



**ATTITUDES AND FACTORS AFFECTING
THAI PARENTS' DECISION TO ENROLL
THEIR CHILDREN IN A BILINGUAL PROGRAM
AT A JUNIOR HIGH SCHOOL**

BY

MISS JUTARAT ANANSALUNG

**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
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ENTITLED

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

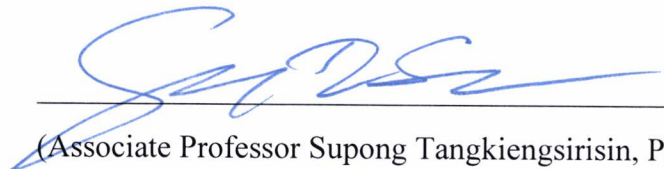
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ABSTRACT

This study aimed to investigate parents' attitudes toward a bilingual program at a junior high school and to study the factors that influence their decision to enroll their children in the program. To this end, 266 parents were selected by the convenience sampling method to participate in this study; however, at the end of the survey, 175 completed questionnaires were returned (around a 66% return rate).

Mixed-method was used to collect the data; a questionnaire was used as the quantitative method and analyzed using the Statistical Package for the Social Sciences on Personal Computer (SPSS/PC) to analyze descriptive information. For the qualitative method, interviews were the tool used to elicit in-depth information of parents or guardian's opinions toward the bilingual program and content analysis was used to analyze.

The results revealed that the attitudes of Thai parents surveyed were positive. The three most favorable aspects were "need for future career" (\bar{x} =4.69); "communicate with varied people" (\bar{x} =4.67); and "provide better educational opportunities" (\bar{x} =4.50). In addition, the study showed that the most significant factors impacting parents' decision to enroll their child were two items at the extremely important level: "People" (\bar{x} =4.28) and "Process" (\bar{x} =4.23).

In the interviews, most of the parents had some suggestions. Firstly, they would like teachers to emphasize speaking skill and arrange field trip activities. Secondly, parents would like the school to expand the bilingual program to the senior high school level. However, the majority of the results of the interviews supported the findings of the survey.

Keywords: bilingual program, parents' attitudes, factors affecting parents' decision



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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

In the age of globalization, English undoubtedly plays a crucial role in communication. English is considered as a *lingua franca* – “language used for communication between two or more groups that have different native languages” (“Lingua Franca,” 2015). English is a very popular language which many people around the world communicate in and learn. The reasons why English is important and many people attempt to learn it are that they are learning for job hunting, traveling, conversing with others, doing business, test taking, or doing research. As students, they learn English because they intend to gain knowledge for understanding textbooks written in English and to be ready for further higher education (“Important of English Language,” 2015).

Moreover, in this competitive era, English is the international working language. Thai employees with good English proficiency are needed in many companies because of the effect of economic power on the future of the language, as pointed out by Mackey (2003). As can be seen from the advent of the ASEAN community in 2015, where 10 ASEAN member countries opened their national borders, Thai people have to compete against other member nations in the job market, in which English competency is needed (Daranee Choomthong, 2014). It is expected that people who have a high level of English skill will also have more opportunities in the job market.

Thailand as a part of the world and ASEAN member nations also trends to place an importance on the English competency of Thai students. In order to stay on top of the growing trend, schools in Thailand have increased bilingual programs to support students. According to the curriculum under the Ministry of Education, the bilingual curriculum in Thailand is referred to as “English Program”. It involves teaching most subjects in both English and Thai (except Thai language). Unlike

international schools, “the curriculum is provided or adjusted to be a self-organized curriculum, which is not the Ministry of Education's. The medium of teaching and learning in classes is foreign language. Furthermore, students can study in this institute without restriction or limitation on nationality, religion or government regime, and are not against the morality or stability of Thailand” (Ministry of Education, 2007 as cited in Nattakrit Shewaraksakul, 2016). The junior high school in this study also offers a bilingual program as an alternative for parents who want their children to improve their English proficiency skills. The advantages of bilingual education are that it is an alternative program for parents who prefer their children to have English skills without abandoning aspects of Thai culture and it has a lower cost compared to studying abroad or in international schools. In addition, bilingual programs are able to meet the requirements of the growing demands of globalization better than a purely Thai curriculum (Bax, 2010; Patee Tintavee, 2010).

According to its website, the junior high school in the current study started the pilot the project for the bilingual program in 1996 with a course for junior high school students (M.1-M.3). This project opened for applicants who completed their elementary school and who were interested in improving their English knowledge and skills for using English in higher education. The subjects taught in English were mathematics, science, social studies, health education, physical education (P.E.), and technology. Moreover, in 1997 the school was selected by the Ministry of Education to be a member of the Thailand and Singapore Partner School Program. Then, in 1999, this junior high school and P. H. School, Australia signed a memorandum to start a Sister School Program. The main responsibility of the program is to provide an opportunity for students to learn and practice English using all four skills, namely, listening, speaking, reading, writing, and enable them to use their English skills more effectively and efficiently in their future studies or career life.

In the schooling of children, parents are very important sources of family involvement (Casper, Lopez & Wolos, 2006). A lot of parents realize the significance of learning English language as it promotes academic outcomes including

opportunities in further education and career life of their students. Therefore, many of them try to enroll their children in English education.

Many research projects on parents' decisions on selecting bilingual education for their children revealed positive outcomes (Alhussein & Milian, n.d.; Craig, 1996; Delorenzo, 2013; Gonzalez, 2008; Jang, 2012; Panita Ubolnoi, 2011; Shang, Ingebritson & Tseng, 2007; Soltanieh, 2014; Tavit & Isisag, 2008; Wu, 2005). Parents who support bilingual programs see them as important not only for its academic benefit, but because they promote opportunities to appreciate other cultures and support career opportunities. However, some research projects have looked at the reasons that parents did not enroll their children in bilingual education. The study of Martinez (2012), the author of "Parents' Perceptions and Attitudes for Denying Bilingual Education", indicated a) a lack of support for bilingual programs, b) a lack of information about bilingual programs in general, and c) a lack of understanding of the enrollment guidelines.

Few studies have focused on the 7Ps marketing mix and its affect parents' decision on selecting bilingual programs for children in junior high school. This research will investigate these marketing mix factors plus the other 'P' of the marketing mix - the eighth 'P'- Productivity and Quality. Furthermore, in-depth interviews on parental attitudes toward the program will be conducted in order to clarify the findings. The results of this study may useful for schools to analyze and design factors to match with parents' expectations; to design lesson plans, courses, textbooks, materials, and activities; to arrange teachers training; to expand bilingual programs in senior high schools (M.4-M.6); and to be a model to establish bilingual programs in other institutes.

1.2 OBJECTIVES OF THE STUDY

The objectives of this study were the following:

- 1.2.1 To investigate parents' attitudes toward a bilingual program at a junior high school.
- 1.2.2 To study the factors that influence parents' decision to enroll their child in a bilingual program at a junior high school.

1.3 RESEARCH QUESTIONS

This study aimed to answer the following questions:

- 1.3.1 What are parents' attitudes toward a bilingual program in a junior high school?
- 1.3.2 What marketing mix factors influence parents' decision to enroll their child in a bilingual program?

1.4 DEFINITION OF TERMS

The definition of the terms of this study is as follows:

- 1.4.1 **Parents:** either father or mother or guardian who plays the most important role in enrollment of their children in a bilingual program in M.1-M.3 at a junior high school.
- 1.4.2 **Bilingual Program:** education in an English-language school system in which students with little fluency in English are taught in both their native language and English ("Bilingual Education," 2015).
- 1.4.3 **Attitude:** defined as feelings, beliefs and behaviors that people hold toward objects or groups or events that will influence their reaction in positive or negative ways (Soltanieh, 2014).
- 1.4.4 **Factor:** a fact or situation that influences the result of something ("Factor," 2015)
- 1.4.5 **Parents' Decision:** the choice or judgment that a parent makes after a period of discussion or thought on enrolling their children in a bilingual program in M.1-M.3 at junior high school

1.4.6 Marketing Mix: a combination of all the factors at the command of a marketing manager to satisfy the target market (McCarthy, 1964 as cited in Khan, 2014)

In this study, the 8Ps Marketing Mix consists of Product, Price, Place, Promotion, People, Process, Physical evidence, and Productivity and Quality.

1.5 SCOPE OF THE STUDY

This study was limited to investigate the attitudes and factors affecting Thai parental decisions on enrolling their children in a bilingual program at a junior high school. The population was 266 parents whose children studied in this program in M.1-M.3. The parents whose children studied in M.1-M.3 of other program and parents whose children study in M.4-M.6 were excluded (as bilingual program is available for M.1-M.3 only). The participants were chosen using the convenience sampling method. The participants were asked to fill out a questionnaire and 10 of them were asked to express their opinions through a semi-structured interview. A questionnaire and interviews were the research instruments. The questionnaire was written in a Thai version was given to the teacher who then gave it to students to deliver to their parents. The interviews were conducted via telephone or face to face at the participants' convenience.

1.6 THE LIMITATIONS OF THE STUDY

This study was conducted mainly to examine the attitudes and factors affecting Thai parental decisions on enrolling their children in a bilingual program at a junior high school. Hence, the research findings may not be generalized to all Thai parents who enroll their children in bilingual programs.

1.7 SIGNIFICANCE OF THE STUDY

1.7.1 The findings of this study could be useful for schools to analyze and design lesson plans, courses, textbooks, materials, activities, and also arranging teacher training.

1.7.2 The findings on parents' criteria for choosing a bilingual program for their children will be useful for the school to expand the bilingual program to children in senior high school (M.4-M.6).

1.7.3 The investigation will provide information that may be useful for educators and school official of other institutes to use as a model to establish bilingual programs.

1.8 ORGANIZATION OF THE STUDY

The contents of this study are divided into five chapters as follows:

Chapter 1: The introduction consists of background of the study, objectives of the study, research questions, definition of terms, scope of the study, limitations, significance of the study, and organization of the study.

Chapter 2: This chapter includes the literature review of bilingualism, marketing mix, and consumer behavior. Relevant research is also included in this chapter.

Chapter 3: The methodology includes participants of the study, materials, procedures, data collection, and data analysis.

Chapter 4: This chapter provides an analysis of the findings, and an interpretation of the results

Chapter 5: The study finishes with summary of the study, summary of the findings, the discussions, the conclusions, and recommendations for further studies.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews the literature in four main areas: (1) the concept of a bilingual program, (2) the concept of the 8 Ps of services marketing: marketing mix, (3) the concept of consumer behavior, and (4) relevant research.

2.1 THE CONCEPT OF A BILINGUAL PROGRAM

2.1.1 Bilingualism

Various definitions of bilingualism have been proposed. A few will be provided in order to clarify the concept. Beginning with the definition of Hamers and Blanc (2000), bilingualism refers to interacting with two linguistic codes with the same communication result.

Butler and Hakuta (2004) as cited in Soltanieh (2014) define bilinguals as persons or groups of people who are able to communicate in oral and/or written forms in different degrees of competency, in order to interact with others in society who speak one or more languages. Bilingualism can be determined as psychological and social states of persons or groups of people that result from communications with two or more languages.

Another concept is about balance in two languages. Baker (2006) as cited in Tavit & Isisag (2008) states that one particular group of bilinguals who are equally fluent communicating in both first and second languages in a variety of contexts may be called a balanced bilingual.

To balance in two languages is not easy to achieve. A far more effective approach to develop bilingualism depends on a “language plan” (Rosengberg, 1996). Different families have distinctive meanings of “bilingualism”. Some parents are satisfied if their children are able to listen in both languages but speak only one language, whereas other families expect them to be literate in both the native and target language. Developing their children to be bilingual depends on “the language

plan”. Families who take time to consider how their children can be developed in two languages tend to be more successful than others.

As can be seen, there are many aspects to bilingualism and how it is defined. These aspects consist of firstly being able to communicate orally or in writing as well as interacting with other people in society (Hamers & Blanc, 2000; Butler & Hakuta, 2004 as cited in Soltanieh, 2014); second, is fluency in two languages (Baker, 2006 as cited in Tavit & Isisag, 2008); and the last one is having competence in language skill (Rosengberg, 1996).

2.1.2 Bilingual Education

According to the Merriam-Webster online dictionary, a bilingual program is “education in an English-language school system in which students with little fluency in English are taught in both their native language and English” whereas the University of Michigan states that “bilingual education is a form of education in which information is presented to the students in two (or more) languages.” Technically, bilingual refers to an educational system that uses more than one language. What differentiates various ‘bilingual’ programs is the degree to which multiple languages are used (Tavit & Isisag, 2008 citing Marshall, n.d.).

There are various models of bilingual education and the implementation of these programs in the educational system as follows:

2.1.3 Bilingual Program Models

2.1.3.1 ESL Pull-out is a model commonly introduced in kindergarten. Learners are mainstreamed into classrooms, but are “pulled out” for a part of each day such as twenty minutes or a few hours to obtain instruction in English as a second language. However, as students try to learn the target language, they may not follow the content areas (Tavit & Isisag, 2008 citing Rennie, 1993).

2.1.3.2 Immersion Bilingual Programs is a model in which English is not taught as a separate subject; English instruction is used in all subjects. Teachers use gestures and materials as media to evolve the language acquisition of the learners as they explore content areas and other curricula (Tavil & Isisag, 2008 citing Ibid, n.d.).

2.1.3.3 Transitional Bilingual Education is a model focusing on two parts. The first part is providing content in the mother tongue language in order to make sure students are competent in academic skills and have fluency in their first language. The second part is assisting learners to transfer to the target language by teaching English as a second language; and also providing other classes such as music or physical education in English. The model is a bridge helping students easily transfer to a second language. The program may use English on alternating days, alternating times, or dividing subjects to teach in English (Tavil & Isisag, 2008 citing Roberts, 1995).

2.1.3.4 Two-way bilingual programs or developmental bilingual programs or dual language programs, group native language children from a single language background together with children who speak English in the same classroom. This is nearly a balance of native language and second language students. Instruction is in both English and the mother tongue (Rennie, 1993).

2.1.4 Bilingual education in Thailand

English Programs or Bilingual Programs were established in Thailand by decree of The Thai Educational Reform 1999, in order to provide Thai students with English competency to deal with the global economy (Patee Tintavee, 2010). According to Bax (2010), English Bilingual Education (EBE) in Thai terms and in the Thai school system is as follows:

Thailand uses the term '**English Program**' or **EP** to refer to a program with English as the medium of instruction. Regarding the Bureau of Education Innovation, Ministry of Education (2003), the programs are divided into two types: Mini English Program and the English Program:

Firstly, the **Mini English Program (MEP)** is a program teaching English in at least two core subjects from nine. This program excludes Thai language and social studies related to Thai culture. At least 8-14 hours per week are taught using English as the medium of instruction.

Secondly, the **English Program (EP)** is a program teaching English in at least four core subjects from nine. This program excludes Thai language and social studies with related to Thai culture. At least 15 hours per week were taught by using English as a medium instruction.

In this case, the bilingual program of the junior high school (the target school of this study) is an English Program (EP) as the subjects taught in English are more than four subjects: mathematics, science, social studies, health education, physical education (P.E.), home economics and technology.

English Programs in Thailand are under the regulations of Thai government decrees such as teachers' qualifications or subjects to teach. The purpose of these regulations are to ensure that English Programs do not negatively affect the learning of Thai or Thai customs and practices according to the Ministry of Education 2001, Policy 3 and 4 (Bax, 2010).

2.2 THE CONCEPT OF 8 Ps OF SERVICES MARKETING: MARKETING MIX

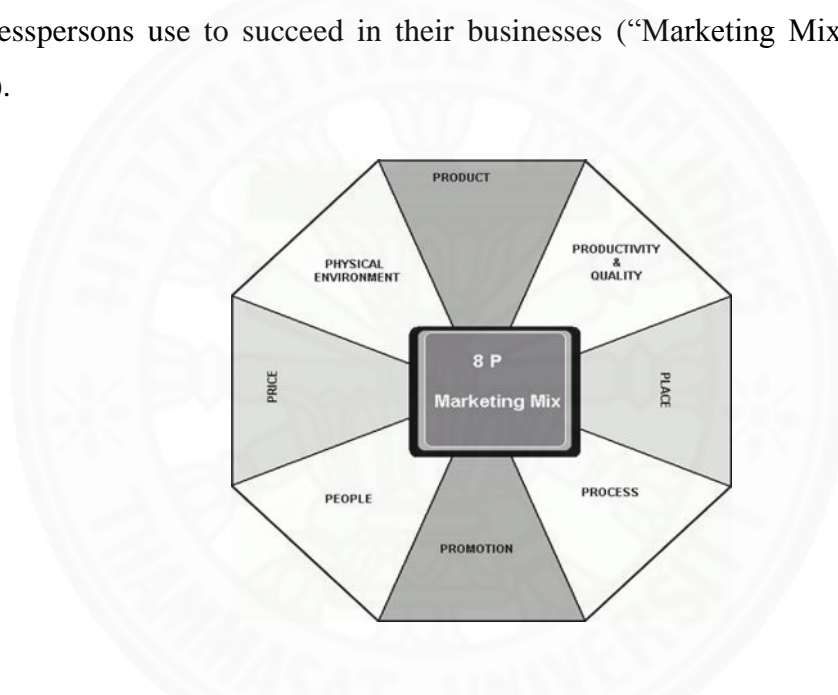
Khan (2014) citing in Rafiq and Ahmed (1995) quoted the definitions of marketing mix as follows:

“Marketing mix is a combination of all the factors at the command of a marketing manager to satisfy the target market” (McCarthy, 1964).

“Marketing mix [is] the controllable variables that an organization can co-ordinate to satisfy its market market” (McCarthy & Perreault, 1987).

“Marketing mix is the set of controllable marketing variables that the firm blends to produce the response it wants in the target market” (Kotler & Armstrong, 1989).

For successful marketing, the following are the key issues. The traditional marketing mix is known as the 4Ps—Product, Price, Place and Promotion. Nowadays, another four ‘P’s have been added—People, Process, Physical evidence, and Productivity and Quality. These considerations are known as the 8Ps of services marketing or the marketing mix. These 8Ps are the marketing strategies that businesspersons use to succeed in their businesses (“Marketing Mix and the 7Ps,” 2009).



Figures 1.1 The 8 Ps of Services Marketing: Marketing Mix

(“The 8 Ps of Services Marketing,” 2011)

The following are the marketing mix, the first 4 P’s being the main and the other 4 P’s being the expanded marketing mix.

2.2.1 Product

The concept of this product as shown on website of Business-Fundas (2010) and in Bushong and Koku (2012)’s view is the core and complementary services offered. This is “the thing” that will fulfill the needs of the buyer. If the product is faulty, everything else fails.

In this study, the product is bilingual curriculum. The curriculum in the view of Wiles and Bondi (2002) refers to “a four-step *plan* involving “purpose, design, implementation and assessment” as well as handling the “experiences of the learner.”

Ornstein and Hunkins (2004) demonstrate that “[curriculum] refer to “*a plan* for action or a written document that includes strategies for accomplishing desired goals or ends.”

2.2.2 Price

Price is one of the most essential factors that affect the customer’s satisfaction level. It is often considered a representative for quality of products and services (“The 7 Ps of Services Marketing,” 2010). Bushong and Koku (2012) state that a company should set the price at the amount that customers can afford, not at the cost of providing the service.

In this study, price is the tuition fee of the program. “Tuition fees refers to any charges which parents an/or students pay to the school for the initial enrollment such as tuition, library fee, activities or material and equipment charges, and special English course fee” (Thai Ministry of Education, 2003).

2.2.3 Place

According to Bushong and Koku (2012), place “represents the specific location where the company delivers the services, as well as the specific time of the day and year that work is performed. This element often offers a various side of value (utility) to the customer. [...] and services are often chosen for their place utility.” ; the greater the proximity and convenience, the higher the probability of a purchase (“The 7 Ps of Services Marketing,” 2010).

In this study, place is the location of the school, the contact channel between the parents and the school, which should be located in a convenient location and easy to contact.

2.2.4 Promotion

Promotion is the factor referring to “the perception the possible target audience may have about the service.” There has to be a fit between the promotion and the positioning of the products and services (“The 7 Ps of Services Marketing,” 2010). Moreover, Bushong and Koku (2012) reported that this factor represents the ways used to confirm that customers who need the company’s services are aware that the company is offering them. The company should use varieties methods to promote its products and services.

In this study, promotion refers to using brochures, pamphlets, newspapers, and the Internet to advertise the bilingual program or activities that promotions such as reducing tuition fees or distributing free books for the students.

2.2.5 People

People are significant in service delivery. These refer to employees who provide services for the company. They must have the necessary technical skill, the enthusiasm to do the work, and the proper interpersonal skills to make a positive impression and ensure customer satisfaction (Bushong & Koku, 2012). The reputation of the brand relies on people. All staff must be well trained, motivated and have a positive attitude (“Marketing Mix and the 7Ps,” 2009). According to website of Business-Fundas.com (2010), “intensive training for manpower on how to handle customers and how to deal with eventualities is vital for the success.”

In this study people are the directors, teachers, and staff. Apichart Patpong (2002) states those personnel means people who teach in school using English as an instruction including Thai and foreign teachers.

To ensure the effectiveness of bilingual curriculum, teachers should have bilingual qualifications. Morgan (1999) asserts that “the quality of teachers will determine the effectiveness of any bilingual initiative” cited in Apiramon Ourairat (2011).

2.2.6 Processes

According to website of Business-Fundas.com (2010), “processes are important to deliver a quality service to customer satisfaction. Services being intangible, processes become all the more essential to assure standards are met with.” The crucial ways to keep customers happy is delivering on the small issues such as short times to wait, giving complete information and supportive staff (“Marketing Mix and the 7Ps,” 2009).

In this study, processes are the relationship between the school and community and learning activities. The relationship between the school and community means the school supports parents’ participation in school events such as curriculum development, parent and teacher conference, and other activities that support the effective learning of students (Panisa Promano, 2008; Nopamet Thammabavon, 2008 as cited in Krisana Aekpanyachai (2012).

Sunee Kietmapornsak (1997) states that learning activities refer to any activities that support an effective learning process and promote learners to achieve the learning purpose. In learning activities management, the school should pay attention to students’ performance. Students are able to perform creatively. For students to gain more knowledge, the activities should be arranged inside and outside classroom so students can learn from the real experience. After the learning process, student evaluations should be appropriate, valid, and reliable (Office of the Education Council, 2002 as cited in Rampar Sae-Tan, 2009).

2.2.7 Physical evidence

Physical evidence also affects the customer satisfaction level (“The 7 Ps of Services Marketing,” 2010). The company should help buyers ‘see’ what they are purchasing such as case studies and testimonials. In addition, clean, tidy and well-decorated facilities can convince customers to make purchases (“Marketing Mix and the 7Ps,” 2009). Customers evaluate the quality of experience via this physical

evidence (“The 7 Ps of Services Marketing,” 2010). However, the evidence and the customers who receive the services must be consistent (Bushong & Koku, 2012).

In this study, physical evidence refers to the environment and learning and teaching materials. Firstly, environment, Panisa Promano (2008) as cited in Krisana Aekpanyachai (2012) writes that it means building, study halls, study laboratories, or area surrounding the school, which should be clean, beautiful, and well organized. Learning rooms and learning & teaching materials should meet the requirement of students and teachers. Moreover, the atmosphere of the school should be impressive.

Kulaya Tantiplacheva (2008) as cited in Krisana Aekpanyachai (2012) states that environment both inside and outside a classroom is a learning place for students to learn and practice by themselves. Moreover, the school should provide learning corners in classroom to serve the students.

Secondly, it refers to learning and teaching materials. “Learning media or learning materials refer to tools for assisting students to efficiently acquire knowledge, skill, processes and characteristics as specified in the curriculum standard and supporting the learning process management. There are a variety of types such as natural media, print media, technological media and several local learning networks” (Thai Ministry of Education, 2008).

As learning and teaching materials form an essential part of English learning, the research study of Howard and Major (2004) on “Effective English Language Teaching Materials” suggested 10 guidelines for teachers to design materials to support teachers’ teaching and students’ learning as follows:

- 1) Being contextualized
- 2) Activating interaction and being generative in terms of language
- 3) Stimulating students to develop learning skills and strategies

- 4) Allowing for a focus on form as well as function
- 5) Offering occasions for integrated language use
- 6) Being authentic
- 7) Linking to each other to improve skills, understandings and language items
- 8) Drawing attention to learn
- 9) Having proper instructions
- 10) Being adjustable

2.2.8 Productivity and Quality

Productivity is “a necessity in cost management for improving in integral services management”; but **Quality**, as defined by the customer, is significant for a company to make a distinction itself from others (“The 8 Ps of Services Marketing,” 2011). Customers perceive the quality of the products or services that they receive based on their expectations. If the quality of service meets or exceeds customer expectations, they will have a high satisfaction level as stated by Bushong and Koku (2012).

In this study, the productivity and quality refers to the expectations of parents who enroll their children in the bilingual program. Parents’ expectation involve the outcome of their pupils, which are supporting educational progress (Soltanieh, 2014), providing better job opportunities (Gonzalez, 2008; Shang et. al., 2007), providing the chance to learn communication skill (Shang et. al., 2007), and encouraging children to socialize with native-speaking friends and expose them to native-speaker media (Alhussein & Milian, n.d.).

2.3 THE CONCEPT OF CONSUMER BEHAVIOR

Durmaz (2014) points out that consumer behavior involves emotion and physical activities that persons engage in when selecting, purchasing, using and disposing of products and services so as to satisfy needs and aspirations.

2.3.1 CONSUMER PURCHASE DECISION PROCESS

The buying decision process is the stages a customer goes through before buying products and services. The Five Stages of Consumer Behavior consist of 1) problem recognition, 2) information search, 3) alternative evaluation, 4) purchase decision, and 5) post-purchase behavior.



Figures 1.2 Five Stages of Consumer Behavior

(“Consumer behavior,” n.d.)

2.3.1.1 The first stage, Problem Recognition: Perceiving a Need

Firstly, the consumer differentiates between an individual's ideal (internal stimulus) and actual situations (external stimulus) to determine whether it is big enough to trigger a decision or not. In this stage, the need or problem can be simple or complex (“Consumer behavior,” n.d.; Sahney, n.d.).

2.3.1.2 The second stage, Information Search: Seeking Value

After recognition of the problem and need, consumers will search for information to clarify the options by first, **internal search**: this is a process of recalling the previous experience with products persons have used (“Consumer behavior,” n.d.). If the internal source is insufficient, the next stage, **external search**, is used to avoid risk of a wrong decision (Sahney, n.d.).

2.3.1.3 The third stage, Alternative Evaluation: Assessing Value

This step helps customers to understand the problem before purchasing by suggesting some criteria. These criteria of evaluation include both objective and the subjective factors. They consider whether the value is sufficient or not among all the products and services that he or she would like to purchase (“Consumer behavior,” n.d.).

2.3.1.4 The fourth stage, Purchase Decision: Buying Value

After the consumers have evaluated several alternatives, they select a particular brand. The purchases may be first or repeat purchases. Three possibilities that consumers may consider in further decision making are 1) from whom to buy; 2) when to buy; and 3) where to buy from (“Consumer behavior,” n.d.; Sahney, n.d.).

2.3.1.5 The fifth stage, Post purchase Behavior: Value in Consumption or Use

After the purchasing stage, the buyer compares it with the expectations to evaluate whether they are satisfied or not. Satisfaction or dissatisfaction impacts consumers’ value perceptions, communication, and repeat-purchase behavior. Therefore, companies often work in this stage to produce positive post-purchase behavior by trying to convince customers that their decision-making was correct (“Consumer behavior,” n.d.), such as following up to communicate with customers about the variety of features and benefits of a product or service compared to others (Sahney, n.d.).

2.3.2 PSYCHOLOGICAL INFLUENCES ON CONSUMER BEHAVIOR

The concepts of motivation and personality; perception; learning; values, beliefs and attitudes; and lifestyle are helpful in interpreting purchasing processes. The details are as follows:

2.3.2.1 Motivation and Personality

Kerin, Hartley and Rudelius (n.d.) state that motivation and personality are concepts that are closely related and used to explain why different persons do different things.

1) Motivation

According to Ryan and Deci, 2000, “to be motivated means *to be moved* to do something.” An individual who feels no energy or inactive is considered to be an unmotivated person.

In Self-Determination Theory (SDT), Ryan and Deci (2000) citing Deci and Ryan (1985) divide motivation into two types based on the diverse reasons or purposes that lead to an action. The first one is *intrinsic motivation*, which refers to doing something because it is interesting or pleasurable from the inside, and the second one is *extrinsic motivation*, which refers to doing something because it brings a tangible result (Ryan & Deci, 2000).

2) Personality

Personality is the self-concept of an individual, the way persons see themselves and the way they believe other people see them (Kerin, Hartley & Rudelius, n.d.)

2.3.2.2 Perception

Perception is the process by which “individuals understand the world around them based on information received through their senses.” Persons see things in the world differently. They selectively perceive what they want no one can see or feel the same idea in the same event (“Consumer behavior,” n.d.; Durmaz, 2014).

2.3.2.3 Learning

Kerin, Hartley and Rudelius, n.d. and Blythe (2008) state that people’s behaviors that result from repeating their earlier experience and reasoning is the process of learning. Learning can be divided into two types: 1) behavioral learning and 2) cognitive learning.

First, **Behavioral learning** is “the process of developing automatic responses to a situation built up and through repeated exposure to it” while, second, **Cognitive learning** is “a type of learning that buyers learn through thinking,

reasoning, and mental problem solving without direct experience” (Kerin, Hartley & Rudelius, n.d.).

2.3.2.4 Values, Beliefs, and Attitudes

Attitude Formation

Kerin and colleagues point out that an attitude is a “learned predisposition to respond to an object or class of objects in a consistently favorable or unfavorable way.” It composed of our values and beliefs, which are learned.

Values are personally or socially preferable modes of conduct or states of existence that are enduring (“Consumer behavior,” n.d.).

Beliefs are customer's subjective perception of how well a product and service or brand performs in terms of various attributes (Kerin, Hartley & Rudelius, n.d.).

According to McLeod, 2009; citing Hogg & Vaughan 2005, p. 150, an attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies toward socially significant objects, groups, events or symbols".

Another meaning of attitude is that it is "...a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (McLeod, 2009; citing Eagly & Chaiken, 1993, p. 1).

Attitude is defined as feeling, beliefs and behaviors that people hold toward objects or groups or events that will influence their reaction in positive or negative ways (Soltanieh, 2014).

Parental attitudes toward schooling are undoubtedly affected by many factors. Attitudes to schooling may be related to perceptions of the effects of education on character development, status in the society, the continuity of traditional roles, and other social factors (Weir, 2000).

2.3.2.5 Lifestyle

Lifestyle is a way of living that is determined by activities, interests, and opinions. It is about how an individual spends time; what an individual considers important in the environment; what an individual thinks of self and the world (“Consumer behavior,” n.d.).

2.3.3 SOCIOCULTURAL INFLUENCES ON CONSUMER BEHAVIOR

Sociocultural factors that impact customer behavior consist of personal influence, reference groups, the family, social class, and culture and subculture.

2.3.3.1 Personal Influence

The buying process of customers is often influenced by others’ viewpoints, opinions, or behaviors. Two very important aspects of personal influence are opinion leadership and word-of-mouth.

Firstly, opinion leadership or opinion leaders are persons who use or person who have knowledge about particular products and service, so their views affect others to use those products and service. Secondly, word of mouth is the most powerful activity because it is an authentic information source for consumers that contains both positive and negative views (“Consumer behavior,” n.d.; Kerin, Hartley & Rudelius, n.d.).

2.3.3.2 Reference Groups

These groups impact buyer purchases because they influence the information, attitudes, and eagerness levels that help set a buyer’s standards. It can be divided into three groups that have clear marketing implications as follows (Kerin, Hartley & Rudelius, n.d.);

- 1) **Membership group:** an individual actually belongs to a group
- 2) **Aspiration group:** an individual wishes to be a member of or wishes to be identified with a group
- 3) **Dissociative group:** an individual wants to keep their distance because of having diverse values or behaviors

2.3.3.3 Family Influence

These sources of family influence consist of consumer socialization, family life cycle, and decision making influences on consumer behavior.

1) Consumer socialization is the process by which persons gain the skills, knowledge, and attitudes necessary to function as buyers (Kerin, Hartley & Rudelius, n.d.).

2) Family Life Cycle includes young singles, young married without kids, young married with kids, the older married, and the older unmarried (“Consumer behavior,” n.d.).

3) Family Decision Making: there are two styles of decision-making first, either the wife or husband makes a decision and second, most decisions are made by couples (“Consumer behavior,” n.d.).

2.3.3.4 Social Class

Kerin and team (n.d.) state that social class is “the relatively permanent, homogeneous divisions in a society into which individuals sharing similar values, interests, and behavior are grouped. Determinants of social class include occupation, source of income, and education background.” These can be divided into three classes: upper classes, middle classes, and lower classes (“Consumer behavior,” n.d.).

Pandey and Dixit (2011) point out that persons can move up or down during their lifetime from one social class to another.

2.3.3.5 Culture and Subculture

“Culture is defined as the set of values, ideas and attitudes that are accepted by a group of persons and transmitted to the next generation” (“Consumer behavior,” n.d.) while subcultures are defined as groups within a bigger culture, which provide more specific values, ideas, and attitudes for its members (Kerin, Hartley & Rudelius, n.d.; Pandey & Dixit, 2011).

2.4 RELEVANT RESEARCH

The factors that affect parents' decisions to enroll their children in a program or school are numerous: attitude, belief, behavior, perception, motivation, and marketing mix. Many researchers have studied these relevant topics.

Beginning with attitude, Craig (1996) investigated "parental attitudes toward bilingualism in a local two-way immersion program". The participants of this study were Anglo and Latino parents of 194 learners that participated in a Spanish-English two-way immersion program in one public school district in the American east. Questionnaires both in Spanish and English were used as the tools to survey the relationships between parents' attitudes toward bilingualism and their reasons for sending their kids to the two-way program.

Tavil and Isisag (2008)'s work mainly focused on attitudes toward bilingual kindergartens of 50 parents whose children studied at "Neşeli Adımlar Kindergarten", Turkey. The instrument was a questionnaire consisting of 15 statements for parents to rate their attitudes regarding their children's education in a bilingual kindergarten. In addition, Alhussein and Milian (n.d.) conducted research on "Saudi parents' attitudes toward their children learning English as a second language in the United States". This study examined the attitudes of Saudi parents living temporarily in the United States toward their kids studying English as a second language. Interviews were conducted to find out whether or not parents supported their children studying English in the United States. The questions in the interview were divided into three main parts: (a) the background of parents; (b) the parents' attitudes; (c) the children's English acquisition.

Some research findings support bilingual education. Parents in Craig's (1996) study viewed that two-way immersion was a model for bilingual education that supports bilingualism in language-majority as well as in language-minority children, while promoting equal educational opportunity for both groups. In addition, most of the parents favored bilingual kindergarten (Tavil and Isisag, 2008); Saudi parents had

favorable attitudes toward their students learning English as a second language (Alhussein & Milian, n.d.).

Perception is also a factor that previous researchers were interested to examine. Shang and team's (2007) research focused on the perceptions of Taiwanese parents toward English learning in a bilingual elementary school level. The study aimed to investigate Taiwanese parents' views and reasons for enrolling their children in bilingual English-Taiwanese kindergarten. Their participants were eleven parents whose children were participating in such a kindergarten. The instrument of this study was a semi-structured interview, which at most 45 minutes. The results indicated that parents strongly supported the bilingual kindergarten because it not only provided the chance to learn communication skills, but also more job opportunities for their children.

However, Martinez's (2012) study of parents' perceptions and attitudes for denying bilingual education had contrary findings. The purpose of his research was to investigate the perceptions of Hispanic parents toward the bilingual program and the reasons why they did not choose the program. This study investigated factors that affected parents' decision to choose an education program for their children. A questionnaire with open-ended questions and semi-closed questions was the instrument used to collect data. The results revealed a) a lack of support for the bilingual program, b) a lack of information about the bilingual program in general, and c) a lack of understanding of the enrollment guidelines were the reasons they had for denying bilingual services.

This information is valuable for school educators to understand parents when faced with this situation in order to improve program services to meet the expectations of parents.

Furthermore, some researchers' work has focused on two areas together, such as "attitude and behavior", "belief and attitude", or "motivation and attitude".

For instance, Wu (2005) conducted research on the attitude and behavior toward bilingualism of Chinese parents and children. The subjects of this study were fifteen Chinese families in the Phoenix metropolitan area in Arizona. The design for this study was the qualitative method. The instrument for data collection was interviews and the researcher's observation. The data was analyzed by transcribing the interviews and coding them to find similar patterns from the content. Next, Delorenzo (2013) studied "parental beliefs and attitudes on enrollment in a dual language program at an elementary school". His participants consisted of sixty parents of students participating in a dual language education program (DLE) in a central Florida public school system. The research's goal was to examine parental attitudes toward immersion programs and define the reasons that parents enrolled their children in DLEs. Another study was conducted by Gonzalez (2008) on the parental motivations and attitudes toward a Spanish two-way immersion program in the Midwest. She stated that the purpose of her study was to explore the attitudes, motivation, and experiences of a group of Latino Spanish-speaking and Anglo English-speaking parents whose students were studying in a new Spanish two-way immersion as kindergarten and first grade students. This study employed a phenomenological methodology to analyze parents' responses. The instruments were face-to-face and phone interviews asking parents to express knowledge of TWI programs, reasons for sending their children to be students, and the activities and experiences of having their child in the TWI program.

Some findings of studies have been positive toward bilingual programs. Chinese parents in Wu's (2005) work shared similar favorable attitudes toward maintaining Chinese as well as learning English well for academic purposes. Delorenzo's (2013) participants thought that the comfortable communicating of their child with Spanish speakers was the most significant reason for enrollment. All guardians conclusively agreed that the dual immersion program was a success for their children. Moreover, Latino parents and Anglo parents in the study of Gonzalez (2008) shared similar motivations: bilingualism, biliteracy, and better job opportunities were the reasons for sending their children to the program. Maintaining native culture is one of the core reasons for sending their child to the program for Latino parents, whereas Anglo parents preferred their child to learn a target language at an early age.

In other research, Jang (2012) studied the parental attitudes, motivations and home literacy practices regarding bilingualism between Korean and English languages. The participants of the study were 218 parents of the children who were in elementary school in Korea and asked to answer a questionnaire that consisted of three parts: attitudes, motivation, and home literacy practices. The variables under study included gender, age, and socioeconomic status of the families.

Soltanieh (2014) conducted research on the topic “Parental attitudes to bilingualism and parental strategies for developing first and second language skills in bilingual children”. The subjects were families who had bilingual children and were living and participating in kindergarten in the Stavanger area of Norway. Participants in this study had a variety of nationalities. The mothers/fathers in each family were from: Greece/Greece, Romania/Romania, Poland/Poland, Finland/England, Norway/Mexico, Norway/England, Ethiopia/Ethiopia, India/India, Nepal/Nepal, and Iran/Iran. As a qualitative study, semi-structured interviews were used as the instrument and ten parents volunteered to take part in this research. The main outcomes of the study displayed that the skill in which parents were involved with their children very much were reading and writing skill, and motivating their children by buying or borrowing books. For speaking skill, all families had similar activities--dinner-time discussions. Moreover, the interviewees expressed that their students liked listening to songs and stories parents provided. The respondents strongly believed that they should use their native language in the home in order to teach and maintain it.

The studies mentioned had similar outcomes; parents had a favorable opinion toward bilingual programs and preferred to support their children’s bilingual skill at home. “Participants had a highly favorable attitude toward bilingualism, a positive attitude toward motivation and home literacy practices” (Jang, 2012). “All the parents had favorable attitudes to bilingualism. They believed that bilingualism would support the academic progress of their students” (Soltanieh, 2014).

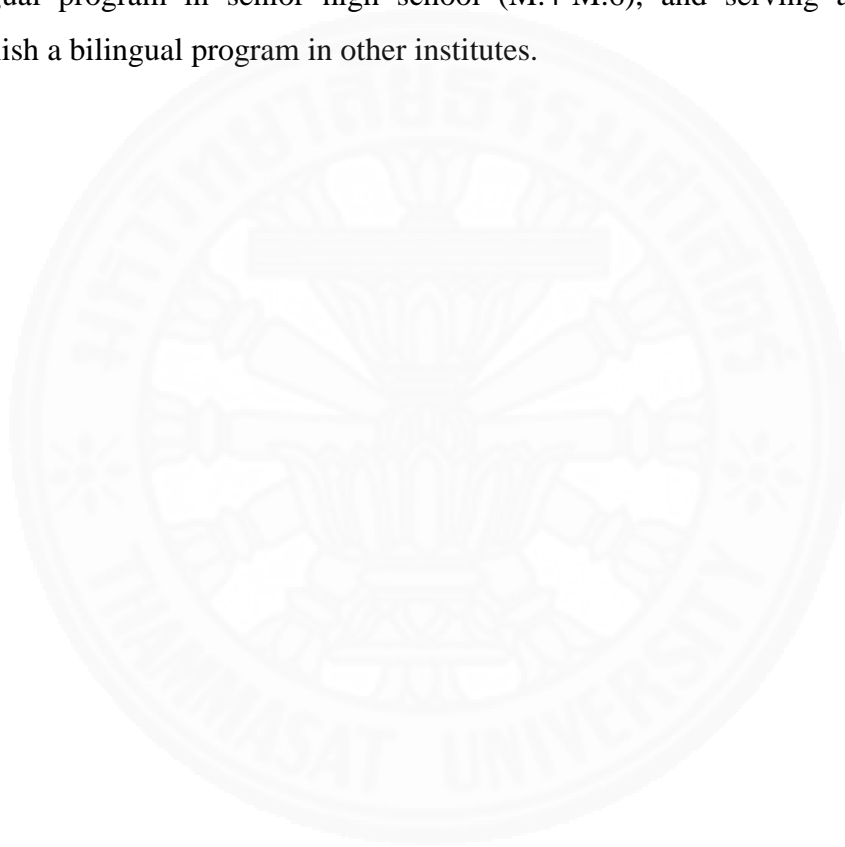
Although majority of results were positive, some parents revealed opposing opinions. They preferred to maintain their cultural mother tongue together with a learning second language as they were afraid that their culture may be lost or mixed. The ways parents helped their children to preserve their native culture included sending their children to native schools (Alhussein & Milian, n.d.; Wu, 2005), communicating in their mother tongue with their children at home (Alhussein & Milian, n.d; Soltanieh, 2014; Wu, 2005.), or encouraging their children to socialize with native friends and expose them to native media (Alhussein & Milian, n.d.).

In order to better understand the factors that influence parents' decision making on children's enrollment, more factors such as the marketing mix in addition to attitudes, beliefs, perceptions, and motivation have to be explored. In Thailand, Panita Ubolnoi (2011) studied how the 7Ps marketing mix (product, price, place, promotion, people, process, and physical evidence) affected the parents' decision to enroll their children in the elementary school (English Program) in Aroonpradit School, Phetchaburi. The sample consisted of the parents whose children were attending primary school year 1-6 (English Program) of the academic year 2011, 100 samples. The instrument used to collect data was a questionnaire. Her results indicated that the marketing mix factors that affected the parents' decision making to choose this school for their children were 1) trustworthiness of this school, 2) condition of time to pay the tuition fee, 3) convenience for transportation, 4) relationship of the teacher and school with the parents, 5) knowledge of the teachers, 6) school services, and 7) school environment and teacher's dress.

As can be seen from this previous research, factors such as trustworthiness, tuition fee payment condition, transportation, or even school environment and teacher's way of dressing were involved with parents' decision making. Therefore, it is worthwhile to investigate these factors of the marketing mix together with parents' attitudes.

However, few studies have focused on the effect of the 7Ps marketing mix parents made decision to select a bilingual program for children in a junior high

school. This research investigated these marketing mix factors and plus the other 'P' of the marketing mix - the eighth 'P' - Productivity and Quality. Furthermore, in-depth interviews about parental attitude toward the program were conducted in order to clarify the understanding and to find out if the results support other work or not. The findings of this study may useful for schools in terms of analyzing and designing programs to match with parents' expectations, designing lesson plans, courses, textbooks, materials, and activities, arranging teachers training, expanding the bilingual program in senior high school (M.4-M.6), and serving as a model to establish a bilingual program in other institutes.



CHAPTER 3

METHODOLOGY

This chapter describes: (1) the participants, (2) the materials, (3) the procedures used in the collection and analysis of the data, (4) the data analysis, and (5) pilot study.

3.1 PARTICIPANTS

The population was the parents at a junior high school. The participants of this study were the parents (either father or mother) who chose a bilingual program for their children. Two hundred and sixty-six parents whose children were enrolled in a bilingual program in M.1-M.3 (bilingual program provided only in junior high school, M.1-M.3, not provided in senior high school, M.4-M.6) were selected by the convenience sampling method as the sample to participate in this study; however, at the end of the survey, only one hundred and seventy-five completed questionnaires were returned.

3.2 MATERIALS

The present study attempted to explore parental attitude toward the program and factors affecting parents' decision to enroll their children in the bilingual program; therefore, a mixed-method, both a quantitative and qualitative approach, was used. The research instruments in the study included a questionnaire (quantitative method) designed to investigate the factors that influence parents to choose the bilingual program for their children. The questionnaire was adapted from Delorenzo (2013), Panita Ubolnoi (2011), and Tavit & Isisag (2008) and divided into three parts. Closed-ended questions, in Thai, were used in the questionnaire.

Quantitative method

Part1: General Information of Parents

In this section, the questionnaire had a checklist of items using a nominal scale as a measurement. The questions were eight items asking for general information of

the parents consisting of gender, age, educational background, occupation, monthly income, study abroad, travel abroad, and influential person. The participants were required to select only one choice that matched their personal information.

Part 2: Parents' Attitudes toward the Bilingual Program

This part was ten items on parents' attitudes toward the bilingual program provided at the junior high school. A five-point Likert scale (Rating Scale) was used as an indicator of the degree of how parents rated their opinions toward the program ranging from "strongly agree, agree, neutral, disagree, and strongly disagree"; the scale and meaning were as follows:

Scale	Meaning
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

Part 3: Factors of Marketing Mix Affecting Parents' Decision to Enroll their Children in a Bilingual Program

In this section, there were sixty-nine items of information on the marketing mix, including Product, Price, Place, Promotion, People, Process, Physical evidence, and Productivity and Quality. A five-point Likert scale (Rating Scale) was designed to rate the parents' degree of importance of each marketing mix factor. The participants rated the five levels of the marketing mix as "extremely important, very important, moderately important, slightly important, and not at all important", with the scale and meaning as follows:

Scale	Meaning
5	Extremely Important
4	Very Important
3	Moderately Important
2	Slightly Important
1	Not At All Important

To test validity, the questionnaire with a five-point Likert scale (Part 2 and Part 3) was evaluated in the form of the Index of the Item-Objective Congruence (IOC) by three experts in the field of English teaching to evaluate the congruence between the questionnaire items and the objectives. The criteria were as follows:

+ 1 means the question is congruent with the objectives

0 means the question is uncertain to be congruent with the objectives

- 1 means the question is not congruent with the objectives

$$IOC = \frac{\sum R}{N}$$

IOC = The Index of the Item-Objective Congruence

R = Score from the expert

$\sum R$ = Total score of each expert

N = Number of the expert

Questionnaire items obtained the IOC between 0.5 – 1.0 are deemed acceptable, whereas the items obtaining the IOC lower than 0.5 must be revised (Harrison, 1983).

Qualitative method

Semi-Structured Interview

In the second part, the qualitative approach, a semi-structured interview, was used to elicit more responses from the participants while having the questions as a guideline. After they chose from the Likert scale in each question, ten respondents

were selected by random sampling (drawing lots) to express their opinions by interviewing in Thai. The questions were seven items in a semi-structured format (adapted from Gonzalez, 2008 and Wu, 2005). Each interview took about 20 to 30 minutes and it was conducted in Thai.

3.3 PROCEDURES

3.3.1 Research Design

This study was a cross-sectional study designed to explore the attitudes and factors that influence parents to enroll their children in a bilingual program at a junior high school. The research used the mix method to examine the findings. First, a survey was used to investigate the attitudes and factors that influence parents to choose a bilingual program for their children. In the participants were selected and data were collected to support the answers of research question at one point in time.

After the questionnaires were evaluated in the IOC form by three experts, a pre-pilot study was conducted with ten participants and once again with twenty parents who were familiar with the population in this study in order to obtain feedback and suggestions such as unclear questions, confusing instructions, and so on. After revision, the questionnaire was distributed to the target group by convenience sampling method as aforementioned. There were two versions of the questionnaire. The first one was written in Thai and the second one was in English. In the second method, the interview, ten respondents were selected to express their opinions by interviewing in Thai.

3.3.2 Data Collection

The questionnaires were distributed to 266 students studying in a bilingual program in M.1-M.3 through teachers at the school. Students delivered the questionnaire to their parents or guardians to complete. After completing the questionnaires, students returned them to their teachers. The questionnaires were written in Thai and English versions; the version parents received was in Thai. There were 87 closed-ended questions.

For the interview, the researcher selected ten respondents to express their opinions by interviewing in Thai; tape recordings and notetaking were used during the interviews. The interviews were face-to-face or telephone interview sessions depending on parents' convenience. After interviewing, the researcher transcribed the conversations to analyze the factors and find similarities and differences through content analysis. The period of data collection was from June 2015 to August 2015.

3.4 DATA ANALYSIS

The quantitative data were analyzed using the Statistical Package for the Social Sciences on Personal Computer (SPSS/PC). Statistical procedures used to analyze the data from the questionnaires were descriptive statistics: frequency, percentages, mean, and standard deviation. Moreover, a five-point Likert scale was used to quantify the attitudes and factors that influence parents to enroll their children in a bilingual program at a junior high school.

3.4.1 Criteria for the Five-Point Likert scale

Scale	Meaning
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

Scale	Meaning
5	Extremely Important
4	Very Important
3	Moderately Important
2	Slightly Important
1	Not At All Important

3.4.2 Interval Scale

$$\begin{aligned}
 \text{Width of interval scale} &= \frac{\text{Maximum value} - \text{Minimum value}}{\text{Number of level}} \\
 &= \frac{5-1}{5} \\
 &= 0.80
 \end{aligned}$$

Each mean could be interpreted into the level of the decision making by using the following criteria.

Rating Score	Meaning
4.21-5.00	Strongly Agree
3.41-4.20	Agree
2.61-3.40	Neutral
1.81-2.60	Disagree
1.00-1.80	Strongly Disagree

Rating Score	Meaning
4.21-5.00	Extremely Important
3.41-4.20	Very Important
2.61-3.40	Moderately Important
1.81-2.60	Slightly Important
1.00-1.80	Not At All Important

3.4.3 Interview Analysis

An interview was another tool used in this study to elicit in-depth information from the parents or guardians on their opinions toward the bilingual program. For the transcriptions of the interview, the researcher categorized the answers to find the frequency by using research questions under the content analysis concept to group the data and look for similarities and differences.

Vaismoradi, Turunen, and Bondas (2013) revealed that based on Powers and Knapp (2006) that content analysis is “a strategy used to analyze large amounts of text in order to find trends and patterns of words used, their frequency, their relationships, and the structures and discourses of communication.”

Below is the standard process for analyzing qualitative data that the researcher used for analyzing in the interview part (Powell & Renner, 2003). It involves;

Step 1: Collect the data

Step 2: Created codes into categories

Step 3: Identify similar or contradictory phrases and patterns

Step 4: Interpret the information

3.5 PILOT STUDY

In order to eliminate confusion from the questionnaire, there were three processes of the pilot study, which were an evaluation in IOC form by three experts, a pre-pilot study, and a pilot study. The IOC evaluation was done from June 18th - 29th 2015 by three experts in the field of English teaching. There was some feedback of the experts regarding the IOC measurement as per below:

Question number 61 should be revised because it was complex in one question. It should be separated into two questions in order to be clear for the participants.

- No. 61 “I expect my child to develop listening skill, speaking skill, reading skill, and writing skill in **English language and Thai language.**” Separated to
 - No. 61 “I expect my child to develop listening skill, speaking skill, reading skill, and writing skill in **English language.**”
 - And No. 62 “I expect my child to develop listening skill, speaking skill, reading skill, and writing skill in **Thai language.**”

After the revision of the questionnaire based on the IOC evaluation, the pre-pilot study was conducted from July 3rd – 4th 2015 with 10 participants and the pilot study was conducted from July 5th – 6th 2015 with 20 participants. In both processes, the pre-pilot and pilot study, all participants understood the meaning in the test instrument and there was nothing to be revised. The questionnaires were ready to distribute to the target respondents.



CHAPTER 4

RESULTS

The previous chapter described the methodology, which consisted of participants, material, procedures, and data analysis. This chapter presents the findings of the study obtained from the questionnaire completed by the parents whose children were enrolled in a bilingual program at a junior high school. A total of 175 copies of the questionnaire out of 266 (around 66% returned rate) were returned to the researcher. To analyze the data, the Statistical Package for the Social Science (SPSS) was used. The analysis is divided into four parts:

- 4.1 General information of the respondents
- 4.2 Parents' attitudes toward bilingual program
- 4.3 Factor of Marketing Mix
- 4.4 Interview results

4.1 GENERAL INFORMATION OF THE RESPONDENTS

The findings in this part explain the general information including gender, age, educational background, occupation, family income, study abroad, travel abroad, alumni, relationship to child, and influential person. Frequency and percentage were used as the analysis methods.

Table 4.1 General Information of the Respondents

General information of parents		Frequency	Percent
1. Gender	Male	67	38.29
	Female	108	61.71
	Total	175	100
2. Age	Not more than 30 years	10	5.71
	31-40 years	42	24
	41-50 years	93	53.14
	51-60 years	23	13.14
	More than 60 years up	7	4
	Total	175	100

Table 4.1 (Continued)

General information of parents		Frequency	Percent
3. Education Background	Primary School	10	5.71
	Junior High School	11	6.29
	Senior High School	18	10.29
	Vocational Certificate	17	9.71
	High Vocational Certificate	24	13.71
	Bachelor's Degree	84	48
	Master's Degree	11	6.29
	Total	175	100
4. Occupation	Government Service	44	25.14
	State Enterprise	6	3.43
	Self-employed/ Business Owner	46	26.29
	Private Employee	47	26.86
	Retired/ Unemployed	13	7.43
	Agriculturist/ Farmer	6	3.43
	Other	13	7.43
	Total	175	100
5. Incomes	Less than 10,000 Baht	22	12.57
	10,000-20,000 Baht	33	18.86
	20,001-30,000 Baht	47	26.86
	30,001-40,000 Baht	21	12
	40,001-50,000 Baht	25	14.29
	50,001-60,000 Baht	12	6.86
	More than 60,000 Baht	15	8.57
	Total	175	100
6. Study abroad	No	167	95.43
	Yes	8	4.57
	Total	175	100
7. Travel abroad	No	114	65.14
	Yes	61	34.86
	Total	175	100
8. Influential person	Your parents	17	9.71
	Your spouse	4	2.29
	Yourself	53	30.29
	Your child	98	56
	Other	3	1.71
	Total	175	100

According to Table 4.1, the general information of the parents surveyed are summarized and discussed as follows.

4.1.1 Gender

The majority of the respondents were female (61.71%) and the other 38.29 percent were male.

4.1.2 Age

In terms of age, the respondents were mostly in the age group of 41 - 50 years old (53.14%), while the second largest age group (24.00%) was under 30 - 40 years old, followed by 13.14 percent of respondents aged between 51 - 60 years old. The age group below thirty-one years old and those who were older than 60 years were slightly different at 5.71 percent and 4.00 percent, respectively.

4.1.3 Educational Background

For the educational level, most parents held a bachelor's degree (48.00%) and the second largest group was 13.71 percent with a high vocational certificate. The participants who graduated at the senior high school level and vocational certificate level were similar, at 10.29 percent and 9.71 percent. The minority was those at junior high school level, which was equal to those with master's degrees at 6.29 percent, with the fewest at the primary school level (5.71%). No parents in this survey held a doctoral degree.

4.1.4 Occupation

The parents were mostly private employees, self-employed or business owners, and government service at 26.86 percent, 26.29 percent, and 25.14 percent respectively. Among other occupation types, 7.43 percent of parents were retired or unemployed, whereas those who worked at state enterprises and as agriculturists or farmers were the smallest group at 3.43 percent.

4.1.5 Income

Each respondent was grouped into one of seven monthly income levels: 47 people (28.86%) at 20,001-30,000 baht per month, followed by 33 people (18.86%) at 10,000-20,000 baht per month, 25 people (14.29%) at 40,001-50,000 baht per month, 22 people (12.57%) at less than 10,000 baht per month, and 21 people

(12.00%) at 30,001-40,000 baht per month. Parents with monthly incomes of over 60,000 baht and 50,001-60,000 baht were 8.57 percent (15 people) and 6.86 percent (12 people), respectively.

4.1.6 Study abroad

The results found only eight (4.57%) of subjects had studied abroad and 167 people (95.43%) had not.

4.1.7 Travel abroad

The finding showed 114 respondents (65.14%) had not travelled internationally and 61 people (34.86%) had.

4.1.8 Influential people

Finally, the results found the person who most affected parents to choose the bilingual program were their child (56.00%), followed by the respondents themselves (30.29%), their parents (9.71%), and their spouses (2.29%), respectively.

4.2 PARENTS' ATTITUDES TOWARD THE BILINGUAL PROGRAM

This part reveals the parents' attitudes toward the bilingual program using descriptive statistics, mean and standard deviation as the analysis method. The meaning of the outcomes can be interpreted as the level of the respondents' favorable attitudes toward the program.

Table 4.2 Descriptive Statistics of Parents' Attitudes

(n = 175)

Parents' attitudes toward bilingual program	\bar{x}	S.D.	Interpret
1. Studying in a bilingual program is causes my child to have a good image.	4.27	0.64	Strongly Agree
2. I think that the bilingual program will enhance my child's positive exposure to cultural diversity.	4.31	0.65	Strongly Agree
3. I believe that the bilingual program will develop the cognitive skills of my child.	4.29	0.62	Strongly Agree
4. I believe that studying in the bilingual program can provide better education opportunities.	4.50	0.64	Strongly Agree
5. I believe that studying in the bilingual program can provide better career opportunities.	4.21	0.75	Strongly Agree
6. I am satisfied that the bilingual program is giving my child access to the subject matter that s/he needs.	4.24	0.67	Strongly Agree
7. Studying in the bilingual program is important for my child because it will allow him/her to meet and converse with more and varied people.	4.67	0.49	Strongly Agree
8. Studying in the bilingual program is important for my child because s/he will need it for his/her future career.	4.69	0.49	Strongly Agree
9. Studying in the bilingual program is important for my child because it will make him/her a more knowledgeable person.	4.25	0.68	Strongly Agree
10. I would recommend this program to other parents.	4.27	0.68	Strongly Agree
Overall average	4.37	0.43	Strongly Agree

As shown in Table 4.2, the parents revealed the great favorable attitudes toward bilingual program (\bar{x} =4.37, S.D.=0.43). The results were “strongly agree” for all items. The three highest levels were first, “Studying in the bilingual program is important for my child because s/he will need it for his/her future career” (\bar{x} =4.69). The second had a slightly different mean at 4.67 was “Studying in the bilingual program is important for my child because it will allow him/her to meet and converse with more and varied people” (\bar{x} =4.67). And the third was “I believe that studying in the bilingual program can provide better education opportunities” (\bar{x} =4.50). The least favorable attitudes (\bar{x} = 4.21) was the statement “I believe that studying in the bilingual program can provide better career opportunities”.

4.3 FACTORS OF THE MARKETING MIX AFFECTING PARENTS' DECISION TO ENROLL THEIR CHILD IN THE BILINGUAL PROGRAM

This part studies the affect of the marketing mix factors (product, price, place, promotion, people, process, physical evidence and productivity & quality) on parents' decision to enroll their child in the bilingual program. The findings are shown in the form of mean and standard deviation as depicted in Table 4.3 – 4.11.

Table 4.3 Descriptive Statistics of Product

(n = 175)

Product	\bar{x}	SD.	Interpret
1. The school has a good image.	4.20	0.68	Very Important
2. The school curriculum (e.g. subject, content) is appropriate to the international level and in line with the regulations of the core curriculum of the Ministry of Education.	4.14	0.69	Very Important
3. The school curriculum (e.g. subject, content) is appropriate to the national level and in line with the regulations of the core curriculum of the Ministry of Education.	4.07	0.75	Very Important
4. The school curriculum (e.g. subject, content) is appropriate to the local level and in line with the regulations of the core curriculum of the Ministry of Education.	4.13	0.74	Very Important
5. The school curriculum is appropriate to students' capability and readiness.	4.23	0.73	Extremely Important
6. The school curriculum is related to language and culture.	4.18	0.68	Very Important
7. The school curriculum is balanced using both Thai and English.	4.34	0.68	Extremely Important
Overall average	4.19	0.58	Very Important

Regarding Table 4.3, the responding parents rated with all aspects of the product factor as very important (\bar{x} =4.19, S.D.=0.58). The respondents gave extreme importance to two items: “The school curriculum is balanced using both Thai and English” (\bar{x} = 4.34) and “The school curriculum is appropriate to students' capability and readiness” (\bar{x} = 4.23). The third highest score occurred with the mean score of 4.20. The respondents found the statement “The school has a good image” very important while the lowest mean score was “The school curriculum (e.g. subject,

content) is appropriate to the national level and in line with the regulations of the core curriculum of the Ministry of Education” (\bar{x} =4.07).

Table 4.4 Descriptive Statistics of Price

(n = 175)

Price	\bar{x}	SD.	Interpret
1. The school tuition fees are reasonable.	3.83	0.84	Very Important
2. Paying in installments is available.	3.76	1.08	Very Important
3. Duration of payment is fair.	3.85	0.96	Very Important
4. Price and quality of program are worthwhile.	3.96	0.89	Very Important
5. Loan service is provided.	3.63	1.17	Very Important
6. Credit card payment is available.	3.52	1.19	Very Important
7. Education fund is available.	3.92	1.14	Very Important
Overall average	3.78	0.82	Very Important

In terms of price, the participants rate the overall result as very important with the mean score of 3.78 and standard deviation of 0.82 (see Table 4.4). The highest levels were “Price and quality of program are worthwhile” (\bar{x} =3.96), “Education fund is available” (\bar{x} =3.92), and “Duration of payment is fair” (\bar{x} =3.85) respectively. The lowest mean score was “Credit card payment is available” (\bar{x} =3.52).

Table 4.5 Descriptive Statistics of Place

(n = 175)

Place	\bar{x}	SD.	Interpret
1. The school is located in a convenient location.	3.64	0.92	Very Important
2. Parents and students can obtain information through the internet.	3.94	0.91	Very Important
3. Students can apply and register and parents can make a payment through the online system.	3.54	1.08	Very Important
4. Parents can directly contact teachers or the school director.	4.11	0.89	Very Important
Overall average	3.81	0.71	Very Important

All items in terms of place were rated as very important in parents’ opinions. The overall results revealed a mean score of 3.81 and a standard deviation of 0.71 as described on Table 4.5. Comparing each item, the statement “Parents can directly contact teachers or the school director” had the highest mean score (4.11). The second

significant thing was that “Parents and students can obtain information through the Internet” (\bar{x} =3.94). For school location and activities through the online system were less important among others, with mean scores of 3.64 and 3.54, respectively.

Table 4.6 Descriptive Statistics of Promotion

(n = 175)

Promotion	\bar{x}	SD.	Interpret
1. The school advertises the bilingual program by brochures, pamphlets, newspapers, and the internet.	3.95	0.93	Very Important
2. The school advertises the bilingual program thoroughly.	3.94	0.92	Very Important
3. The school provides sales promotions such as tuition fee reductions or distributing free books for the students.	3.76	1.12	Very Important
Overall average	3.89	0.88	Very Important

According to Table 4.6, the overall picture of the respondents’ opinion toward the marketing mix factor of promotion was at the very important level (\bar{x} =3.89 and S.D.=0.88). Ranking each statement, the respondents rated the item “The school advertises the bilingual program by brochures, pamphlets, newspapers, and the internet” with the highest mean score (3.95), followed by “The school advertises the bilingual program thoroughly” (\bar{x} =3.94), and the lowest one was “The school provides sales promotions such as tuition fee reductions or distributing free books for the students” (\bar{x} =3.76), respectively.

Table 4.7 Descriptive Statistics of People

(n = 175)

People	\bar{x}	SD.	Interpret
1. The school director is knowledgeable and the principle of the bilingual program.	4.24	0.79	Extremely Important
2. The school director has strong leadership skills and has good cooperation in the school.	4.27	0.69	Extremely Important
3. The school director has initiative.	4.33	0.74	Extremely Important
4. The number of teachers is appropriate for students.	4.22	0.7	Extremely Important
5. Teachers are required to graduate with at least a bachelor's degree in English or related field and produce evidence of teaching experience.	4.3	0.67	Extremely Important
6. Non-native teachers are required to use English language as native speakers do or equivalent and also have a TOEFL score of at least 550; IELTS of at least 5.5; a TOEIC score of at least 600; or pass another English proficiency test from the institute in accordance with the regulations of the Ministry of Education	4.23	0.75	Extremely Important
7. Non-Thai teachers are required to be trained in the knowledge of Thai language and culture in line with the regulations of the Ministry of Education.	4.32	0.68	Extremely Important
8. Teachers are knowledgeable persons and with basic skill in bilingual teaching.	4.36	0.66	Extremely Important
9. Teachers prepare well in their teaching plan.	4.27	0.7	Extremely Important
10. School staff give full support to students and parents.	4.24	0.73	Extremely Important
Overall average	4.28	0.58	Extremely Important

Figure 4.7 indicates that 'people' was the most essential marketing mix factor affecting respondents' decision to enroll their child into the bilingual program; the overall result was found to be extremely important (\bar{x} =4.28, S.D.=0.58). Comparing each item, the participants gave high importance to statements such as

“Teachers are knowledgeable persons and have basic skill in bilingual teaching” (\bar{x} =4.36), “The school director has initiative” (\bar{x} =4.33), and “Non-Thai teachers are required to be trained for knowledge of Thai language and culture in line with the regulations of the Ministry of Education” (\bar{x} =4.32). On the other hand, the parents gave less importance to “The number of teachers is appropriate for students” (\bar{x} =4.22). The results showed that the parents gave much more significance to the capability of teachers and school director such as language and teaching skill, and development skill, rather than the number of the teachers.

Table 4.8 Descriptive Statistics of Process

(n = 175)

Process	\bar{x}	SD.	Interpret
1. The program supports parent participation in school events such as curriculum development.	4.03	0.82	Very Important
2. Parent and teacher conferences are always arranged.	3.87	0.91	Very Important
3. Teaching technique trainings are always provided to develop teachers teaching skill.	4.14	0.75	Very Important
4. The program always keeps teachers updated with news and information about bilingualism.	4.17	0.75	Very Important
5. Thai and foreign teacher exchange programs are provided to gain new experiences.	4.27	0.77	Extremely Important
6. Thai teaching assistants are provided to facilitate in each classroom.	4.20	0.81	Very Important
7. Field trips are organized for students to gain real experience.	4.22	0.77	Extremely Important
8. English camps are offered to develop students' English language skills.	4.35	0.73	Extremely Important
9. Student exchange programs are provided to enrich and diversify their education.	4.34	0.73	Extremely Important

Table 4.8 (Continued)

(n = 175)

Process	\bar{x}	SD.	Interpret
10. Child-centered learning activities are provided to emphasize student action and thinking skills.	4.25	0.75	Extremely Important
11. Fun learning activities are provided to enhance students' confidence in using English.	4.31	0.74	Extremely Important
12. Classroom learning emphasizes individual performance.	4.13	0.82	Very Important
13. Classroom learning emphasizes group performance.	4.27	0.74	Extremely Important
14. Classroom learning emphasizes both individual and group performance.	4.32	0.74	Extremely Important
15. Teaching method emphasizes listening skill, speaking skill, reading skill, and writing skill, respectively.	4.40	0.74	Extremely Important
16. Student evaluation is appropriate, valid, and reliable.	4.22	0.79	Extremely Important
17. International English proficiency tests are arranged to measure students' English language skills.	4.35	0.74	Extremely Important
18. National English proficiency tests are arranged to measure students' English language skills.	4.28	0.76	Extremely Important
Overall average	4.23	0.62	Extremely Important

Regarding the process factor, the subjects rated it as extremely important overall as seen in Table 4.8 (\bar{x} =4.23 and S.D. = 0.62). The results showed 12 items at the extremely important level and six items at the very important level. When considering each statement, the majority of parents agreed that “The teaching method emphasizes listening skill, speaking skill, reading skill, and writing skill, respectively.” (\bar{x} =4.40), followed by “English camps are offered to develop students English language skills”, with equal mean scores (4.35) to the statement “International English proficiency tests are arranged to measure students’ English language skills”. Next, with a slightly different mean score (4.34) was “Student exchange programs are provided to enrich and diversify their education”, whereas “Parent and teacher conferences are always arranged” was the lowest mean score that the parents revealed (\bar{x} =3.87). This finding indicated that parents pay the most attention to students’ development of language proficiency and using English skill in real life.

Table 4.9 Descriptive Statistics of Physical Evidence

(n = 175)

Physical Evidence	\bar{x}	SD.	Interpret
1. The campus is beautiful and well organized.	4.14	0.83	Very Important
2. Classrooms and buildings are clean.	4.14	0.79	Very Important
3. The school is located in an appropriate location with no disturbance.	4.27	0.79	Extremely Important
4. Role play activities are provided to enhance students' learning skills.	4.02	0.87	Very Important
5. English books, magazines, or journals related to the lessons are used as teaching materials.	4.15	0.78	Very Important
6. English videos, movies, or television programs related to the lessons are used as teaching materials.	4.21	0.70	Extremely Important
7. English songs related to the lessons are used as teaching materials.	4.15	0.79	Very Important
8. Computer and internet sources related to the lessons are used as teaching materials.	4.22	0.80	Extremely Important
9. Textbooks and exercises in English are of adequate variety and in line with the curriculum.	4.33	0.76	Extremely Important
10. Books in English are adequate and in line with the curriculum.	4.19	0.80	Very Important
11. The library is full of books that meet the needs of students.	4.01	0.96	Very Important
Overall average	4.16	0.63	Very Important

Table 4.9 demonstrates that physical evidence was one of the critical factors, with the average mean score of 4.16 and standard deviation 0.63. Of the total statements, the participants rated the supremely important for teaching materials such as English textbooks and exercises (\bar{x} =4.33) compared to the mean score of 4.22 for the computer and internet, 4.19 for extensive books, 4.21 videos, movies, or television programs, 4.15 for magazines or journals and English songs, and only 4.02 for role play activities. About the building, the parents placed importance on the appropriate location and no disturbances (\bar{x} =4.27) rather than cleanliness or beauty (same mean score of 4.14), while the number of books in the library had the lowest mean score (4.01).

Table 4.10 Descriptive Statistics of Productivity & Quality

(n = 175)

Productivity & Quality	\bar{x}	SD.	Interpret
1. I expect my child to develop listening skill, speaking skill, reading skill, and writing skill in English language.	4.27	0.71	Extremely Important
2. I expect my child to develop listening skill, speaking skill, reading skill, and writing skill in Thai language.	4.22	0.73	Extremely Important
3. I expect my child to gain more knowledge of foreign culture from foreign teachers.	4.13	0.79	Very Important
4. I expect my child to be able to speak in English with an accent similar to native speakers.	3.89	0.86	Very Important
5. I expect my child to be self-confident and be more comfortable to use English.	4.02	0.77	Very Important
6. I expect my child to have a good communication with foreigners.	3.92	0.85	Very Important
7. I expect my child to enroll in further study at a famous school in Thai after graduating from this school.	3.86	0.86	Very Important
8. I expect my child to enroll in further study at a famous school in a foreign country after graduating from this school.	3.68	0.99	Very Important
9. I expect my child to have a better opportunity to win a scholarship to study abroad.	3.79	1.00	Very Important
Overall average	3.98	0.69	Very Important

Figure 4.10 illustrates that the respondents mostly agreed that their child's productivity and quality of studying in the bilingual program were very important; with the overall mean score of 3.98 and standard deviation of 0.69. Considering the details, most parents expected their child to develop the four skills in English language ($\bar{x}=4.27$) together with develop the four skills in Thai language ($\bar{x}=4.22$). Moreover, the respondents expected their child to gain more knowledge of foreign culture from foreign teachers ($\bar{x}=4.13$). However, the statement "their child could enroll in further study at a famous school in a foreign country after graduating from this school" was the lowest rank ($\bar{x}=3.68$) among all of the items.

Table 4.11 Summary of Descriptive Statistics of Factors of the Marketing Mix
(n = 175)

Factor of Marketing Mix	\bar{x}	SD.	Interpret	Rank
Product	4.19	0.58	Very Important	3
Price	3.78	0.82	Very Important	8
Place	3.81	0.71	Very Important	7
Promotion	3.89	0.88	Very Important	6
People	4.28	0.58	Extremely Important	1
Process	4.23	0.62	Extremely Important	2
Physical evidence	4.16	0.63	Very Important	4
Productivity & Quality	3.98	0.69	Very Important	5

Table 4.11 displays the overall average of the impact of marketing mix factors affecting parents' choice of the bilingual program for their child. The results showed that the most significant factors were two items with extreme importance, ranked as first, "People" (\bar{x} =4.28) and second, "Process" (\bar{x} =4.23). The other six factors of the marketing mix were ranked at the very important level, including "Product" (\bar{x} =4.19), "Physical evidence" (\bar{x} =4.16), "Productivity & Quality" (\bar{x} =3.98), "Promotion" (\bar{x} =3.89), "Place" (\bar{x} =3.81) and the least important factor was "Price" (\bar{x} =3.78), respectively.

4.4 INTERVIEW RESULTS

Telephone interviews were conducted with 10 parents by using semi-structured interview questions. The results are summarized as follows:

Question 1. What did you know about the bilingual program prior to your child participating in this program?

Knew general meaning:

Most of the parents interviewed stated that the bilingual program is a process of learning in Thai together with English with foreign teachers and using English to communicate with teachers and friends. Some said that they did not know much about this program because their children chose the program by themselves. One gave the reason that the choice was made because the child was not good at subjects such as science or math.

Question 2. Why did you want your child to participate in the bilingual program?

Bilingual advantages: in workplace, interaction, education progress:

Haft of the parents enrolled their child in the program because they believed that studying in the bilingual program would benefit their future career. Some stated that studying in the bilingual program would allow the students to be familiar with communicating in English and thus be confident when meet and converse with more and varied people. And the third reason was providing better higher educational opportunities for the children.

Question 3. What is your attitude toward learning two languages (bilingual)?

Positive attitude;

This question revealed that not all parents had positive attitudes toward studying in this program. Some commented that they actually did not want their children participating in the bilingual program; they preferred the Science-Math program. The parents who disagreed in learning two languages thought that studying in Science-Math program could provide more choices such as faculty or major in future educational opportunities and the other reason was that the tuition fee of bilingual program was more expensive than others. However, the majority of interviewed parents still had positive attitude toward the bilingual program.

Question 4. Which factor (of 8Ps) is the most important for you to enroll your child in the bilingual program?

Productivity and Quality factor: the outcomes of studying in the bilingual program:

The productivity and quality factor was the first priority for the parents. As mentioned in the answer to question No.2, most parents cited the results of learning in bilingual class such as advantages in the workplace, encouraging communicating with various people, and providing higher educational opportunities. Another parent

viewed that the curriculum (Product) was the most important because it was the core of the program. If the curriculum was well designed, the other process could work effectively. One respondent commented that the learning activities or teaching method (Process) was the first factor s/he placed the most importance on as s/he preferred the teachers to encourage the students to be confident in using English in real situations to only studying from books.

Question 5. Do you want the school to extend this bilingual program to the high school (M.4-M.6)? Why?

Continuity of using English:

To continue using English was the reason that the majority of parents wanted the school to extend this bilingual program to the high school (M.4-M.6). They explained that it is beneficial if the bilingual program was provided at the high school level, as the students would not need to look for a new program or new school. They added the comment that if the students have to change to another program (such as Science-Math, Arts-Math, or others) at the high school level, which is in Thai and not bilingual, they felt that studying in bilingual for the past three years was useless. However, there was one interesting comment. One respondent gave the opinion that if the program were extended, the quality of the students would have to be improved. The teachers or all concerned bilingual staff should emphasize or enable all bilingual students to be more confident and have good command of English. If the teachers still teach with the old methods (answering or translating on the given sheets) and the quality of his or her child did not meet the parents' expectations, s/he viewed that extending the program to the high level would be unprofitable.

Question 6. Will you recommend this bilingual program to other people?

Recommend;

Most of the respondents said that they would recommend it to others. They added that some children also chose the bilingual program; some did not and some would like to participate in the bilingual program but they did not pass the exam. A

few parents said that they would not recommend it to others as they thought choosing school or learning program for a child depended on each family's opinion.

Question 7. Please give any additional comments or suggestions about the bilingual program.

Emphasis on fluent speaking:

Most of the parents suggested that teachers should place more emphasis on speaking skill. They expected their children to be confident when communicating with foreigners or talking to friends. One stated that being good both at pronunciation and accent were also required. Besides speaking skill, some required other learning activities which supported the students to gain more knowledge such as often arranging student exchange programs, emphasizing other subjects (e.g. Science-Math), and finding new teaching methods (not only answering or translating on the given sheets). Moreover, there were some complaints: they said that the tuition fee was expensive and the school finished so late (at 8 p.m.).

CHAPTER 5

CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS

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

5.1 SUMMARY OF THE STUDY

This section summarizes the objectives, participants, materials, and procedures of the study as follows:

5.1.1 Objectives of the Study

This study aimed to investigate parents' attitudes toward a bilingual program in a junior high school and the factors of marketing mix affecting their decision to enroll their children. Moreover, the study identified the relationship between attitudes and the factors of the marketing mix.

Once the attitudes and factors influencing parents' decision making were identified, we can better understand what parents thought of the program and which factors they placed the most importance on before they enrolled the students in the program. This can be regarded as beneficial for the school to analyze and design lesson plans, courses, textbooks, materials, activities, and also arranging teacher training. Furthermore, it would be useful for the school to expand the bilingual program in senior high school (M.4-M.6) in the future or educators and school officials of other institutes may use as it a model to establish a bilingual program.

5.1.2 Participants, Materials, and Procedures

Participants: Two hundred and sixty six participants who were parents (either or father or mother or guardian) of children studying in a bilingual program at a junior high school (M.1-M.3) participated in this study using the convenience sampling design.

Materials: First, the quantitative approach was used with a questionnaire in the form of 87 closed-ended questions and a Likert scale as the research instrument in this study. It was divided into three parts, consisting of: Part 1 (closed-ended): Demographic information of the parents; Part 2 (Likert scale): Parents' attitudes toward the bilingual program; and Part 3 (Likert scale): Factors of the Marketing Mix affecting parents' decision making.

Second, a qualitative approach with seven semi-structured questions was used by interviewing ten respondents selected by random sampling (drawing lots). The interview took about 20-30 minutes and was in Thai; tape recordings and note taking were used during the interviews.

Procedures: The data collection took place from July-August 2015. Two hundred and sixty six copies of the questionnaire were distributed to the respondents. One week later, 175 copies were returned (around 66% return rate). After the process of data collection, the SPSS program was used to analyze the descriptive information to find out the frequency, percentage, mean score, and standard deviation. Tables were used to describe the results. For the interview questions, the results were analyzed by the content analysis method.

5.2 SUMMARY OF THE FINDINGS

The results of the study can be summarized as follows:

5.2.1 General Information of the Respondents

In this study, females were the majority of participant, accounting for 61.71 percent of the parents surveyed. Half of them were aged between 41-50 years. Most parents had earned bachelor's degrees (48%). Among the participants, private employees were the top rank with 26.86 percent, followed by self-employed/business owners and government service at 26.29 and 25.14 percent, respectively. The majority of the participants (26.86%) earned monthly income between 20,001-30,000 baht. Moreover, most parents neither studied abroad nor traveled abroad, with each at 95.43

and 65.14 percent, respectively. For the influential person, it was found that their child was the most influential person (56%).

5.2.2 Parents' attitudes toward the bilingual program

Overall, the Thai parents surveyed strongly agreed with the bilingual program ($\bar{x}=4.37$). Regarding each statement of attitudes, the participants were most favorable toward three aspects; "need for future career" ($\bar{x}=4.69$); "communicate with varied people" ($\bar{x}=4.67$); and "provide better education opportunities" ($\bar{x}=4.50$).

5.2.3 Factors of Marketing Mix Affecting Parents' Decision to Enroll their Child in the Bilingual Program

The study revealed that the most significant factors causing parents to enroll their child were two items at the extremely important level, ranked first, "People" ($\bar{x}=4.28$) and second, "Process" ($\bar{x}=4.23$). The other six factors of the marketing mix were ranked at the very important level, consisting of "Product" ($\bar{x}=4.19$), "Physical evidence" ($\bar{x}=4.16$), "Productivity & Quality" ($\bar{x}=3.98$), "Promotion" ($\bar{x}=3.89$), "Place" ($\bar{x}=3.81$) and the least important factor affecting parents' decision was "Price" ($\bar{x}=3.78$), respectively.

5.3 INTERVIEW RESULTS

The qualitative analysis from the interview questions was as follows:

1. *Knew general meaning*

Most parents knew only general information about the bilingual program while few parents knew nothing.

2. *Bilingual advantages: in workplace, interaction, education progress*

The reasons of enrolling their children in the bilingual program were the need for a future career, communicating with various people, and better educational opportunities.

3. *Positive attitude*

The majority of parents revealed positive attitudes toward the bilingual program.

4. *Productivity and Quality factor*

The first priority factor to choose the program was Productivity and Quality the outcomes of studying in the bilingual program.

5. *Continuity of using English*

Parents would like the school to expand the bilingual program to the senior high school level so their children could continue using English.

6. *Recommend*

Most of respondents would recommend the program to others.

7. *Emphasis on fluent speaking*

Most of parents suggested that teachers should place more emphasis on speaking skill.

The results of interview questions supported the survey study except for the answer to question number four, as the parents stated that the first priority in choosing the program was “Productivity and Quality”, while the findings of the surveyed indicated “People”. This may be because of the number of the interviewees (10 people) were less than those of the survey (175 people), so the results were different.

5.4 DISCUSSIONS

The findings displayed in Chapter Four are discussed based on the research questions so as to respond and to accomplish the goal of this study. As mentioned in Chapter One, this research had the purpose of answering the following questions:

5.4.1 What are parents' attitudes toward a bilingual program in a junior high school?

The first area to investigate was how the concept of attitudes relates to the study. The concept of attitudes is "...a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (McLeod, 2009) Also supporting this is the view of Soltanieh (2014) that "attitudes define as feeling, beliefs and behaviors that people hold toward objects or groups or event that will influence their reaction in positive or negative ways".

The finding of this study relate to the study of Alhussein & Milian (n.d.); Craig (1996); Delorenzo (2013); Gonzalez (2008); Jang (2012); Panita Ubolnoi (2011); Shang et. al. (2007); Soltanieh (2014); Tavit & Isisag (2008); Wu (2005), which found that parents' decision to select bilingual education for their children revealed positive outcomes

Regarding statement of attitudes, the views of the participants of this study were most favorable toward the aspects; "need for future career" (\bar{x} =4.69). The finding was in contrast to the results of Gonzalez (2008) and Shang et. al. (2007) which indicated that participating in a bilingual program provided more job opportunities

However, the results of this study in the part of "communicate with varied people" (\bar{x} =4.67) were consonant with Shang et. al., (2007), who determined that learning in a bilingual program provides a chance to improve communication skills.

Moreover, the results of this study in the part of "provide better education opportunities" (\bar{x} =4.50) supports the finding of Craig, (1996); Soltanieh, (2014); Wu, (2005) which stated that bilingual education supports the educational opportunities for their children.

5.4.2 What marketing mix factors influence parents to enroll their child in a bilingual program?

The findings of this study reported that ‘people’ was the most essential factor for enrolling their child in the bilingual program; the overall result found this extremely important (\bar{x} =4.28, S.D.=0.58). Comparing each item, the participants gave highly importance to the statements such as “Teachers are knowledgeable persons and have basic skill in bilingual teaching” (\bar{x} =4.36). The results should encourage the school to provide qualified teachers by arranging teacher training courses or annual effective teaching measurement, as Morgan (1999) indicated that “the quality of teachers will determine the effectiveness of any bilingual initiative”.

The findings revealed a difference between the marketing mix factors affecting parents’ decision to enroll their child in the bilingual program. Panita Ubolnoi (2011) found that the marketing mix factors affecting parents’ decision to choose a school for their children were 1) Product and 2) Price. However, this study found that the priority factors were 1) People and 2) Process.

5.5 CONCLUSIONS

This study can be concluded as follows:

5.5.1 The majority of the parents revealed very favorable attitudes toward the bilingual program at the junior high school but some parents revealed negative views and knew little about the bilingual program. The administrators should do a better job of educating parents about the benefits of the bilingual education compared with other programs.

5.5.2 The advantages of the bilingual program in terms of workplace, interaction, education progress were the priority aspects. This information could be useful for school in terms of designing lesson plans, lesson methods or, activities to support students to achieve their goals. Firstly, with regard to supporting English communication in the workplace, the school may provide external classes to practice

English in restaurants, hotels, or other organizations that use English in the workplace so students could be familiar with using English in real situations before they graduate from the school. Secondly, with regard to supporting educational progress, the school may introduce international exams such as TOEIC, TOEFL, IELTS, or other universities' English tests for students to practice so that they could become familiar with those exams before they apply for higher education.

5.5.3 The majority of the parents indicated that the most significant marketing mix factor was "People". The results may encourage the school to emphasize recruiting qualified teachers or provide teacher training courses or annual effective teacher assessment.

5.5.4 Parents would like the school to expand the bilingual program to the senior high school level in order to allow their child to continue using English. This information may be useful to support this expansion in the future.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings and discussion, the recommendations for further study are as follows:

5.6.1 It is recommended that further study of parents' attitudes and factors affecting enrolling children in a bilingual program at a junior high school should be conducted with subjects of a public school.

5.6.2 It is recommended that further study of parents' attitudes and factors affecting enrolling children in a bilingual program at a junior high school should be conducted with a larger number of subjects.

5.6.3 It is recommended that further study examine the attitudes and factors of the students themselves with regard to choosing bilingual education.

5.6.4 Study of the academic progress between students in a bilingual program and students in a purely Thai program should be undertaken to evaluate the effectiveness of the two programs in order for the school to determine whether to become a completely bilingual school.

5.6.5 A purely qualitative study should be conducted in order to obtain an in-depth understanding of parents' and students' views toward bilingual education.



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APPENDICES



4. Occupation

1. Government Service 2. State Enterprise
 3. Self-employed/ Business Owner 4. Private Employee
 5. Retired/ Unemployed 6. Agriculturist/ Farmer
 7. Other (Please specific)

5. Family Incomes

1. Less than 10,000 Baht 2. 10,000-20,000 Baht
 3. 20,001-30,000 Baht 4. 30,001-40,000 Baht
 5. 40,001-50,000 Baht 6. 50,001-60,000 Baht
 7. More than 60,000 Baht

6. Study abroad

- No Yes (Please specific country.....)

7. Travel abroad

- No Yes (Please specific country.....)

8. Who is the person influencing you to choose the school for your children?

(Please choose only one answer.)

1. Your parents 2. Your spouse 3. Yourself
 4. Your child 5. Other (Please specific)

Part 2: Parents' Attitudes toward Bilingual Program

Instruction: Please use the below scale to answer the following questions by making (√) in the table of the best answer that reflect your idea. Please check only one answer for each question.

Scale	Meaning
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

Parents' Attitudes toward Bilingual Program		Scale				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		5	4	3	2	1
1	Studying in a bilingual program is causes my child to have a good image.					
2	I think that the bilingual program will enhance my child's positive exposure to cultural diversity.					
3	I think that the bilingual program will enhance my child's positive exposure to cultural diversity.					
4	I believe that studying in the bilingual program can provide better education opportunities.					
5	I believe that studying in the bilingual program can provide better career opportunities.					
6	I am satisfied that the bilingual program is giving my child access to the subject matter that s/he needs.					
7	Studying in the bilingual program is important for my child because it will allow him/her to meet and converse with more and varied people.					
8	Studying in the bilingual program is important for my child because s/he will need it for his/her future career.					

9	Studying in the bilingual program is important for my child because it will make him/her a more knowledgeable person.					
10	I would recommend this program to other parents.					

Part 3: Information of Marketing Mix

Instruction: Please use the below scale to answer the following questions by making (√) in the table of the best answer that reflect your idea. Please check only one answer for each question.

Scale	Meaning
5	Extremely Important
4	Very Important
3	Moderately Important
2	Slightly Important
1	Not At All Important

Marketing Mix		Scale				
		Extremely Important	Very Important	Moderately Important	Slightly Important	Not At All Important
Product		5	4	3	2	1
1	The school has a good image.					
2	The school curriculum (e.g. subject, content) is appropriate to the international level and in line with the regulations of the core curriculum of the Ministry of Education.					
3	The school curriculum (e.g. subject, content) is appropriate to the national level and in line with the regulations of the core curriculum of the Ministry of Education.					
4	The school curriculum (e.g. subject, content) is appropriate to the local level and in line with the regulations of the core curriculum of the Ministry of Education.					

5	The school curriculum is appropriate to students' capability and readiness.					
6	The school curriculum is related to language and culture.					
7	The school curriculum is balanced using both Thai and English.					
Price		5	4	3	2	1
8	The school tuition fees are reasonable.					
9	Paying in installments is available.					
10	Duration of payment is fair.					
11	Price and quality of program are worthwhile.					
12	Loan service is provided.					
13	Credit card payment is available.					
14	Education fund is available.					
Place		5	4	3	2	1
15	The school is located in a convenient location.					
16	Parents and students can obtain information through the internet.					
17	Students can apply and register and parents can make a payment through the online system.					
18	Parents can directly contact teachers or the school director.					
Promotion		5	4	3	2	1
19	The school advertises the bilingual program by brochures, pamphlets, newspapers, and the internet.					
20	The school advertises the bilingual program thoroughly.					
21	The school provides sales promotions such as tuition fee reductions or distributing free books for the students.					

People		5	4	3	2	1
22	The school director is knowledgeable and the principle of the bilingual program.					
23	The school director has strong leadership skills and has good cooperation in the school.					
24	The school director has initiative.					
25	The number of teachers is appropriate for students.					
26	Teachers are required to graduate with at least a bachelor's degree in English or related field and produce evidence of teaching experience.					
27	Non-native teachers are required to use English language as native speakers do or equivalent and also have a TOEFL score of at least 550; IELTS of at least 5.5; a TOEIC score of at least 600; or pass another English proficiency test from the institute in accordance with the regulations of the Ministry of Education.					
28	Non-Thai teachers are required to be trained in the knowledge of Thai language and culture in line with the regulations of the Ministry of Education.					
29	Teachers are knowledgeable persons and with basic skill in bilingual teaching.					
30	Teachers prepare well in their teaching plan.					
31	School staff give full support to students and parents.					
Process		5	4	3	2	1
32	The program supports parent participation in school events such as curriculum development.					
33	Parent and teacher conferences are always arranged.					
34	Teaching technique trainings are always provided to develop teachers teaching skill.					
35	The program always keeps teachers updated with news and information about bilingualism.					
36	Thai and foreign teacher exchange programs are provided to gain new experiences.					
37	Thai teaching assistants are provided to facilitate in each classroom.					
38	Field trips are organized for students to gain real experience.					

39	English camps are offered to develop students' English language skills.					
40	Student exchange programs are provided to enrich and diversify their education.					
41	Child-centered learning activities are provided to emphasize student action and thinking skills.					
42	Fun learning activities are provided to enhance students' confidence in using English.					
43	Classroom learning emphasizes individual performance.					
44	Classroom learning emphasizes group performance.					
45	Classroom learning emphasizes both individual and group performance.					
46	Teaching method emphasizes listening skill, speaking skill, reading skill, and writing skill, respectively.					
47	Student evaluation is appropriate, valid, and reliable.					
48	International English proficiency tests are arranged to measure students' English language skills.					
49	National English proficiency tests are arranged to measure students' English language skills.					
Physical Evidence		5	4	3	2	1
50	The campus is beautiful and well organized.					
51	Classrooms and buildings are clean.					
52	The school is located in an appropriate location with no disturbance.					
53	Role play activities are provided to enhance students' learning skills.					
54	English books, magazines, or journals related to the lessons are used as teaching materials.					
55	English videos, movies, or television programs related to the lessons are used as teaching materials.					
56	English songs related to the lessons are used as teaching materials.					
57	Computer and internet sources related to the lessons are used as teaching materials.					

58	Textbooks and exercises in English are of adequate variety and in line with the curriculum.					
59	Books in English are adequate and in line with the curriculum.					
60	The library is full of books that meet the needs of students.					
Productivity and Quality		5	4	3	2	1
61	I expect my child to develop listening skill, speaking skill, reading skill, and writing skill in English language .					
62	I expect my child to develop listening skill, speaking skill, reading skill, and writing skill in Thai language .					
63	I expect my child to gain more knowledge of foreign culture from foreign teachers.					
64	I expect my child to be able to speak in English with an accent similar to native speakers.					
65	I expect my child to be self-confident and be more comfortable to use English.					
66	I expect my child to have a good communication with foreigners.					
67	I expect my child to enroll in further study at a famous school in Thai after graduating from this school.					
68	I expect my child to enroll in further study at a famous school in a foreign country after graduating from this school.					
69	I expect my child to have a better opportunity to win a scholarship to study abroad.					



Thank you very much for your kind cooperation in answering the question.

APPENDIX B

QUESTIONNAIRE IN THAI

**ทัศนคติและปัจจัยที่มีผลต่อการตัดสินใจของผู้ปกครองชาวไทย
ในการส่งบุตรหลานเข้าเรียนหลักสูตรสองภาษาระดับมัธยมศึกษาตอนต้น**

คำชี้แจง

แบบสอบถามนี้ใช้เพื่อการศึกษา ค้นคว้า วิจัย ดังนั้นข้อมูลที่ได้จากแบบสอบถาม จะนำมาเฉพาะผลการวิเคราะห์เพื่อการศึกษาเท่านั้น และจะถูกเก็บรักษาไว้เป็นความลับ

ผู้วิจัยใครขอความอนุเคราะห์ให้ตอบแบบสอบถามอย่างครบถ้วนทุกข้อ เพื่อให้ได้ข้อมูลที่ถูกต้องและน่าเชื่อถือ

ผู้วิจัยขอขอบพระคุณอย่างสูงในความกรุณาของท่านที่มีส่วนร่วมให้การศึกษาในครั้งนี้นำผลสำเร็จด้วยดี

แบบสอบถามประกอบด้วยคำถามทั้งหมด 3 ตอน ได้แก่
ตอนที่ 1 ข้อมูลทั่วไปของผู้ปกครอง
ตอนที่ 2 ทัศนคติของผู้ปกครองต่อหลักสูตรการเรียนสองภาษา (Bilingual Program)
ตอนที่ 3 ข้อมูลเกี่ยวกับปัจจัยส่วนประสมทางการตลาด

ตอนที่ 1 ข้อมูลทั่วไปของผู้ปกครอง

คำชี้แจง โปรดเขียนเครื่องหมาย ลงใน () หน้าคำตอบที่ตรงกับท่านมากที่สุดเพียงข้อเดียว

- 1 เพศ 1. ชาย 2. หญิง
- 2 อายุ.....ปี
- 3 ระดับการศึกษา
 1. ประถมศึกษา 2. มัธยมศึกษาตอนต้น
 3. มัธยมศึกษาตอนปลาย 4. ปวช. (ประกาศนียบัตรวิชาชีพ)
 5. ปวส. (ประกาศนียบัตรวิชาชีพชั้นสูง) 6.ปริญญาตรี
 7.ปริญญาโท 8.ปริญญาเอก
- 4 อาชีพ
 1. รับราชการ 2. รัฐวิสาหกิจ
 3. เจ้าของบริษัท/ ธุรกิจส่วนตัว 4. พนักงานบริษัทเอกชน
 5. พ่อบ้าน แม่บ้าน 6. เกษตรกร
 7. อื่นๆ (โปรดระบุ).....
- 5 รายได้เฉลี่ยต่อเดือน
 1. ต่ำกว่า 10,000 บาท 2. 10,000-20,000 บาท
 3. 20,001-30,000 บาท 4. 30,001-40,000 บาท
 5. 40,001-50,000 บาท 6. 50,001-60,000 บาท
 7. 60,001 บาทขึ้นไป
- 6 ท่านเคยเดินทางไปศึกษาต่อต่างประเทศหรือไม่
 ไม่เคย เคย ระบุประเทศ.....
- 7 ท่านเคยเดินทางไปเที่ยวหรือทำธุระในต่างประเทศหรือไม่
 ไม่เคย เคย ระบุประเทศ.....
- 8 บุคคลที่มีผลต่อการตัดสินใจส่งบุตรหลานเข้าเรียนหลักสูตรสองภาษามากที่สุด
 1. บิดามารดาของท่าน 2. สามี/ ภรรยา / แฟน
 3. ตัวท่านเอง 4. ตัวนักเรียนเอง
 5. อื่นๆ โปรดระบุ.....

ตอนที่ 2 ทัศนคติของผู้ปกครองต่อหลักสูตรการเรียนสองภาษา (Bilingual Program)
คำชี้แจง โปรดเขียนเครื่องหมาย ✓ ลงในตารางของคำตอบที่ตรงกับท่านมากที่สุดเพียง
ข้อละ 1 ช่อง

ท่านมีความคิดเห็นอย่างไรต่อหลักสูตรการเรียนสองภาษา (Bilingual Program) ที่ท่านส่งบุตรหลานเข้าเรียน

ระดับความคิดเห็น	ความหมาย
5	เห็นด้วยอย่างยิ่ง
4	เห็นด้วย
3	ไม่แน่ใจ
2	ไม่เห็นด้วย
1	ไม่เห็นด้วยอย่างยิ่ง

ทัศนคติของผู้ปกครองต่อหลักสูตรการเรียนสองภาษา (Bilingual Program)		ระดับความคิดเห็น				
		เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
		5	4	3	2	1
1	การที่บุตรหลานของข้าพเจ้าได้เรียนหลักสูตรสองภาษา ทำให้ดูมีภาพลักษณ์ที่ดี					
2	การเรียนในหลักสูตรสองภาษาจะช่วยให้บุตรหลานของข้าพเจ้าได้เรียนรู้ความหลากหลายทางวัฒนธรรม					
3	การเรียนในหลักสูตรสองภาษาจะช่วยพัฒนาทักษะการคิดวิเคราะห์ของบุตรหลาน					
4	การเรียนในหลักสูตรสองภาษาจะช่วยให้บุตรหลานของข้าพเจ้ามีโอกาสมากขึ้นในการเรียนต่อระดับสูง					
5	การเรียนในหลักสูตรสองภาษาจะช่วยให้บุตรหลานของข้าพเจ้ามีโอกาสในหน้าที่การงานที่ดีกว่านักเรียนที่เรียนหลักสูตรปกติ					
6	การเรียนหลักสูตรสองภาษาช่วยส่งเสริมให้บุตรหลานของข้าพเจ้าสามารถเข้าถึงแหล่งข้อมูลได้ตามที่ต้องการ					
7	การเรียนหลักสูตรสองภาษามีความสำคัญ เพราะจะช่วยให้บุตรหลานของข้าพเจ้ามีโอกาสพูดคุยสื่อสารกับผู้คนได้หลากหลายเชื้อชาติ					
8	การเรียนหลักสูตรสองภาษามีความสำคัญต่อบุตรหลานของข้าพเจ้า เพราะภาษาอังกฤษจะเป็นภาษาที่ใช้ในการทำงานในอนาคต					
9	การเรียนหลักสูตรสองภาษามีความสำคัญ เพราะจะส่งเสริมให้บุตรหลานของข้าพเจ้าเป็นเด็กที่มีความเฉลียวฉลาด					
10	ข้าพเจ้าจะแนะนำหลักสูตรสองภาษาของโรงเรียนนี้ให้กับบุคคลอื่นทราบ					

ตอนที่ 3 ข้อมูลเกี่ยวกับปัจจัยส่วนประสมทางการตลาด

คำชี้แจง โปรดเขียนเครื่องหมาย ✓ ลงในตารางของคำตอบที่ตรงกับท่านมากที่สุดเพียง **ข้อละ 1 ข้อ**

ท่านคิดว่าปัจจัยดังต่อไปนี้มีความสำคัญต่อการตัดสินใจส่งบุตรหลานเข้าศึกษาในหลักสูตรสองภาษามากน้อยเพียงใด

ระดับความสำคัญ	ความหมาย
5	มากที่สุด
4	มาก
3	ปานกลาง
2	น้อย
1	น้อยที่สุด

ปัจจัยส่วนประสมทางการตลาด		ระดับความสำคัญ				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
ด้านผลิตภัณฑ์ (หลักสูตร)		5	4	3	2	1
1	โรงเรียนมีภาพลักษณ์ที่ดี น่าเชื่อถือ					
2	หลักสูตรมีเนื้อหาสาระระดับสากลที่เหมาะสม สอดคล้องกับหลักสูตรแกนกลางของกระทรวงศึกษาธิการ					
3	หลักสูตรมีเนื้อหาสาระระดับชาติที่เหมาะสม สอดคล้องกับหลักสูตรแกนกลางของกระทรวงศึกษาธิการ					
4	หลักสูตรมีเนื้อหาสาระระดับท้องถิ่นที่เหมาะสม สอดคล้องกับหลักสูตรแกนกลางของกระทรวงศึกษาธิการ					
5	หลักสูตรมีความเหมาะสม สอดคล้องกับความสามารถและความพร้อมของผู้เรียน					
6	หลักสูตรมีความเกี่ยวข้องกับทางภาษาและวัฒนธรรม					
7	หลักสูตรมีความสมดุลทั้งการใช้ภาษาไทยและภาษาอังกฤษ					
ด้านราคา (ค่าเล่าเรียน)		5	4	3	2	1
8	อัตราค่าธรรมเนียมการศึกษามีความเหมาะสม					
9	โรงเรียนมีระบบการผ่อนชำระค่าธรรมเนียม					
10	เงื่อนไขระยะเวลาในการชำระเงินมีความเหมาะสม					
11	ความคุ้มค่าทางด้านราคากับคุณภาพ					
12	มีโครงการให้นักเรียนกู้ยืมเงินเพื่อการศึกษา					
13	สามารถชำระค่าธรรมเนียมด้วยบัตรเครดิตได้					

14	มีทุนการศึกษาซึ่งช่วยแบ่งเบาภาระค่าเล่าเรียน					
ด้านช่องทางการจัดจำหน่าย		5	4	3	2	1
15	ที่ตั้งของโรงเรียนสะดวกในการเดินทาง					
16	มีการให้ข้อมูลและสามารถติดต่อได้ทางอินเทอร์เน็ต					
17	สามารถสมัครเรียน ลงทะเบียน และชำระเงินผ่านระบบออนไลน์ได้					
18	สามารถติดต่อ ครูผู้สอน หัวหน้าแผนก หรือผู้บริหารได้โดยตรง					
ด้านการส่งเสริมการขาย		5	4	3	2	1
19	มีการใช้สื่อต่างๆในการโฆษณา เช่น แผ่นพับ หนังสือพิมพ์ อินเทอร์เน็ต					
20	มีการโฆษณา ประชาสัมพันธ์อย่างทั่วถึง					
21	มีการส่งเสริมการขาย เช่น ลดราคาค่าธรรมเนียมการศึกษา แจกเอกสาร, หนังสือหรือตำราเรียนฟรี เป็นต้น					
ด้านบุคลากร		5	4	3	2	1
22	ผู้บริหารเป็นผู้มีความรู้ความเข้าใจในหลักการของการจัดการเรียนการสอนหลักสูตรสองภาษา					
23	ผู้บริหารมีภาวะผู้นำ และสามารถประสานงานกับบุคลากรต่างๆภายในโรงเรียนได้เป็นอย่างดี					
24	ผู้บริหารมีความคิดริเริ่มสร้างสรรค์และมีศักยภาพในการพัฒนาคุณภาพการจัดการศึกษาในโรงเรียนได้					
25	ความเหมาะสมของอัตราส่วนจำนวนครูผู้สอนในหลักสูตรสองภาษาต่อจำนวนนักเรียน					
26	ครูผู้สอนจบปริญญาตรีเป็นอย่างน้อย และต้องมีหลักฐานการศึกษาในสาขาวิชาที่จะสอน หรือสาขาวิชาที่เกี่ยวข้อง					
27	ครูผู้สอนที่ไม่ใช่เจ้าของภาษาต้องมีทักษะในการใช้ภาษาอังกฤษทั้งการฟัง การพูด การอ่าน การเขียน ในการสื่อสารเหมือนเจ้าของภาษา และได้คะแนนสอบ TOEFL ไม่น้อยกว่า 550 หรือ IELTS ไม่น้อยกว่า 5.5 หรือ TOEIC ไม่น้อยกว่า 600 หรือผ่านการทดสอบความรู้ภาษาอังกฤษเทียบเท่าเกณฑ์ดังกล่าวจากสถาบันที่กระทรวงศึกษารับรอง					
28	ครูผู้สอนชาวต่างชาติต้องได้การรับรองการอบรมหลักสูตรของประเทศไทย ภาษาและวัฒนธรรมตามที่กระทรวงศึกษากำหนด					

29	ครูผู้สอนมีความรู้ความเข้าใจและมีทักษะพื้นฐานในการเรียนการสอนของระบบสองภาษา					
30	ครูผู้สอนมีการจัดเตรียมแผนการสอนเป็นอย่างดี					
31	บุคลากรของโครงการสองภาษาให้การเอาใจใส่และอำนวยความสะดวกเป็นอย่างดี					
ด้านกระบวนการ (กระบวนการบริหาร, กระบวนการจัดการเรียนการสอน)		5	4	3	2	1
32	ทางโครงการสนับสนุนการมีส่วนร่วมจากผู้ปกครองอย่างเต็มที่ เช่น การมีส่วนร่วมในการพิจารณาปรับปรุงหลักสูตร					
33	มีการจัดประชุมผู้ปกครองอย่างสม่ำเสมอ					
34	มีการจัดอบรมและพัฒนาเทคนิคการเรียนการสอนให้กับครูในระบบสองภาษาอย่างต่อเนื่อง					
35	มีบริการข้อมูลข่าวสารที่เกี่ยวข้องกับการสอนระบบสองภาษาแก่ครูผู้สอนอย่างสม่ำเสมอ					
36	มีกิจกรรมแลกเปลี่ยนเรียนรู้ระหว่างครูชาวไทยกับครูชาวต่างชาติ					
37	มีครูไทยที่สามารถใช้ภาษาอังกฤษในการสื่อสารเข้าไปมีส่วนร่วมในการจัดกิจกรรมการเรียนการสอนระบบสองภาษาตลอดเวลา					
38	มีกิจกรรมทัศนศึกษานอกโรงเรียนสำหรับนักเรียน					
39	มีกิจกรรมค่ายภาษาอังกฤษสำหรับนักเรียน					
40	มีโครงการนักเรียนแลกเปลี่ยนต่างประเทศ					
41	มีการจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ ให้ผู้เรียนลงมือปฏิบัติจริงเน้นทักษะกระบวนการคิด					
42	มีการจัดกิจกรรมการเรียนรู้ที่สนุกสนาน ส่งเสริมความกล้าแสดงออกในการใช้ภาษาอังกฤษ					
43	มีการจัดการเรียนรู้ที่คำนึงถึงคุณภาพนักเรียนรายบุคคล					
44	มีการจัดการเรียนรู้ที่คำนึงถึงคุณภาพนักเรียนรายกลุ่ม					
45	มีการจัดการเรียนรู้ที่คำนึงถึงคุณภาพนักเรียนทั้งรายบุคคลและรายกลุ่ม					
46	วิธีการสอนเน้นทักษะด้านการฟัง การพูด การอ่าน การเขียน ตามลำดับ					
47	เครื่องมือที่ใช้วัดและประเมินผลมีความหลากหลายเหมาะสมกับผู้เรียน เทียบตรง และยุติธรรม					

48	มีการสอบวัดระดับความรู้ของผู้เรียนทางด้านภาษาอังกฤษด้วยข้อสอบที่ได้มาตรฐานและเป็นที่ยอมรับในระดับสากล					
49	มีการสอบวัดระดับความรู้ของผู้เรียนทางด้านภาษาอังกฤษด้วยข้อสอบที่ได้มาตรฐานและเป็นที่ยอมรับในระดับประเทศ					
ด้านสิ่งแวดล้อมทางกายภาพ (ห้องเรียน และสื่อการเรียนการสอน)		5	4	3	2	1
50	ความสวยงามและความเป็นสัดส่วนของพื้นที่ใช้สอยในบริเวณโรงเรียน					
51	ความสะอาดของห้องเรียน อาคารเรียน					
52	ทำเลที่ตั้งของสถานศึกษามีความเหมาะสม ปราศจากสิ่งรบกวน					
53	การจัดสภาพแวดล้อมให้เอื้อต่อการเรียนรู้ เช่น การจำลองสถานการณ์ต่างๆ แสดงบทบาทสมมติ					
54	ใช้นิตยสาร หรือสิ่งพิมพ์ต่างๆที่เป็นภาษาอังกฤษที่สอดคล้องกับเนื้อหาเป็นสื่อในการเรียนการสอน					
55	ใช้วิดีโอ ภาพยนตร์ หรือรายการโทรทัศน์ภาษาอังกฤษที่สอดคล้องกับเนื้อหาเป็นสื่อในการเรียนการสอน					
56	ใช้เพลงภาษาอังกฤษที่สอดคล้องกับเนื้อหาเป็นสื่อในการเรียนการสอน					
57	ใช้คอมพิวเตอร์ หรืออินเทอร์เน็ตที่สอดคล้องกับเนื้อหาเป็นสื่อในการเรียนการสอน					
58	มีหนังสือ แบบฝึกหัดที่เป็นภาษาอังกฤษครบทุกวิชา ในจำนวนที่เหมาะสมและสอดคล้องตามหลักสูตร					
59	มีหนังสืออ่านเพิ่มเติมที่เป็นภาษาอังกฤษในจำนวนที่เหมาะสมและสอดคล้องตามหลักสูตร					
60	ห้องสมุด มีหนังสือที่จำเป็นและเพียงพอต่อการเรียนรู้					
ด้านผลิตผลและคุณภาพ (ผลสัมฤทธิ์ทางการเรียน)		5	4	3	2	1
61	บุตรหลานของข้าพเจ้ามีพัฒนาการทาง ภาษาอังกฤษ ทั้งทักษะการฟัง การพูด การอ่าน และการเขียนดีขึ้น					
62	บุตรหลานของข้าพเจ้ามีพัฒนาการทาง ภาษาไทย ทั้งทักษะการฟัง การพูด การอ่าน และการเขียนดีขึ้น					
63	บุตรหลานของข้าพเจ้าศึกษาวัฒนธรรมจากครูชาวต่างชาติได้ดี					
64	บุตรหลานของข้าพเจ้ามีสำเนียงภาษาอังกฤษ เหมือนเจ้าของภาษา					

65	บุตรหลานของข้าพเจ้ามีความมั่นใจในการสื่อสารภาษาอังกฤษ					
66	บุตรหลานของข้าพเจ้าสามารถสื่อสารกับชาวต่างชาติได้ดี					
67	บุตรหลานของข้าพเจ้าสามารถสอบเข้าศึกษาต่อในสถาบันที่มีชื่อเสียงในประเทศไทยได้					
68	บุตรหลานของข้าพเจ้าสามารถสอบเข้าศึกษาต่อในสถาบันที่มีชื่อเสียงในต่างประเทศได้					
69	บุตรหลานของข้าพเจ้ามีโอกาสเพิ่มขึ้นในการสอบชิงทุนไปศึกษาต่อต่างประเทศ					

☆☆☆☆

ขอขอบพระคุณท่านเป็นอย่างสูงที่ท่านกรุณาสละเวลาให้ความร่วมมือในการตอบแบบสอบถามนี้



APPENDIX C

SEMI-STRUCTURED INTERVIEW QUESTIONS

คำถามการสัมภาษณ์แบบกึ่งโครงสร้างสำหรับผู้ปกครอง

- 1) ท่านรู้จักหลักสูตรการเรียนสองภาษามาอย่างไรบ้างก่อนที่จะส่งบุตรหลานของท่านเข้าเรียนในหลักสูตรนี้
(What did you know about the bilingual program prior to your child participating in this program?)
- 2) เหตุใดท่านจึงส่งบุตรหลานของท่านเข้าเรียนในหลักสูตรการเรียนสองภาษา
(Why did you want your child to participate in the bilingual program?)
- 3) ท่านมีความคิดเห็นอย่างไรต่อหลักสูตรการเรียนสองภาษา
(What is your attitude toward learning two languages (bilingual)?)
- 4) ปัจจัยด้านใด (ใน 8Ps) ที่ท่านให้ความสำคัญมากที่สุดการส่งบุตรหลานเข้าเรียนหลักสูตรสองภาษา เพราะเหตุใด
(Which factor (of 8Ps) is the most important for you to enroll your child in the bilingual program?)
- 5) ท่านต้องการให้โรงเรียนเปิดหลักสูตรการเรียนสองภาษาในระดับชั้นมัธยมศึกษาตอนปลายเพิ่มเติมหรือไม่ เพราะเหตุใด
(Do you want the school to extend this bilingual program to the high school (M.4-M.6)? Why?)
- 6) ท่านจะแนะนำหลักสูตรการเรียนสองภาษาให้กับคนอื่นทราบหรือไม่ เพราะเหตุใด
(Will you recommend this bilingual program to other people?)
- 7) ข้อเสนอแนะเพิ่มเติม
(Please give any additional comments or suggestions about the bilingual program)

APPENDIX D
ITEM-OBJECTIVE CONGRUENCE INDEX: IOC

ดัชนีความสอดคล้องระหว่างข้อคำถามและวัตถุประสงค์

ตอนที่ 2: ทศนคติของผู้ปกครองต่อหลักสูตรการเรียนสองภาษา

Part 2: Parents' attitudes toward bilingual program

ข้อ (No.)	คะแนนความเห็นของผู้ทรงคุณวุฒิ (Evaluation)			รวม (Total)	ค่า IOC (IOC Score)	สรุปผล (Summary)
	คนที่ 1 (Expert No.1)	คนที่ 2 (Expert No.2)	คนที่ 3 (Expert No.3)			
1	+1	+1	+1	3	1	ใช้ได้ (OK)
2	+1	+1	+1	3	1	ใช้ได้ (OK)
3	+1	0	+1	2	0.67	ใช้ได้ (OK)
4	+1	+1	+1	3	1	ใช้ได้ (OK)
5	+1	+1	+1	3	1	ใช้ได้ (OK)
6	+1	+1	+1	3	1	ใช้ได้ (OK)
7	+1	+1	+1	3	1	ใช้ได้ (OK)
8	+1	+1	+1	3	1	ใช้ได้ (OK)
9	+1	0	+1	2	0.67	ใช้ได้ (OK)
10	+1	+1	+1	3	1	ใช้ได้ (OK)

ค่าดัชนีความสอดคล้องที่ยอมรับได้ต้องมีค่าตั้งแต่ 0.5-1.0

The questions that obtain the IOC score between 0.5 – 1.0 are deemed acceptable.

ITEM-OBJECTIVE CONGRUENCE INDEX: IOC

ดัชนีความสอดคล้องระหว่างข้อความคำถามและวัตถุประสงค์

ตอนที่ 3: ข้อมูลเกี่ยวกับปัจจัยส่วนประสมทางการตลาด

Part 3: Marketing Mix

ข้อ (No.)	คะแนนความเห็นของผู้ทรงคุณวุฒิ (Evaluation)			รวม (Total)	ค่า IOC (IOC Score)	สรุปผล (Summary)
	คนที่ 1 (Expert No.1)	คนที่ 2 (Expert No.2)	คนที่ 3 (Expert No.3)			
1	+1	+1	+1	3	1	ใช้ได้ (OK)
2	+1	+1	+1	3	1	ใช้ได้ (OK)
3	+1	+1	+1	3	1	ใช้ได้ (OK)
4	+1	+1	+1	3	1	ใช้ได้ (OK)
5	+1	+1	+1	3	1	ใช้ได้ (OK)
6	+1	+1	+1	3	1	ใช้ได้ (OK)
7	+1	+1	+1	3	1	ใช้ได้ (OK)
8	+1	+1	+1	3	1	ใช้ได้ (OK)
9	+1	+1	+1	3	1	ใช้ได้ (OK)
10	+1	+1	+1	3	1	ใช้ได้ (OK)
11	+1	+1	+1	3	1	ใช้ได้ (OK)
12	+1	+1	+1	3	1	ใช้ได้ (OK)
13	+1	+1	+1	3	1	ใช้ได้ (OK)
14	+1	+1	+1	3	1	ใช้ได้ (OK)
15	+1	+1	+1	3	1	ใช้ได้ (OK)
16	+1	+1	+1	3	1	ใช้ได้ (OK)
17	+1	+1	+1	3	1	ใช้ได้ (OK)
18	+1	+1	+1	3	1	ใช้ได้ (OK)
19	+1	+1	+1	3	1	ใช้ได้ (OK)
20	+1	+1	+1	3	1	ใช้ได้ (OK)
21	+1	+1	+1	3	1	ใช้ได้ (OK)

22	+1	+1	+1	3	1	ใช้ได้ (OK)
23	+1	+1	0	2	0.67	ใช้ได้ (OK)
24	+1	+1	0	2	0.67	ใช้ได้ (OK)
25	+1	+1	+1	3	1	ใช้ได้ (OK)
26	+1	+1	+1	3	1	ใช้ได้ (OK)
27	+1	+1	0	2	0.67	ใช้ได้ (OK)
28	+1	+1	+1	3	1	ใช้ได้ (OK)
29	+1	+1	+1	3	1	ใช้ได้ (OK)
30	+1	+1	+1	3	1	ใช้ได้ (OK)
31	+1	+1	+1	3	1	ใช้ได้ (OK)
32	+1	+1	+1	3	1	ใช้ได้ (OK)
33	+1	+1	+1	3	1	ใช้ได้ (OK)
34	+1	+1	+1	3	1	ใช้ได้ (OK)
35	+1	+1	+1	3	1	ใช้ได้ (OK)
36	+1	+1	+1	3	1	ใช้ได้ (OK)
37	+1	+1	+1	3	1	ใช้ได้ (OK)
38	+1	+1	+1	3	1	ใช้ได้ (OK)
39	+1	+1	+1	3	1	ใช้ได้ (OK)
40	+1	+1	+1	3	1	ใช้ได้ (OK)
41	+1	+1	+1	3	1	ใช้ได้ (OK)
42	+1	+1	+1	3	1	ใช้ได้ (OK)
43	+1	+1	+1	3	1	ใช้ได้ (OK)
44	+1	+1	+1	3	1	ใช้ได้ (OK)
45	+1	0	+1	2	0.67	ใช้ได้ (OK)
46	+1	+1	+1	3	1	ใช้ได้ (OK)
47	+1	+1	+1	3	1	ใช้ได้ (OK)
48	+1	0	+1	2	0.67	ใช้ได้ (OK)
49	+1	+1	+1	3	1	ใช้ได้ (OK)
50	+1	+1	+1	3	1	ใช้ได้ (OK)
51	+1	+1	+1	3	1	ใช้ได้ (OK)

52	+1	+1	+1	3	1	ใช้ได้ (OK)
53	+1	+1	+1	3	1	ใช้ได้ (OK)
54	+1	+1	+1	3	1	ใช้ได้ (OK)
55	+1	+1	+1	3	1	ใช้ได้ (OK)
56	+1	+1	+1	3	1	ใช้ได้ (OK)
57	+1	+1	+1	3	1	ใช้ได้ (OK)
58	+1	+1	+1	3	1	ใช้ได้ (OK)
59	+1	+1	+1	3	1	ใช้ได้ (OK)
60	+1	+1	+1	3	1	ใช้ได้ (OK)
61	+1	+1	+1	3	1	ใช้ได้ (OK)
62	+1	+1	+1	3	1	ใช้ได้ (OK)
63	+1	+1	+1	3	1	ใช้ได้ (OK)
64	+1	+1	+1	3	1	ใช้ได้ (OK)
65	0	+1	+1	2	0.67	ใช้ได้ (OK)
66	+1	+1	+1	3	1	ใช้ได้ (OK)
67	+1	+1	+1	3	1	ใช้ได้ (OK)
68	+1	+1	+1	3	1	ใช้ได้ (OK)
69	+1	+1	+1	3	1	ใช้ได้ (OK)

ค่าดัชนีความสอดคล้องที่ยอมรับได้ต้องมีค่าตั้งแต่ 0.5-1.0

The questions that obtain the IOC score between 0.5 – 1.0 are deemed acceptable.

BIOGRAPHY

Name	Miss Jutarat Anansalung
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Educational Attainment	Bachelor's Degree of Arts, Faculty of Arts and Science, Kasetsart University Master's Degree of Arts, English for Career, Thammasat University
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