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A Study of Satisfaction with Pair Teaching Method in Japanese Instruction for Thai-Nichi Institute of Technology Students

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ABSTRACT

The purposes of this research were 1) to study satisfaction with pair teaching method in Japanese instruction for Thai-Nichi Institute of Technology students in five aspects: Instruction, Japanese Instructors, Teaching Materials, Evaluation, Supportive Factors 2) to compare students' satisfaction on the five aspects according to students' gender, academic year and faculty, and 3) to gather supplemental suggestions. Research samples were 306 TNI students in the second semester of 2015 academic year, derived through simple random sampling technique. The instruments used for gathering the data were the rating-scale and open-ended questionnaire. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis. The research findings were as follows: 1. Satisfaction with pair teaching method in Japanese instruction for Thai-Nichi Institute of Technology students as a whole was at high level ($\bar{X} = 4.15$). When considered in each aspect, it was found that their satisfaction was at high level on Instruction ($\bar{X} = 4.10$), Japanese Instructors ($\bar{X} = 4.40$), Teaching Materials ($\bar{X} = 4.02$), Evaluation ($\bar{X} = 4.20$), and Supportive Factors ($\bar{X} = 4.01$) respectively. 2. The students with different genders showed no significant differences in overall and in each aspect. 3. The students with different academic year showed statistically significant differences in overall at .05. When considered in each aspect, it was found that there were statistically significant differences at .05 level on Supportive Factors. For the rest aspects, it was found that there were no significant differences. 4. The students with different faculty showed no significant differences in overall and in each aspect. 5. TNI students had supplemental suggestions: speaking teaching should be taught in the classroom to enhance students' speaking ability, Thai teachers should teach grammar and native teachers should teach conversation, and pair teaching should be applied in another subjects.

Keywords: Pair Teaching Method, Japanese Teaching, Satisfaction with Pair Teaching

Introduction

A satisfaction is learners' evaluation of the overall service experience. It is an affective state of feeling reaction in which the learners' needs desires and expectations during the course of the service experiences have been met or exceeded (Hunt, 1977).

A student satisfaction can be explained many ways. Kaldenberg et al. (1998) advocates and find that in the college, student satisfaction was driven by evaluating the quality of coursework and other curriculum activities and other factors related to the university. Lecturers should treat students with sensitivity and sympathy, and assistance should be provided when necessary. Even simple listening is appreciated. Grossman (1999)

indicated that student could be treated like a customer or a client within the college and in that case, the college serves the students on a better priority to fulfill their needs.

Other key determinants of student satisfaction include academic performance, quality of curriculum, quality of instruction, quality of academic advising, and student satisfaction with major (Aitken, 1982).

Furthermore, motivation to learn an L2 presents a mainly complex and unique situation even within motivational psychology, due to the multifaceted nature and roles of language itself. Therefore, the motivational basis of language attainment is not directly comparable to that of the mastery of other subject matters in that knowing an L2 also involves the development of some sort of 'L2 identity' and the incorporation of elements from the L2 culture (Gardner, 1985).

In a process of teaching and learning about Japanese language, pair teaching method is a crucial role to language learning. It means that Thai teachers and Japanese teachers will cooperate in teaching in the same class with different time for a week. Thai teachers and Japanese teachers can teach vocabulary, listening, and speaking (TNI Student book, 2015:10)

In conclusion, the researcher created a satisfaction with pair teaching questionnaire which passed checking from experts for studying satisfaction with pair teaching method in Japanese instruction for Thai-Nichi Institute of Technology students in second semester, academic year 2015 and the results derived from this research will be used as a guideline in improvement and development instruction and instructional materials in the next occasions.

Research purposes

4. To study satisfaction with pair teaching method in Japanese instruction for Thai-Nichi Institute of Technology students in five aspects: Instruction, Japanese Instructors, Teaching Materials, Evaluation, Supportive Factors
5. To compare students' satisfaction on the five aspects according to students' gender, academic year and faculty
6. To gather supplemental suggestions.

Methodology

Population and Samples

This research was to study satisfaction with pair teaching method in Japanese instruction for Thai-Nichi Institute of Technology students in five aspects: instruction, Japanese instructors, teaching materials, evaluation and supportive factors which consisted of population and samples as follows:

Population of this research was 1,200 TNI students in 3 faculties of Engineering, Information Technology and Business Administration in the second semester of 2015 academic year. Samples of the research were 306 TNI students derived through simple random sampling technique. The instruments used for gathering the data were the rating-scale and open-ended questionnaire. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis.

Instrumentation

The instrument used in this study is a questionnaire. The questionnaire was constructed by the researcher, based on satisfaction with pair teaching method in Japanese instruction.

The first part (Part 1) of this questionnaire asks for the demographic information on their genders, academic year and faculty. The participants were asked to report their information by ticking in only one box.

The second part (Part 2) concerns a study of satisfaction with pair teaching method in Japanese instruction. This part comprises 41 items of a study of satisfaction with pair teaching method in Japanese instruction 5 major areas: 9 items of instruction, 11 items of Japanese instructors, 8 items of teaching materials, 8 items of evaluation, and 5 items of supportive factors. The participants were asked to check by ticking in only one box under the five levels of importance on each item in Part 2 to indicate their satisfaction with pair teaching method in Japanese instruction in each area listed in the questionnaire.

The five levels of needs used in the questionnaire are “Strongly Agree”, “Agree”, “Neither agree nor disagree”, “Disagree” and “Strongly disagree”. Responses from the student questionnaires were subsequently coded. The data of the students’ coded responses were statistically calculated and analyzed. The computation of Cronbach’s Alpha as a measure of reliability was employed to indicate how reliable the research questionnaire results are. Reliability is defined as the proportion of the students’ responses to each item in the questionnaire and the reliability coefficient or calculated alpha is a lower bound of the true reliability of the research instrument, or the questionnaire. The descriptive statistics is also used to determine the individual summary statistics for each of the 41 items in the questionnaire.

The third part (Part 3) asks for more opinions and suggestions of TNI undergraduate students about a study of satisfaction with pair teaching method in Japanese instruction for Thai-Nichi Institute of Technology students which based on open-ended questions.

Data Collection

A satisfaction with pair teaching method in Japanese instruction was accessed through the questionnaire in the second semester of 2015 academic year.

The administration of the research questionnaire was conducted in Japanese classes. Part 1 concerns the demographic variables about their genders, academic years and faculties. The 41 items of Part 2 cover a satisfaction with pair teaching method in Japanese instruction. Therefore, the participants were requested to consider each item carefully and indicate how important each item was for their study. A total of 306 TNI students from the 3 faculties completed the questionnaire. The students’ responses from the questionnaire were subsequently coded using computer program as follows: “1 = male and 2=female” for genders; 1 = first year, 2 = second year, 3 = third year, 4 = fourth year” for academic years; “1 = Engineering, 2 = Information Technology and 3=Business Administration for faculties and “1=strongly disagree, 2 =disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree” for each of the five levels of importance on 41 items in Part 2.

The analyses of the research data were conducted by means of descriptive statistics. The descriptive statistical analyses of the frequencies and percentages of the students’ responses were employed to report their demographic variables and to indicate the rank order of the items in each area of a satisfaction with pair teaching method in Japanese instruction listed in the questionnaire. The frequency distributions were analyzed to determine the proportions of the students’ responses to the five levels of importance on the 41 items in 5major area: 9 items of instruction, 11 items of Japanese instructors, 8 items of teaching materials, 8 items of evaluation, and 5 items of supportive factors. Process analysis was conducted with the second research question in determining the associations of the participants’ instructional needs on Japanese for engineering to each of these demographic variables: genders, academic years and faculties.

Data Analysis from Questionnaire

Data analysis from questionnaire both single item and whole questionnaire which presented a form of rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed by Best (1981) as follows:

- 1.00 $\leq \bar{x} < 1.50$ refers to students had the lowest satisfaction with pair teaching method in Japanese instruction
- 1.51 $\leq \bar{x} < 2.50$ refers to students had low satisfaction with pair teaching method in Japanese instruction
- 2.51 $\leq \bar{x} < 3.50$ refers to students had moderate satisfaction with pair teaching method in Japanese instruction
- 3.51 $\leq \bar{x} < 4.50$ refers to students had high satisfaction with pair teaching method in Japanese instruction
- 4.51 $\leq \bar{x} < 5.00$ refers to students had the highest satisfaction with pair teaching method in Japanese instruction

The statistics used for analyzing the data

The collected data was analyzed using a computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, f-test, and content analysis.

Results

Results of Data Analysis

Phase 1 The results of demographic variable of TNI undergraduate students

The analysis of the data from the students' questionnaire reported by TNI undergraduate students in the 2015 academic year is presented in the first section deals with the demographic variables from the students' responses to Part 1 of the questionnaire: genders, academic years and faculties as following table.

Table 1
Table of the results of demographic data of respondents

Demographic data of respondents	n=306	Percentage
1. Genders		
1.1 Male	176	57.50
1.2 Female	130	42.50
Total	306	100
2. Academic Years		
1st Year	97	31.70
2nd Year	92	30.10
3rd Year	56	18.30
4th Year	61	19.90
Total	306	100
3. Faculties		
Engineering	57	18.60
Information Technology	102	33.30
Business Administration	147	48.00
Total	306	100

Table showed that percentages of TNI undergraduate respondents in genders ranged from 57.50% for male and 42.50% for female; in academic years ranged from 31.70% for 1st year, 30.10% for 2nd year, 18.30% for 3rd year and 19.90% for 4th year; in faculties ranged from 18.60% for Engineering, 33.30% for Information Technology, 48.00% for Business Administration.

Phase 2 A Satisfaction with Pair Teaching Method in Japanese Instruction for Thai-Nichi Institute of Technology Students in total and in each aspects

Table 2

Table of mean and standard deviation of a Satisfaction with Pair Teaching Method in Japanese Instruction in total and in each aspects

Components	\bar{x}	S.D.	Level
Instruction	4.10	0.53	high
Japanese Instructors	4.40	0.51	high
Teaching Materials	4.02	0.62	high
Evaluation	4.20	0.61	high
Supportive Factors	4.01	0.71	high
Total	4.15	0.51	high

The table above indicated that TNI students had a high level of satisfaction with pair teaching method in Japanese instruction in overall ($\bar{x}=4.15$). When considered in each aspect, it was found that the students had high levels of satisfaction with pair teaching method in Japanese instruction in all aspects.

Phase 3 The results of the comparison of a Satisfaction with Pair Teaching Method in Japanese Instruction according to genders, academic years, and faculties

Table 3

Table of mean and standard deviation of a Satisfaction with Pair Teaching Method in Japanese Instruction according to genders

Components	Male (M) n=176		Female (F) n=130		t	p
	\bar{x}	S.D.	\bar{x}	S.D.		
Instruction	4.10	0.52	4.10	0.56	.057	.443
Japanese Instructors	4.41	0.49	4.40	0.55	.144	.144
Teaching Materials	4.02	0.61	4.03	0.63	-.053	.806
Evaluation	4.20	0.60	4.20	0.63	-.088	.275
Supportive Factors	4.01	0.70	4.02	0.72	-.175	.832
Total	4.15	0.50	4.15	0.53	-.042	.438

The table showed that students with different genders had no significant differences in overall and in each aspect.

Table 4

Table of comparison of a Satisfaction with Pair Teaching Method in Japanese Instruction according to academic years

Components	SS	df	MS	F	p	Sheffe'
Instruction						
Between groups	1.285	3	.428	1.511	.212	
Within groups	85.614	302	.283			
Total	86.899	305				
Japanese Instructors						
Between groups	.242	3	.081	.305	.822	
Within groups	79.922	302	.265			
Total	80.164	305				
Teaching Materials						
Between groups	2.598	3	.866	2.283	.079	
Within groups	114.527	302	.379			
Total	117.125	305				
Evaluation						
Between groups	1.370	3	.457	1.222	.302	
Within groups	112.856	302	.374			
Total	114.226	305				
Supportive Factors						
Between groups	12.014	3	4.005	8.583	.000	1 st -4 th ,
Within groups	140.905	302	.467			2 nd -4 th
Total	152.918	305				
Total						
Between groups	2.331	3	.777	3.009	.031	
Within groups	77.993	302	.258			
Total	80.324	305				

* Statistical significance at 0.05 level

The table showed that students with different academic years had statistically significant differences at 0.05 level in total. When considered in each aspect, it was found that there were statistically significant differences at .05 level on Supportive Factors. For the rest aspects, it was found that there were no significant differences.

Table 5

Table of comparison of a Satisfaction with Pair Teaching Method in Japanese Instruction according to faculties

Components	SS	df	MS	F	p
Instruction					
Between groups	.908	2	.454	1.600	.204
Within groups	85.990	303	.284		
Total	86.899	305			
Japanese Instructors					
Between groups	.027	2	.013	.051	.950
Within groups	80.137	303	.264		
Total	80.164	305			
Teaching Materials					
Between groups	1.994	2	.997	2.623	.074

Components	SS	df	MS	F	p	
Evaluation	Within groups	115.131	303	.380		
	Total	117.125	305			
Supportive Factors	Between groups	1.414	2	.707	1.899	.152
	Within groups	112.812	303	.372		
	Total	114.226	305			
Total	Between groups	.703	2	.351	1.337	.264
	Within groups	79.621	303	.263		
	Total	80.324	305			

* Statistical significance at 0.05 level

The table showed that students with different faculties had no significant differences in overall and in each aspect.

Phase 4 The results of opinions and suggestions strategies of Thai-Nichi Institute of Technology students towards a Satisfaction with Pair Teaching Method in Japanese Instruction

TNI students had supplemental suggestions as following:

3. Speaking teaching should be taught in the classroom to enhance students' speaking ability
4. Thai teachers should teach grammar and native teachers should teach conversation
5. Pair teaching should be applied in other subjects.

Conclusions

According to the study and data analysis, the results of this study were concluded as follows:

Phase 1: The results of demographic variable of TNI undergraduate students

Percentages of TNI undergraduate respondents in genders ranged from 57.50% for male and 42.50% for female; in academic years ranged from 31.70% for 1st year, 30.10% for 2nd year, 18.30% for 3rd year and 19.90% for 4th year; in faculties ranged from 18.60% for Engineering, 33.30% for Information Technology, 48.00% for Business Administration.

Phase 2: A Satisfaction with Pair Teaching Method in Japanese Instruction for Thai-Nichi Institute of Technology Students

TNI students had a high level of satisfaction with pair teaching method in Japanese instruction in overall ($\chi=4.15$). When considered in each aspect, it was found that the students had high levels of satisfaction with pair teaching method in Japanese instruction in all aspects.

Phase 3: The results of the comparison of a satisfaction with pair teaching method in Japanese instruction according to genders, academic years, and faculties

1. Students with different genders had no significant differences in overall and in each aspect.

2. Students with different academic years had statistically significant differences in overall at .05. When considered in each aspect, it was found that there were statistically significant differences at .05 level on Supportive Factors. For the rest aspects, it was found that there were no significant differences.

3. Students with different faculties had no significant differences in overall and in each aspect.

Phase 4: The results of opinions and suggestions strategies of Thai-Nichi Institute of Technology students towards a satisfaction with pair teaching method in Japanese instruction as following:

1. Speaking teaching should be taught in the classroom to enhance students' speaking ability
2. Thai teachers should teach grammar and native teachers should teach conversation
3. Pair teaching should be applied in other subjects.

Discussion

According to the study and data analysis, the results of this study can be discussed as follows:

Satisfaction with the method of pair teaching of TNI students was at high level in overall. This might be because TNI students satisfied with activities or tasks in teaching-learning process as both Thai and Japanese instructors focused on cognitive tasks indicated the procedural and declarative knowledge enabling strengthened through practice (Anderson, 2005). Moreover, an assessment of the classroom by using learner-centred method was essential because can practice all skills especially listening and speaking which related to the view of Anuyahong (2011) who advocated that TNI students had satisfaction in teaching materials at high level due to College of General Education and Languages of TNI provided updated teaching materials for all students and the various multimedia materials were prepared for TNI students in practicing listening skill as well as speaking skills with Japanese native instructors outside classroom. Moreover, teachers emphasized environment in the classroom and provided the interesting topics to motivate all students in learning in order to create a positive classroom environment (Rost, 1994: 146).

Furthermore, satisfaction with pair teaching of TNI students was at high level on instructors, evaluation and supportive factors. It might be because the instructors were aware of the method to motivate the learners to learn as well as encourage the learners to respond to the needs to learn Japanese subject. An effective learning process of individuals was dependent on 2 significant factors: learning environment and learning situation (Fortier & Gagne, 1988: 14). In addition, the role of instructors has shifted from transmitting knowledge to the new role of facilitating, guiding, or coaching (Anuyahong, 2011:45)

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