



Satisfaction study towards classroom language training courses of English teachers in primary educational service area office, Nakhon Pathom province, Thailand

WANNEE NIAMHOM *, SUNTI SRISUANTANG , PRASONG TANPICHAI

^{1, 2, 3} Faculty of Education and Development Science, Kasetsart University, Bangkok, Thailand

Abstract

Aim: This study aims to investigate and compare English teachers' levels of contentment with their participation in language training courses offered by the Primary Educational Service Area Office in Nakhon Pathom Province, Thailand. This research aimed to compare English teachers' satisfaction levels with classroom language training courses in the Primary Educational Service Area Office in Nakhon Pathom Province based on demographic variables such as gender, years of experience as educators, and student population size.

Method: Nakhon Pathom's Primary Educational Service Area Office enlisted the help of 28 English teachers for their research. A questionnaire served as the data collection tool for this study. Frequency, percentage, mean, standard deviation, t-test, and one-way analysis of variance were used to analyse the data.

Findings: The following are the study results: (1) English instructors rated their classroom language training courses as excellent or very good in all categories, except for the facilities used to support the training courses, which they rated as moderate. (2) Examining the attitudes of English instructors toward their own classroom language-learning programmes.

Implications/Novel Contribution: This research is crucial because it contributes significantly to the body of literature on language instruction and provides helpful guidelines for students and instructors.

Keywords: Satisfaction Study, Classroom Language Training Courses, English Teachers, Primary Educational, Service Area Office, Thailand

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INTRODUCTION

With the establishment of the ASEAN Community expected to be finalized by the end of 2015, English has assumed a central role in the modern world. The ASEAN Community has established English as the primary language of communication among its members, so the use of English is likely to increase in prominence. Thus, Thailand has mandated the competent development in using English among Thai youth, especially students at the primary level, to be prepared for the process of the ASEAN Community. Students will be able to communicate effectively in English if they receive adequate training and preparation for the challenges they will face in the future. As the office of the Educational Council, the Ministry of Education has gradually emphasized the development of English instruction and teachers, the development of English teachers has become increasingly important. Still, there are issues here. The education ministry has identified a problem with English instruction at the primary level, with the emphasis being placed too heavily on rote memorization of grammar and vocabulary because students need to learn to use English in meaningful, communicative contexts. The teachers needed to gain the knowledge to deliver the correct subject matters and have self-confidence, with over 80% failing to graduate from major English programmes and working in multiple teaching groups on top of their other responsibilities.

Because elementary school teachers who did not study English as a major are often unfamiliar with the language's structure and unable to communicate effectively in English with their students, improving the English education system is of paramount importance. Because of this, there is a viable option to think about: educating

* Corresponding author: Wannee Niamhom

† Email: feduvna@ku.ac.th

educators. The researcher has focused on the primary goal of the Department of Human and Community Resource Development, the development of English teachers in primary education because of the importance of the English language and the status of English teachers' problems in primary education. As a result, Kasetsart University's Kamphangsan Campus, located in Nakhon Pathom Province and provides academic services for local development, has organized training for English teachers that will be conducted entirely in English. This will positively impact the improvement of English education standards in primary and secondary schools throughout the region.

The Purposes of the Research

1. To study satisfaction towards classroom language training courses of English teachers in Primary Educational Service Area Office, Nakhon Pathom Province.
2. To compare satisfaction towards classroom language training courses of English teachers in Primary Educational Service Area Office, Nakhon Pathom Province.

METHODOLOGY

1. Population: The used research population were 28 English teachers in basic school, Primary Educational Service Area Office, Nakhon Pathom Province, who were English teachers at primary level, not graduated from English major and wanted to apply for training voluntarily.

2. The used research instrument was a questionnaire which was divided into two parts: firstly, the general information of the trainees - gender, teaching experience and school sizes; secondly, the satisfaction towards classroom language training course can be divided into five areas courses content, training instructor, training method, training facilities and training knowledge perception. The inspection of the instrument quality was done by giving the questionnaire to the three experts, who inspected the content validity and reliability by computing the Item objective Congruence: IOC. Then we have brought the questionnaire after correcting and already searching reliability of the questionnaire which was equal to 0.81.

3. Data collection by distributing the questionnaire of satisfaction towards classroom language training course of English teachers after finishing the training.

4. Data analysis by using frequency, percentage, mean, standard deviation, *t*-test and one way analysis of variance.

RESULTS AND DISCUSSION

General Information of Trainee Teachers

The English trainee teachers mostly were 24 females, then 4 males, estimating 85.70 and 14.30 percent respectively. They had teaching experience mostly less than 5 years, 16 persons, estimating 57.10 percent, and teaching in the middle school size of 18 persons, estimating 64.30 percent, as the details in Table 1:

Table 1: General information of the trainee teachers *N* = 28

General information of English trainee teachers	Amount	Percent
1. Gender		
Male	4	14.30
Female	24	85.70
2. Teaching experience		
Less than 5 yrs.	16	57.10
5-10 yrs.	7	25.00
More than 10 yrs.	5	17.90
3. School size		
Small	7	25.00
Middle	18	64.30
Large	3	10.70

Satisfaction towards Classroom Language Training Course

Satisfaction towards classroom language training course of English teachers in Primary Educational Service Area Office, Nakhon Pathom Province in five areas: courses content, training instructor, training method, training facilities and training knowledge perception, were found that English teachers in Primary Educational Service Area Office, Nakhon Pathom Province, had satisfied in classroom language training course overall at the high level. When we considered in each area was found that they were satisfied at the high level in four aspects and one aspect at middle level, as the details in Table 2.

Table 2: Satisfaction in classroom language training course

Classroom Language Training Course	\bar{X}	S.D	Level of Satisfaction
1. Courses content	4.09	0.51	High
2. Training instructor	4.13	0.45	High
3. Training method	3.95	0.31	High
4. Training facilities	3.27	0.33	Moderate
5. Training knowledge perception	3.96	0.33	High
Total	3.88	0.25	High

Table 3: Comparison satisfaction classroom language training course of English teachers, classified by gender

Satisfaction in Classroom Language Training Course	Gender				t	p
	Male		Female			
	(N = 4)		(N = 24)			
	\bar{X}	S.D	\bar{X}	S.D		
1. Courses content	4.20	0.53	4.07	0.51	0.48	0.63
2. Training instructor	4.22	0.86	4.11	0.37	0.44	0.81
3. Training method	3.85	0.31	3.97	0.31	-0.71	0.48
4. Training facilities	3.25	0.44	3.28	0.32	-0.14	0.89
5. Training knowledge perception	3.90	0.35	3.97	0.33	-0.42	0.68
Total	3.90	0.29	3.78	0.25	0.32	0.97

*Significant at level 0.05

Table 4: Comparison satisfaction towards classroom language training course of English teachers, classified by teaching experience

Satisfaction in Classroom Language Training Course	Teaching Experience						df	F	p	
	Less than	5 yrs.		5 -10 yrs.		More than 10 yrs.				
		(N = 16)		(N = 7)						(N = 5)
		\bar{X}	S.D	\bar{X}	S.D					
1. Courses content	4.04	0.55	4.14	0.51	4.16	0.43	2	0.16	0.85	
2. Training instructor	4.20	0.44	4.14	0.49	3.85	0.41	2	1.19	0.32	
3. Training method	3.93	0.29	4.06	0.24	3.90	0.48	2	0.51	0.61	
4. Training facilities	3.29	0.32	3.20	0.31	3.32	0.44	2	0.22	0.80	
5. Training knowledge perception	3.94	0.33	4.05	0.30	3.92	0.39	2	0.36	0.69	
Total	3.88	0.25	3.92	0.26	3.83	0.29	2	0.17	0.84	

Table 5: Comparison satisfaction towards classroom language training course of English teachers, classified by school sizes

Satisfaction in Classroom Language Training Course Less than	School Sizes						df	F	p
	Small (N = 7)		Middle (N = 18)		Large. (N = 3)				
	\bar{X}	S.D	\bar{X}	S.D	\bar{X}	S.D			
1. Courses content	4.28	0.65	4.06	0.46	3.76	0.11	2	1.18	0.32
2. Training instructor	4.12	0.33	4.20	0.46	3.66	0.38	2	1.94	0.16
3. Training method	4.02	0.40	3.98	0.26	3.60	0.10	2	2.46	0.10
4. Training facilities	3.37	0.33	3.27	0.34	3.00	0.00	2	1.35	0.27
5. Training knowledge perception	3.94	0.48	4.00	0.27	3.08	0.20		0.48	0.62
Total	3.95	0.33	3.90	0.19	3.56	0.06	2	3.12	0.06

Comparison satisfaction classroom language training course of English teachers, Educational Service Area Office, Nakhon Pathom Province. The result of comparison of satisfaction in classroom language training course, classified by gender, teaching experience and school sizes, as in Tables 3, 4, 5.

From Table 3 it was found that English teachers were different gender, having satisfaction towards classroom language training course were not different in overall and in each area.

From Table 4 it was found that English teachers had different in teaching experience, having satisfaction towards classroom language training course was not different.

From Table 5 it was found that English teachers taught different school sizes, having satisfaction towards classroom language training course which in overall and each area were not different.

CONCLUSION, RECOMMENDATIONS AND IMPLICATIONS

From the result of research under the title "Satisfaction study towards classroom language training courses of English teachers in Primary Education Service Area Office, Nakhon Pathom Province," we can describe as follows:

1. The result of studying satisfaction level towards classroom language training course of English teachers in Primary Education Service Area Office, Nakhon Pathom Province, found that English trainee teachers were satisfied towards classroom language training course overall at the high level. When considered in each area of English teachers in Primary Educational Service Area Office, Nakhon Pathom Province in five areas: courses content, training instructor, training method, training facilities and training knowledge perception, it was found that English teachers in Primary Educational Service Area Office, Nakhon Pathom Province, had satisfied in classroom language training course overall in the high level. When we considered in each area it was found that they were satisfied at the high level in 4 aspects and at a middle level in one aspect training facilities. Hence it may be the training contents are clear, consequently to teaching English at primary level, the trainee teachers were capable of leading knowledge from training to the real situation of teaching, concordantly to Jantarane (2002), who stated that training made performer studying new things capable of doing things better, and have good attitude, skillfulness, deduce working problems, renovation and increasing efficiency in performance. On the part of speakers full of knowledge and training methodology, affecting trainee teachers enjoyed, not boring, which was consequent to Ormiticha (2015) who stated the speakers' capacity in transmitting knowledge, and usefulness from training set and learning unit performance, and this training emphasized on all trainees having opportunities to practice in the real situation, making trainee teachers to enjoy. Methodology of training emphasizing on student center by trainees having the expression role and speakers was acting as a mentor, so all trainees were satisfied, concordantly to Jitsiy (2013) who stated a good teaching method must stress on problem learning, determined situation, self learning and designing learning activities by content analysis, i.e., max-min volume, essential content difficulties, which means that the learners will study firstly from the easy contents.

Moreover the learners are capable of knowing the result of learning by themselves and gradually, would be a motivation for students attending class harder with contents further.

The result of comparison of satisfaction in classroom language training courses of English teachers, Educational Service Area Office, Nakhon Pathom Province, classified by gender, teaching experience and school sizes, is as follows:

2.1 The result of comparison satisfaction classroom language training courses of English teachers, Educational Service Area Office, Nakhon Pathom Province, classified by gender, found that English teachers were of different genders, having satisfaction towards classroom language training courses but not different in overall and in each area. It might be neither female nor male having opinions towards classroom language training courses, was a way to develop personnel's capacity in performance, consequently to [Suchanan \(2003\)](#) who studied the attitudes towards the training of staff of Thai Airways Company (Limited), and found that the staff in different genders have attitudes toward training not differently.

2.2 The result of comparison of satisfaction in classroom language training courses of English teachers, Educational Service Area Office, Nakhon Pathom Province, classified by teaching experience, found that English teachers had different teaching experience, having satisfaction towards classroom language training courses not different. It might be because English teachers at primary level have various tasks, besides normal teachings, though it might be different years of teaching, but it has the same job description, making them satisfied in the training indifferently, concordantly to [Vichit \(2002\)](#), which studied the trainees' opinions and found that the teaching experience of the trainees were different.

2.3 The result of comparison of satisfaction in classroom language training courses of English teachers, Educational Service Area Office, Nakhon Pathom Province, classified by school sizes, found that the English teachers taught different school sizes, having satisfaction towards classroom language training courses in overall and each area was different. It might be because the purposes of the educational management foreign language department of the small, middle and large schools, were not different by the tasks of educational management for quality development and students' desire attributes as determined, making the teachers who need for developing knowledge, application English language in classroom, will affect to student's quality positively, concordantly to [Narong \(2005\)](#), who stated the small and large schools having target in students' development and educational quality similarly, so they must develop themselves in teaching management for acquiring student's development reaching the same determined desire attributes.

Recommendations

1. The recommendations from the research results for further training in the future:

1.1 On training facilities should proceed the corrections and develop by providing training facilities more sufficiently and suitably for trainees.

1.2 On training method should proceed the corrections by trainees having opportunities to use English in more various situations.

2. Recommendations for further research:

2.1 Should study the trainings in each area in depth for the studying having more details which will lead to the adaptive training development more efficiently.

2.2 Should study the comparison of satisfaction towards training in different organizations providing a new approach to develop for further training management.

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