

CHAPTER FIVE

CONCLUSIONS, DISCUSSIONS AND RECOMENDATIONS

This chapter presents a summary of the study, a summary of the findings, discussion, conclusion, and recommendations for future research.

5.1 SUMMARY OF THE STUDY

5.1.1 Objectives of the study

The main objective of this study is to find out the characteristics and teaching techniques of tutors in tutorial schools with which most students feel satisfied. The sub-objectives of this study are to investigate the characteristics of tutors in tutorial schools according to the theory of The Big Five Dimensions of Personality by McCrae and Costa (1992, quoted in Pervin, Cervone & John, 2005) and to gain the students' suggestions about what they want from their teachers in conventional schools.

5.1.2 Subjects, Materials, and Procedures

The subjects of this study were limited to two high school students attending M.4, M.5 or M.6 in the 2008 academic year. There were a total of 150 respondents.

The instrument of this study was a questionnaire which consisted of 6 parts: (1.) general information of the respondents, (2.) general information of desirable teachers, (3.) teachers' general characteristics that most students feel satisfied with (according to the psychological theory called Big Five Dimensions of Personality by McCrae and Costa (1992, quoted in Pervin, Cervone & John, 2005), (4.) teachers' desirable characteristics that most students feel satisfied with, (5.) teaching techniques, and (6.) suggestions about teaching techniques.

The procedure of this study was the direct survey approach. The questionnaires were distributed to respondents with the assistance of teachers when necessary. The data was analyzed by using SPSS program and presented in terms of frequency, percentage, and means.

5.2 SUMMARY OF THE FINDINGS

The results of the research findings were summarized as follows:

5.2.1 General Information of the Respondents

The respondents were 75 males and 75 females who were studying in M.4-M.6, aged between 15-19 years old. The majority of these students were 16 years old. The study programs of the respondents were categorized into three groups: Science-Math, Math-English, and English-Another Language with the number of respondents attending Science-Math the most at 47.3%. The number of tutorial schools the respondents were studying ranged from 1 to 11 schools. The majority (forty-four respondents or 29.2%) attended 1 school the most. The subject that the respondents studied most was English accounting for 27.5%.

5.2.2 General Information of Desirable Teachers

Most of the respondents stated that gender, age and background knowledge of teachers did not affect their satisfaction of studying with accounting for 67.3%, 48% and 54% respectively. Nearly all respondents (95.3%) were not worried whether or not teachers had to be teaching in a conventional school. Also, the number of year of teaching experience that 37.3% of the respondents felt satisfied to study with was 6-10 years.

5.2.3 Teachers' General Characteristics (According to the psychological theory: The Big Five Dimensions of Personality by McCrae and Costa (1992))

The research revealed that the general teachers' characteristics were active (60.0%), person-oriented (70.6%), and fun-loving (64.7%), all of which were characteristics in the scale of EXTRAVERSION in The Big Five Dimensions of Personality by McCrae and Costa (1992, quoted in Pervin, Cervone & John, 2005).

5.2.4 Teachers' Desirable Characteristics

The research found that the characteristics of desirable teachers that students were most satisfied with gave priority to the ability to connect new learning to prior knowledge (67.3%). The second was the knowledge of the subject matter by the teachers (65.3%). The third was teachers' enthusiasm about teaching (62.0%). The fourth was a sense of humor (61.3%). The fifth was being upbeat: positive and making you feel that good things will happen (57.4%). The sixth was a role model

(55.4%). The seventh was diversification: the ability to change something or to make it change so that there is more variety (52.0%), and the last was the teachers' ability to present both directions and content information clearly (51.3%).

5.2.5 Teaching techniques

The respondents were asked to express their attitude towards the teaching technique of tutors in tutorial schools. The research found that the first teaching techniques that satisfied them most was the ability to render complex matters to be easy and understandable (75.3%). The second was the ability in making the learning task fun (72.0%). The third was the ability at making use of novelty (67.3%). The fourth was teaching learning tactics (55.3%). The fifth was using body language, voice intonation, eye contact (48.7%). The sixth was the ability to arouse curiosity of students (44.0%) and the last was the ability to provide incentives and rewards, if needed (42.7%).

5.2.6 Suggestions about teaching techniques

For the open-ended questions, the respondents were asked to give their opinions about teaching techniques. The techniques that were often mentioned by the respondents were the method of memorizing contents longer such as making use of acronyms, comparing contents to funny stories or things, categorizing contents into groups, making use of poems, songs and rhyming words, integrating daily routine to lessons, and having a sense of humor. All of them were requirements that students wanted from conventional school teachers.

5.3 DISCUSSIONS

This section will discuss the outstanding aspects in five main areas: general information of desirable teachers, teachers' general characteristics (according to the psychological theory: The Big Five Dimensions of Personality by McCrae and Costa (1992, quoted in Pervin, Cervone & John, 2005), teachers' desirable characteristics, teaching techniques, and suggestions about teaching techniques.

5.3.1 General Information of Desirable Teachers

The results show that gender, age and the background knowledge of tutors are not factors that make students want to study with them. Most students can learn with male, female or even the third gender tutors. Nearly half of the respondents are not interested in the age of tutors. Moreover, around half of the respondents do not worry about the background knowledge of tutors, nor do they worry about whether those tutors have to be teachers in conventional schools or not. However, the period of teaching experience affect the respondents' satisfaction. One-third of the respondents want to study with tutors who have 6-10 years of teaching experience, while slightly less than one-third of the respondents do not specify the period of teaching experience.

5.3.2 Teachers' General Characteristics (according to the psychological theory called The Big Five Dimensions of Personality by Costa and McCrae (1992, quoted in Pervin, Cervone & John, 2005).

The results show that the teachers' general characteristics that students feel satisfied with most are person-oriented 70.6%. The second is fun-loving with the percentage of 64.7. The third is punctuality with the percentage of 62.7 and the fourth is active with the percentage of 60.0. And the fifth is hard-working with the percentage of 51.4. However, based on the psychological theory called The Big Five Dimensions of Personality by Costa and McCrae (1992), active, person-oriented and fun-loving are in the group of EXTRAVERSION, whereas punctual and hard-working are in the group of CONSCIENTIOUSNESS. The results shown in terms of mean indicate that the mean of EXTRAVERSION is 4.62 while the mean of CONSCIENTIOUSNESS is 4.38. AGREEBLENESS comes third, OPENNESS comes fourth, and NEUROTICISM comes last. As a result, the research obviously shows that the teachers' general characteristic that students feel most satisfied with is the EXTRAVERSION teacher.

Extraversion concerns traits that are interpersonal. It captures how people interact with each other, but conscientiousness describes task-and-goal-directed behavior. (Digman, 1990; McCrae & Costa, 1992 as cited in Pervin, Cervone & John, 2005).

However, there are some remarkable results of the teachers' general characteristics. Even though most students are pleased with tutors who are extroverted, a large number of them are satisfied with tutors who are conscientious, as well. It suggests that students are impressed with tutors who not only have interpersonal interaction, have capacity for joy, need for stimulation, but also have motivation in goal-directed behavior.

5.3.3 Teachers' Desirable Characteristics

The results show that the teachers' desirable characteristics that students feel satisfied with are the ability to connect new learning to prior knowledge, followed by knowledge of their subject matter, enthusiasm about teaching, a sense of humor, being upbeat, being a role model, being diversified, and the ability to present both direction and content information clearly, respectively. Referring to the Interstate New teacher Assessment and Support Consortium or INTASC (quoted in Sadker & Sadker, 2000) and Sadker and Sadker (2000) summarized how to be good teachers according to their own opinion. The findings have some similarities to the characteristics of good teachers. Sadker and Sadker prioritized knowledge in the subject matter followed by enthusiasm about teaching, developing deep rather than shallow knowledge, connecting new learning to prior knowledge except the sense of humor, being upbeat and being a role model, which Sadker and Sadker did not mention, but it existed in the characteristics of a good teacher by Hessong and Weeks (quoted in Theerasak Eakkaraboworn, *ธีรศักดิ์ อัครบวร*, 2544).

5.3.4 Teaching techniques

The research shows that teaching techniques that students feel satisfied with are making the learning task fun, followed by the ability to render complex matters easily and understandably, making use of novelty, teaching learning tactics such as singing, tactics for memorizing or short-cut tactics, using body language, voice intonation, eye contact, the ability to arouse curiosity, and providing incentives and rewards if needed. All of these characteristics are in the basic requirements and strategies for encouraging student motivation to learn pointed out by Woolfolk (2004). In conclusion, the findings support Woolfolk's opinion.

Interestingly, the research shows that students attribute the importance of learning task fun the most. Mischel (1980) stated three conditions that help effective learning, all of which are qualities of the potent models, qualities of the potent stimuli and improving memory. Making the learning task fun, using body language, singing can be classified as sensory registers, which comprise of visual, auditory and haptic, and all of these can help transfer short-term memory into long-term memory, as shown in FIGURE 1 in chapter 2. Therefore, the findings support Mischel's opinion.

5.3.5 Suggestions about teaching techniques

As presented in the summary of the findings, the research shows that there are twelve suggestions about teaching techniques that the teachers have used and impressed students most, ten suggestions on the teaching techniques help students remember the work longer, eleven practical teaching techniques that students appreciate, six suggestions that are not mentioned in the research, and sixteen suggestions about what students want from teachers in conventional schools.

According to Paivio (1971, quoted in Kosslyn & Rosenberg, 2006), a way to improve memory is using pictures as they are generally remembered better than words. Illustrations also help improve memory for text (Levis & Lentz, 1982; Levin et al., 1987, quoted in Kosslyn & Rosenberg, 2006), particularly if they are presented before the text.

The following suggestions from the respondents are in line with Paivio's opinion.

1. Presenting contents in a wide variety of forms such as graphs, and mind maps.
2. Linking lessons to concrete images or pictures or explaining by creating illustrations in the students' minds.
3. When teaching with a projector, teachers should summarize the concept for students.

Lockhart (1972, quoted in Kosslyn & Rosenberg, 2006) mentioned variations in memory processing. He pointed out that memory can be improved if it consists of

the number and complexity of the operations used when people process information (p.286).

The following suggestions from the respondents support Lockhart's opinion.

1. Planning the lessons to be systematic; teaching lessons step by step unhurriedly.
2. Having activities or games that link to the contents.
3. Having many strategies for memorization such as using songs, poems, rhyming words to help students remember the work longer
4. Making use of acronym.
5. Making use of poems, songs and rhyming words to help students remember work longer.
6. Linking lessons to concrete images or pictures or explaining by creating illustrations in the students' minds.

Bousfield (1953, quoted in Kosslyn & Rosenberg, 2006) stated a way to improve memory called hierarchical organization. Hierarchical organization or categorization can help participants learn by presenting new words into categories and later recall words in the same category before moving on to the words from another category.

Some comments made by the respondents are also in line with what Bousfield stated such as:

1. Categorizing contents into groups.
2. Making a summary of the lesson's concepts for students, enabling them to gain a real insight.

The other comments that are not presented in this part are beyond what the literature review can cover, and most of them are what respondents want from their teachers in conventional schools such as avoiding taking personal issues into classes, having fair criteria in grading. The detail of this part is in chapter four. However, all the comments are beneficial for both teachers in conventional schools and tutors in tutorial schools.

5.4 CONCLUSION

The following conclusions can be drawn from the discussions above.

5.4.1 Gender, age, and background knowledge are not the factors to attract students to study with teachers in tutorial schools. However, the number of years of teaching experience is a factor that attracts students to study with those teachers.

5.4.2 The teachers' desirable characteristics with which most students feel satisfied are (1) the ability to connect new learning to prior knowledge, (2) the knowledge of their subject matter, (3) enthusiasm about teaching, (4) a sense of humor, (5) being upbeat, (6) being a role model, (7) being diversified and (8) the ability to present both direction and content information clearly, respectively.

5.4.3 The teachers' general characteristics according to the theory of The Big Five Dimensions of Personality by Costa and McCrae (1992, quoted in Pervin, Cervone & John, 2005) reveal that teachers in tutorial schools have to be active, person-oriented, and fun-loving, or **extraversion** – traits that are interpersonal, and capture how people interact with each other.

5.4.4 The teaching techniques of teachers in tutorial schools that satisfy the needs of students are (1) making the learning task fun, (2) the ability to teach complex matters to be easy and understandable ones, (3) making use of novelty, (4) teaching learning tactics such as singing, (5) tactics for memorizing or short-cut tactics, (6) using body language, voice intonation, eye contact, (7) the ability to arouse curiosity, and (8) providing incentives and rewards if needed.

5.4.5 The suggestions about what students want from their teachers in conventional schools are (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 the students, (5) Eagerness to teach, (6) Sincerity towards students, (7) Avoiding sarcasm, (8) Providing difficult equations, problems for students to discuss, solve and to 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, (14) Having fair criteria in grading, (15) Wanting teachers to accept students' ideas more than they already do, and (16) Wanting teachers to prepare themselves and create good lessons before teaching. In conclusion, students want their conventional school teachers to adapt

themselves in teaching by providing new techniques, changing traditional behavior, making lessons varied and fun, and accepting students' ideas.

5.5 RECOMMENDATIONS

Based on the findings and conclusions of this research paper, the following recommendations are made for future research.

5.5.1 As this research investigated the characteristics and teaching techniques of teachers in tutorial schools in general, not in one school, nor did it focus only on one subject, the results have shown a variety of characteristics and teaching techniques. The future researcher should narrow it down to one subject or in one tutorial school so that we will know exactly what characteristics and teaching techniques of that subject are, and then the characteristics and teaching techniques of that subject will become clearer.

5.5.2 If possible, the next study should investigate the characteristics and teaching techniques of teachers in conventional schools that satisfy the students' needs in order that the results will help teachers in conventional schools understand what students want, and adapt themselves to the benefit of both conventional schools and students. Also, we can compare and contrast the characteristics and teaching techniques of both tutors in tutorial schools and teachers in conventional schools for the maximum benefit of students.

5.5.3 Teachers in conventional schools should utilize the results of this study by improving the method of teaching in conventional schools, which may make students pay more attention to traditional classrooms and help decrease their enrollment in tutorial schools.