

CHAPTER FOUR

RESULTS

The previous chapter explained methodology. This chapter presents the results of the study which is divided into 6 parts as follows: (1.) General information of respondents, (2.) General information of desirable teachers, (3.) Teachers' general characteristics that most students feel satisfied with (according to the psychological theory: The Big Five Dimensions of Personality), (4.) Teachers' desirable characteristics that most students feel satisfied with, (5.) Teaching techniques, and (6.) Suggestions about teaching techniques.

4.1 GENERAL INFORMATION OF RESPONDENTS

In part one of the questionnaire, there were 6 questions asking about the general information of respondents composed of gender, age, education level, study programs, number of tutorial Schools they are attending, and subjects they are studying.

4.1.1 The results shows that the respondents consisted of 75 males (50%) and 75 females (50%), as demonstrated in Table 1.

Table 1. Gender

Gender	Frequency	Percentage
Male	75	50.0
Female	75	50.0
Total	150	100.0

4.1.2 The age of Mathayom 4-6 (or M.4-6) students were categorized into five groups. Fifty-one respondents (34%) were aged 16 years old. Forty-four respondents (29.3%) were aged 17 years old. Forty-two respondents (28.0%) were aged 18 years old. Twelve respondents (8.0%) were aged 15 years old, and only one respondent (0.7%) was 19 year old, as shown in Table 2.

Table 2. Age

Age	Frequency	Percentage
15	12	8
16	51	34
17	44	29.3
18	42	28.0
19	1	0.7
Total	150	100.0

4.1.3 The respondents were M.4-6 students. Fifty-seven respondents (38%) were M.6 students; forty-nine respondents (32.7%) were M.5 students; forty-four respondents (29.3%) were M.4, as demonstrated in Table 3.

Table 3. Education Level

Education level	Frequency	Percentage
M. 4	44	29.3
M. 5	49	32.7
M.6	57	38.0
Total	150	100.0

4.1.4 The results show that the program of study for respondents can be categorized into three groups: Science-Math, English-Math and English-Another Language. Seventy-one respondents (47.3%) studied in the Science-Math program; forty-eight respondents (32.0%) studied in the English-Math program and thirty-one (20.7%) respondents studied in the English-Another Language program, as shown in Table 4.

Table 4. Study Program

Study Program	Frequency	Percentage
Science –Math	71	47.3
English-Math	48	32.0
English-Another Language	31	20.7
Total	150	100.0

4.1.5 The number of tutorial schools that the respondents attended was categorized into 10 groups from one school to eleven schools. Forty-four respondents (29.2%) attended only 1 school; forty-two respondents (28.0%) attended 2 schools; thirty respondents (20%) attended 3 schools; twelve respondents (8.0%) attended 4 schools; fifteen respondents (10.0%) attended 5 schools; three respondents (2.0%) attended 3 schools and the number of respondents who attended 6, 8, 9 and 11 schools was only one, as demonstrated in Table 5.

Table 5. The Number of Tutorial Schools That the Respondents Attended

Number of school(s)	Frequency	Percentage
1	44	29.2
2	42	28.0
3	30	20.0
4	12	8.0
5	15	10.0
6	1	0.7
7	3	2.0
8	1	0.7
9	1	0.7
11	1	0.7
Total	150	100.0

4.1.6 The results showed that the subjects that the respondents studied were categorized into eleven groups. The respondents were allowed to choose more than one subject. One hundred and ten respondents (26.4%) studied English; eighty-four (20.2%) studied Math; fifty (12.0%) studied physics; forty-four (10.6%) studied the Thai language; forty-three (10.3%) studied chemistry; thirty-eight (9.1%) studied Social science, eleven (2.7%) studied biology, twenty (4.8%) studied French, eleven (2.7%) studied Chinese, three (0.7%) studied Japanese and two (0.5%) studied German, as shown in Table 6.

Table 6. Subjects That the Respondents Studied

Subject	Frequency	Percentage
English	110	26.4
Math	84	20.2
Physics	50	12.0
Thai	44	10.6
Chemistry	43	10.3
Social science	38	9.1
Biology	11	2.7
French	20	4.8
Chinese	11	2.7
Japanese	3	0.7
German	2	0.5
Total	416	100.0

4.2 GENERAL INFORMATION OF DESIRABLE TEACHERS

In part two of the questionnaire, the respondents were asked about the general information of desirable teachers, which is composed of gender, age, background knowledge, the necessity of being a teacher in a conventional school and number of years of teaching experience.

4.2.1 Most of the respondents (one hundred and one respondents or 67.3 %) did not specify the gender of teachers they wanted to study with. Twenty-four respondents or 16.0% wanted to study with female teachers. Sixteen respondents or 10.7% wanted to study with male teachers while nine respondents or 6.0% wanted to study with the third gender teachers, as presented in Table 7.

Table 7. Gender of Teachers the Respondents Wanted to Study With

Gender	Frequency	Percentage
Female	24	16.0
Male	9	10.7
Third gender	16	6.0
Not necessary	101	67.3
Total	150	100.0

4.2.2 Nearly half of the respondents (seventy-two respondents or 48.0 %) did not specify the age of teachers they wanted to study with, while forty-one respondents or 27.3% wanted to study with the teachers aged between 21-30; thirty-six respondents or 24.0% wanted to study with the teachers aged 31-40; and there was only one respondent or 0.7% wanted to study with the teachers aged between 41-50, as presented in Table 8.

Table 8. Age of Teachers the Respondents Wanted to Study With

Age	Frequency	Percentage
21-30	41	27.3
31-40	36	24.0
41-50	1	0.7
Not specific	72	48.0
Total	150	100.0

4.2.3 More than half of the respondents (eighty-one respondents or 54.0 %) did not specify the background knowledge of teachers they wanted to study with. Fifty respondents or 33.3% wanted to study with the teachers who graduated with a master's degree. Fourteen respondents or 9.4% wanted to study with the teachers who held a bachelor's degree and five respondents or 3.3% wanted to study with the teachers who received a doctorate, as presented in Table 9.

Table 9. Background Knowledge of Teachers the Respondents Wanted to Study With

Background knowledge	Frequency	Percentage
Bachelor's Degree	14	9.4
Master's Degree	50	33.3
Ph.D.	5	3.3
Not Specific	81	54.0
Total	150	100.0

4.2.4 The respondents who did not emphasize whether or not teachers in tutorial schools had to be teachers in conventional schools were at the frequency of

one hundred and forty three or 95.3%, whereas seven respondents or 4.7% attributed the importance of being teachers in a conventional school, as demonstrated in Table 10.

Table 10. The Necessity of Being a Teacher in a Conventional School

The teacher needs to teach in a conventional school	Frequency	Percentage
YES	7	4.7
NO	143	95.3
Total	150	100.0

4.2.5 The results show that fifty-six respondents or 37.3% felt satisfied with the teachers who had 6-10 years of teaching experience. Twenty-one respondents or 14.0% felt satisfied with the teachers who had 11-15 years of teaching experience. Seven respondents or 4.7% felt satisfied to study with the teachers who had 1-5 years of teaching experience. Six respondents or 4.0% felt satisfied to study with the teachers who had 16-20 years of teaching experience and four respondents or 2.7% felt satisfied to study with the teachers who had 21-25 years and more than 25 years of teaching experience. However, fifty-two respondents or 34.6% did not specify the number of years of teaching of experience, as shown in Table 11.

Table 11. Years of Teaching Experience

Years of teaching experience	Frequency	Percentage
1-5	7	4.7
6-10	56	37.3
11-15	21	14.0
16-20	6	4.0
21-25	4	2.7
More than 25	4	2.7
Not necessary	52	34.6
Total	150	100.0

4.3 TEACHERS' GENERAL CHARACTERISTICS

In this part, the respondents were asked to rate their attitude towards teachers' general characteristics based on a psychological theory called The Big Five Dimension of Personality by Costa and McCrae (1992).

Item 12 (Nervous) shows that the respondents expressed the attitude towards a teachers' general characteristic (nervous) as follows: seventy-three respondents (48.7%) disagreed that teachers had to be nervous. Forty-four respondents (29.3%) felt uncertain about this characteristic, seventeen respondents (11.3%) agreed, fourteen respondents (9.4%) strongly disagreed and two respondents (1.3%) strongly agreed.

Item 13 (Emotional) shows that the respondents expressed the attitude towards a teachers' general characteristic (emotional) as follows: seventy-nine respondents (52.7%) disagreed that teachers had to be emotional, forty-one respondents (27.4%) strongly disagreed, twenty-five respondents (16.74%) felt uncertain, four respondents (2.7%) agreed, and only one (0.7%) strongly disagreed.

Item 14 (Inadequate) shows that the respondents expressed the attitude towards a teachers' general characteristic (inadequate) as follows: fifty-four respondents (36.0%) disagreed that teachers had to be inadequate, fifty-two respondents (34.6%) were uncertain, twenty-four respondents (16.0%) strongly disagreed, thirteen respondents (8.7%) agreed, and seven (4.7%) strongly disagreed about this characteristic.

Item 15 (Active) shows that the respondents expressed the attitude towards a teachers' general characteristic (active) as follows: ninety respondents (60.0%) strongly agreed that teachers had to be active, fifty-seven respondents (38.0%) agreed, three respondents (2.0%) were uncertain, while nobody disagreed and strongly disagreed.

Item 16 (Person-oriented) shows that the respondents expressed the attitude towards a teachers' general characteristic (person-oriented) as follows: one hundred and six respondents (70.6%) strongly agreed that teachers had to be person-oriented, forty respondents (26.7%) agreed, three respondents (2.0%) felt uncertain about this characteristic, only one respondent (0.7%) disagreed, and nobody strongly disagreed.

Item 17 (Fun-loving) shows that the respondents expressed the attitude towards a teachers' general characteristic (fun-loving) as follows: ninety-seven respondents (64.7%) strongly agreed that teachers had to be fun-loving people, forty-eight respondents (32.0%) agreed, five respondents (3.3%) felt uncertain, and nobody disagreed and strongly disagreed.

Item 18 (Broad interests) shows that the respondents expressed the attitude towards a teachers' general characteristic (broad interests) as follows: seventy-four respondents (49.3%) agreed that teachers had to have broad-interests, fifty-eight respondents (38.7%) strongly agreed, eighteen respondents (12.0%) were uncertain, and nobody disagreed and strongly disagreed.

Item 19 (Imaginative) shows that the respondents expressed the attitude towards a teachers' general characteristic (imaginative) as follows: seventy respondents (46.7%) agreed that teachers had to be imaginative persons, forty-six respondents (30.6%) felt uncertain, twenty-eight respondents (18.7%) strongly agreed, 6 (4.0%) disagreed, and nobody strongly disagreed.

Item 20 (Non-traditional) shows that the respondents expressed the attitude towards a teachers' general characteristic (non-traditional) as follows: fifty-eight respondents (38.7%) were uncertain whether teachers had to be imaginative or not, forty-nine respondents (32.6%) disagreed, twenty-two respondents (14.7%) agreed, eighteen respondents (12.0%) strongly disagreed, and three respondents (2.0%) strongly agreed.

Item 21 (Soft-hearted) shows that the respondents expressed the attitude towards a teachers' general characteristic (soft-hearted) as follows: seventy-four respondents (49.3%) agreed that teachers had to be soft-hearted persons, forty-nine respondents (32.7%) strongly agreed, twenty-four respondents (16.0%) were still uncertain, two respondents (1.3%) disagreed, only one respondent (0.7%) strongly disagreed.

Item 22 (Helpful) shows that the respondents expressed the attitude towards a teachers' general characteristic (helpful) as follows: eighty-one respondents (54.0%) strongly agreed that teachers had to be helpful persons, fifty-six respondents (37.4%) agreed, eleven respondents (7.3%) were uncertain, two respondents (1.3%) disagreed, but nobody strongly disagreed.

Item 23 (Straightforward) shows that the respondents expressed the attitude towards a teachers' general characteristic (straightforward) as follows: sixty-six respondents (44.0%) agreed that teachers had to be straightforward persons, forty-one (27.3%) strongly agreed, forty (26.7%) were uncertain, two (1.3%) disagreed, one (0.7%) strongly disagreed.

Item 24 (Hard-working) shows that the respondents expressed the attitude towards a teachers' general characteristic (hard-working) as follows: seventy-seven respondents (51.4%) strongly agreed that teachers had to be hard-working persons, fifty-nine (39.3%) agreed, eleven (7.3%) were uncertain, two (1.3%) disagreed, one (0.7%) strongly disagreed.

Item 25 (Self-disciplined) shows that the respondents expressed the attitude towards a teachers' general characteristic (self-disciplined) as follows: seventy-one respondents (47.3%) agreed that teachers had to be self-disciplined persons, sixty-three (42.0%) strongly agreed, thirteen (8.7%) felt uncertain, three (2.0%) disagreed, but nobody strongly disagreed.

Item 26 (Punctual) shows that the respondents expressed the attitude towards a teachers' general characteristic (punctual) as follows: ninety-four respondents (62.7%) strongly agreed that teachers had to be punctual, thirty-eight (25.3%) agreed, fourteen (9.3%) were uncertain, four (2.7%) disagreed, but nobody strongly disagreed.

The results are summarized and demonstrated in the table 12 as follows.

Table 12. Teachers' General Characteristics

Teachers' General Characteristics	The Big Five Dimension	Strongly Agree (5)	Agree (4)	Uncertain (3)	Disagree (2)	Strongly Disagree (1)	Mean	Mean
12. NERVOUS? (Frequency)	NEUROTICISM	1.3	11.3	29.3	48.7	9.4	2.47	
13. EMOTIONAL? (Frequency)		0.7	2.7	16.7	52.7	27.4	1.97	
14. INADEQUATE? (Frequency)		4.7	8.7	34.6	36.0	16.0	2.50	
		7	13	52	54	24		2.31

Table 12. (Continued)

Teachers' General Characteristics	The Big Five Dimension	Strongly Agree (5)	Agree (4)	Uncertain (3)	Disagree (2)	Strongly Disagree (1)	Mean	Mean
15. ACTIVE? (Frequency)	EXTRAVERSION	60.0 90	38.0 57	2.0 3	0 0	0 0	4.58	
16. PERSON-ORIENTED? (Frequency)		70.6 106	26.7 40	2.0 3	0.7 1	0 0	4.67	4.62
17. FUN-LOVING? (Frequency)		64.7 97	32.0 48	3.3 5	0 0	0 0	4.61	
18. BROAD INTERESTS? (Frequency)	OPENNESS	38.7 58	49.3 74	12.0 18	0 0	0 0	4.20	
19. IMAGINATIVE? (Frequency)		18.7 28	46.7 70	30.6 46	4.0 6	0 0	3.80	3.54
20. UNTRADITIONAL? (Frequency)		2.0 3	14.7 22	38.7 58	32.6 49	12.0 18	2.62	
21. SOFT-HEARTED? (Frequency)	AGREEBLENESS	32.7 49	49.3 74	16.0 24	1.3 2	0.7 1	4.12	
22. HELPFUL? (Frequency)		54.0 81	37.4 56	7.3 11	1.3 2	0 0	4.44	4.17
23. STRAIGHTFORWARD? (Frequency)		27.3 41	44.0 66	26.7 40	1.3 2	0.7 1	3.96	
24. HARD-WORKING? (Frequency)	CONSCIENTIOUS-NESS	51.4 77	39.3 59	7.3 11	1.3 2	0.7 1	4.39	
25. SELF-DISCIPLINED? (Frequency)		42.0 63	47.3 71	8.7 13	2.0 3	0 0	4.29	4.38
26. PUNCTUAL? (Frequency)		62.7 94	25.3 38	9.3 14	2.7 4	0 0	4.48	

4.4 TEACHERS' DESIRABLE CHARACTERISTICS

Item 27 (Know their subject matter) shows that the respondents expressed the attitude towards this characteristic as follows: ninety-eight respondents (65.3%) strongly agreed that teachers had to know their subject matter, fifty-one (34.0%) agreed, one (0.7%) was uncertain, but nobody disagreed and strongly disagreed about this characteristic.

Item 28 (Be enthusiastic about teaching) shows that the respondents expressed the attitude towards this characteristic as follows: ninety-three respondents (62.0%) strongly agreed that teachers had to be enthusiastic about teaching, fifty-three (35.5%)

agreed, four (2.7%) were uncertain, but nobody disagreed and strongly disagreed about this characteristic.

Item 29 (Connect new learning to prior knowledge) shows that the respondents expressed the attitude towards this characteristic as follows: ninety-three respondent (62.0%) s strongly agreed that teachers had to be enthusiastic about teaching, fifty-three (35.5%) agreed, four (2.7%) were uncertain, but nobody disagreed and strongly disagreed about this characteristic.

Item 30 (Spend the major part of class time on academic activities) shows that the respondents expressed the attitude towards this characteristic as follows: seventy-six respondents (50.7%) agreed that teachers had to spend the major part of class time on academic activities, thirty-eight (25.3%) were uncertain, thirty-four (22.7%) strongly disagreed, two (1.3%) disagreed, but nobody strongly disagreed about this characteristic.

Item 31 (Clearly present both directions and content information) shows that the respondents expressed the attitude towards this characteristic as follows: seventy-seven respondents (51.3%) strongly agreed that teachers had to present both directions and content information clearly, sixty-four (42.7%) agreed, nine (6.0%) were uncertain, but nobody disagreed and strongly disagreed.

Item 32 (Be humorous) shows that the respondents expressed the attitude towards this characteristic as follows: seventy-seven respondents (51.3%) strongly agreed that teachers had to present both directions and content information clearly, sixty-four (42.7%) agreed, nine (6.0%) were uncertain, but nobody disagreed and strongly disagreed.

Item 33 (Be upbeat - positive and making you feel that good things will happen) shows that the respondents expressed the attitude towards this characteristic as follows: eighty-six respondents (57.4%) strongly agreed that teachers had to be upbeat, fifty-three (35.3%) agreed, eleven (7.3%) were uncertain, but nobody disagreed and strongly disagreed.

Item 34 (Be a role model) shows that the respondents expressed the attitude towards this characteristic as follows: eighty-three respondents (55.4%) strongly agreed that teachers had to be a role model for them, forty-seven (31.3%) agreed, eighteen (12%) were uncertain, two (1.3%) disagreed, but nobody strongly disagreed.

Item 35 (Be self confident) shows that the respondents expressed the attitude towards this characteristic as follows: seventy-one respondents (47.4%) agreed that teachers had to be self confident, fifty-nine (39.3%) strongly agreed, eighteen (12%) were uncertain, two (1.3%) disagreed, but nobody strongly disagreed.

Item 36 (Be diversified) shows that the respondents expressed the attitude towards this characteristic as follows: seventy-eight (52.0%) respondents strongly agreed that teachers had to be diversified – teachers can make lessons and change them so that there is more variety, sixty-three (42.0%) agreed, eight (5.3%) were uncertain, one (0.7%) disagreed, but nobody strongly disagreed.

Item 37 (Be well groomed and have personal hygiene) shows that the respondents expressed the attitude towards this characteristic as follows: sixty-five respondents (43.3%) agreed that teachers had to be well groomed and have personal hygiene, sixty-four (42.7%) strongly agreed, twenty-one (14.0%) were uncertain, but nobody disagreed and strongly disagreed.

The results are summarized and demonstrated in the table 13 as follows.

Table 13. Teachers' Desirable Characteristics

Teachers' Desirable Characteristics	Strongly Agree (5)	Agree (4)	Uncertain (3)	Disagree (2)	Strongly Disagree (1)	Mean
27. Know their subject matter (Frequency)	65.3 98	34.0 51	0.7 1	0 0	0 0	4.65
28. Be enthusiastic about teaching (Frequency)	62.0 93	35.3 53	2.7 4	0 0	0 0	4.59
29. Connect new learning to prior knowledge (Frequency)	67.3 101	28.0 42	4.7 7	0 0	0 0	4.63
30. Spend the major part of class time on academic activities (Frequency)	22.7 34	50.7 76	25.3 38	1.3 2	0 0	3.95
31. Clearly present both directions and content information (Frequency)	51.3 77	42.7 64	6.0 9	0 0	0 0	4.45
32. Be humorous (Frequency)	61.3 92	35.3 53	2.7 4	0.7 1	0 0	4.57

Table 13. (Continued)

Teachers' Desirable Characteristics	Strongly Agree (5)	Agree (4)	Uncertain (3)	Disagree (2)	Strongly Disagree (1)	Mean
33. Be upbeat (positive and making you feel that good things will happen)	57.4	35.3	7.3	0	0	4.50
(Frequency)	86	53	11	0	0	
34. Be a role model	55.4	31.3	12.0	1.3	0	4.41
(Frequency)	83	47	18	2	0	
35. Be self confident	39.3	47.4	12.0	1.3	0	4.25
(Frequency)	59	71	18	2	0	
36. Be diversified	52.0	42.0	5.3	0.7	0	4.45
(Frequency)	78	63	8	1	0	
37. Be well groomed and have personal hygiene	42.7	43.3	14.0	0	0	4.29
(Frequency)	64	65	21	0	0	

4.5 TEACHING TECHNIQUES

Item 38 (Encourage participation) shows that the respondents expressed the attitude towards this teaching technique as follows: seventy-five respondents (50.0%) agreed that teachers should encourage students to participate in class, sixty-five (43.3%) strongly agreed, ten (6.7%) were uncertain, but nobody disagreed and strongly disagreed.

Item 39 (Use body language, voice intonation, eye contact) shows that the respondents expressed the attitude towards this teaching technique as follows: seventy-three respondents (48.7%) strongly agreed that teachers should use body language, voice intonation, eye contact while teaching, seventy-two (48.0%) agreed, five (3.3%) were uncertain, but nobody disagreed and strongly disagreed.

Item 40 (Use questions to create knowledge for students) shows that the respondents expressed the attitude towards this teaching technique as follows: eighty-two respondents (54.6%) agreed that teachers should use questions to create knowledge for students, forty-three (28.7%) strongly agreed, twenty-one (14.0%) were uncertain, four (2.7%) disagreed, but nobody disagreed and strongly disagreed.

Item 41 (Arouse curiosity) shows that the respondents expressed the attitude towards this teaching technique as follows: sixty-six respondents (44.0%) strongly agreed that teachers should arouse students' curiosity, sixty-four (42.6%) agreed,

nineteen (12.7%) were uncertain, one (0.7%) disagreed, but nobody strongly disagreed.

Item 42 (Make the learning task fun) shows that the respondents expressed the attitude towards this teaching technique as follows: one hundred and eight respondents (72.0%) strongly agreed that teachers should make the learning task fun, thirty-eight (25.4%) agreed, two (1.3%) were uncertain and disagreed, but nobody strongly disagreed.

Item 43 (Make use of novelty) shows that the respondents expressed the attitude towards this teaching technique as follows: one hundred and one respondents (67.3%) strongly agreed that teachers should make use of novelty, namely making lessons always new and interesting, forty-three (28.7%) agreed, five (3.3%) were uncertain, one (0.7%) disagreed, but nobody strongly disagreed.

Item 44 (Provide incentives and rewards, if needed) shows that the respondents expressed the attitude towards this teaching technique as follows: sixty-four respondents (42.7%) strongly agreed that teachers should provide incentives and rewards, if needed, fifty-nine (39.3%) agreed, twenty-five (16.7%) were uncertain, two (1.3%) disagreed, but nobody strongly disagreed.

Item 45 (Give students frequent opportunities to respond) shows that the respondents expressed the attitude towards this teaching technique as follows: seventy-three respondents (48.7%) agreed that teachers should give students frequent opportunities to respond, forty-seven (31.3%) agreed, twenty-six (17.3%) were uncertain, four (2.7%) disagreed, but nobody strongly disagreed.

Item 46 (Teach learning tactics such as singing, tactics for memorizing or short-cut tactics) shows that the respondents expressed the attitude towards this teaching technique as follows: eighty-three respondents (55.3%) strongly agreed that teachers should teach learning tactics such as singing, tactics for memorizing or short-cut tactics, forty-eight (32.0%) agreed, seventeen (11.3%) were uncertain, one (0.7%) both disagreed and strongly disagreed.

Item 47 (Use other teaching aids such as over-head projector, visualizer or radio/stereo to increase students' knowledge) shows that the respondents expressed the attitude towards this teaching technique as follows: fifty-eight respondents (38.7%) agreed that teachers should use other teaching aids such as over-head

projector visualizer or radio/stereo to increase student knowledge, forty-two (28.0%) were uncertain, forty (26.7%) strongly agreed, eight (5.3%) disagreed, two (1.3%) strongly disagreed.

Item 48 (Be able to teach complex matters to be easy and understandable ones) shows that the respondents expressed the attitude towards this teaching technique as follows: one hundred and thirteen respondents (75.3%) strongly agreed that teachers should be able to teach complex matters to be easy and understandable ones, thirty-one (20.7%) agreed, four (2.7%) were uncertain, two (1.3%) disagreed, but nobody strongly disagreed.

The results are summarized and demonstrated in the table 14 as follows.

Table 14. Teaching Techniques

Teaching Techniques	Strongly Agree (5)	Agree (4)	Uncertain (3)	Disagree (2)	Strongly Disagree (1)	Mean
38. Encourage participation (Frequency)	43.3 65	50.0 75	6.7 10	0 0	0 0	4.37
39. Use body language, voice intonation, eye contact (Frequency)	48.7 73	48.0 72	3.3 5	0 0	0 0	4.45
40. Use questions to create knowledge for students (Frequency)	28.7 43	54.6 82	14.0 21	2.7 4	0 0	4.09
41. Arouse curiosity (Frequency)	44.0 66	42.6 64	12.7 19	0.7 1	0 0	4.30
42. Make the learning task fun (Frequency)	72.0 108	25.4 38	1.3 2	1.3 2	0 0	4.68
43. Make use of novelty (Frequency)	67.3 101	28.7 43	3.3 5	0.7 1	0 0	4.63
44. Provide incentives and rewards, if needed (Frequency)	42.7 64	39.3 59	16.7 25	1.3 2	0 0	4.23
45. Give students frequent opportunities to respond (Frequency)	31.3 47	48.7 73	17.3 26	2.7 4	0 0	4.09
46. Teach learning tactics such as singing, tactics for memorizing or short-cut tactics (Frequency)	55.3 83	32.0 48	11.3 17	0.7 1	0.7 1	4.41

Table 14. (Continued)

Teaching Techniques	Strongly Agree (5)	Agree (4)	Uncertain (3)	Disagree (2)	Strongly Disagree (1)	Mean
47. Use other teaching aids such as over-head projector visualizer or radio/stereo to increase students' knowledge (Frequency)	26.7 40	38.7 58	28.0 42	5.3 8	1.3 2	3.84
48. Be able to teach complex matters to be easy and understandable ones (Frequency)	75.3 113	20.7 31	2.7 4	1.3 2	0 0	4.70

4.6 SUGGESTIONS ABOUT TEACHING TECHNIQUES

In this part, respondents were asked five questions, most of which were about teaching techniques that respondents felt satisfied with and made them remember the work for longer. The last question was made for respondents to express their opinions toward their teachers in convention schools and respondents were able to give their suggestions which may serve their needs.

4.6.1 What teaching techniques do the tutors in tutorial schools use that impress you most?

Respondents gave their answers as follows:

1. Stimulating students' interest by telling beneficial, interesting stories.
2. Having a sense of humor, which supports and matches the content of the lessons.
3. Planning the lessons to be systematic; teaching lessons step by step unhurriedly.
4. Teaching with acting.
5. Having activities or games that link to the contents.
6. Having many strategies for memorization such as using songs, poems, rhyming words to help students remember the work for longer
7. Having short-cut techniques in solving problems.
8. Categorizing contents into groups.
9. Teaching lessons together with reinforcing moral principles.
10. Presenting content in a wide variety of forms such as graphs, mind maps etc.

11. Taking real experience to match the lessons.
12. Taking general knowledge, current affairs or up-to-date events to apply with the teaching.

4.6.2 What teaching techniques do the tutors in tutorial schools use that make you memorize or retain the knowledge longer?

For this question, respondents gave their answers as follows:

1. Comparing contents to funny story or things.
2. Making use of acronyms.
3. Making use of poems, songs and rhyming words to help students remember the work longer.
4. Making a summary of the lesson's concepts for students, enabling them to gain a real insight
5. Repeating exercises and vocabulary often to aid memorization.
6. Linking lessons to concrete images or pictures or explaining by creating illustrations in the students' minds.
7. Grouping contents.
8. Telling stories which match students' daily life
9. Integrating a daily routine to lessons.
10. Making sentences, words, phrases, or contents funny and easily remembered.

4.6.3 What practical teaching techniques do the tutors in tutorial schools use and students feel appreciative?

1. A variety of techniques for memorizing, which vary the lessons.
2. Short-cut techniques in solving problems or equations.
3. Moral principles in the contents.
4. The application of contents to real life with funny stories.
5. Repetition of doing exercises and practicing.
6. Comparing contents with easily-understandable items, and giving clear examples.
7. Asking students questions to stimulate their interest.
8. Focusing on the concept of each content.

9. Giving suitable assignment.
10. Raising the awareness of the value of lessons.
11. The ability to simplify complicated lessons.

4.6.4 What teaching techniques do the tutors in tutorial schools use but are not mentioned in the questionnaire?

1. Having good relationships with students.
2. Understanding students individually.
3. Controlling the lessons and time appropriately.
4. Giving students more opportunities to ask questions.
5. Using a variety of teaching aids such as power point program, visualizer.
6. Reviewing the previous lesson before beginning a new one.

4.6.5 What (else) would you like the teachers in conventional schools to change to serve student needs?

1. Providing an atmosphere of learning.
2. Making lessons varied and fun.
3. Giving reasonable amounts of contents; not too much.
4. Treating students in a friendly way; less strict towards them.
5. Eager to teach.
6. Sincere to students.
7. Avoiding sarcasm.
8. Providing difficult equations, problems for students to discuss, solve and let them practice their skills.
9. Avoiding taking personal issues into classes.
10. Utilizing new technology for teaching.
11. Giving less homework.
12. When teaching with projector, teachers should summarize the concept for students.
13. Adapting the lessons to be new and matching them with current events, making them interesting.
13. Having fair criteria in grading

14. Wanting teachers to accept students' ideas more than they already do.
15. Wanting teachers to prepare themselves and create good lessons before teaching.

This chapter has presented all findings collected from one hundred and fifty respondents by using questionnaires.

The next chapter focuses on a summary of the study, summary of the findings, discussions of the findings, conclusion, and recommendation for future research.