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Attitudes Toward Teacher Styles and Teaching Styles in an International Business Management Program: Case Study Comparison

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Attitudes Toward Teacher Styles and Teaching Styles in an
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ABSTRACT

The researcher utilized a descriptive method of research, and the data was interpreted, analysed, discussed and presented by using the descriptive-analytical one. The objective was to identify the teacher styles and the teaching styles that encourage lifelong learning in an International Business Management (IBM) program comparing a native English-speaking university (Whitworth University, USA) with a non-native English-speaking one (Payap University, Thailand).

The results showed that satisfactory teacher styles and teaching styles encouraged students toward lifelong learning. The styles have to be equally balanced between *teacher styles*: teacher-oriented method, task participation of students, and independent study, and *teaching styles*: based on textbook; research and information system management; and experience and practice.

There was no significant difference in the attitude of the teachers and students in a native English-speaking university and a non-native English-speaking university regarding the satisfactory teacher styles and teaching styles compared with their expectation and experience. Teachers and students in both universities had positive attitudes toward the satisfactory teacher styles and teaching styles, and their expectation was at a higher positive attitude than their experience. Students in a native English-speaking university had no different expectations and experience from their teachers - Both had positive attitudes. In sight of a non-native English-speaking university, teachers and students had the same positive expectation toward the satisfactory teacher styles and teaching styles but students had a different experience from their teachers - Teachers had positive experience but students had neutral experience, with a statistical significance of 0.05 level.

Furthermore, the attitude evaluations between teachers and students toward teacher styles and teaching styles indicated a small gap with an accepted-level for developing teachers and students' expectation and experience in lifelong learning.

Keywords: Teacher Styles, Teaching Styles and International Business Management Program

INTRODUCTION

The greatest power of humanity is education. It shapes their careers and makes them differentiate in their thinking, speaking and doing activities beyond world competition. The successor is the one who can apply sustainable education to become the good leader and the good follower under changing situations of lifelong learning. Especially in globalization, education should be achieved through international based learning. It means learning how to build individual human ability, to apply knowledge from classroom to real life with flexibility to the changing world, to understand international concepts, to understand parallelism between the domestic concepts and the international concepts, to focus concern on human beings and cultural differentiation with a positive attitude. Students are input and output of the educational system. They are the important part of class design.

Students participating in Study Abroad Programs (SAPs) designed to increase students' exposure to different cultural contexts were surveyed. The study measures world-mindedness, the extent to which individuals value global perspectives on various issues. It was hypothesized that participation in a SAP and the cultural difference between a student's point-of-origin and SAP location will have a positive impact on the development of world-mindedness. The results support the research hypotheses, and offer insight into preparing business students for a culturally diverse work place (Douglas 2001).

Teachers and teaching styles are effected factors of student learning ability in the educational system. Teaching refers to the actions of a real live teacher designed to impart learning to the student. Many universities and education institutions are still concerned with focusing on teacher-oriented learning, teachers lecture their knowledge, a classic learning method which is challenged and criticized broadly. The learning method has shifted to student-oriented learning creating many styles of teacher, and teaching for developing teachers and students' skills in lifelong learning. The way teachers teach should match the way students learn. The concern of teachers should be the students' style of learning. Teachers can then adapt their teaching styles to suit the learning styles of students. The heterogeneous mix of student learning styles are divided to the group learning style so that teachers can best adapt their teaching style and materials to suit the students' group learning style. Any study on learning styles could be extended by examining the impact on students' performance relative to the teachers' style of teaching. One may also wish to examine the relationships between learning styles and personality traits to better understand the characteristics of students, which dictate their learning styles. Students may adopt different learning strategies for different subjects or in different learning environments. How students react to the varying situations depends on the make-up of the students, that is, their personality traits. A personalized education is needed to match the learning environment with the learners' learning styles (James Poon Teng Fatt 2000).

The effective educational system should reply by the satisfactory of teachers and students which places of their experience reaches their expectation. The satisfactory learning styles are interpreted by the effective learning evaluation methods which must be two-way feedback. The two-way fast feedback is springing up at colleges and universities nationwide. The key idea is for teachers to use simple surveys to get fast feedback from students at all or most class meetings and then, in return, give students prompt, detailed feedback (oral or written) on their feedback. Two-way fast feedback leads to never-ending improvement of teaching and learning via correction of teaching flaws reported by the students. It also opens up a second channel of communication between the teachers and students. Students read and value fast, reverse feedback. Through time, the frequency of teaching flaws is gradually but steadily reduced. Many flaws are obvious, such as illegible writing on the blackboard, but seem to require student feedback to be brought to the attention of even the most experienced teachers. A sample feedback sheet is presented. (Bateman 1995)

This section provides in the research period, the researcher was an instructor and head of the International Business Management (IBM) program, which was an international undergraduate program of Payap University, Chiangmai, Thailand, who received the United Board grant to be a visiting professor at the School of Global Commerce and Management School, Whitworth University, Spokane, WA, USA from March to May 2004 doing the research topic of "ATTITUDES TOWARD TEACHER STYLES AND TEACHING STYLES IN AN INTERNATIONAL BUSINESS MANAGEMENT PROGRAM: CASE STUDY COMPARISON"

The historical background of the comparative study universities, the native English-speaking University, Whitworth University (USA) was recognized in 1890 and has a long tradition of welcoming international students who are attracted to the university's mission of providing an education of mind and heart. Students come from more than 20 countries around the globe to engage in all aspects of campus life at Whitworth University. International students enrich the Whitworth community with their perspectives and join with all students in preparing to be thoughtful and well-informed global citizens. Consistently one of Whitworth's largest academic areas, the School of Global Commerce & Management boasts faculty members who combine strong academic credentials with

extensive practical experience and a focus on the increasing globalization of markets. In keeping with Whitworth's mission, the department's faculty and curriculum reflect a strong emphasis on values and ethics within a rigorous academic program. The department also maintains close connections with business and professional communities in the USA and abroad to provide a variety of internship, mentoring and service-learning opportunities to help students prepare for meaningful and successful careers (School of Global Commerce & Management, Whitworth University 2004).

In other words, the non-native English-Speaking University, Payap University (Thailand), established in 1974, is a private institution founded by the Church of Christ in Thailand. Payap is a founding member of the Association of Private Higher Education Institutions in Thailand, and an active member of the Association of Christian Universities and Colleges in Asia, as well as the Association of Southeast Asian Institutions of Higher Learning. Payap University's achievements were recognized by the Royal Thai Government in 1984 when it became the first fully accredited private university in Thailand. Since then the university has continued progressively expanding facilities to accommodate the steady growth in the student body, investing in the continuing education and training of the faculty through university support of graduate education in the USA and in other countries, and adding a wide range of international programs to attract students from across Southeast Asia and from other areas of the world. The International Business Management (IBM) department was one of the International College's largest academic programs. The IBM program focused on the rapid globalization of business thus creating a tremendous need for broadly educated, multi-lingual workers, managers, and business leaders. This program strives to provide students a comprehensive background in the full range of business disciplines, while offering this education in an environment that stresses the university's commitment to "Truth and Service". The IBM program addresses the national need for well-trained, skilled business professionals by offering Payap students a broad course of study. (International College, Payap University 2004)

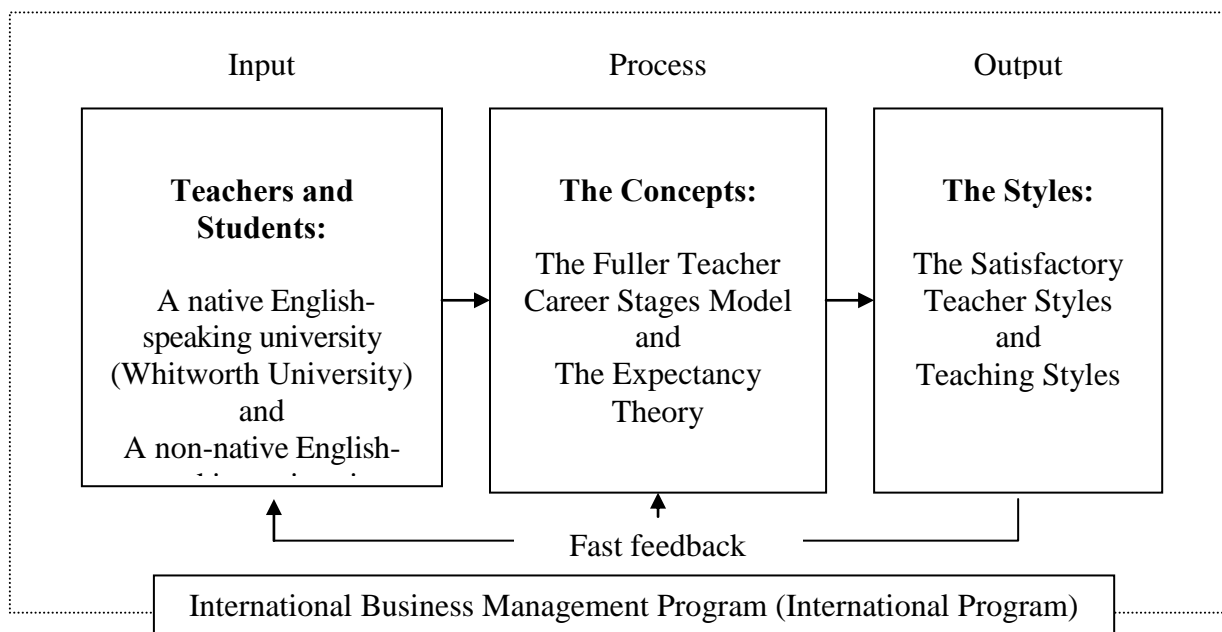
An opportunity was made available to examine comparative studies in the teacher styles and the teaching styles of International Business Management program between the native English-speaking university, which had the philosophy in an education of mind and heart and established the international program since 1992, and the non-native English-speaking university, which believed in an education of truth and service and established the first year of their international program in 2004.

A concerned-point was quality development of the IBM program to reach international standard learning, especially the satisfactory teacher styles and teaching styles encouraged students toward lifelong learning. The teachers and the students were the input of this research which effected change in program quality and also their satisfactory toward teacher styles and teaching styles which placed their experience reaching their expectation was the output which replied the styles developing to close the gap between their expectation and their experience.

The concepts that were applied to this research included (1) **The Fuller Teacher Career Stages Model** (Lasley 1997) that is the Fuller's model of teacher development, based on an analysis of teachers' concerns, posits a three-stage model of teacher development moving from (a) concerns about self, to (b) concerns about tasks, to (c) concerns about students and the impact of teaching. This study applied Fuller's widely cited model of teacher development to become two categories: *teacher styles*: teacher-oriented method, task participation of students, and independent study, and *teaching styles*: based on textbook; research and information system management; and experience and practice, (2) **The Expectancy Theory** (Lussier 1993) that is the motivation theory which explained in order to enhance the performance-outcome tie persons should use systems that tie rewards very closely to performance. It is applied to motivate teachers and students learning behavior in relation to their satisfactory teacher styles and teaching styles in their expectation and their experience. It will be useful for developing teacher styles and teaching styles to reach the program objectives, and (3) **The System Viewpoint** (Hellriegel 1992) that combined four steps as follows: (a) input are those things that affect changes and might well be considered processes, (b) process are those continuing elements of an education system that provide the "working" interior of the system, (c) output are just that - the output of the educational system, often presenting measurable elements to the world, and (d) feedback

is a circular causal process whereby some proportion of a system's output is returned to the input. This is often used to control the dynamic behavior of the system. "Fast feedback:" can be used for collecting data over-time to monitor and assess progress, which applied to run and continue the research processes: the input were teachers and students in the IBM Program of a native English-speaking university (Whitworth University, USA) and a non-native English-speaking university (Payap University, Thailand), the process applied the Fuller Teacher Career Stages Model and the Expectancy Model, and the output was the satisfactory teacher styles and teaching styles which became the fast feedback of developing input and process continuously, as shown in the conceptual framework of the study in figure 1.

Figure 1: The Conceptual Framework of the Study



RESEARCH OBJECTIVE

To study the satisfactory teacher styles and teaching styles, encouraging students towards lifelong learning in a culturally diverse atmosphere of an international program.

RESEARCH HYPOTHESES

There were 3 Hypotheses. **Hypothesis 1:** There was no significant difference in the attitude of the teachers and the students in the native English-speaking University (Whitworth University, USA) toward the satisfactory teacher styles and teaching styles compared with their expectation and experience. **Hypothesis 2:** There was no significant difference in the attitude of the teachers and the students in the non-native English-speaking University (Payap University, Thailand) toward the satisfactory teacher styles and teaching styles compared with their expectation and experience. And **Hypothesis 3:** There was no significant difference in the attitude of the teachers and the students in the native English-speaking University (Whitworth University, USA) and the non-native English-speaking University (Payap University, Thailand) toward the satisfactory teacher styles and teaching styles compared with their expectation and experience.

RESEARCH METHOD

The researcher utilized a descriptive method of research, and also the data was interpreted, analyzed, discussed, and presented by using the descriptive-analytical method (Mario F.Triola, 1995). First,

through the use of **descriptive statistics**, researcher can describe some of the characteristics of the distribution of scores have collected, such as the average score on one variable or the degree that one score varies from another. Finally, once the data are organized in such a way that they can be closed examined, the researcher will apply the set of tools called **inferential statistics** to help researcher make decisions about how the collected data relate to the original hypotheses and how they might be generalizable to a larger number of subjects than those who were tested (Salkind 2003a).

RESEARCH DESIGN

The collecting data areas were 2 universities: (1) the native English-speaking University (Whitworth University, USA) and (2) the non-native English-speaking University (Payap University, Thailand). The research period was since January to December 2004 (Collecting data period was from March to May 2004) studying 57 from 59 teachers and students, who were in the international undergraduate program and studied in opened courses during the datum-collecting.

RESEARCH PARTICIPANTS

There were 42 respondents (9 teachers and 33 students), in the native English-speaking university (Whitworth University, USA), who were the teachers and the students of International Management Program or Business Management Program (School of Global Commerce & Management, Whitworth University, 2004). And there were 15 respondents (4 teachers and 11 students), in the non-native English-speaking university (Payap University, Thailand), who were those of International Business Management Program (International College, Payap University, 2004).

Independent Variables were the attitudes of the teachers and the students were in the native English-speaking University (Whitworth University, USA) and the non-native English-speaking University (Payap University, Thailand), and the Dependent Variables were the satisfactory teacher styles and teaching styles that encouraged students towards lifelong learning in the International Business Management Program (International Program). The respondents are divided, ie. being representatives of teachers and students in the native English-speaking University (Whitworth University, USA) and the non-native English-speaking University (Payap University, Thailand), as shown in table 1.

RESEARCH MATERIALS

Research instruments and techniques were participative-observation and questionnaire by using Likert's scale, are scored by assigning a weight to each point along the scale, and an individual's score is the average across all items. It is often referred to as the method of summated ratings (Salkind 2003b). This method used in attitude scales that requires the individual to agree or disagree to a set of statements using a five-point scale (Salkind 2003c) which is set up for the questionnaire of attitude of the teachers and the students toward the satisfactory teacher styles and teaching styles compared with their expectation and experience. The researcher analysed and interpreted the scales, as shown in table 2.

The questionnaire is divided into two parts. **Part 1:** General data, there were 9 questions of general data that were analyzed in terms of educational status, educational period in university, gender, age, marital status, income and nationality. If the respondents were teachers, the extra questions were related to their program responsibility and experience in teaching. **Part 2:** Attitude Data, there were 30 questions regarding attitude data, that were analyzed in term of the satisfactory teacher styles and teaching styles compared with their expectation and experience, as details shown in table 3.

RESEARCH PROCEDURE

In seeking the content validity, the draft of the questionnaire was forwarded to the researcher's advisor for their comments and suggestions then was forwarded to the following experts in the topic being studied. The experts were in management and education fields.

To ensure reliability, the draft of the questionnaire was forwarded to 20 respondents who were in International programs by Test-retest reliability type, a measure of stability. Researcher administers the same test/measure at two different times to the same group of participants (Salkind 2003d). The test was on January 2004 and the retest was on March 2004. The result showed that the Pearson Product Moment Correlation Coefficient (r) equalled to 0.80. It meant that both tests had the same values, related to high reliability of the questionnaire which can be used in this research (Salkind 2003e).

RESEARCH ANALYSIS

The score were statistical used via Statistical Packages of the Social Sciences (SPSS) program, which is the world's leading statistical software used by commercial, government, and academic organizations to solve business and research problems, in analysis and interpretation, as shown in Table 4. The decision on whether to accept or reject the null hypothesis (H_0) at 0.05 levels of significance was based on the following criteria: H_0 was accepted if the computed-significant value is equal to or greater than 0.05., and H_0 was rejected if the computed value is less than 0.05.

RESEARCH RESULTS

General Data

The comparison results of general data between the native English-speaking University (Whitworth University, USA) and the non-native English-speaking University (Payap University, Thailand) is followed as table 5.

The main results presented that the ratio of teachers and students in the native English-speaking University were 1:4 and the ratio of teachers and students in the non-native English-speaking University were 1:3.

Teachers and students who were in the native English-speaking University had more educational period (more studying period or more working period) in university than teacher and students who were in the non-native English-speaking University. The majority of teachers in the native English-speaking University had more educational period in university than the teachers in the non-native English-speaking University. Their educational periods in university were in between 11-15 years and less than 1 year accordingly. And also the majority of students in the native English-speaking University had more educational period in university than the students in the non-native English-speaking University. Their educational periods in university were in between 3-4 years and less than 1 year accordingly.

The majority of respondents in both universities were male, almost in the same range of age – teachers were in their fifties and students were in their twenties, and almost in the same marital status – most teachers were married and most students were single. The ranges of income – varied both teachers and students in the native English-speaking University had higher income than teachers and students in the non-native English-speaking University except the students who had received scholarships including

education welfare. In case of the income of respondents was appropriately related to the cost of living in each country. The teachers in both universities had the same range of income, but the students who were in Thailand had a higher range of income than those who were in USA. (The data from participative-observation showed that in case of the USA-respondent income is divided by 8 the present value will approximately equal to the Thai-respondent income.) In terms of the atmosphere and cultural distinction, the teachers and the students in the non-native English University were more diverse.

In regard to the teachers' responsibility and experience in teaching, all teachers in the native English-speaking University had taught both the graduate and undergraduate programs. In the non-native English-speaking University, half of the teachers had taught only the undergraduate programs and the rest of them had taught both the graduate and undergraduate programs. Half of the teachers in the native English-speaking University had experience in teaching more than half of teachers in the non-native English-speaking University. Their experiences in teaching were greater than 16 years and in between 5-10 years accordingly.

Attitude Data

The satisfactory teacher styles and teaching styles were able to encourage students toward lifelong learning in diverse cultural atmosphere of the international program. The styles have to be equally balanced between *teacher styles*: teacher-oriented method, task participation of students, and independent study, and *teaching styles*: based on textbook; research and information system management; and experience and practice.

Their attitudes are shown as follows:

There was no significant difference in the attitude of the teachers and the students in the native English-speaking University (Whitworth University, USA) toward the satisfactory teacher styles and teaching styles compared with their expectation and experience. Both had positive attitude, with a statistical significance of 0.05 level.

There was a significant difference in the attitude of the teachers and the students in the non-native English-speaking University (Payap University, Thailand) toward the satisfactory teacher styles and teaching styles compared with their expectation and experience. Both had same positive expectation toward the satisfactory teacher styles and teaching styles but the students had different experience from their teachers – the teachers had positive experience but the students had neutral experience, with a statistical significance of 0.05 level.

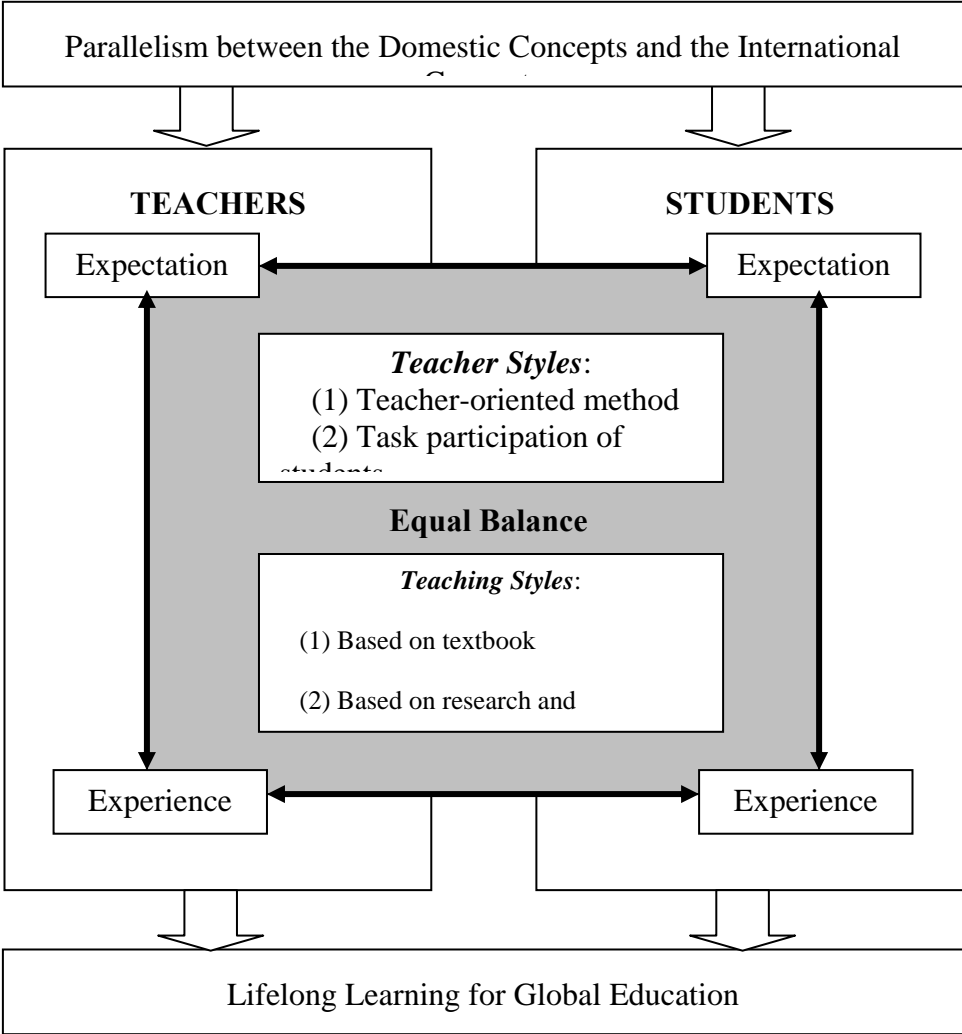
There was no significant difference in the attitude of the teachers and the students in the native English-speaking University (Whitworth University, USA) and the non-native English-speaking University (Payap University, Thailand) regarding the satisfactory teacher styles and teaching styles compared with their expectation and experience. The teachers and the students in both universities had positive attitude toward the teacher styles and the teaching styles, and their expectation was at a higher positive attitude than their experience, with a statistical significance of 0.05 level.

Furthermore, the attitude evaluations between the teachers and the students toward the teacher styles and the teaching styles indicate a small gap with an accepted-level for developing teachers and students' expectation and experience in lifelong learning, as shown in figure 2.

The way teachers teach should match the way students learn. The teachers should adapt their teacher styles and teaching styles to suit the learning styles of the students. Any study on learning styles could be extended by examining the impact on the students' expectation and experience relative to the teacher styles and the teaching styles. The teachers and the students may adopt different styles in

different learning environments parallelism between the domestic concepts and the international concepts to reach the objective of lifelong learning for global education

Figure 2: The Model of Teacher Styles and Teaching Styles that Encourage Students towards Lifelong Learning



CONCLUSION

The education is lifelong learning, Lifelong learning provided with learning opportunities at all ages and in numerous contexts: at work, at home and through leisure activities, not just through formal channels such as school and higher education. Lifelong education is a pedagogy often accomplished through distance learning or e-learning, continuing education, home schooling or correspondence courses. So long as higher education developed the effected process to learning that was teacher styles and the teaching styles to motivate students toward lifelong learning. The students' intrinsic motivation will be drive them to seek more knowledge in accordance with their social context. This can be effectively done by using balance between **teacher styles**: teacher-oriented method, task participation of students, and independent study, and **teaching styles**: based on textbook; research and information system management; and experience and practice. This involved reference to James Poon Teng Fatt (2000) that the way teachers teach should match the way students learn. The concern of

teachers should be the students' style of learning. Teachers can then adapt their teaching styles to suit the learning styles of students

The effective learning evaluation method was the two-way fast feedback comparing expectation with experience of the teachers and the students toward their satisfactory teacher styles and teaching styles. The attitude evaluations indicated a small gap with an accepted-level for developing teachers and students' expectation and experience in lifelong learning. This is the same concept as Bateman (1995) that two-way fast feedback leads to never-ending improvement of teaching and learning via correction of teaching flaws reported by the students.

The model from the output included in this research (see Figure 2) can apply to develop the teacher styles and the teaching styles to indicate a small gap in an accepted-level of the teachers and the students in international program, especially the IBM Program of the non-native English-speaking University (Payap University, Thailand) to become qualified internationally educational program. When the core of the education is found, global education will emerge for both the teachers and the students same as the satisfactory level of the native English-speaking University (Whitworth University, USA). It supports the research results of Douglas (2001) that location will have a positive impact on the development of world-mindedness by offering insight into preparing business students for a culturally diverse work place (Douglas 2001).

The teachers and the students who were in parallelism between the domestic concepts and the international concepts learnt how to develop their experience reaching their expectation. They had to close that gap between their expectation and their experience of the satisfactory teacher styles and teaching styles encouraged students toward lifelong learning: to build individual human ability, to apply knowledge from classroom to real life with flexibility to the changing world, to understand international concepts, to understand parallelism between the domestic concepts and the international concepts, to focus concern on human beings and cultural differentiation with positive attitude in global education, and to ship their careers and makes them differentiate in their thinking, speaking and doing activities beyond world competition.

The recommendation for further study, the research should be repeated within the same group of respondents in the IBM program when they are in the fourth year (end of international program of Payap University), comparing the IBM Program with other international programs in the same university, comparing more native English-speaking universities and non-native English-speaking universities, and studying the points of view of educational philosophy and the atmosphere of international education.

ATTRIBUTES

United Board Grant:

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United Board Grantor

Payap University, Chiang Mai, Thailand:

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APPENDICES

Table 1: The Respondents

| No. | Respondents | Population | Sampling |
|--|-------------|------------|-----------|
| The native English-speaking University (Whitworth University, USA) | | | |
| 1 | Teachers | 9 | 9 |
| 2 | Students | 35 | 33 |
| The non-native English-speaking University (Payap University, Thailand) | | | |
| 3 | Teachers | 4 | 4 |
| 4 | Students | 11 | 11 |
| Total | | 59 | 57 |

Table 2: Likert's 5-Scale

| Questionnaire Scale | Range of Mean Values | Descriptive Interpretation |
|---------------------|----------------------|----------------------------|
| 5 | 4.50-5.00 | Strongly Positive |
| 4 | 3.50-4.49 | Positive |
| 3 | 2.50-3.49 | Neutral or Moderate |
| 2 | 1.50-2.49 | Negative |
| 1 | 1.00-1.49 | Strongly Negative |

Table 3: The Questionnaire Design

| No. | Styles | Question No. |
|------------------------|---|--------------|
| Teacher Styles | | |
| 1 | Teacher-oriented | 1-5 |
| 2 | Participation | 6-10 |
| 3 | Self-studying | 11-15 |
| Teaching Styles | | |
| 4 | Based on theory | 16-20 |
| 5 | Based on information system and new knowledge | 21-25 |
| 6 | Based on experience and practice | 26-30 |

Table 4: Statistical Treatment of the Data Followed the Statement of the Problems

| No. | Statement of the problems | Statistical Treatment of the Data |
|-----|---|--|
| 1 | What was the profile of respondents in terms of educational status, educational period in university, gender, age, marital status, income and nationality? If the respondents were teachers, what was extra profile in term of their program responsibility and teaching experience? | <i>Frequency</i> <i>Percentage</i> |
| 2 | What was the attitude of the respondents toward teacher styles and teaching styles? | Weighted Arithmetic Mean Standard Deviation |
| 3 | To what extent did the attitude of the teachers and students in the native English-speaking University (Whitworth University, USA) toward the satisfied teacher styles and teaching styles compared with their expectation and experience? | Weighted Arithmetic Mean Standard Deviation T-Test |
| 4 | To what extent did the attitude of the teachers and students in the non-native English-speaking University (Payap University, Thailand) toward the satisfied teacher styles and teaching styles compared with their expectation and experience? | Weighted Arithmetic Mean Standard Deviation T-Test |

| | | |
|---|---|--|
| 5 | To what extent do the attitude of the teachers and students in the native English-speaking University (Whitworth University, USA) and the non-native English-speaking University (Payap University, Thailand) toward the satisfied teacher styles and teaching styles compared with their expectation and experience? | Weighted Arithmetic Mean Standard Deviation T-Test |
|---|---|--|

Table 5: Comparison of General Data between A Native-English speaking university (Whitworth University, USA) and A Non-native English-speaking university (Payap University, Thailand)

| No. | General Data | Native English speaking university (Whitworth University, USA) | | Non native English speaking university (Payap University, Thailand) | |
|---------------------|----------------------------------|---|--|---|---|
| | | Teachers | Students | Teachers | Students |
| 1 | Educational Status | 9 persons | 33 persons | 4 persons | 11 persons |
| 2 | Educational Period in University | 11-15 yrs | 3-4 yrs | < 1 yr | < 1 yr |
| 3 | Gender | male | male | equally | male |
| 4 | Age | > 50 yrs old | 20-29 yrs old | 20-39 yrs old and > 50 yrs old | 20-29 yrs old |
| 5 | Marital status | Married | Single | Married | Single |
| 6 | Income | In group of range 160,000-199,999 baht (Distribute higher than 80,000 baht) | In group of range Less than 5,000 baht and 10,000-29,999 baht (Distribute less than 80,000 baht) | In group of range 10,000-29,999 baht | In group of range less than 19,999 baht |
| 7 | Nationality | USA : Others = 9:0 | USA : Others = 10:1 | Thai : Others = 3:1 | Thai : Others = 1:1 |
| Teacher Only | | | | | |

| | | | | | |
|---|------------------------|--|--|--|--|
| 8 | Program responsibility | Both Graduate and Undergraduate programs | | Only Undergraduate Programs and Both Graduate and Undergraduate programs (Equal) | |
| 9 | Experience in teaching | Half of them >16 yrs | | Half of them 5-10 yrs | |

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