

CHAPTER FIVE

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

This chapter was divided into 5 parts: 1) a summary of the study, 2) a summary of the findings, 3) discussions of the opinion of high school students about taking English online tuition in Bangkok 4) conclusions, and 5) recommendations for further research.

5.1 SUMMARY OF THE STUDY

The study of opinion of high school students about English online tuition will help provide quality online tuition for all school-going learners, business investors, and educational programmers. Understanding the actual feeling of the customers will help online tutorial investors to plan the course, system, and tutors for students who are home schooled such as those who live in remote areas or have disabilities. Moreover, the programmers will have a clearer vision of priorities to be set for the system and all functions of the online tutorial system.

5.1.1 Objectives of the Study

The study was to explore opinion of high school students about English online tuition: a study of among students of schools in Bangkok. This study was also aimed to identify reasons for taking English online tuition and factors discouraging English online tuition. Related factors and data can help e-learning entrepreneurs in further developing management and operation to cope with the updated requirement of the students or the users.

5.1.2 Subjects, Materials, and Procedures

The study population was 482 English language online students registering for English courses for M.4, M.5, and M.6. The respondents had participated in English language online program in the duration of 2008-2009. The quota sampling technique was utilized to select the sample units of 75 males and 75 females of all students, and categorized into level of M.4, M.5, and M.6. To see the

efficiency of online facilities, electronic questionnaires were employed to collect the data from the respondents between October-November 2008.

The questionnaire was divided into 6 parts:

Part 1: Personal information, including courses registered, educational levels, average grade earning and accumulative grade earning in English. Preference and purposes of taking English online courses.

Part 2: Online tuition experience, by using close-ended questions and multiple options for more open alternatives.

Part 3: Computer experience, to know a computer model, places and duration including purposes of surfing the internet.

Part 4: Opinion of high school students about English online tuition by using Likert Scales. The format was divided into three parts: opinions about English online system, the content, and the tutor.

Part 5: Reasons for changing tutorial options

Part 6: Problems and suggestions to know problems and suggestions

Additionally, to ensure the questionnaire was practical and effective, a pre-test was conducted with 15 students who took English online courses. The purpose of the pre-test was to examine whether the respondents were able to clearly understand the questionnaires. Mistakes found in the pre-test questionnaires were adjusted before conducting the actual survey with the sample group.

5.2 SUMMARY OF THE FINDINGS

The results of the study can be summarized as follows:

5.2.1 General Information Results

The study showed that of most the respondents took in studying English online tuition for M.4 before (49.3%). Most of the respondents studied in the major of science-math (84.00%). Most of the respondents earn in the highest level of studying; that is, GPA 3.50-4.00 (48.0%). None were in the group of below standard (below 1.00). As can be seen from the result of chapter 4, more than half (58%) of the respondents are also in the top level of studying English (3.50-4.00 GPA). Similarly, the percentage of the respondents who liked English very much was 42.67%, and just

3.33% like English very little. The purpose to take English language online was mostly to further the knowledge in English (86.49%) more than an admission test (69.59%). Particularly, the majority of them (92.67%) take English online tuition by themselves. Overall, the students expected the good content (34.04%) to cope with their school curricular and the admission test. Similarly, they require reasonable cost of the course (34.04%), otherwise, they will not be satisfied with online tuition. As can be seen from the result, the majority of the respondents had never taken online tuition (76%) from anywhere before. Just 24.00% had taken online courses with other institutes before, such as www.kengdee.com or khrusomsri.com and CU radio in mathematics, astronomy, and biology. In terms of computer experience, most of the respondents had their own high speed internet (8.67%), and surf internet every day (63.33%) from their houses (97.33%) more than one hour at a time (95.33%) for entertaining mostly (84.5%). Most of the respondents prioritized speed quickness to be the first ranking (mean=4.83). Males and females have opinions about English online tuition in the similar direction. They also require user friendliness in the system, and wanted additional technique in tutorial contents (mean=4.91) by effective teaching style from tutors (mean=4.83). By using t-test, the result showed opinion of males and females about online tuition is not different.

The factor to influence students in changing options is content (20.15%). This reason outnumbered the easiness to use in the system (17.97%), and time (17.79%), tutors (15.43%) and vicinity to the residential area (10.89%).

5.2.2 Participant's opinion result

Research Question 1: What do high school students think about English online tuition?

The study revealed that an ideal English online tuition should contain system quickness (mean=4.83%) the answers of all population are in the same direction (SD=0.42), additional technique in doing the admission test (mean=4.91%). Moreover the students emphasized the importance of tutors' teaching styles (mean=4.83%).

Research Question 2: Do the students from different gender have different opinion about English online tuition?

The results showed that different genders do not have different opinion about English online tuition in terms of content, systems, and tutors significantly. ($P>0.05$).

Research Question 3: What are internal and external factors that prevent high school students from taking English online course?

The results of the study revealed the factors of cost and content can be the factors preventing the students in taking online courses. If the content and the cost are incomplete, the students will be dissatisfied (34.04%). From the additional comments, the result also showed that if the content is not concise and accurate, the students will change the tutorial options.

Research Question 4: What are internal and external factors that motivate high school students in taking English online course?

The study showed that system quickness (mean=4.83, and median=5.00), additional technique (m=4.91, and median= 5.00), and the tutor's teaching style (mean=4.83, and median= 5.00) are the influential factors that can motivate high school students in taking English online tuition.

Research Question 5: What is the students' suggestion on English online tuition?

Suggestions of the respondents are categorized into three parts: suggestions about the systems, the content, and the service.

The students stated that the system should be more speedy and smooth, and the content should be accurate, concise, and clear, including updated. Finally there should be live-on tuition with the English online course.

5.3 DISCUSSIONS

This section concerns the interpretation of the finding and how they relate to earlier research and theory in the following areas: the respondents' general information, the factors related to opinions in taking English online tuition, the respondents' opinions in taking English online tuition, and the last part is respondent's problems or comments.

5.3.1 Evidently, this study shows that although e-learning is regarded as the new trend of learning, some students reject using it if they find out that it cannot

serve their needs. Pera Kirasophon, (1986) said in his study that from the uses and gratification theory, he stated that a person will choose to use media if they can serve their need. He also explained that people will avoid media if they do not gratify their needs. As can be seen from this study, math-science students (84.00%) were the majority respondents of English online tuition and started the English course from M.4 (49.3%). Despite being in English major, only 10.00% of the language-major students took English online course only 10.00%. It could be implied that English online courses have some focal points that dissuade language students from studying. It could be because they have learnt it enough from the traditional school or traditional tutorial schools. However, the nature of language students are social concerned. They want to be accepted from their friends and their society. Sujetra Seesuteewong, (2000) stated that relations with other people lie at the heart of adolescent experience. Since, language majored students might have interests to be accepted socially, they will choose to go to tutorial school for face-to-face classrooms with a lot of classmates.

5.3.2 Factors influence in taking English online tuition

Based on the results gained from the respondents, there were no significantly different opinions between males and females. The respondents would be interested in taking English online tuition if the course contains effective systems, accurate and concise contents, including good teaching styles from the tutors. Moreover, the internet learning could be certainly regarded as a universal tool for education if it can increase knowledge in schooling with accurate and clear content for every student both in central and rural regions

5.3.3 The respondents' opinion in taking English online tuition.

From data collection in this study, the respondents prioritized the quickness and friendliness of the system more than attraction of the website and animation with the course respectively. For practical matters of online learning facilities, there is no wrong with the beautiful website, but it should also contain other focal points; those are intelligent and understanding system to run smoothly and quickly. Hyperlinks to other beneficial websites are still needed. For one more thing, the must-have factor in the website is preferably the effective content with affordable cost. Given this reason, although the students have more privacy in learning or the

program is elegant, they are ignored if the content in the website is poor and expensive. A student goes into the virtual course because of learning, not challenging. Similarly, he or she will go away if the course is delayed by the system. Interestingly, the factors that can guarantee the online learning quality are clear content and understanding teaching style more than tutor's reputation.

Also, the well-connected tutors do not play a vital role to attract the students. Ideally, the system quickness, good teaching style, and additional test techniques can touch the heart of the respondents. A disruptive technology such as excessive animation causes panics and distraction for the students. At this issue, it is not sensible that most of e-learning entrepreneurs invest for the technological immersion more than hiring the proficient teachers to set up the right content for each student.

5.3.4 Respondent's problems or comments.

The most frequent suggestion made by the respondents reflected the system incompleteness of the English online speed. The students faced the continual barrier of slow downloading system. The result was also suggested that there still should be animation and graphics in English online course but not too much. As can be seen from some comments of the students, it showed that the students are annoyed with too much animation.

The other interesting suggestion gained from the respondents is the live on course with the online course. This implied that environment in online learning is also important for more lively and interactive learning.

5.4 CONCLUSIONS

From the discussions, the conclusions of the study can be drawn as follows:

5.4.1 The participants of English online tuition in 2008-2009 were in the high grade level (3.50-4.00) both in average grade earning and in English grade earning.

5.4.2 The gender had no effect in the opinion about English online tuition.

5.4.3 Content and cost are the vital factors that make the students take or not take English online tuition.

The respondents still had the problems in English online tuition, that is, the problem of slow and unsmooth system.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Considering the findings and the conclusions of the study, recommendations for further research are as follows:

5.5.1 As no students reported being below 1.00 in accumulative grade earning and English grade earning, it might be that the respondents felt reluctant to give unpleasant answers. More valid results can be attained by incorporating other methods of data collection: interview and observation. Additionally, a non related online tutorial business may relieve the respondents of being reluctant in providing negative answers.

5.5.2 The study of factors influencing English online tuition of language students or the students grading below 3.50-4.00 should be conducted. As far as Thai government' IT has highly emphasized on E-education and would like to enhance opportunity for all people to access education. The real factors to influence the group of language and medium level of studying will help Thai online learning business improve and create systems to cope with requirements to the maximum and overcome all barriers in English online tuition.