

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

Since many conventional schools are experiencing the problem of students paying less attention to their classes due to the tutorial-crazy effect, it is necessary that those schools should have a new educational policy to cope with this critical situation. In order to stimulate students to pay more attention in class, teachers should know what students want, what the differences are between teachers in conventional schools and tutorial schools and what other factors affect the learning process of students.

Teachers not only in the past but also at present play a vital role in educating students. Teachers in the past might not have any difficulties in teaching since the students at that time were well-disciplined and humbly accepted their teachers' teaching. Moreover, students had to understand and accept teachers' personalities or characteristics in order to adapt themselves to their teachers' behavior. Bailey, et al. (1996, p.16) said that "some teachers teach as they were taught and retained the conventional images of teaching that derived from childhood experiences, so it is very difficult to alter teaching practices and explains in part why teaching has remained so constant over so many decades of reform efforts", while Paithoon Sinlarat (ไพฑูรย์ สินลารัตน์, 2545, pp.130-131) stated that a cause that makes students study at a tutorial school is because they do not understand the lesson at their conventional schools. Paithoon Sinlarat (ไพฑูรย์ สินลารัตน์, 2545) also stated that the reason why most students attended tutorial schools is because they believe that they will get better grades, obtain more techniques in doing exams, and feel more confidence when having studied at tutorial schools. Owing to the reasons given above, more and more teachers find it difficult to teach some students who neglect their study in schools. In addition, the situation of competitive study is dramatically increasing. A large number of students tend to have extra classes in one or more tutorial institutes and neglect the lesson or pay less attention to their studies in schools, whereas they spend their time concentrating only on their tutorial classes. The students who do not have extra

classes in any tutorial schools seem to be strange students and feel less confident when compared with other students who attend classes in tutorial institutes. The number of students attending in tutorial schools is increasing year by year. There is a circulation of money in tutorial schools of not less than 3,200 billion baht, and the expectation for this business is higher than 14,000 million per month. (ไพฑูรย์ สีนลารัตน์, 2545). In the year 1999, there were around 572 tutorial schools with a total of 147,093 students (see table 1).

Table 1. Number of Tutorial Schools and Number of Students

YEAR	Number of Tutorial Schools	Number of Students	Reference
1985	Bangkok 131	28,562	Pordo Suwannatat (พอดู สุวรรณทัต, 2530)
	Regions 46	3,186	
	Total 171	31,748	
1999	Bangkok 246	88,963	Thairat Newspaper, Jan 30, 2001, p.15
	Regions 326	58,130	
	Total 572	147,093	
2000	Expected more 30	200,000	Thairat Newspaper, Jan 30, 2001, p.15

Source: ไพฑูรย์ สีนลารัตน์ (2545). รายงานการวิจัยเรื่องการกวาดวิชาระดับมัธยมศึกษาตอนปลายในประเทศไทย น.23

Since more and more students attend tutorial schools and gain knowledge while avoiding paying attention in their normal schools, they create problems in conventional schools such as talking in class, looking down on teachers' ability, challenging teachers' knowledge, becoming more aggressive or not even taking textbooks to school. On the other hand, teachers have to adjust themselves enormously to even the situation and to serve student needs and satisfaction. In the era of globalization, teachers must have appealing characteristics to draw all the students' attentions to the lessons. Moreover, teachers should have the qualifications that convince their students to accept teacher capability or teachers should have the experience that can make students accept them.

The Thai language which was once the subject that few students wanted to have extra tuition on is now the subject that almost every student wants to study.

Besides, English is one of the most outstanding necessities that students want to master to fulfill their ambition to be successful in their study and their future career. In particular, Thai society nowadays offers a wide variety of jobs for those who can use English effectively. Not only Thai and English but also other subjects seem to be interesting to students who want to have extra classes such as mathematics, physics, chemistry, biology or even social science. In short, every subject seems to be important for students. Although the teachers at present have to meet many difficulties from their students, a survey on “The Confidence on Thai Teachers” conducted by “Suan Dusit Poll” (สวนดุสิตโพล, 2550) still demonstrated the opinions towards teachers as follows: The personality and dress suitable to the career of teachers are ranked first. The second is taking good care of themselves, and a knowledge of current affairs, the fourth is the ability to teach, the fifth is good relationship, the sixth is leadership, the seventh is diligence and patience, the eighth is commonsense in the teacher’s occupation, generosity and honesty, the eleventh is morality, the twelfth is kindness, and the thirteenth is being a good example for students and other people. This table shows that the attitudes towards teachers are still in a good position; most students and parents also think that teachers are getting better in all aspects as shown in table 2.

Table 2. The Confidence on Thai Teachers

ORDER	INDICATORS ON THAI TEACHERS	TOTAL 10		
		2006	2005	Degree of Confidence
1	Personality, Dress Suitable to the Career	8.21	7.94	Increased
2	Taking Care of Themselves	7.98	7.83	Increased
2	Up-to-date People / Knowledge of Current Situation	7.98	7.74	Increased

Table 2. (Continued)

ORDER	INDICATORS ON THAI TEACHERS	TOTAL 10		
		2006	2005	Degree of Confidence
4	Ability in Teaching	7.94	7.87	Increased
5	Good Relationship	7.92	7.82	Increased
6	Leadership	7.84	7.67	Increased
7	Diligence and Patience	7.83	7.74	Increased
8	Commonsense in Teacher's Occupation	7.75	7.53	Increased
8	Generosity	7.75	7.67	Increased
8	Honesty	7.75	7.69	Increased
11	Morality	7.74	7.57	Increased
12	Kindness	7.73	7.60	Increased
13	Being Good Examples for Students and other People	7.69	7.56	Increased

Source: สวนดุสิตโพล (2550). คนไทยเชื่อมั่นครูในปีนี้ “มากกว่า” ปีก่อน !!!

Pitima Menman (ปีติมา เม่นแมน, 2548) found that the characteristics of tutors in tutorial schools distinctively affect the decision in applying to study, so is the dress of those tutors. Techniques in teaching, not only the tips for memorizing contents, but also songs are used to attract students to classes. In an open-ended questionnaire, *the Teacher Qualities Survey*, Bragstad (1987) revealed that the most important things for being a teacher were instructional practices, personal attitudes and behaviors of teacher, respectively. Bragstad (1987, p.9) also explained that his findings are consistent with previous research conducted by other educators; two factors – *instructional methods and a teacher's ability to relate personally to others* – are equally vital if students are to learn.

Hergennahn (1988, p.21) pointed out the factors that may affect learning as follows: sex difference, age difference, instructions, intelligence, rate of presentation, meaningfulness of the material used, interaction with other tasks.

Interestingly, there are so many other factors affecting the process of learning of students. One of those factors may be the uniqueness of teachers in tutorial schools, which is distinctively different from the uniqueness of teachers in

conventional schools, no matter what age, gender, and method of teaching, textbooks, atmosphere in classes or the general characteristics of teachers. These are very challenging to be discovered for the benefit of both teachers and students, as conventional schools are still important in Thai education, and tutorial schools are only optional education.

This study will explore both the general characteristics of tutors according to the psychology theory called The Big Five Dimensions of Personality by Costa and McCrae (1992, quoted in Pervin, Cervone & John, 2005) and desirable characteristics of tutors, which satisfy most students, and tutors' techniques that affect the satisfaction of students. The result will be beneficial to all teachers to adapt themselves to a new, appealing atmosphere of teaching to which the new generation of students is looking forward. And the result of this study will help teachers understand what students at present want, and may help to create a satisfactory atmosphere in normal classrooms.

1.2 STATEMENT OF THE PROBLEM

This study aims to answer the following questions:

- 1.2.1 What are characteristics of tutors in tutorial schools that attract most students to study with them?
- 1.2.2 What teaching techniques do tutors in tutorial schools use to make students pay attention to study?
- 1.2.3 What are types of characteristics of tutors in tutorial schools according to the theory of The Big Five Dimensions of Personality by Costa and McCrae (1992)?
- 1.2.4 What do students want from teachers in conventional schools when compared with tutors in tutorial schools?

1.3 OBJECTIVES OF THE STUDY

This research has the following objectives

1.3.1 Main Objective

To find out the characteristics and teaching techniques of tutors in tutorial school with which most students feel satisfied.

1.3.2 Sub-Objective

1. 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).
2. To gain the students' suggestions about what they want from their teachers in conventional schools.

1.4 DEFINITION OF TERMS / VARIABLES AND DEFINITIONS

The definitions of the terms in this study are as follows:

Characteristic means a typical, noticeable quality or an individual's uniqueness as a teacher that satisfies students and attracts students to pay attention to study. In this study, "characteristic" and "personality" are used interchangeably.

Tutorial school means an educational community that provides courses to high school students.

Conventional school means a school under the supervision of the government either government or private schools, focusing on higher secondary level (Mathayom 4-6 or M.4-6 or grade 10-12) both male and female students.

Student means an M.4, M.5 or M.6 student who is studying at a conventional school, and both male and female.

Teaching technique means the tutor's special ability at teaching that makes students understand or satisfied.

Teacher means someone whose job is to teach, especially in a school.

Tutor in a tutorial school means someone whose job is to teach in a tutorial institute whether or not he or she is a conventional school teacher. However, in this study, the words "teacher in tutorial school," "tutor," or "instructor" will be used interchangeably as they are commonly used in Thailand.

1.5 SCOPE OF THE STUDY

This study is limited to two schools of Mattayom 4-6 students- Two Catholic schools in Bangkok - and focused only in students in Bangkok. However,

the study has the potential to reveal some facts about the characteristics and teaching techniques of tutors in tutorial schools.

1.6 SIGNIFICANCE OF THE STUDY

The findings of this study will be beneficial for teachers in conventional schools as its results will show the general information of desirable tutors. Some information can be adjustable to serve student needs such as the background knowledge of teachers in conventional schools. If it is found that which characteristics and teaching techniques of tutors in tutorial schools are influential in student satisfaction, teachers in conventional schools can adapt themselves to serve student needs, stimulate them to study, and make them aware of the importance of paying attention in normal class. Also, the results of this study will be presented to the directors of schools and colleges so that the results may help them adjust their school strategies to satisfy both students and parents.

1.7 ORGANIZATION OF THE STUDY

This paper is divided into five chapters. The first chapter is an introduction which consists of background, statement of the problem, objectives of the study, definition of terms, scope of the study, significance of the study, and organization of the study. The second chapter is a review of literature. The third chapter is the methodology consisting of subjects, materials, procedures, and data analysis. The fourth chapter shows the results and tables of the survey. Finally, the last chapter will provide a summary, conclusion, discussion, and recommendation for future research.