

**THE FACTORS THAT INFLUENCE STUDENT'S INTENTION TO
ENROLL ENGLISH COURSES AT VOCATIONAL SCHOOLS IN
CHONBURI**



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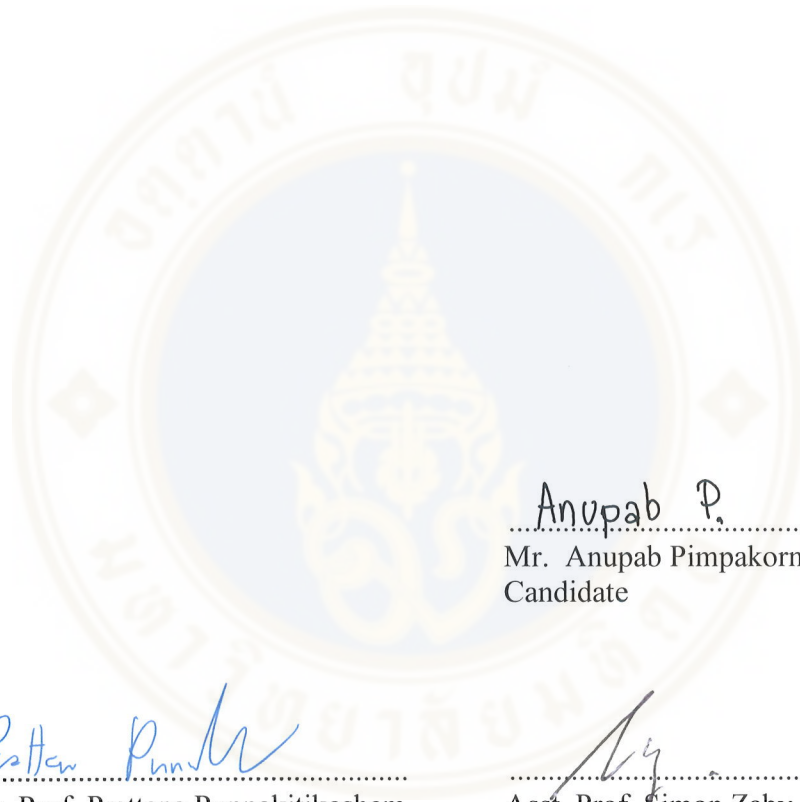
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ABSTRACT

Presently, English is an official language in many countries for business and academic purposes. The core part of communication was used by languages to understand. This thematic paper was conducted to explore factors that influence student's intention to enroll English courses at vocational schools in Chonburi which used qualitative research with the in-depth interview of 30 students in vocational certificate system in Chonburi with the age range between 15-18 years old. The core finding of this study illustrates that student's intention is affected by student's interest of studying English which is affected for enrollment to further their opportunity. Besides, Parental involvement positively affects the student's intention to enroll for English by their parent recommendation that shows the importance of English skills at the workplace and supported funds from parents in preparing for their children's academic success.

KEY WORDS: Student intention / Parental role / Student interest / English language

30 pages

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CHAPTER I

INTRODUCTION

Vocational school is a school for those people who require special skills with practical experiences and get a job. Globally, where people are connecting each other with technologies and languages for communication, business and education, language is a tool to communicate for understanding of various purposes.

English language was established and used as the first foreign language in Thailand. The ministry of education has aimed to reform education for learners in order to be able to communicate and work by using English, Chinese and other languages (Ministry of Education, 2005). The English language is commonly used over the world. English has taken place in using and it was hard to find the country hasn't been used English. Whilst, some people is willing to use with their native language and try to avoid learning and using English. The benefits that people who are mastering using English goes beyond the four corners of one's own country. It can state that known that the most spoken and used is English (MAHU, 2012). The demand is increasing along with globalization that going with language proficiency to diminish information cost and overcome barrier in terms of goods and services and tourism (Isphording, I. E, 2014). English language provides various benefits nowadays. The opportunities of English can secure a position that will be well-paid in multinational companies when people are specialized in mastering English (Bangkok Post). Performing fluent English language skills will enhance opportunities for career path personally.

English language is not spoken in Thailand widely. Some people speak and use basic English in order to communicate. The fluent English speaking in Thailand is rarely to be found in the general population. Thailand's poor performance in English skills could be a result of rote learning, which is common in Thai schools. Students don't usually have the ownership of learning and teachers tend to focus on grammar more than the development of students' communication skills.

It's the most common language in the world, especially required in a job market, which is a must-have skill in today's business. Regarding economic opening, English language skills are required and play an important role to be an official language. Moreover, it is stated that the worldwide use in language in the business world.



Figure 1.1 the ef english proficiency index 2022

Source: <https://www.ef.com/ca/epi/regions/asia/thailand/>

According to the ef english proficiency index 2022, Thailand was ranked at 97th as well as second at the bottom among its ASEAN. It was measured at the average of English used in 111 different countries and regions (Yu-Hsiang Wang, 2022).

Consequently, enrollment for vocational schools can be one of the chances to get a job in the future. The ongoing career growth in people will engage in job positions to enhance job opportunities through the market. By following the procedure shows many factors in educational context such as skills and aptitudes (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001).

1.1 Problem statement

There are various vocational schools in Chonburi province in both the public and private sector. The vocational education industry is very competitive to seek new customers as new students enroll to school every year. With the area of the province, it is located near Laem Chabang port which is an international deep sea port for Thailand in terms of exporting and importing. In addition, there is a construction of railway to connect to this area from Bangkok. Therefore, the labor demand is increased along with the development. The trend of demanding logistic course in school is increased to respond to the development of EEC.



Figure 1.2 The area of Eastern Economic Corridor (EEC)

Source: Eastern Economic Corridor Office of Thailand (EEC)

Chonburi is one of the provinces in the area of Eastern economic corridor (EEC). The area consists of three provinces which are Chachoengsao, Chonburi and Rayong (Eastern Economic Corridor Office of Thailand (EEC))

However, Foreign languages are essential to handle the work in the province as well. The trend of learning foreign languages, especially English is growing up as a necessary skill for students to perform their job well in the future. Not only studying for

practical skill but also English skill is essential. This paper is aimed to understand the factors that influence students' intention to study English at vocational school. In particular, in Chonburi province, there are some schools that have English as a foreign language course to be available to respond to the students who are interested in English, which tends to increase in number. This is an opportunity for schools to respond to the trend of language learning to gain market shares in the market. In addition, vocational schools can be recognized as a teaching language skill, not only for specific technical skills that other vocational schools provide courses.

1.2 Research questions

What factors influence students' intention to study English as a foreign language in vocational school?

How do student parents affect the students' intention to enroll in English at vocational school in Chonburi?

1.3 Research objectives

To explore the influence factor of a student's intention toward English courses in the study of vocational school.

To explore how parental role and students' intention toward enrollment in English at vocational schools in Chonburi.

1.4 The scope of the study

This research highlights on exploring the factors that influence student intention to enroll in English at vocational school in Chonburi. The data will be collected by in-depth interview with open-ended questions from the students who are 15-18 years old in Chonburi province.

CHAPTER II

LITERATURE REVIEW

2.1 Students' intention

According to Fishbein and Ajzen (1975), state that human behavior will predict and measure individual acts of the intention to perform that behavior. The intention can be directed by an individual's attention and experience toward a specific object or method. In educational context, the intention is described as students are expected to study the lesson and aim for the class. According to Sheeran, P., Webb, T. L., & Gollwitzer, P. M. (2005) with the intention, students can promote their goal achieving in the future when they have strong goal intention and also relevant to their performance. The objective of vocational and technical schools is illustrated to practice and prepare students working (Pavlova, 2009). English plays an important role for learning (Allison, 2002). The previous studies state that with a positive attitude towards using English, students will possess strong intention. Intention is based on attitude towards the behavior involved with the behavior and the interest among populations (Chau & Hu, 2001; Taylor & Todd, 1995). These related factors can show that students' effort will put in using English (Ajzen, 1991). Moreover, according to Venkatesh and Davis (2000), point of views from others are important affecting students' intention. Therefore, this can lead to student intention towards English.

2.2 Economic development

In developing countries, in terms of the economic development process, they are always related to economic activities. Then it will be a valuable resource for students. English is commonly used in many countries and as a way of economic growth and job creation (Coleman, H. 2010). According to service economies, it has a lot of impact on the need for English skills, while manufacturing is also required as well but smaller (Coleman, H. 2010). In rural areas, English skills were limited in a small

proportion of people (Coleman, H. 2010). Skills in English have an impact on economic development. Lacking fundamental English understanding, it leads workers unable to use machinery in productive activities (Lee, C. G. 2012). Workers who are fluently using English can approach to new knowledge and understanding their work into their local language and reach to more audience (Lee, C. G. 2012). Increasing in English proficiency will straightforward the knowledges and capabilities of workers (Lee, C. G. 2012). English skills is an important that highly demand in labor market (Erling, E. 2014). The importance of education is one of factor that can drive the individual and country to strengthen opportunities of economic gaining and development (Erling, E. 2014)

2.3 Students' interest

Interest is a psychological effect of individual attention that affects a specific object and re-engagement overtime (Harackiewicz, 2016). Interest is a factor that affects learning English (Gardner, 1985). Students commonly have different backgrounds, academic needs and interests towards learning. As a second language that is important to the world nowadays, English language has an increasing interest and various researches show that it is needed for foreign language teaching according to Amjah, D. Y. P. H. (2014). It can show that existing interest of students will urge and lead to more opportunities finding a job easier. Student's interest is an important for students to be able to define their direction and purpose (Wan, Wong, and Kong, 2014). Therefore, interest is an important influence to decide on studying and achieving the goal. Students who are at the level of high interest will have more enthusiastic in achieving

2.4 Parental role

Parental involvement in education is in a form of interaction with their children behavior and academic achievement (Hill et al., 2004). Then the involvement can diminish children's problems by providing support and care (El Nokali et al., 2010; Gottfredson et al., 1993; Hill & Tyson, 2009). According to (Caligiore Gei & Ison, 2018)

getting involved with parents in education will accelerate and develop knowledge in academics and emotion effectively by increasing the confidence of their children (Caligiore Gei & Ison, 2018). Parents is encouraging and leading students to find the better result with their recommendation. By Rodriguez, Blatz, and Elbaum (2014). The involvement of parents is relevant in participating in the learning to advance their academic (Castro et al., 2015; Niehaus & Adelson, 2014; Núñez et al., 2017). By various studies, the involvement of parents in their children is conceptualized as important in studying-related activities expected to success (Fishel & Ramirez, 2005). Therefore, parent has an important role in children learning and action of their children.

2.5 Students' satisfaction

Many studies utilize student satisfaction as a measure of the quality of the program or department. In a study done by Corts, Lounsbury, Saudargas, and Tatum (2000). Satisfaction has meaning in a lot of forms. However, a definition of satisfaction that lies in the core of all the other definitions is the happy and constructive feeling or energy one gains as a result of a job and its evaluation (Tabrizi, M. M. ,2020). But, in educational contexts, the definition deals with positive feelings students gain as a result of the quality of instruction, class size and the usefulness of what they have learned (Tabrizi, M. M. ,2020). Students with positive learning are happy to actively learn with high engagement while if negative feelings occurred that would decline students satisfaction in learning.

CHAPTER III

RESEARCH METHODOLOGY

The objective of this study is to explore students' intention to enroll in English at Vocational school in Chonburi. Therefore, by answering the research question, this will be qualitative research that includes in-depth interviews to gain insight data from respondents who are students in vocational certificate level at 15-18 years old in Chonburi province. As a research method, this will be a representative result from the answers of respondents and relate to this study.

3.1 Research design

The interview will be used an open-ended question to interviewees for expressing their feeling which can be relevant to factors of this study and it will be focusing from the students who are in the age that this study informed. Which can be the right respondents from the customer side to provide the information of the students' intention to enroll in English at Vocational school in Chonburi.

3.2 The sample size

The sample size for interviews are 30 student interviewees at vocational certificate level in Chonburi whose age is between 15-18 years old. They are 10 male and 20 female at Meungcol business technological college in Chonburi.

3.3 Instrument

This study will be corrected by in-depth interviews recorded with 30 respondents with interview questions. The interview was done by face to face interviewing with audio-recorded. There are two parts of question between general

question and perspective question in order to gain more in-depth information of students' intention to enroll English at vocational school in Chonburi.

3.4 Data Collection

3.4.1 In-depth interview

Data collection method is used in form of in-depth interview. Open-ended questions are used for respondents to provide the information to be understood more, such as explanation of the influence factor of action, feeling and intention. The respondents can totally feel free to provide the answers which can lead to a new information or insight feeling. The open-ended questions are conducted in order to discover of what factor that influence student intention decide to enroll English at vocational school in Chonburi.

3.5 Data analysis

Due to the qualitative research method, the data analysis from in-depth interviews will be selected to gain insight data of students' intention towards English. Therefore, given information of interview from respondents will be transcribed in order to coded for the highlight of information. Then, it will be examine for repeating the same answers from respondents. Thematic analysis will be used for this study to analyzing data for report themes to explain the factors and more perspectives of how students intention to enroll English at vocational school in Chonburi. Lastly, data analysis will be shown in finding

CHAPTER IV

FINDINGS

This research was conducted in the form of a qualitative research with the interview by collecting data from 30 students. This chapter was conducted to explain the student's intention to enroll English courses at vocational schools in Chonburi. In this study, by all participants in the vocational school system. It was found that there are repetitive answers shown in the interview record. The repetitive answers in each factor show an influential factor reflecting from the majority of participant answers. The result and analysis are conducted as follows.

4.1 Sample selection

This study is qualitative which can provide benefits to gain more understanding, attitude and intention. The sample will be focused on students who are related to the scope of this study and provide the intention. The selection criteria will be students who are studying for the vocational education system in Chonburi at Meungchol business administration technological college with the interest of English language. The age is between 15-18 years old. The lists of interviewees are shown table below.

Table 4.1 Details of participants

No.	Title	Education level	Gender	Age
1	Student	Vocational certificate	Male	15
2	Student	Vocational certificate	Male	15
3	Student	Vocational certificate	Male	17
4	Student	Vocational certificate	Male	17

Table 4.1 Details of participants (cont.)

No.	Title	Education level	Gender	Age
5	Student	Vocational certificate	Male	15
6	Student	Vocational certificate	Male	16
7	Student	Vocational certificate	Male	16
8	Student	Vocational certificate	Male	15
9	Student	Vocational certificate	Male	17
10	Student	Vocational certificate	Male	17
11	Student	Vocational certificate	Female	15
12	Student	Vocational certificate	Female	15
13	Student	Vocational certificate	Female	17
14	Student	Vocational certificate	Female	17
15	Student	Vocational certificate	Female	15
16	Student	Vocational certificate	Female	16
17	Student	Vocational certificate	Female	16
18	Student	Vocational certificate	Female	15
19	Student	Vocational certificate	Female	16
20	Student	Vocational certificate	Female	16
21	Student	Vocational certificate	Female	18
22	Student	Vocational certificate	Female	17
23	Student	Vocational certificate	Female	17
24	Student	Vocational certificate	Female	17
25	Student	Vocational certificate	Female	18

Table 4.1 Details of participants (cont.)

No.	Title	Education level	Gender	Age
26	Student	Vocational certificate	Female	17
27	Student	Vocational certificate	Female	17
28	Student	Vocational certificate	Female	18
29	Student	Vocational certificate	Female	17
30	Student	Vocational certificate	Female	17

4.2 Factors influences students' intention to study English as a foreign language in vocational school

4.2.1 Students' interest

Majority of the respondents stated that interest in English language affects them to study. The English language is actually the official language in many countries and it is an important factor that influences students' performance. The success of studying English does not depend on intelligence only, but interest is influential to English studying as well. 90 percent of students have an interest through the intention learn and improve their skills for better English nowadays. There are an example participant answers.

“I want to improve my English skills to communicate with foreigners because English language is used by many countries. Moreover, I think it's a tool to connect and understand each other among people” (P 5)

It shows that students' interest is the most influential factor towards the intention to enroll for the English language. From the interview, students prefer to have high interest in English. They are willing to do so for their desire and practice more skills to be fluent in using English in order to prepare themselves. With their interest, in

considering the return of having English language skills, they see the essential advantages of knowledge.

Presently, this shows that the benefits of having English skills can enhance and keep students' interest in studying English to further their knowledge in using English language. The mentioned in this factor provided the answers that they are willing to improve their English language skills for communication to work easier with foreigners. Preferring to communicate in business in English one of an interest of students. Communication is a core part of conversation in task to achieve it done productively and understand and exchange the knowledge from the colleagues properly. By communicating with English language which keeps the interests on learning English language at school.

“If I am weak at using English, I will not achieve what I want. So, I would like to say that I am interested to study English language and prepare the skills for my study and career in the future” (P 21)

Furthermore, another aspect from this mention is that English produces an interest for students to keep continuing learning English to achieve their future plan. By self-assessment in English proficiency, it can bring an interest to have intention on improving English studying skills. English as it is known as international language communication for various purposes such as business and academic. The interest of studying English is a tool to go further for higher degree at abroad. It is commonly used in many countries as a main international language. Studying abroad focuses on non-native language but can use English for connecting and communicating. The way to help studying abroad is performing English skills for communication and understanding to learn and acquire good consequences as skills attaching themselves. In addition, studying abroad can enhance opportunities for job options for a better career. In some countries and job positions, it is needed to standardize English proficiency to apply for a job or admission to university. Considering having English skills are able to work abroad as the business world across countries English is used as the main foreign language.

4.2.2 Students' satisfaction

Majority of the respondents stated that they have positive satisfaction on English teaching. Studying English needs to combine lecture with activity to be appropriate with educational level, ability and experience. This can stimulate and support the atmosphere, environment and facility of studying for students' satisfaction in learning. Teaching English methods will get along with student's satisfaction that aim for speaking and listening skills. It showed that English skills are important today. There are 80 percent of participants satisfied with English teaching currently. In particular, there is a barrier for satisfaction that is required for outside class activities to keep the class interesting and satisfying. There are example participant answers below.

“I feel happy with the teacher's teaching style and equipment to present the course. But I would say that what I want to have more is activity outside the classroom by providing conversation” (P 11)

“I have satisfied with English teaching. Another point is that I need teachers to provide activities such as games to make the style of teaching to be fun and interesting. I think this could make atmosphere and environment of studying for better studying intention” (P 19)

It's essential to realize the students gain their satisfaction in studying and the perception of students towards the course as well. Considering students' perception will show the students' need and satisfaction level. In this factors, the relationship between students and teachers are influential according to satisfaction level of students. This factor is illustrated the teaching styles of teacher that can increase the satisfaction of students by encouraging actively on class engagement. Moreover, the atmosphere of the class is very important for students during the class. Positive feelings from students come from teaching style and environment including equipment that can be convenient for learning and increase students' satisfaction. The teacher behavior is related to teaching style and technique to communicate with students. The way of teachers conveying the course to students will be an influential factor to increase satisfaction level. Students do not prefer to study completely with lecturing context in the class but rather than more practicing with activities. The instructors that provided

English engagement with students to practice the real situations and experiences will increase students' satisfaction. Communicating in English can show interaction between teachers and students that is similar to the real situation in terms of practicing.

In particular, the several processes, the teaching method will raise the level of satisfaction in studying the English language and give good results. The satisfaction level of students is affected overall in the classroom that is related to studying. It will build students focusing on their English studying and they can keep their satisfaction to a good level. Moreover, planning activities are implemented and controlled to achieve the objective learning in the class.

4.2.3 Parental role

Parental role is an influential factor that affects a student decision to perform things. In general, not only supervision but also support and guidance. Parents support their children interest to achieve the goal and develop their learning at school.

Regarding to Parental role engages with students' decision for their studying. From 70 percents of student answered that their decisions rely on parents decision while they are consulting with their parents and when their parents provide the recommendation it influences on my thinking and decision as following. The recommendation from parents is affected as a part of student 'decision. The mentioned participants demonstrated that it is a coach to teach and guide them to consider things reasonably. By the way, there is a barrier which is financial support from parents that will be a considered factor that defines the way of supporting students. With more financial support will enhance more practicing in English. There are an example participant answers below.

“I would say that my decision was influenced by my parents after consulting with them. I have done a lot talking with them before choosing study field because I think they are part of decision as they are responsible for the expenses” (P 24)

4.2.4 Economic development

Nowadays, English is a main language for communication and business to understand each other. When people with different languages and cultures need to connect with each other, then English will be used as a common language. In the future,

English will play an important role especially in Chonburi which was part of the Eastern Economic corridor (EEC) aiming to develop the economy and job opportunity (Erling, E. 2014). The skills that students demand for communication for work. 70 percent of participants answer that English skills can make finding a job easily an outstanding requirement to apply for a job and work with foreigners. There are an example participant answers below.

“ If I am capable of communicating with foreigners better,It will make me understand and communicate better.In particular, English is an important factor requirement in applying for a job” (P 17)

“ As I lived in Chonburi where it was part of the EEC and in the vocational school system, there are many foreign firms running business here.So, I think it is important to use English for working which will finally make finding a job easier.”(P 13)

Regarding from 70 percent of students see the importance of having English skills in the eastern economic corridor(EEC) as essential skills for them in order to find a job easier.In Chonburi,It provides more opportunities to be employed for the skills that related education and training and importantly for chance for investors to run businesses and there will be more investment that will be beneficial to students and country.In addition,The earnings from economic developing students are expected to gain higher salary than those who have the low level capability of using English language. Communication is an essentially core part of doing business that occurs in an international firm in operation and service.The communication must be done for understanding.The students see that English language is used to connect in order to work and get along well at the workplace.They position themselves to be well English used for their advantages.In addition,the skills of English defined as an important factors for students to apply for a job after they graduated with vocational experiences.In terms of self-developed, skills which trained and acquired will provide student’s potential productivity and the competency of language will help to access the job easier

4.3 Parental role and student's intention toward enrollment in English course at vocational school

Parental involvement is the factor that affects student's intention on their action in life and achievement. The family involvement is the participation that will assist to have suitable decision and proper action on student's intention towards the enrollment. The guidances from parents play an important role in preparing for academic success as they confront the real situation in business. Parent will provide past experience then review to their children that what it will return in the future. There are an example participant answers.

“My parents have worked in logistic company at the port and they told me that they had to work with foreigners and English language was used everyday to communicate for understanding and the instruction step of work is related to English language that we have to understand to follow the instruction for better understanding” (P 16)

“They always give me an guidances and help me in preparing to practice English by taking me to have more English course” (P 9)

Regarding parental involvement in this factor 70 percent of participants have been affected by parents. The parents are grounded in their children's performance which can help children to succeed in future. In academic success of children, it was driven from parents' responsibility and experience. The importance of parent attitude that they convey to their children is well involved and a key relation between parental role and students' intention. The attitude that is conveyed from parents can reflect the intention and behavior to approach more practicing English language to have better skills. Parents review real experiences at their work and then clarify to them as a guide. For this factor, English language was used at the workplace of parents which make them see the importance of having English skills. They will be consultant to provide good recommendation that what is demanded. In addition, the support from parents is significant support in education. The fund is the important factor that will support in practicing English language. The expectation of parents in English is aimed for their children to have better knowledge to use English skills in career. Having more practicing

of English language is action that parents recommend and prepare for their children. They are experienced outside the schools and more knowledge in academic. The enrollment of English is expected and influenced by parents to get their children ready for career. In particular, the children who have the active action from parents have better affected students' intention to choose and prepare English for studying. Positive attitudes toward students' intentions will positively influence and increase children's performance of what they perceive from parents. It will be engaged in the relationship between family.



CHAPTER V

DISCUSSION AND CONCLUSION

5.1 Conclusion

According to this research, it was conducted by qualitative research with the sample size of 30 students of vocational certificate system in Chonburi with the age range between 15-18 years old. The study determined students' intention enrollment an English course at vocational school in Chonburi. As it's known that English language plays an important role worldwide as a main language for communication and business.

Furthermore, Chonburi is a province located in Eastern Economic Corridor Office of Thailand (EEC) where the area will be developed economically. There is an opportunity for schools to provide English courses to students who are interested in English and aimed to enhance their English skills. By conducting in-depth interview with qualitative research, this research is used to know and explore in-depth information and perception from participants. In particular, most of the participants show positive answers that influences students intention to enroll in an English course.

Importantly, students' interest is the most influential factor towards the intention to enroll for the English. The interest of studying English in students is aimed to improve the English language skills in order to further their opportunity to work and study abroad. Moreover, parental role plays an important role to their children in terms of decision by guidance and finance. The importance of parent attitude that they convey to their children is well involved as a key relation between parental role and students' intention. The decision of students was affected by parental guidances that provide their children to see the importance of English language in modern world and enhance the intention on studying English. The financial support from parents also affect student 's study path due to financial liquidity in a family. Therefore, students who aim to enhance their English skills will strengthen their intention on studying English.

5.2 Recommendation

5.2.1 Recommendation for organization

The activities outside the classroom can enhance interest and keep the interest of studying for English class. Then it can increase customer's satisfaction, which means students' satisfaction. The course outline should have set activities that get along with the context of an English subject to improve the course and atmosphere of studying. In particular, English activity should be implemented for students. These activities would give progress and preparation to develop student personal skills with support from school and the new environment to challenge students to practice in new situation. That would become a process of developing English language skills in communication. The interest in studying English language is that students are willing to have English skills to study abroad in the future.

After conducting this study, the parental role affects students' decision to choose to study. The schools have to be considerably engaged with parents and do marketing to affect parents' decisions that will finally lead to students' decision.

By providing financial assistance, giving financial support to parents can lead to the benefits for students. The schools will be considered as giving an opportunity to make students reach and achieve higher education. With the financial liquidity of parents that affect enrollment, schools should provide installment for tuition fees instead of paying full amount at the beginning. Moreover, the teachers who are in teaching English language should be well trained to be involved in student expectation and adjustable for any changes according to process of teaching and course.

The school should cooperate with international schools in different countries. It can design a course with double degree while providing studying time in Thai and abroad. This could give an opportunity for student to reach their desired goal with the intention to study abroad.

5.3 Limitation

5.3.1 Conduct only qualitative

In addition, this research conduct only for qualitative to explore perception and attitude of participants. This might not cover overall all aspect and generate various factors to utilize this research.

5.3.2 Limited sample selection

In addition, English language program as a foreign language was aimed at opening in the future, the students that were interviewed will be students in school who are interested in English courses, not current English language program students. So, It might have more aspects by interviewing from different groups of population in the study to utilize and prepare for opening English as a foreigner language program.

5.3.3 Time constraint

For this study, to know the intention's students toward English in Chonburi. This study was conducted interviewing only for students in data collection because the timing of data collection is when the schools break. It should have interviewed student parents and teachers to gain more in-depth information.

5.4 Future research

5.4.1 Quantitative research

This study should conduct mix method by combined with quantitative method in order to gain more data and perception to analyze the result better for this study. By providing quantitative method will allow the sample selection answer questionnaire, So, it's one of survey to gain the result and be useful for this study.

5.4.2 Larger sample size

Parents and teachers should have interviewed to gain in-depth information and aspects related to this study. So, the schools will know more information to prepare and design the program before opening in the future

5.4.3 More time to conduct research

This study should have more time to conduct research by aiming to extend the time conducting in the future research.



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Questions for interview

Part 1: Personal survey of participants

1. Could you please introduce yourself?
2. What is your age range?
3. What is your gender?
4. What is your highest degree of education?

Part 2: The participants' perspective towards English enrollment at vocational school.

Interview questions

5. Why are you interested in studying English courses at vocational school?

Topic	Question	Reference
Economic development	1.As a student in the EEC area, how relevant do you think studying English can enhance your capability of English skill and readiness for economic development?	Erling, E. (2014). Role of English in skills development in South Asia.
	2.According to Economic development, do you think having English skills can make finding a job easier? Please give the reason.	
	3.Students should prepare for English skill as a foreign language in the labor market from economic development? Why?	

Topic	Question	Reference
Student's interest	4. Why are you interested in learning English?	Wan, Y.K. P., Wong, I. A., & Kong, W.H. (2014). Student career prospect and industry commitment: The roles of industry attitude, perceived social status, and salary expectations.
	5. Does English activities enhance your interest in studying English? Why?	
Parental role	6. How does your parents affect your decision to study English?	Fishel, M., & Ramirez, L. (2005). Evidence-based parent involvement interventions with school-aged children. School Psychology Quarterly
	7. What is your parents' guidance given for your decision to study English?	
	8. How your parents support your intention to study English?	
	9. Based on your experience, how important do you think it is for you to consult with your parents when you need to further your study in English ?	
Satisfaction	10. What kind of expectation towards learning English? Why?	Tabrizi, M. M. (2020). Students Satisfaction
	11. Are you satisfied with the way of teaching method or learning process in	

Topic	Question	Reference
	English right now? What do you feel?	with their Achievement in English Program in the Junior High Schools. Corts, D. P., Lounsbury, J. W., Saudargas, R. A., & Tatum, H. E. (2000). Assessing undergraduates' satisfaction with their major department: A method and case study. <i>College Student Journal</i>
	12.Are there any suggestions to improve the way you learn English?	