A STUDY OF HIGH SCHOOL STUDENTS' SATISFACTION AND EXPECTATION TOWARD ENGLISH TUTORIAL SCHOOLS IN THAILAND

BY

MISS ANANYAPORN PORPANITCHAKORN

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE PROGRAM IN MARKETING
(INTERNATIONAL PROGRAM)
FACULTY OF COMMERCE AND ACCOUNTANCY
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2016
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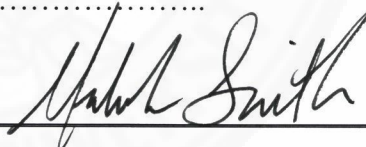
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ENTITLED

A STUDY OF HIGH SCHOOL STUDENTS' SATISFACTION AND
EXPECTATION TOWARD ENGLISH TUTORIAL SCHOOLS
IN THAILAND

was approved as partial fulfillment of the requirements for
the degree of Master of Science Program in Marketing (International Program)

on.................**8 MAY 2017**...............

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(Professor Kenneth E. Miller, Ph.D.)

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Independent Study Title	A STUDY OF HIGH SCHOOL STUDENTS' SATISFACTION AND EXPECTATION TOWARD ENGLISH TUTORIAL SCHOOLS IN THAILAND
Author	Miss Ananyaporn Porpanitchakorn
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ABSTRACT

The learning of English language is important as English is the global language. Especially for the developing countries, English opens the gate of opportunity. People who possess English language skills could find the career easier.

However, the schools are not able to provide the knowledge they need. Therefore, the popularity of tutorial schools is continuously rising. This research aims to understand high school students' satisfaction and expectation toward English language tutorial school, to recommend the teaching method, and to give other recommendations to maximize the students' satisfaction.

The target population is the high school students in Thailand, attending or had attended English language tutorial schools. Secondary data was gathered to get the primary understanding about the industry. In-depth interviews were aimed to get the idea of the attitude and satisfaction of English language tutorial school and to formulate the questionnaire. The questionnaire survey was conducted among 126 samples of the target population to quantitatively explore the attitude, satisfaction, and expectation of students toward English language tutorial schools. The research was conducted from October 18, 2016 to April 30, 2017

Keywords: English language tutorial schools, teaching methods, high school students

ACKNOWLEDGEMENTS

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CHAPTER 1
INTRODUCTION

1.1 Importance of the Study

Education is believed by many people as one of the most important assets a person could possess, especially in developing countries which includes Thailand. Developing countries need efficient human resource to drive the economy and to move the country forward. Many professions are needed in the market that it creates intense competitions to enroll into reputable schools and universities which could determine the students' future career and success.

An ability to use the second or third language is also recognized as an advantage. The person who is able to use the language well is more likely to receive a job offer than those who is not. English language is spoken by 1,500 billion people and it is the most spoken language in the world. An ability to use English language is, therefore, crucial for the global citizen as it is a global language. People need to know English to be able to communicate with other people from different countries. As a result, people from the countries that do not have English as an official language feel the need to learn English.

Thailand has Thai language as an official language and English language is the second language which every school in the country is required to have in the teaching curriculum. English is also regarded as the major subject along with Mathematics, Science, Thai Language, and Social Study. Students who want to apply for universities need to take the examination for these subjects and the competition is highly intense as the number of seats in universities is limited. However, the students feel that English teaching in the formal education could not provide them enough knowledge to be competitive in the examination. As a consequence, they choose the other alternative to learn English through English tutorial schools.

As a consequence, English tutorial school has become well-accepted among Thai students for many years. According to Kasikorn Research Center, English language tutorial school market has increased its revenue by 22% per year, from

6,044 million Baht in 2012 to 11,023 million Baht in 2015. This number is the mixture of large and medium tutorial schools which large schools are accounted for 3,441 million Baht with the growth rate of 34% per year. Another 7,582 million Baht is captured by medium schools with the growth rate of 18% per year. Also, the market for smaller schools or private tutorial has become increasingly popular as some groups of students prefer smaller class to be coached in a more individual level for more intensive learning.

However, each English tutorial school, regardless of the size of the school, has different teaching approaches which promote the learning of students differently. Currently, there are 10 formal teaching methods for foreign language learning which are Grammar-Translation Approach, Direct Approach, Reading Approach, Audiolingual Approach, Community Language Learning, The Silent Way, The Communicative Approach, Functional Notional Approach, Total Physical Response Approach, The Natural Approach. Each method has different development and teaching utilization which satisfy each student differently as well.

This research aims to explore the behavior of high school students in Thailand toward the current English language tutorial schools they are using or used in the past. It is also to assess their satisfaction towards the English language tutorial schools in terms of teaching methods and other factors that influences them to choose or not choose the school. At the end, this research will suggest English language teaching method that suits with the high school students in Thailand's needs and wants.

1.2 Research Objectives

1. To understand the behavior of high school students in Thailand toward the current English language tutorial schools they are using or used in the past.
   a. To explore the motivation of high school students toward the study of English language
   b. To explore the impact of influencers affecting decisions to choose English language tutorial schools of high school students

    c. To explore the attitude of high school students in Thailand toward the current English language tutorial schools they are using or used in the past.

2. To assess the satisfaction of high school students in Thailand toward English language tutorial schools.

    a. To explore the factors that make high school students in Thailand choose the English tutorial schools they are using

    b. To explore the factors that make high students in Thailand not continue the English tutorial schools they used in the past

3. To explore the English language teaching methods currently used by English language tutorial schools in Thailand

4. To recommend English language teaching methods that suits high school students' needs and wants.

5. To recommend other related factors the English tutorial school could use that will give high satisfaction to high school students

CHAPTER 2
REVIEW OF LITERATURE

2.1 Literature Review

2.1.1 Limited English proficiency.

According to Education First (2015), Education First's annual English Proficiency Index indicated that English language proficiency in Thailand is ranked in the third worst in Asia and currently number 62 out of 70 nations despite the government's attempt to make English teaching to align with the Common European Framework of Reference for Languages and a large government budget spent on education, 31.3% greater than other 70 countries.

For this reason, the competitiveness of Thailand in the ASEAN Economic Community is under threat from having poor English skills. A survey by Jobstreet.com indicated that Thai workers possess the lowest English skills across other Asean countries. Many other reports also suggest that Thai university graduates do not have the relevant skills and knowledge required by the employers which contributes to the high unemployment rate which poor English skills is also the contributing factor. (Glahan, 2016)

2.1.2 Motivation to learn English language in English language tutorial schools and the increase in popularity of English language tutoring.

This issue urges Thai students to attend tutorial school to improve their skill outside of school. For secondary and high school students, they attend tutorial school because the lack of appropriate teaching in regular schools that could not provide the knowledge the students need. They study in tutorial schools to both improve the grade in school and to prepare for university entrance examination. (Panichkul 2015)

Thai Publica (2013) indicated that, apart from learning English for higher academic performance in school and getting ready for university entrance examination, teenagers and adults also learn English from tutoring schools to improve English language skill for daily use, work, and for enhancing listening, speaking, reading, and

writing skills. The number of English language tutorial school has been increasing rapidly and there are currently more than 20 school brands with more than 50 branches in Bangkok alone.

Moreover, private tutoring has increasingly become more popular as it is more convenient to improve individuals' skills as each of them has different knowledge. For private tutoring, the important factor that makes the student choose the tutor is where the tutor graduated from (Post Today 2015)

2.1.3 Considering factors to choose tutorial schools.

According to Dek-D (2013), each student has a different method and consideration in choosing tutorial schools. There are 7 styles of students to choose tutorial schools which are

- Convenience type: The location must be easily accessed by public transportation or near the students' residence.
- Follower type: This type of students tends to follow the friends to study at the same tutorial school.
- Price-concerned type: Price is the main consideration for this group of students and they tend to choose the tutorial schools that offer low price.
- Content type: This group of students focuses on the ability the teacher or the tutorial school to anticipate the examination questions
- Entertaining type: Teaching style should be fun and entertaining more than being stressed out for this group of students.
- Private type: This group of students likes to be taught individually more than in the large group as the teacher is able to focus on them and answers the question they have personally.
- Friend-finder type: This group of students likes to go to tutorial schools to find new friends and relationships.

2.1.4 Second language teaching methods.

Also, another variation of tutorial school is the teaching method. There are 10 teaching methods for second language learning. (Mora 2016) However, there is no

single best method for English teaching. It depends on students' objective and the environment they are in. (TJ Taylor 2016) The methods include;

- Grammar-Translation Approach: The teaching is in the language of students' mother tongue. Students have to memorize the vocabulary word by word through isolated word lists. Grammar is explained by the usage rules and difficult text is assigned for students as the exercise for grammar analysis. Pronunciation and conversation do are not considered in this teaching method.

- Direct Approach: This method is taught in the form of oral presentation with actions or pictures in conversational style and no usage of mother tongue is employed in this teaching method. The exercise is done through the question-answer style in the target language only. Grammar is learnt through experience and practice by usage and texts are not grammatically analyzed. Also, the culture of the target language is inductively taught as it is considered as an important role of learning foreign language.

- Reading Approach: This teaching method uses the reading and teaches knowledge about the country of the target language. Grammar is required only to be able to understand the text. Pronunciation and conversation do not play important roles in this method. The level of difficulty of the text is controlled and vocabulary is considered as more important than grammar. Translation is required in this method as the reflection of the understanding of the text.

- Audiolingual Approach: This teaching method employs audio in the teaching. The learning resulted from memorization of the phrases. The structure of the language is also taught through repetition. Grammar is not explained much as it is taught inductively but precise pronunciation is has a great importance.

- Community Language Learning: This method is customized to the leaners' linguistic problem. The relationship between student and teacher is regarded as client and counselor. The counselor is the native speaker. Great importance is placed on the counselor's understanding and empathy towards the client's linguistic conflict and confusion.

- The Silent Way: This method use physical objects or physical action as the tools to the teaching while the teacher is silent but encourage the students to produce verbal communication to explain the objects or action themselves. This way, the teacher is able to observe how the students use the language. If the usage is incorrect, the teacher will encourage the student or other students to rethink and use it correctly.

- The Communicative Approach: This method involves active student's interaction such as games and role play with the negotiation of meaning between one people and another of the target language to achieve ability to use the language. The input of the learning includes content, gesture, message, and knowledge of the meaning of the words used. The language is learnt through spoken and written language.

- Functional Notional Approach: This method emphasizes on the analysis of the meaning of the language in different communicative situation using the expression of each element; noun, pronoun, verb, preposition, conjunction, adjective, and adverb. The usage of meaning depend on three factors which are the functions, the elements in each situation, and the topic being discussed.

- Total Physical Response Approach: This method uses the physical movement and action to assist the learning of the language. The technique used in this method is laid down into the steps as followed;

  - Step 1: The teacher states the command and the teacher himself do the action corresponded to the command.

  - Step 2: The teacher states the command and both the teacher and the students do the action corresponded to the command.

  - Step 3: The teacher states the command and only students do the action.

  - Step 4: The teacher tells students to do commands, one student at a time.

  - Step 5: Students command the teacher and other students to do the action.

  - Step 6: The teacher and students expand the command and actions.

- The Natural Approach: This method involves many hypotheses but the main focus is on the listening comprehension of the learners. The language is learnt naturally through the learners' subconscious, observation, motivation, and other factors.

To conclude, there are various methods of second language teaching that the teachers and learners can choose from. Each method has different purpose and gears towards different learners' background. Therefore, it depends on the preference of both teachers and learners to choose any of the method.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 Research Methodology

3.1.1 Exploratory Research

The exploratory research is aimed to understand the current students' attitude and satisfaction towards English language tutorial schools and to understand the expectation they have towards the English tutorial school of what it should provide for them. It also aims for the researcher to understand more about the current teaching method of English in order to ask the right questions to the interviewees towards their preferred teaching method. The information gained from exploratory research was used to develop a questionnaire to gather quantitative data. In this study, two types of research are implemented for the accuracy of the data.

Secondary data were collected to understand the current English teaching methods and their applications that fit with Thai high school students' context and to understand the current market situation for English language tutorial. The sources of information were mainly on academic website about English or foreign language teaching method and news website.

The in-depth interview was conducted among high school students to get the idea of the attitude and satisfaction towards English language tutorial schools they used in the past or are currently using, and their expectation towards the English language tutorial schools.

The questions in the in-depth interview was formulated from preliminary interview conducted among 3 high school students by the researcher's personal connection.

11 students were interviewed in the in-depth interview by both face-to-face interviews and phone call interviews. Each interview took take approximately 15 minutes.

3.1.2 Descriptive Research

The descriptive research was conducted to quantitatively define the attitude, satisfaction, and expectation of students toward English language tutorial schools among high school students. This research was done through the distribution of a questionnaire to the target respondents which was pretested before being distributed, both online and offline channel. The total number of respondents from the distribution of the questionnaire was 126.

3.2 Questionnaire Design

The questionnaire was separated into two sections; screening questions and questionnaire questions. The screening questions were aimed to screen the respondents to fit with the target group that this research focuses on. The questionnaire questions were the questions that answer each objective indicated in the research objective section.

Sample questions of the questionnaire are as followed:

Screening questions

- Are you attending or have attended any English tutorial schools in the past 12 months?
- What Matthayom are you in?

Questionnaire questions

- What is your motivation to study English?
- Why do you study English in English tutorial school?
- Why do you choose the English tutorial school you are using?
- What is your expectation toward English tutorial schools?
- Who has the influence to you on the choosing of English tutorial school?
- What do you like the most about the English tutorial school you are using?
- How satisfied are you with the English tutorial school you are using?

- If you discontinued with some English tutorial schools, what are the reason for the discontinuity?
- What are the teaching methods the English tutorial school is using?

3.3 Identification of Key Research Variables

- Age
- Gender
- Education level
- Influencers which affects the decision of the students to choose any particular English language tutorial schools
- Factors to choose the English language tutorial schools
- Motivation to attend English language tutorial schools
- Expectation towards English language tutorial schools the student is attending and/or had attended
- Attitude towards English language tutorial schools the student is attending and/or had attended
- Satisfaction towards English language tutorial schools the student is attending and/or had attended
- Preferred teaching method in English language tutorial school

3.4 Target Population

- High school students in both private and public school in Thailand.
- 18-year-old or above. If below 18-year-old, the researcher must have permissions from the students' teachers to ask questions to the students for ethical purpose.
- Attending or attended at least one English tutorial school in the past 12 months.

3.5 Data Collection Plan

The data collection is divided into two sources; in-depth interviews, and questionnaire survey.

- In-depth interview:

    11 respondents, both male and female high school students, through face-to-face interview and phone call interview were conducted from October 10, 2016 to December 26, 2016 in Bangkok. The respondents were recruited from popular tutorial school area such as Siam Kit Building and Wannasorn Building which are the centers of tutorial schools in Bangkok as well as through the researcher's personal connection.

- Questionnaire survey:

    126 respondents both male and female high school students, through online and offline questionnaire survey from January 16, 2017 to March 10, 2017. The researcher had utilized the researcher's own network of the community of private tutors and high school teachers in order to distribute the questionnaire to the high school students.

3.6 Data Analysis Plan

The analysis has analyzed the data collected qualitatively from the exploratory research and quantitatively from the descriptive research. For quantitative data, Statistical Package for the Social Sciences (SPSS) was utilized to analyze frequencies, mean, cross tabulation, and relationship among variables.

3.7 Timeline Plan

The research was conducted from October 18, 2016 to April 30, 2017 with the timeline plan as followed

- Secondary data collection: October 18, 2016 – October 22, 2016
- In-depth interview: October 23, 2016 – December 26, 2016
- Questionnaire design: December 27, 2016 – January 8, 2017
- Questionnaire pretesting: January 9, 2017 – January 15, 2017

- Questionnaire distribution and collection: January 16, 2017 – March 10, 2017
- Data analysis: March 11, 2017 – April 7, 2017
- Report preparation: April 8, 2017 – April 29, 2017
- Report submission: April 30, 2017

3.8 Limitation of the Study

The limitation of the data is that most of the respondents were female which limits the diversification of the data among both genders. The respondents were recruited from limited number of schools and locations and used convenience sample. Also, the small sample size is another limitation of data resulted from time and budget constraints.

CHAPTER 4
RESULTS AND DISCUSSION

4.1 Qualitative Research

Qualitative research was conducted through interviews among 11 students who have attended English language tutorial schools. The findings are as follows. Eight female and three male high school students were interviewed.

- All the students interviewed have attended more than one English language tutorial schools
- Most of them liked the English language schools because the schools were able to help them achieve the learning outcomes. For example, they could perform better in the examination. Also, they liked the schools or tutors that had techniques to make English language easy to understand.
- Fun and entertainment helped them to maintain focus and interest when studying.
- Recommendations from public reviews and friends, along with reputation of the English language tutorial schools were important determining factors to make them choose any particular school.
- Most of them studied in English language tutorial schools to prepare for entrance examination with few students who studied to be able to use English in daily life.
- Many of the respondents stated that they preferred to study in interactive ways rather than VDOs or online studying so that they could ask questions and got the answers right away.

4.2 Quantitative Research

The respondents were divided to male and female students, studying in Matthayom 4, 5, and 6 in Thailand. The distribution of the respondent is as follows.
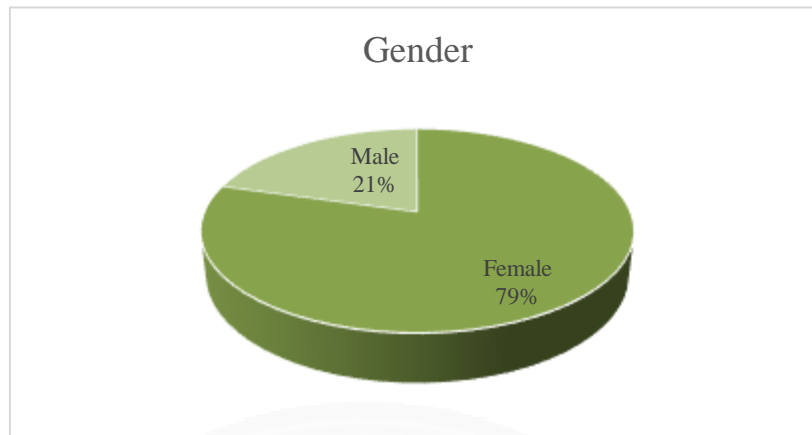
Figure 1: Gender of the respondents in the quantitative data collection through questionnaire
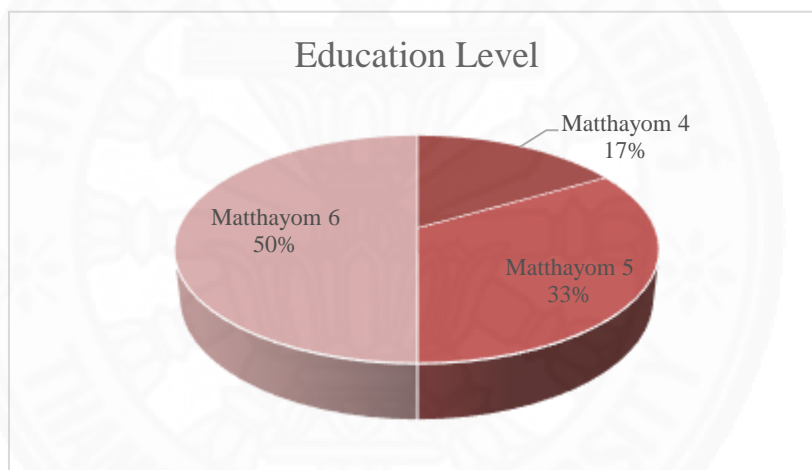
Figure 2: Education level of the respondents in the quantitative data collection through questionnaire

The result of the research is derived from both the qualitative research and quantitative research. SPSS was utilized to analyze quantitative data. The analysis of the data below is based on the objectives stated in the research objective section.

1. To understand the behavior of high school students in Thailand toward the current English language tutorial schools they are using or used in the past.

a. To explore the motivation of high school students in Thailand toward the study of English language.

Means			
Motivation to study in English language tutorial schools	**N**	**Mean**	**Std. Deviation**
To improve grades in school	126	3.13	1.131
To prepare for university entrance examination	126	3.96	1.061
To improve English language skill for daily use	126	3.94	1.144
To enhance listening skill	126	3.87	1.182
To enhance speaking skill	126	3.87	1.229
To enhance reading skill	126	3.84	1.091
To enhance writing skill	126	3.80	1.096
To prepare for studying overseas	126	3.16	1.359
To prepare for English proficiency examination	126	3.51	1.325

Table 1 Means result of motivation of high school students in Thailand to study in English language tutorial schools

From the data collected, mean analysis is used to determine the order of motivating factors that drive students to choose to attend English language tutorial school. The result from the questionnaire research indicates that studying English in tutorial schools to prepare for university entrance examination is the top motivation, followed closely by studying to improve English skills for daily life usage.

Other top reasons are the improvements of specific English skill sets. The reasons are studying to improve listening and speaking skills, both scored at the same rate. The other two motivations that are also ranked closely are studying to improve reading and writing skills.

The less popular motivation for them to study English language in the tutorial school is that they study to prepare for the English proficiency examination, followed by to prepare for studying overseas. The least popular reason is studying to improve the English studying performance in schools.

b. To explore the impact of influencers affecting decisions to choose English language tutorial schools of high school students

Means			
Influencers who affect the decisions to choose particular English language tutorial schools	**N**	**Mean**	**Std. Deviation**
Friends	126	2.57	1.134
Family	126	2.83	1.339
Celebrity	126	1.81	1.079
Online opinions and reviews (eg. Pantip.com, Dek-d.com)	126	2.48	1.164
Advertisement (eg. brochure, flyers, online advertisement)	126	2.23	1.075

Table 2 Means result of influencers who affect the decisions of high school students to choose particular English language tutorial schools

Mean analysis is also used to determine the influencers who have impact on students' decision to select particular English tutorial schools. The result shows that parents have the greatest impact on students' decision to choose the tutorial school that scores the highest at 2.83 out of 5. The next influencers are friends of students, followed by online reviews.

Advertisement has fewer impact while and celebrity has the smallest impact on their decision to choose particular English language tutorial schools.

Multiple Response						
	Cases					
	Valid		**Missing**		**Total**	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**
Influencers	25	19.80%	101	80.20%	126	100.00%

*Dichotomy group tabulated at value 5.

Table 3 Multiple response case result of influencers who affect the decisions of high school students to choose particular English language tutorial schools

Multiple Response				
		Responses		
		N	**Percent**	**Percent of Cases**
Influencers	Friends	5	14.3%	20.0%
	Family	17	48.6%	68.0%
	Celebrity	4	11.4%	16.0%

Multiple Response				
		Responses		Percent of Cases
		N	Percent	
	Online opinions and reviews (eg. Pantip.com, Dek-d.com)	6	17.1%	24.0%
	Advertisement (eg. brochure, flyers, online advertisement)	3	8.6%	12.0%
Total		35	100.0%	140.0%

*Dichotomy group tabulated at value 5.

Table 4 Multiple response result of influencers who affect the decisions of high school students to choose particular English language tutorial schools

Further analysis has been conducted to explore how many responses rate that the influencers impact the decision. To illustrate the frequency of the response that rate the importance of the influencers at the score of 5, multiple response analysis was used and the result shows that only 25 out of 126 students or 19.8% rated that the influencers are very influential in their decision.

From this result, it can also be concluded that influencers do not have massive impact on students' decisions to choose English tutorial school as the average scores do not fall into "Influential" or "Very influential" sections. The students tend to choose the school by themselves.

c. To explore the attitude of high school students in Thailand toward the current English language tutorial schools they are using or used in the past.

Frequency		
Satisfaction towards English language tutorial schools	Frequency	Percent
Very dissatisfied	2	1.6
Moderately dissatisfied	3	2.4
Slightly dissatisfied	3	2.4
Neutral	23	18.3
Slightly satisfied	14	11.1
Moderately satisfied	63	50.0
Very satisfied	18	14.3
Total	126	100.0

Table 5 Frequency result of motivation of high school students' satisfaction towards English language tutorial schools

Mean analysis is used to determine the satisfaction towards English language tutorial schools of the target respondents. The result suggests that the satisfaction on English language schools in Thailand was mostly in the "Moderately satisfied" section.

2. To assess the satisfaction of high school students in Thailand toward English language tutorial schools.

a. To explore the factors that make high students in Thailand choose the English tutorial schools they are using

Means			
Opinion towards the English tutorial school	N	Mean	Std. Deviation
School location is easily accessible. (eg. near home/school or near sky train)	126	3.09	1.187
My friends are studying there. So I follow them.	126	2.36	1.128
The school/teacher offers reasonable price.	126	3.34	1.214
The school/teacher is able to provide the content I want to learn.	126	3.73	1.031
The school/teacher is able to anticipate examination questions.	126	3.71	1.057
The teaching is fun and entertaining.	126	3.75	1.058
The school/teacher is able to coach me personally.	126	3.27	1.176
The school/teacher is well-known.	126	2.92	1.078
My parents enroll me into the school.	126	2.25	1.184
The teaching method fits with my learning preference.	126	3.83	1.056

Table 6 Means result of motivation of high school students' opinion towards the English tutorial school

Mean analysis is used to determine the factor that influences students to choose English tutorial school. The most influential factor to students' decision is the teaching style of the school that matches with the students' preference. The fun and entertaining teachers is the next most influencing factor, followed by the content of the English language tutorial schools that students prefer to study, then the ability of

the English language tutorial schools to anticipate the questions that will be in the examination.

Other factors that influence the students' decisions to choose particular English language tutorial schools include the reasonability of the price of the course, followed by the ability of the tutorial schools to coach the students personally, and the location of the tutorial schools.

The least popular considering factors that impact the students' decision to choose the tutorial schools are the fame of the tutorial schools among their peers, while some are impacted by the recommendations of their friends, and lastly, their parents.

From this analysis, it can be concluded that the most impactful factors that influence that students to choose the English language tutorial schools are the offers in terms of the tutorial school's teaching approach and the teaching materials.

b. To explore the factors that make high school students in Thailand not continue the English tutorial schools they used in the past

From the qualitative research, it was found that major factors that made students discontinue with some English language tutorial schools were that the teaching was hard for students to understand, as well as the teaching was boring to the students. They also indicated that they did not like the teaching methods and styles performed by the tutorial schools. Some of them stated that they do not have enough time to attend the class or the price of the courses were too expensive. Also, they discontinued studying with the tutorial schools because they had finished the courses and the contents they wanted to learn already, and they wanted to try other English language tutorial schools. Few of them said that they did not feel the improvement of their English language skills and the tutorial schools did not teach well as they expected. Another said that the tutorial schools were too far from their homes while some said the class had too many students.

3. To explore the English language teaching methods currently used by English language tutorial schools in Thailand

Frequency		
What are the teaching methods the English tutorial school is using?	**Yes**	**No**
Taught in Thai	61.9	38.1
Taught in English	48.4	51.6
Taught by native speakers	29.4	70.6
Learn grammar and vocabulary by memorizing grammar rules and memorizing lists of words	48.4	51.6
Learn grammar and vocabulary through producing conversations	33.3	66.7
Learn grammar and vocabulary through listening to conversations	33.3	66.7
Learn grammar and vocabulary through reading text	45.2	54.8
Learn the language through listening to audio	29.4	70.6
Learn the language through role plays and games	25.4	74.6
Learn the language by the teacher being silent but encourage the students to produce verbal communication to explain the objects or action.	9.5	90.5
Learn the language by learning the culture of the target language	22.2	77.8
Learn the language by performing actions according to orders from the teacher	14.3	85.7
Learn the language by overall listening comprehensions	42.9	57.1
Learn the language by customization from the teacher to fit with the students' learning goal	26.2	73.8

Table 7 Frequency result of English language teaching methods currently used by English language tutorial schools in Thailand

Frequency analysis is used to determine the current teaching methods used by English language tutorial schools in Thailand.

Currently, the most popular teaching method used in English tutorial schools in Thailand are teaching in Thai, teaching in English, teaching by making students memorize grammar rules and vocabulary, teaching by having students reading text, and teaching by natural listening comprehension.

Moderately popular methods include teaching by making students produce conversation, teaching by having students listening to conversation, teaching by

having students listening to audio clips, teaching by native speakers, teaching by customization according to students' needs, and teaching by having students perform role plays or play games.

Low popularity methods are teaching language through culture of the target language, teaching by having students performing actions according to orders from the teacher, and teaching by the teacher being silent but encourage the students to produce verbal communication to explain the objects or action.

4. To recommend English language teaching methods that suits high school students' needs and wants.

Frequency		
What teaching method do you prefer?	**Yes**	**No**
Taught in Thai	46	54
Taught in English	56.3	43.7
Taught by native speakers	48.4	51.6
Learn grammar and vocabulary by memorizing grammar rules and memorizing lists of words	32.5	67.5
Learn grammar and vocabulary through producing conversations	52.4	47.6
Learn grammar and vocabulary through listening to conversations	44.4	55.6
Learn grammar and vocabulary through reading text	35.7	64.3
Learn the language through listening to audio	26.2	73.8
Learn the language through role plays and games	40.5	59.5
Learn the language by the teacher being silent but encourage the students to produce verbal communication to explain the objects or action.	18.3	81.7
Learn the language by learning the culture of the target language	42.9	57.1
Learn the language by performing actions according to orders from the teacher	14.3	85.7
Learn the language by overall listening comprehensions	56.3	43.7
Learn the language by customization from the teacher to fit with the students' learning goal	39.7	60.3

Table 8 Frequency result of English language teaching methods preferred by high school students in Thailand

The frequency analysis is also used to determine the preferred teaching methods by students. The result shows that, the preferred teaching method are different from the current popular teaching methods.

The most preferred teaching methods include teaching by natural listening comprehension, teaching in English, teaching by making students produce conversation, teaching by native speakers, teaching in Thai, teaching by having students listening to conversation, teaching language through culture of the target language, teaching by having students perform role plays or play games.

Moderately preferred methods are teaching by customization according to students' needs, teaching by having students reading text, teaching by making students memorize grammar rules and vocabulary, and teaching by having students listening to audio clips.

Low preferred methods include teaching by the teacher being silent but encourage the students to produce verbal communication to explain the objects or action, and teaching by having students performing actions according to orders from the teacher.

Frequency			
	What are the teaching methods the English tutorial school is using?	**What teaching method do you prefer?**	**Difference**
	Yes	**Yes**	
Taught in Thai	61.9	46	15.9
Taught in English	48.4	56.3	-7.9
Taught by native speakers	29.4	48.4	-19
Learn grammar and vocabulary by memorizing grammar rules and memorizing lists of words	48.4	32.5	15.9
Learn grammar and vocabulary through producing conversations	33.3	52.4	-19.1
Learn grammar and vocabulary through listening to conversations	33.3	44.4	-11.1
Learn grammar and vocabulary through reading text	45.2	35.7	9.5

Frequency			
	What are the teaching methods the English tutorial school is using?	**What teaching method do you prefer?**	**Difference**
	Yes	**Yes**	
Learn the language through listening to audio	29.4	26.2	3.2
Learn the language through role plays and games	25.4	40.5	-15.1
Learn the language by the teacher being silent but encourage the students to produce verbal communication to explain the objects or action.	9.5	18.3	-8.8
Learn the language by learning the culture of the target language	22.2	42.9	-20.7
Learn the language by performing actions according to orders from the teacher	14.3	14.3	0
Learn the language by overall listening comprehensions	42.9	56.3	-13.4
Learn the language by customization from the teacher to fit with the students' learning goal	26.2	39.7	-13.5

Table 9 Frequency comparison result of English language teaching methods currently used and ones preferred by high school students in Thailand

From this analysis, it is recommended that English tutorial schools should use more natural teaching approach and less of the theoretical methods. The school should increase teaching by native speakers, teaching in English, teaching by natural listening comprehension, teaching by having students produce conversations, teaching by having students perform role plays or play games, and teaching language through culture of the target language.

The schools should decrease teaching in Thai, teaching by making students memorize grammar rules and vocabulary, and teaching by having students reading text.

5. To recommend other related factors the English tutorial school could use that will give high satisfaction to high school students

Factor Analysis				
Factors and Influencers Affecting Students' Decisions to Choose Particular English Language Tutorial Schools	**Rotated Component Matrix***			
	Component			
	1	**2**	**3**	**4**
Factor: The teaching method fits with my learning preference.	0.817			
Factor: The school/teacher is able to provide the content I want to learn.	0.783			
Factor: The teaching is fun and entertaining.	0.768			
Factor: The school/teacher is able to anticipate examination questions.	0.692			
Factor: My parents enroll me into the school.		0.766		
Influencer: Family		0.642		
Factor: The school/teacher is able to coach me personally.	0.45	0.628		
Influencer: Friends		0.513	0.439	0.401
Influencer: Online opinions and reviews (eg. Pantip.com, Dek-d.com)			0.868	
Influencer: Advertisement (eg. brochure, flyers, online advertisement)			0.794	
Influencer: Celebrity		0.42	0.674	
Factor: School location is easily accessible. (eg. near home/school or near sky train)				0.726
Factor: The school/teacher offers reasonable price.				0.614
Factor: My friends are studying there. So I follow them.		0.58		0.607
Factor: The school/teacher is well-known.				0.514

Extraction Method: Principal Component Analysis

Rotation Method: Varimax with Kaiser Normalization*

*Rotation converged in 6 iterations

Table 10 Factor analysis result of factors and influencers affecting students' decisions to choose particular English language tutorial schools

Most of the students stated that they wanted to study in the English language tutorial schools that provided fun and entertaining teaching and that the teachers were friendly. They preferred the tutorial schools that taught in a way that was easy to understand. They also would like the tutorial schools to provide techniques to memorize the grammar usage rules and vocabulary. They wanted the tutorial schools to teach them to be able to use English language in daily life usage. They also prefer the teaching class to be small and they liked live teaching rather than video or broadcasted media.

The factors analysis was conducted to group similar variables that influence students' the decision to choose English tutorial schools together. The variables can be grouped into four categories; style, influencers, marketing promotion, and tutorial school attributes.

1. Style: this category is composed of four variables.

   a. Teaching method

   b. Teaching content

   c. Fun and entertaining teachers

   d. Ability to anticipate examination questions

2. Influencers: this category is composed of four variables.

   a. Parents selection of English language tutorial schools

   b. Parents influencing the decision to choose English language tutorial school

   c. Friends influencing the decision to choose English language tutorial school

   d. Teachers' ability to coach the students personally

3. Marketing promotion: this category is composed of three variables.

   a. Review from other users

   b. Advertisement

   c. Celebrity

4. Tutorial school attributes: this category is composed of four variables.

   a. Location of English tutorial schools

   b. Price of the course

c. Number of friends attending that tutorial schools the student is considering to attend

d. Fame of the tutorial school

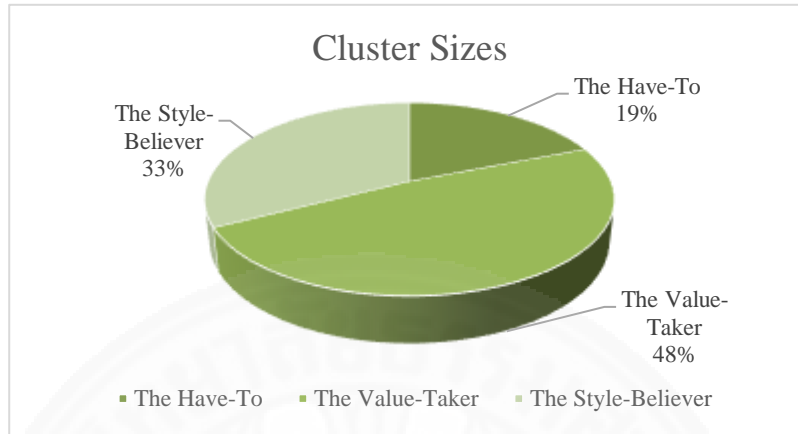Figure 3 Cluster size result of segmentation of high school students in Thailand segmented by behaviors

The cluster analysis was conducted to group the students into different segmentations with students having similar characteristics within the segment. The students can be grouped into three segments; Have-To, Value-Taker, Style-Believer.

Figure 4 Clusters' characteristics result of high school students in Thailand

1. The Have-To: 19%

   This segment does not decide based on any factors. They just attend English language tutorial schools because they would like to. They consider the teaching method the least while influencers may have the most impact on their decisions to choose the tutorial school.

2. The Value-Taker: 48.4%

   This segment chooses the English language tutorial school based on the attributes the schools offer to them while marketing promotions play an important role on their decisions to choose the tutorial schools. The style of the tutorial schools also has some impact on their decisions but the influencers have negative impact their decisions.

3. The Style-Believer: 32.5%

   This segment decides to attend particular schools based on the style of the English language tutorial schools while the influencers also influence their decision. Marketing promotions have negative impact on their decisions as well as the tutorial school attributes.

CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

The motivating factors that influence students to study in English language tutorial schools are to prepare for university entrance examination and to improve English skills for usage in students' daily lives.

The most influential person that has impact on students' decisions to choose particular English tutorial schools is the parent of the students. However, students are still the main decision makers as only few of them rated the parent as a very influential person. They still choose English tutorial schools by their own preferences.

The main drivers of students' satisfactions towards English language tutorial schools lie within three factors which are the fun and entertaining teachers, location of the school, and the ability of the schools or teachers to anticipate the questions that may appear in the examinations the students would attend.

The high school students in Thailand were mostly moderately satisfied with English language tutorial schools.

The most influential factors that impact the students' decisions to choose particular English language tutorial schools are the teaching styles of the schools that must match with the students' preferences, the fun and entertaining teachers, the content offered by the teachers and the schools, and the ability of the teachers to anticipate the questions that may appear in the examinations.

The current teaching methods that are popularly used by English language tutorial schools are teaching in Thai, teaching in English, teaching by making students memorize grammar usage rules and vocabulary, teaching by having students read text, and teaching by natural listening comprehensions.

However, the preferred teaching methods in the survey are teaching by natural listening comprehension, teaching in English, teaching by making students produce conversation, teaching by native speakers, teaching in Thai, teaching by having students listening to conversation, teaching language through culture of the target language, teaching by having students perform role plays or play games.

Therefore, it is suggested that English tutorial schools should use more of the natural teaching approach and less of the theoretical methods. The school should increase teaching by native speakers, teaching in English, teaching by natural listening comprehension, teaching by having students produce conversations, teaching by having students perform role plays or play games, and teaching language through culture of the target language. The schools should decrease teaching in Thai, teaching by making students memorize grammar rules and vocabulary, and teaching by having students reading text.

The students can be characterized into three segments which are the Have-To, the Value-Taker, and the Style-Believer. Each segment has different preference on English language tutorial schools on various factors including style, influencers, marketing promotion, and tutorial school attributes
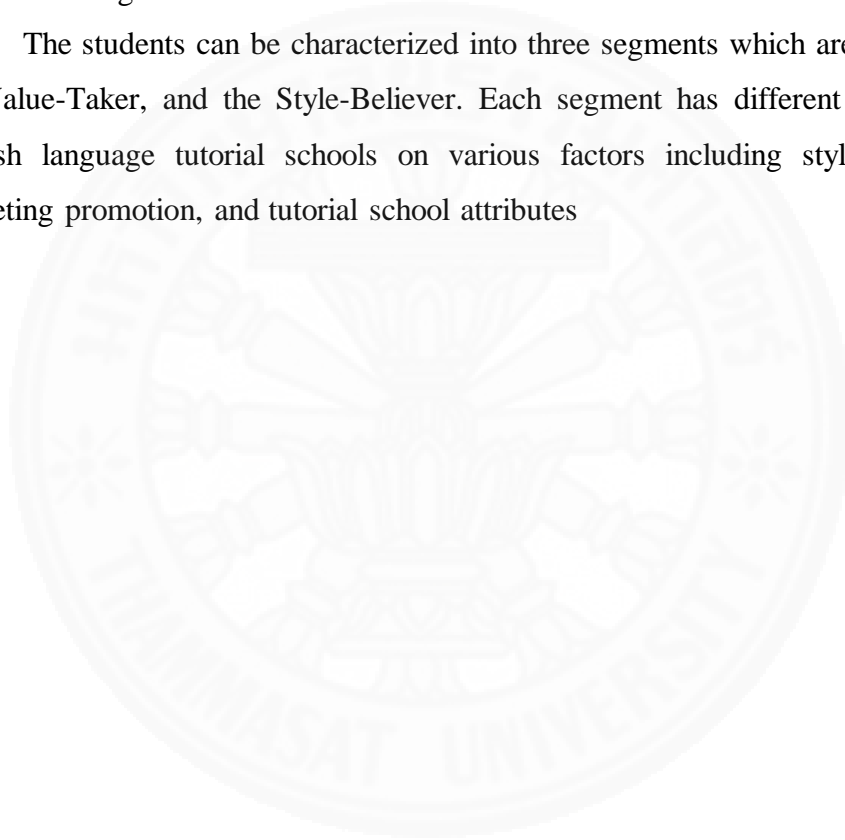
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APPENDICES

Appendix A

Questionnaire

High School Students' Satisfaction and Expectation Towards English Language Tutorial School

This questionnaire is a part of Independent Study course (MK702) which is conducted by a student in Master's Degree Program in Marketing at Thammasat University. The purpose of this questionnaire is to study perception, attitude, and behavior of high school students and above toward English language tutorial school.

This questionnaire will take around 10 minutes to complete. Please answer the questions as honest as possible and be assured that any information provided will be treated in with the utmost confidentiality. It will be used in the purpose of academic research only. For further information, please do not hesitate to contact Ms.Ananyaporn Porpanitchakorn by e-mail: ananyaporn.p@gmail.com. Your kind co-operation is greatly appreciated.

_____

Definition of the words used in this questionnaire

- English tutorial school: the extra class of English language outside formal education.

- Private tutor: Educator who offers personal lessons in places outside tutorial school

- University entrance examination: The examination needs to be taken by Thai high school students to get into a particular university.

- English proficiency examination: Examinations to test English proficiency such as TOEFL, IELTS, CU-TEP, TU-GET

- Self-taught: A form of education, learned by self without the guidance of teachers.

- Teaching methods: The way of teachings employed by teachers to achieve students' desired learning outcomes.

<u>Part I: Respondent Profile</u>

1. Are you attending or have attended any English tutorial schools in the past 12 months? (Single answer)

    ☐ Yes

    ☐ No

2. What is your gender? (Single answer)

    ☐ Male

    ☐ Female

3. What is your current education? (Single answer)

    ☐ Below Matthayom 3

    ☐ Matthayom 3

    ☐ Matthayom 4

    ☐ Matthayom 5

    ☐ Matthayom 6

    ☐ University Year 1

    ☐ University Year 2

    ☐ University Year 3

    ☐ University Year 4

☐ Above University Year 4

Part II: Behavior and Attitude towards English Tutorial Schools

4. Why do you study English in English tutorial schools? (Please circle the numbers that match with your opinion the most.)

Motivation to study English in tutorial school	Not important	Slightly Important	Moderately Important	Important	Very important
1. To improve grades in school	1	2	3	4	5
2. To prepare for university entrance examination	1	2	3	4	5
3. To improve English language skill for daily use	1	2	3	4	5
4. To enhance listening skill	1	2	3	4	5
5. To enhance speaking skill	1	2	3	4	5
6. To enhance reading skill	1	2	3	4	5
7. To enhance writing skill	1	2	3	4	5
8. To prepare for studying overseas	1	2	3	4	5
9. To prepare for English proficiency examination	1	2	3	4	5

5. What factors do you consider when choosing the English tutorial school? (Please circle the numbers that match with your opinion the most.)

Factors for choosing the English tutoring school	Not important	Slightly Important	Moderately Important	Important	Very important
1. School location is easily accessible. (eg. near home/school or near sky train)	1	2	3	4	5
2. My friends are studying there. So I follow them.	1	2	3	4	5

Factors for choosing the English tutoring school	Not important	Slightly Important	Moderately Important	Important	Very important
3. The school/teacher offers reasonable price.	1	2	3	4	5
4. The school/teacher is able to provide the content I want to learn.	1	2	3	4	5
5. The school/teacher is able to anticipate examination questions.	1	2	3	4	5
6. The teaching is fun and entertaining.	1	2	3	4	5
7. The school/teacher is able to coach me personally.	1	2	3	4	5
8. The school/teacher is well-known.	1	2	3	4	5
9. My parents enroll me into the school.	1	2	3	4	5
10. The teaching method fits with my learning preference.	1	2	3	4	5

6. Who has the influence to you on the choosing of English tutorial school?

(Please circle the numbers that match with your opinion the most.)

Influence on the choosing of English tutorial school	Not influential	Slightly influential	Moderately influential	Influential	Very influential
1. Friends	1	2	3	4	5
2. Family	1	2	3	4	5
3. Celebrity	1	2	3	4	5
4. Online opinions and reviews (eg. Pantip.com, Dek-d.com)	1	2	3	4	5
5. Advertisement (eg. brochure, flyers, online advertisement)	1	2	3	4	5

7. What is your opinion towards the English tutorial school you are using in the following aspects? (Please circle the numbers that match with your opinion the most.)

Opinion towards the English tutorial school	Strongly disagree	Disagree	Moderately Agree	Agree	Strongly Agree
1. School location is easily accessible. (eg. near home/school or near sky train)	1	2	3	4	5
2. My friends are studying there. So I follow them.	1	2	3	4	5
3. The school/teacher offers reasonable price.	1	2	3	4	5
4. The school/teacher is able to provide the content I want to learn.	1	2	3	4	5
5. The school/teacher is able to anticipate examination questions.	1	2	3	4	5
6. The teaching is fun and entertaining.	1	2	3	4	5
7. The school/teacher is able to coach me personally.	1	2	3	4	5
8. The school/teacher is well-known.	1	2	3	4	5
9. My parents enroll me into the school.	1	2	3	4	5
10. The teaching method fits with my learning preference.	1	2	3	4	5

8. How satisfied are you with the English tutorial school you are using? (Single answer)

☐ Very dissatisfied

☐ Moderately dissatisfied

☐ Slightly dissatisfied

☐ Neutral

☐ Slightly satisfied

☐ Moderately satisfied

☐ Very satisfied

9. What are the teaching methods the English tutorial school is using? (Multiple answers are allowed)

☐ Taught in Thai

☐ Taught in English

☐ Taught by native speakers

☐ Learn grammar and vocabulary by memorizing grammar rules and memorizing lists of words

☐ Learn grammar and vocabulary through producing conversations

☐ Learn grammar and vocabulary through listening to conversations

☐ Learn grammar and vocabulary through reading text

☐ Learn the language through listening to audio

☐ Learn the language through role plays and games

☐ Learn the language by the teacher being silent but encourage the students to produce verbal communication to explain the objects or action.

☐ Learn the language by learning the culture of the target language

☐ Learn the language by performing actions according to orders from the teacher

☐ Learn the language by overall listening comprehensions

☐ Learn the language by customization from the teacher to fit with the students' learning goal

10. What teaching method do you prefer? (Multiple answers are allowed)

☐ Taught in Thai

☐ Taught in English

☐ Taught by native speakers

☐ Learn grammar and vocabulary by memorizing grammar rules and memorizing lists of words

☐ Learn grammar and vocabulary through producing conversations

☐ Learn grammar and vocabulary through listening to conversations

☐ Learn grammar and vocabulary through reading text

☐ Learn the language through listening to audio

☐ Learn the language through role plays and games

☐ Learn the language by the teacher being silent but encourage the students to produce verbal communication to explain the objects or action.

☐ Learn the language by learning the culture of the target language

☐ Learn the language by performing actions according to orders from the teacher

☐ Learn the language by overall listening comprehensions

☐ Learn the language by customization from the teacher to fit with the students' learning goal

------End of the Questionnaire------

BIOGRAPHY

Name	Miss Ananyaporn Porpanitchakorn
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