวตวิชาช่วยให้ท่านได้มีเวลาพบเจอเพื่อนมากขึ้น มีเวลาพูดคุยแลกเปลี่ยนความคิดเห็น ทบทวนบทเรียน | | | | | |
| 24. ในกรณีที่อาจารย์ผู้สอนเป็นคนเดียวกับในโรงเรียน ท่านคิดว่าการเรียนที่สถาบันกวตวิชาช่วยให้ท่านสนิทกับอาจารย์ผู้สอนมากขึ้น | | | | | |
| 25. อื่นๆ โปรดระบุ | | | | | |

| ปัจจัยที่มีอิทธิพลในการเลือกเรียนวิชา ภาษาอังกฤษที่สถาบันกวตวิชา | ระดับความคิดเห็น | | | | |
|---|--------------------------------------|---------------------|-----------------|------------------------|-------------------------------------|
| | เห็น ด้วย มาก ที่สุด (5) | เห็น ด้วย (4) | ไม่แน่ใจ (3) | ไม่เห็น ด้วย (2) | ไม่เห็น ด้วยมาก ที่สุด (1) |
| ปัจจัยด้านจิตวิทยา | | | | | |
| 26. ท่านคิดว่าการเรียนที่สถาบันกวตวิชาจะทำให้ ท่านมีความรู้ ทักษะและความสามารถเพิ่มขึ้นเป็น พื้นฐานที่ดีในการประกอบอาชีพในอนาคต | | | | | |
| 27. ท่านคิดว่าการเรียนที่สถาบันกวตวิชาทำให้ท่าน มีความได้เปรียบกว่าเพื่อนคนอื่นๆในชั้นเรียนที่ไม่ได้ เรียนกวตวิชา | | | | | |
| 28. ท่านคิดว่าการเรียนที่สถาบันกวตวิชาทำให้ท่าน มีความมั่นใจในการใช้ภาษาอังกฤษ | | | | | |
| 29. ท่านคิดว่าการเรียนที่สถาบันกวตวิชาทำให้ท่านไม่ กลัวการใช้ภาษาอังกฤษในการสื่อสาร | | | | | |
| 30. ท่านคิดว่าการเรียนที่สถาบันกวตวิชาช่วยให้ท่านมี ความพร้อมในการสอบและได้คะแนนดี | | | | | |
| 31. อื่นๆ โปรดระบุ | | | | | |

ตอนที่ 4 ความคิดเห็นและข้อเสนอแนะเพิ่มเติม

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BIOGRAPHY

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|------------------------|--|
| Name | Miss Wanwipa Tuptimsuwan |
| Date of Birth | November 20,1986 |
| Educational Attainment | 2006-2009: Bachelor of Arts, Srinakharinwirot University, Bangkok, Thailand |
| Work Experience | 2014-Present: Secretary to CEO, Trend VG3 Co., Ltd. |

