

ABSTRACT

The objectives of this research were (1) to find out the characteristics and teaching techniques of tutors in tutorial schools, which satisfy students' needs, (2) to investigate the characteristics of tutors in tutorial schools according to the theory of The Big Five Dimensions of Personality by Costa and McCrae (1992), and (3) to gain the students' suggestions about what they want from their teachers in conventional schools.

The design of this study was a descriptive cross-sectional survey, which gathered information from questionnaires. The respondents of the study were 150 students studying in two conventional schools in Bangkok. Statistics for analyzing the data were frequency, percentage, and mean.

The results showed that the general information of desirable teachers in gender, age, and background knowledge were not the factors that attract students to study with tutors in tutorial schools. However, the period of teaching experience was a factor that attracts students to study with those tutors.

The tutors' desirable characteristics with which most students feel satisfied were (1) the ability at connecting new learning to prior knowledge, (2) the knowledge of their subject matters, (3) enthusiasm about teaching, respectively.

The tutors' general characteristics according to the theory of The Big Five Dimensions of Personality by Costa and McCrae (1992) revealed that tutors in tutorial schools were active, person-oriented, and fun-loving, which was categorized as extraversion: traits that are interpersonal, and capture how people interact with each other.

The teaching techniques of tutors in tutorial schools that satisfy the needs of students were (1) making the learning task fun, (2) the ability to teach complex matters to be easy and understandable ones, (3) making use of novelty.

The students' suggestions about what they want from their teachers in conventional schools are (1) providing the atmosphere of learning, (2) making lessons varied and fun, and (3) giving a reasonable amount of content; not too much, respectively.