CHAPTER FOUR
RESULTS

This chapter presents the data collected from 88 respondents from the sample size of 100 Thai teachers and support staff members joining the in-service English training course. The course consisted of two main groups - - the beginner and the lower-intermediate group. The results were from Twenty- nine respondents from the pre-level class and 59 respondents from the intermediate class. The data from each group was calculated separately. Also, the results were processed on personal information, attitudes towards in-service English training course, and the trainees' comments and suggestions.

The statistical data were processed by SPSS Version 12. The analysis was divided into 3 parts:

4.1 Trainees' General Information

4.2 Trainees' Attitudes towards the In-service English Training Course in five areas:

   4.2.1 Course Content

   4.2.2 Trainer

   4.2.3 Textbooks, Supplementary and Teaching Aids

   4.2.4 Time Schedules and Duration

   4.2.5 Evaluation

   4.2.6 Progress and Knowledge Application

4.3 Comments and Suggestions for Program Improvements

The Beginner Group

Part I: General Information

Table 1. Responsibility

	Frequency	Percent
Faculty staff	15	51.7
Support staff	14	48.3
Total	**29**	**100.0**

Table 1 shows that just more than a half of all respondents in the pre-level

group are faculty staff.

Table 2. Level of Students

	Frequency	Percent
Grade 1-3	4	26.7
Grade 4-6	4	26.7
Grade 7-9	5	33.3
Grade 10-12	2	13.3
Total	**15**	**100.0**

Table 2 shows most of the respondents who are faculty staff members teach

students from grade 7-9. The number of the respondents who teach grade 1-3 and

those who teach grade 4-6 are the same. Also, they outnumber by two times those

teaching grade 10-12.

Table 3. Gender

	Frequency	Percent
Female	19	65.5
Male	10	34.5
Total	**29**	**100.0**

Table 3 shows that the male respondents are over twice outnumbered by the

female.

Table 4. Age Group

	Frequency	Percent
20-25	2	6.9
26-30	3	10.3
36-40	7	24.1
41-45	4	13.8
46-50	6	20.7
51-55	6	20.7
56-60	1	3.4
Total	**29**	**100.0**

Table 4 indicates that most respondents aged between 36 and 40 years old. The respondents aged between 46 and 50 years old and those aged between 51 and 55 are approximately 1/5 of all the respondents, whereas only one respondent or 3.4% is in the age range of 56 to 60 years old.

Table 5. Marital Status

	Frequency	Percent
Single	9	31.0
Married	20	69.0
Total	**29**	**100.0**

Table 5 shows that most of the respondents, approximately 70%, are married and the rest of them are single.

Table 6. Education

	Frequency	Percent
Bachelor's degree	25	86.2
Master's degree	4	13.8
Total	**29**	**100.0**

Table 6 shows that the respondents having a master's degree are outnumbered six times by those having a bachelor's degree.

Table 7. Teaching Experience

	Frequency	Percent
0-5 years	14	48.3

(table continues)

Table 7. (continued)

	Frequency	Percent
6-10 years	3	10.3
11-15 years	2	6.9
16-20 years	3	10.3
21 years up	7	24.1
Total	**29**	**100.0**

Table 7 indicates that almost 50 per cent of all respondents have less than 5 years of teaching experience, whereas the second largest number of respondents have teaching experience from 21 years or more. Approximately 7 per cent have been teaching for 11-15 years.

Table 8. English Experience after Graduation

	Frequency	Percent
0-5	16	55.2
6-10	8	27.6
11-15	2	6.9
16-20	2	6.9
21 up	1	3.4
Total	29	100.0

Table 8 shows that more than a half of all the respondents have experience of English less than 5 years. Approximately ¼ of all the respondents have experience of English from 6 to 10 years while the smallest number of them has been using English for over 11 years.

Table 9. Trainees' Opinions towards their English

	Frequency	Percent
Medium	3	10.3
Fair	12	41.4
Needs improvement	14	48.3
Total	29	100.0

Table 9 indicates that most of the respondents which are slightly less than 50 percent need improvement in English. Marginally less than those who need

improvement or about 40 per cent of all the respondents have the opinion that their

English is fair. However, approximately 1/10 believe that their English is medium.

Part II: Attitudes towards the In-Service English Training Course

Table 10. Attitudes towards the Beginner Course

Scope	Mean	SD.	Interpretation
Trainer	3.73	0.780	Satisfied
Time Schedules & Duration	3.61	0.951	Satisfied
Textbooks, Supplementary & Teaching Aids	3.54	0.779	Satisfied
Course Content	3.38	0.840	Neutral
Progress & Knowledge Application	3.38	0.959	Neutral
Evaluation	3.22	1.083	Neutral
Attitudes towards the beginner course	**3.48**	**0.898**	**Satisfied**

The table above signifies that the attitudes towards the beginner course were

satisfied (3.48) The average of the trainer received the highest score at the satisfactory

level (3.73), whereas that of the evaluation gained the lowest score at the neutral level

(3.22).

Table 11. Course Content

Course Content	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	SD.	Interpretation
1. The content is useful.	-	79.3% 23	6.9% 2	10.3% 3	3.4% 1	3.62	0.820	Satisfied
2. The content is interesting.	6.9% 2	65.5% 19	10.3% 3	10.3% 3	6.9% 2	3.55	1.020	Satisfied
3. The content relates to the course objectives.	3.4% 1	62.1% 18	20.7% 6	3.4% 1	10.3% 3	3.45	1.020	Satisfied
4. The difficulty level of the content is appropriate.	-	65.5% 19	20.7% 6	6.9% 2	6.9% 2	3.44	0.909	Satisfied
5. You are satisfied with the course content overall.	-	58.6% 17	13.8% 4	13.8% 4	13.8% 4	3.17	1.136	Neutral
6. The content meets your needs.	3.4% 1	37.9% 11	34.5% 10	13.8% 4	10.3% 3	3.10	1.046	Neutral
Total						**3.38**	**0.840**	**Neutral**

Table 11 signifies the trainees' attitudes at the satisfactory level in all areas of thecourse content (3.38). The usefulness of the course content gained the highest score at 3.62 whereas the requirement of the trainees' towards the content gained the lowest score (3.10).

Table 12. Trainer

Trainer	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	SD.	Interpretation
1. The trainer's explanations showed his/her competence in English.	27.6% 8	62.1% 18	10.3% 3	-	-	4.17	0.601	Satisfied
2. The trainer began classes on time.	24.1% 7	62.1% 17	13.8% 4	-	-	4.10	0.617	Satisfied
3. The trainer had a good rapport with the trainees.	10.3% 3	69.0% 20	17.2% 5	3.4% 1	-	3.86	0.639	Satisfied
4. The trainer could get most trainees involved in class activities.	6.9% 2	69.0% 20	13.8% 4	10.3% 3	-	3.72	0.751	Satisfied
5. The trainer well prepared for the classes.	6.9% 2	62.1% 18	24.1% 7	3.4% 1	3.4% 1	3.65	0.813	Satisfied
6. The trainer could explain content and assignments clearly.	10.3% 3	58.6% 17	20.7% 6	6.9% 2	3.4% 1	3.65	0.897	Satisfied
7. The trainer could answer your questions satisfactorily.	3.4% 1	69.0% 20	17.2% 5	6.9% 2	3.4% 1	3.62	0.820	Satisfied
8. The trainer used supplementary sheets and teaching aids such as games, visual or audio equipment in the course.	6.9% 2	55.2% 16	20.7% 6	17.2% 5	-	3.51	0.870	Satisfied
9. The trainer organized the interesting activities.	6.9% 2	51.7% 15	17.2% 5	20.7% 6	3.4% 1	3.37	1.014	Neutral
Total						**3.73**	**0.780**	**Satisfied**

Table 12 indicates that the lowest score was at the neutral level on interesting activities organized by the trainer (3.37) while the punctuality of the trainer gained the highest score (4.10). The respondents, however, were satisfied with the total areas of

the trainer (3.73).

Table 13. Textbooks, and Teaching Aids

Textbooks, and Teaching Aids	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	SD.	Interpretation
1. You are satisfied with the textbooks, supplementary, and teaching aids overall.	3.4% 1	75.9% 22	10.3% 3	10.3% 3	-	3.72	0.701	Satisfied
2. The textbooks relate to the course objectives.	-	75.9% 22	10.3% 3	10.3% 3	3.4% 1	3.58	0.824	Satisfied
3. The supplementary and teaching aids relate to the course objectives.	-	65.5% 19	24.1% 7	10.3% 3	-	3.55	0.685	Satisfied
4. The textbooks are interesting.	3.4% 1	62.%1 18	20.7% 6	13.8% 4	-	3.55	0.783	Satisfied
5. Supplementary sheets and teaching aids such as games, visual and audio equipment are useful.	-	65.5% 19	17.2% 5	17.2% 5	-	3.48	0.784	Satisfied
6. Supplementary such as sheets and teaching aids such as games, visual and audio equipment are interesting.	6.9% 2	44.8% 13	27.6% 8	20.7% 6	-	3.37	0.902	Neutral
Total						**3.54**	**0.779**	**Satisfied**

Table 13 shows the neutral level of that supplementary materials and teaching

aids are interesting (3.37). However, the satisfaction with the textbooks,

supplementary materials, and teaching aids overall gained the highest score (3.72).

Table 14. Time Schedules and Duration

Time Schedules and Duration	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	SD.	Interpretation
1. You are satisfied with the length of the class you attended.	13.8% 4	75.9% 22	3.4% 1	3.4% 1	3.4% 1	3.93	0.798	Satisfied
2. You are satisfied with the days.	6.9% 2	65.5% 19	10.3% 3	13.8% 4	3.4% 1	3.58	0.945	Satisfied

(table continues)

Table 14. (continued)

Time Schedules and Duration	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	SD.	Interpretation
3. You are satisfied with time schedules. (5 pm.- 6 pm. 12.20 pm -2.30 pm.)	6.9% 2	55.2% 16	10.3% 3	20.7% 6	6.9% 2	3.34	1.110	Neutral
Total						**3.61**	**0.951**	**Satisfied**

Table 14 indicates the neutral level of the respondents' satisfaction with the

time schedules (3.34) whereas the length of the class obtained the highest

score(3.93).

Table 15. Evaluation

Evaluation	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	SD.	Interpretation
1. The frequencies of evaluation were appropriate.	3.4% 1	58.6% 17	13.8% 4	17.2% 5	6.9% 2	3.34	1.044	Neutral
2. The level of difficulty of the evaluation was appropriate.	3.4% 1	51.7% 15	17.2% 5	17.2% 5	10.3% 3	3.20	1.114	Neutral
3. The evaluation methods used in the course were appropriate.	3.4% 1	48.3% 14	13.8% 4	27.6% 8	6.9% 2	3.13	1.092	Neutral
Total						**3.22**	**1.083**	**Neutral**

Table 15 signifies the neutral level of all areas of the evaluation conducted

(3.220).The difference in the scores was not significant. The evaluation methods used

gained the lowest score (3.13) whereas the frequencies of the evaluation gained the

highest score (3.34).

Table 16. Progress and Knowledge Application

Progress and Knowledge Application	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	SD.	Interpretation
1. Your English skills are better than before.	13.8% 4	37.9% 11	27.6% 8	20.7% 6	-	3.44	0.985	Satisfied
2. You can apply the knowledge gained in your work.	10.3% 3	51.7% 15	17.2% 5	13.8% 4	6.9% 2	3.44	1.088	Satisfied
3. You have more confidence in English communication	6.9% 2	44.8% 13	27.6% 8	20.7% 6	-	3.37	0.902	Neutral
4. You can apply the knowledge gained in communication.	3.4% 1	51.7% 15	27.6% 8	13.8% 4	3.4% 1	3.37	0.902	Neutral
5. You can use the knowledge gained for your career path in the future.	6.9% 2	37.9% 11	31.0% 9	24.1% 7	-	3.27	0.921	Neutral
Total						**3.38**	**0.959**	**Neutral**

Table 16 shows that most of the areas on progress and knowledge application were at the neutral level (3.38). However, better English skills and knowledge application in the respondents' work gained the satisfied level and were the same scores (3.44).

Part III: Comments and Suggestions for Program Improvements

Twelve out of twenty-nine respondents in the beginner group or 41 per cent provided comments and suggestions.

 How could the beginner course be improved?

1. The content taught should have been relevant to the course objectives.

2. The evaluation should have been relevant to the content taught.

3. The content taught should have been related to the subjects taught to the students.

4. Basic English and conversations should have been more focused.

5. Classes should have been taught continually.

Lower-Intermediate

Table 17. Responsibility

	Frequency	Percent
Faculty staff	47	79.7
Support staff	12	20.3
Total	**59**	**100**

Table 17 shows that the support staff are almost four times outnumbered by

the faculty staff.

Table 18. Level of Students

	Frequency	Percent
Grade 1-3	10	21.3
Grade 4-6	12	25.5
Grade 7-9	11	23.4
Grade 10-12	14	29.8
Total	**47**	**100.0**

Table 18 shows that most of the respondents in the intermediate group teach

grade 10-12. However, the number of the respondents teaching at each level is not

significantly different.

Table 19. Gender

	Frequency	Percent
Female	40	67.8
Male	19	32.2
Total	**59**	**100.0**

Table 19 indicates that female respondents are slightly over twice that of
males.

Table 20. Age Group

	Frequency	Percent
20-25	2	3.4
26-30	13	22.0
31-35	8	13.6
36-40	15	25.4

	Frequency	Percent
41-45	10	16.9
46-50	6	10.2

(table continues)

Table 20. (continued)

	Frequency	Percent
51-55	3	5.1
56-60	2	3.4
Total	**59**	**100.0**

Table 20 shows that ¼ of all the respondents aged between 36 and 40 while the respondents aged between 26-30 are the second biggest group. Only about three percent of the respondents are 56 -60 years old.

Table 21. Marital Status

	Frequency	Percent
Single	24	40.7
Married	35	59.3
Total	**59**	**100.0**

Table 21 shows that the single respondents are approximately 20 per cent outnumbered by the married respondents.

Table 22. Education

	Frequency	Percent
Bachelor's degree	51	86.4
Master's degree	8	13.6
Total	**59**	**100.0**

Table 22 shows that the respondents who finished a master's degree are over six times outnumbered by those finishing a bachelor's degree.

Table 23. Teaching Experience

	Frequency	Percent
0-5 years	25	42.4
6-10 years	7	11.9
11-15 years	13	22.0
16-20 years	3	5.1
21 years up	11	18.6
Total	**59**	**100.0**

Table 23 indicates that the largest number of the respondents has less than 5 years teaching experience. The second largest number has 11 to 15 years of teaching experience whereas the smallest number has 16-20 years of teaching experience.

Table 24. English Experience after Graduation

	Frequency	Percent
0-5	40	67.8
6-10	9	15.3
11-15	7	11.9
21 up	3	5.1
total	59	100.0

Table 24 shows that almost 70 per cent of all the respondents have less than 5 years of English experience. Only a few respondents have more than 21 years of experience on English.

Table 25. Trainees' Opinion towards their English

	Frequency	Percent
Medium	12	20.3
Fair	28	47.5
Needs improvement	19	32.2
Total	59	100.0

Table 25 shows that most of the respondents believe that their English is fair. However, about 30 per cent of all the respondents still need English improvement.

Part II: Attitudes towards the In-Service English Training Course

Table 26. Attitudes towards the Lower-Intermediate Course

Scope	Mean	SD.	Interpretation
Time Schedules & Duration	3.78	0.529	Satisfied
Trainer	3.53	0.799	Satisfied
Textbooks, Supplementary & Teaching Aids	3.49	0.779	Satisfied
Course Content	3.37	0.835	Neutral
Progress & Knowledge Application	3.36	0.731	Neutral
Evaluation	3.22	0.852	Neutral
Attitudes towards the lower-intermediate course	**3.46**	**0.624**	**Satisfied**

This table indicates that the attitudes towards the lower-intermediate course were satisfied (3.46). Time schedules and duration received the highest score at the satisfied level, whereas the evaluation received the lowest score at the neutral level (3.22).

Table 27. Course Content

Course Content	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	SD.	Interpretation
1. The content is useful.	3.4% 2	7.3% 45	16.9% 10	1.7% 1	1.7% 1	3.77	0.617	Satisfied
2. The content is interesting.	1.7% 1	64.4% 38	25.4% 15	6.8% 4	1.7% 1	3.57	0.724	Satisfied
3. The difficulty level of the content is appropriate.	1.7% 1	57.6% 34	27.1% 16	11.9% 7	1.7% 1	3.45	0.794	Satisfied
4. The content relates to the course objectives	3.4% 2	44.1% 26	33.9% 20	15.3% 9	3.4% 2	3.28	0.891	Neutral
5. You are satisfied with the course content overall.	1.7% 1	45.8% 27	27.1% 16	18.6% 11	6.8% 4	3.16	0.985	Neutral
6. The content meets your needs.	1.7% 1	37.3% 22	32.2% 19	20.3% 12	8.5% 5	3.03	0.999	Neutral
Total						**3.37**	**0.835**	**Neutral**

Table 27 shows the neutral level of the total areas (3.37). The requirement of the content gained the lowest score (3.03) whereas the usefulness of the content gained the highest score (3.77).

Table 28. Trainer

Trainer	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	SD.	Interpretation
1. The trainer's explanations showed his/her competence in English.	18.6% 11	59.3% 35	20.3% 12	1.7% 1	-	3.94	0.680	Satisfied

(table continues)

Table 28. (continued)

Trainer	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	SD.	Interpretation
2. The trainer began classes on time.	10.2% 6	76.3% 45	6.8% 4	6.8% 4	-	3.89	0.661	Satisfied
3. The trainer could get most trainees involved in class activities.	6.8% 4	67.8% 40	18.6% 11	6.8% 4	-	3.74	0.684	Satisfied
4. The trainer had a good rapport with the trainees.	6.8% 4	64.4% 38	20.3% 12	6.8% 4	1.7% 1	3.67	0.775	Satisfied
5. The trainer could answer your questions satisfactorily.	1.7% 1	57.6% 34	27.1% 16	13.6% 8	-	3.47	0.751	Satisfied
6. The trainer could explain content and assignments clearly.	3.4% 2	50.8% 30	27.1% 16	16.9% 10	1.7% 1	3.37	0.868	Neutral
7. The trainer used supplementary sheets and teaching aids such as games, visual or audio equipment in the course.	1.7% 1	32.5% 31	23.7% 14	16.9% 10	5.1% 3	3.28	0.947	Neutral
8. The trainer well prepared for the classes.	3.4% 2	40.7% 24	33.9% 20	20.3% 12	1.7% 1	3.23	0.877	Neutral
9. The trainer organized the interesting activities.	3.4% 2	44.1% 26	27.1% 16	22.0% 13	3.4% 2	3.22	0.948	Neutral
Total						**3.53**	**0.799**	**Satisfied**

Table 28 signifies the satisfied level of the total of all areas (3.53) although

almost half of all areas are at the neutral level. The trainers' organizing of interesting

activities gained the lowest score (3.22) while the trainers' beginning classes on time

gained the highest score (3.89).

Table 29. Textbooks, and Teaching Aids

Textbooks, and Teaching aids	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	SD.	Interpretation
1. The textbooks are interesting.	5.1% 3	66.1% 39	15.3% 9	13.6% 8	-	3.62	0.785	Satisfied
2. The teaching aids relate to the course objectives.	5.1% 3	50.8% 30	37.3% 22	6.8% 4	-	3.54	0.702	Satisfied
3. The textbooks relate to the course objectives.	6.8% 4	49.2% 29	32.2% 19	10.2% 6	1.7% 1	3.49	0.838	Satisfied
4. Supplementary sheets and teaching aids such as games, visual and audio equipment are useful.	6.8% 4	47.5% 28	32.2% 19	13.6% 8	-	3.47	0.816	Satisfied
5. You are satisfied with the textbooks, supplementary sheets, and teaching aids overall.	1.7% 1	52.5% 31	32.2% 19	13.6% 8	-	3.42	0.747	Satisfied
6. Supplementary sheets and teaching aids such as games, visual and audio equipment are interesting.	5.1% 3	44.1% 26	37.3% 22	13.6% 8	-	3.40	0.790	Neutral
Total						**3.49**	**0.779**	**Satisfied**

Table 29 indicates the satisfied level at all areas (3.49), but one area that of

supplementary materials and teaching aids are interesting which scored at the neutral

level (3.40). That the textbooks are interesting obtained the highest score (3.62).

Table 30. Time Schedules and Duration

Time Schedules and Duration	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	SD.	Interpretation
1. You are satisfied with the length of the class you attended. (hours)	-	86.4% 51	13.6% 8	-	-	3.86	0.345	Satisfied
2. You are satisfied with the days.	1.7% 1	79.7% 47	13.6% 8	5.1% 3	-	3.77	0.559	Satisfied

(table continues)

Table 30. (continues)

Time Schedules and Duration	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	SD.	Interpretation
3. You are satisfied with time schedules. (5 pm.- 6 pm. 12.20 pm - 2.30 pm.)	3.4% 2	72.9% 43	16.9% 10	6.8% 4	-	3.72	0.638	Satisfied
Total						**3.78**	**0.529**	**Satisfied**

Table 30 shows the satisfied level at all areas on time schedules and duration.

The satisfaction with the length of the class gained the highest score (3.86) whereas

that on the time schedules gained the lowest score (3.72).

Table 31. Evaluation

Evaluation	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	SD.	Interpretation
1. The frequencies of evaluation were appropriate.	-	47.5% 28	32.2% 19	20.3% 12	-	3.27	0.78 4	**Neutral**
2. The level of difficulty of the evaluation was appropriate.	1.7% 1	44.1% 26	33.9% 20	18.6% 11	1.7% 1	3.25	0.84 2	**Neutral**
3. The evaluation methods used in the course were appropriate.	1.7% 1	44.1% 26	27.1% 16	23.7% 14	3.4% 2	3.16	0.93 1	**Neutral**
Total						**3.22**	**0.85 2**	**Neutral**

Table 31 signifies the neutral level of all areas on the evaluation used in the

course. The evaluation methods obtained the lowest score (3.16) whereas the

frequencies of the evaluation gained the highest score 93.27). However, all scores are

not significantly different.

Table 32. Progress and Knowledge Application

Progress and Knowledge Application	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean	SD.	Interpretation
1. You can use the knowledge gained for your career path in the future.	-	52.5% 31	37.3% 22	10.2% 6	-	3.42	0.67 4	Satisfied
2. Your English skills are better than before.	-	47.5% 28	44.1% 26	6.8% 4	1.7% 1	3.37	0.69 2	Neutral
3. You have more confidence in English communication	-	52.5% 31	32.2% 19	15.3% 9	-	3.37	0.74 0	Neutral
4. You can apply the knowledge gained in communication.	-	49.2% 29	35.6% 21	13.6% 8	1.7% 1	3.32	0.77 5	Neutral
5. You can apply the knowledge gained in your work.	-	50.8% 30	30.5% 18	18.6% 11	-	3.32	0.77 5	Neutral
Total						**3.36**	**0.73 1**	**Neutral**

Table 32 indicates the neutral levels of the total in the areas on progress and knowledge application. Only the knowledge gained for the respondents' career path in the future was at a satisfactory (3.42). Knowledge application in communication and in work had the same score (3.32).

Part III: Comments and Suggestions for Program Improvement

Fourteen out of fifty-nine respondents in the lower- intermediate group or about 24 per cent gave comments and suggestions.

How could the lower-intermediate course be improved?

1. The content the trainer taught should have been relevant to the course objectives.

2. The content should have been clearly specified.

3. The evaluation should have been relevant to the content taught.

4. The exam pool should not have been used.

5. Classes should have been taught continually.