A Study of the Relationship between University Teachers’ Self-Development, Attitude and Implementation of the Acquired Knowledge in Teaching English Language

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Abstract

This paper reports on a study investigating teachers’ self-development, attitude, and implementing the acquired knowledge in teaching; comparing self-development among groups of teachers categorized by their background; and exploring the relationship among self-development, attitude, and implementing the acquired knowledge in teaching. The instrument was a questionnaire. The subjects consisted of 217 full-time English language teachers at universities in Bangkok metropolis, got from multi-stage sampling technique. Results indicated that the average means of self-development, attitude, and implementing the acquired knowledge were at a moderate level and there were significant differences in the mean scores of teachers’ overall self-development from different universities at p < .05. Results from chi-square tests showed that the relationship between teachers’ self-development and their attitude existed at the significance level of .05. In addition, their self-development and implementation of the acquired knowledge were related. However, there was no relationship between attitude and implementing the acquired knowledge in teaching.

Keywords: Teacher Development

1. Introduction
1.1 Background of the Study

Working as a language teacher, one requires a set of discrete skills-lesson planning, techniques for presenting and practicing new teaching points and for teaching the four main skills of language. According to Richards [1], it is the teacher’s duty to create a desirable classroom climate, to plan a variety of learning activities, and to use materials of instruction effectively. The teacher is the person who should be sitting in a field with a group of students and transmits to them not only his/her knowledge of English, but also more especially, the desire for them to learn. If this is so, there are a lot of competence, skills, and knowledge that the teacher must possess. Any kinds of approaches
cannot work well without efficient teachers, especially when they don’t know how to manage the classroom, or how to solve problems when they arise. Therefore, the idea of teacher development has emerged in order to enhance consciousness of language teaching development. In other words, teachers should be occasionally introduced to new theories and practices of teaching as this will give them an opportunity to reframe the ways in which they reflect upon their own teaching and also provide them with more satisfactory performance in class. Also, this helps them understand their roles more and find out the best way to achieve the goal.

Professional development is seen as one way to maintain and enhance the quality of teachers. It includes the largely private, unaided learning from experience through which most teachers learn to survive, become competent and develop in classrooms and schools; as well as informal development opportunities in school and the more formal ‘accelerated’ learning opportunities available through internally and externally generated in-service education and training activities.[2] Richards [1] suggests some useful ways to acquire new skills and knowledge. These are learning from other teachers’ teaching and interacting with colleagues through critical friendships.

The beliefs that professional development is playing a significant role in teaching job and that it helps to improve the learning outcomes of students should be accepted by all teachers. They should have positive attitudes toward self-development because an attitude is a prerequisite that can lead to professional learning activities and effectiveness of learning. [2] Meanwhile, knowledge that they receive also has an effect on their attitudes. In other words, most attitudes in individuals are a result of learning from their environment.

As teacher development is important and required by all university teachers, the question on how much they develop themselves and implement the knowledge they acquire in teaching and learning process is raised. Therefore, the researcher is much interested in studying teachers’ professional development, their attitude, and implementation of self-development in university level. This research may lead to a better understanding of some variables that are in relation to self-development and implementation of self-development in teaching and learning process.

1.2 Purposes of the Study

1. To study English language teachers’ self-development, attitude toward self-development, and implementing the acquired knowledge in teaching

2. To compare self-development of English language teachers with different background (i.e., gender, age, educational level, teaching experience, type of institution, academic position, job responsibility, and course responsibility)

3. To investigate the relationship between self-development and their attitude toward self-development

4. To find out the relationship between attitude toward self-development and implementing the acquired knowledge in teaching

5. To investigate the relationship between self-development and implementing the acquired knowledge in teaching

6. To study other information concerning their self-development and implementation of the acquired knowledge in teaching

1.3 Scope of the Study

This study was based on the opinions of the respondents who answered through the questionnaire. They were 217 English language teachers at Rajabhat University, Rajamangala University of Technology, Government University, and Private University in the Bangkok metropolitan area got from multi-stage sampling technique. The study investigated only the opinions of the teachers who are Thai. Foreign teachers’ opinions were not included as most of them are seen as non-permanent teachers.
1.4 Literature Review

1.4.1 Teacher Development

According to Richards [1], teacher development is defined as a continuous process which can lead to doing a better job and to professional growth. It is an expansion of skills and understanding that all teachers should obtain the same way as students need for learning a language. It often involves examining different dimensions of one’s own practice as a basis for reflective review, and can be seen as “bottom-up.”

Swan [3] states that professional development involves a process of growth and change including an expansion of skills and understanding. This idea is supported by Richards & Lockhart [4] who indicate that language teaching is not universally regarded as a profession—that is, as having unique characteristics, as requiring specialized skills and training, and as being a lifelong and valued career choice.

Likewise, Day [2] gives the concept of teacher professional development as follows:

“Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people, and colleagues through each phase of their teaching lives.”

To sum up, all of the above views look at development as the important factor affecting growth. That is, teachers can achieve ongoing growth through self-development.

1.4.2 Characteristics of Effective Teacher Development

Miller, Lord, & Dorney [5] suggest five characteristics for teachers’ professional development as follows:

1. Seeing teachers as learners. Professional development should provide space for teachers to continually learn about their practice, their students, and their discipline.

2. Supporting collegiality and collaboration. Rather than emphasizing individual and private endeavors, professional development should operate in a collegial context, as the responsibility of a community of teachers.

3. Making a long-term investment. Significant professional growth for teachers is a long-term prospect. Schools must make an ongoing commitment to teacher development.

4. Focusing on teachers’ questions, needs, and concerns. Teachers’ own questions and concerns should be central to professional development.

5. Building some professional development infrastructures. New approaches to the organization of professional development must be undertaken.

Gebhard [6] states that there are some factors which might affect teacher self-development. First, it takes time to observe interaction in the classrooms and to visit other teachers’ classes, as well as to write in a journal and to talk to others about teaching. Second, development requires an ongoing commitment. It is not something that teachers do just while in a teacher education program or at the beginning of a teaching career. In other words, even the most experienced teacher can learn new things about teaching. Third, development is enhanced through problem solving. When teachers recognize problems and work at solving them, they can discover new things about teaching and about themselves. Fourth, development is also enhanced through exploration. Such exploration can be based on each person’s interest. For example, one may try the opposite simply to see what happens or trying out an idea because it sounds interesting. Fifth, development is enhanced by paying attention to or reviewing the basics of EFL/ESL teaching. This might happen when one continues to study ways to provide
chances for students to interact in English or ways to manage classroom behavior, materials and media used in an EFL class. Sixth, development is enhanced by searching out opportunities to develop, for example, talking with other teachers about teaching, reading about teaching, attending teaching seminars and workshops, and participating in other activities that provide more chances to reflect on teaching. Seventh, self-development requires the cooperation of others. It takes others who are willing to observe, listen to, and talk with us. These people include administrators, students, and other teachers.

1.4.3 The Theories of Knowledge, Attitude, and Behavior

Zimbado (cited in Wasigrat) [7] states that attitude might change depending on the knowledge received. For example, acquiring good knowledge can change people’s attitude. The change of attitude can also lead to different behaviors. People, therefore, behave according to their attitude which can be expressed differently through their performance. In other words, they tend to gravitate to what they like; on the contrary, they keep away from what they don’t like. The stated concept is similar to K-A-P theoretical framework introduced by Rogers [8], explaining how a new idea and innovation spread throughout. He identifies three important components that characterize diffusion. Diffusion refers to “the process by which an innovation is communicated through certain channels over time among the members of a social system. The first component is known as an innovation which is an idea or object perceived by an individual. The diffusion of innovation involves both mass media and interpersonal communication channels.” An idea, therefore, enters a community from an external source. The second component is the ways people can get information of an innovation. It comprises sharing communication channels such as interpersonal communication or mass communication. Lastly, characteristics of the innovation, the organization, and the individual affect the rate of adoption. Some people adopt an idea or practice it right away when they perceived it as useful, while others wait to see how successful it is before deciding to adopt.

1.4.4 Related Research

Tuppong [9] did a research on teacher self-development through analysis of objective classroom data. This study aimed to investigate whether the analysis of objective data can bring about appropriate changes in teacher behaviors and to investigate the teacher’s attitude towards this self-development process. The researcher was the subject in this study, which was conducted based on two different aspects. These were (1) nominating strategies and (2) teacher talking time and student talking time. Each aspect was done three times in order to see the progress. The instruments were two kinds of observation checklist sheets, the write-up of data analysis session, and the teachers’ diary. The findings can be concluded that the teacher changed his behavior in a positive way after he analyzed and evaluated his own teaching. The teacher’s attitude towards this self-development was positive. He got more confident and had powerful internal motivation for self-development.

Bull [10] did a report on professional development and teacher time, principles, guidelines, and policy options for Indiana University. The findings indicated that the states differed in their approaches to providing time for teachers’ professional development. Effective professional development, which was school-based, used coaching and other follow-up procedures, was collaborative, was embedded in teachers’ daily lives and focused on student learning. Four factors of professional development initiatives included leadership, resource and policy support, norms of collegiality and experimentation, and adequate time. The result demonstrated that the most frequent form of professional development for teachers was occasional workshops conducted by outside consultants.

Chaijamroen [11] did a research to investigate faculty members’ self-development in private universities in Bangkok using the survey method. The data
were collected from a sample of 300 faculty members. The research findings were as follows: 1) The mean of the faculty development of private universities in Bangkok concerning their three functional roles, i.e., research, academic services to society, and culture and art maintenance, was low. Yet, a great number of the faculty had never even performed these roles. Relating to problems of the faculty development, the mean was at a moderate level. 2) The faculty members with different gender, age, experience, and educational level had different opinions on faculty development concerning research, academic services to society, and culture and art maintenance. 3) The faculty members with different age, gender, educational level, experience had different opinions on the problems of faculty development concerning research, academic services to society, and culture and art maintenance.

2. Research Methodology
2.1 Population and Samples

The population of this study was 990 English language teachers in the Bangkok metropolitan area which can be classified into 3 groups of institutions including Government University, Private University, and Rajabhat University/ Rajamangala University of Technology.

The samples were 217 English language teachers selected by means of multi-stage sampling technique.

Stage 1: As the samples were of three groups of university, the researcher used simple random sampling to get the number of universities proportionally according to what they existed in each group. As a result, the researcher could get 4 Government Universities, 6 Private Universities, 3 Rajabhat Universities, and 1 Rajamangala University of Technology. The proportion was 4:6:4.

Stage 2: The researcher used simple random sampling to get the number of teachers proportionally according to what they existed in each group. The sample size was calculated based on the sample size table of Taro Yamane [12]. A 95% confidence level was selected with a precision rate of ±5%. If the population is 1,000, the samples should be at least 286. However, the researcher decided to use 300 samples in this study. As a result, the samples were 122 teachers from Government Universities, 117 teachers from Private Universities, 61 teachers from Rajabhat Universities/ Rajamangala Universities of Technology. The sample size is shown below:

<table>
<thead>
<tr>
<th>Group</th>
<th>No. of Population</th>
<th>No. of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government U. 11 402</td>
<td>4 122</td>
<td></td>
</tr>
<tr>
<td>Private U. 18 385</td>
<td>6 117</td>
<td></td>
</tr>
<tr>
<td>Rajabhat U./ Rajamangala U. 11 203</td>
<td>4 61</td>
<td></td>
</tr>
<tr>
<td>Total 40 990 14 300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The researcher sent the questionnaires to all English language teachers of these fourteen universities. Many follow-ups were done in order to get back as many questionnaires as possible.

However, the questionnaires that the researcher got back were fewer than it was expected. A total of 221 questionnaires was returned from the samples of 300 for a response rate of 73.66 percent. Finally, the total number of usable questionnaire was 217.

2.2 Research Instrument

The instrument in this research was a questionnaire that was used to collect the data in order to find out the relationship between teachers’ self-development, attitude toward self-development, and implementing the received knowledge in their teaching and the learning process of English language teachers.

The first part gathered personal information from the respondents, who were asked to answer the questions on gender, age, educational level, teaching experience, type of university, academic position, job responsibility, and course responsibility. This general background might have had something to do with teachers’ self-development.
The second part was a survey of exposure to professional development in terms of method and content. To respond to this part, the respondents were asked to check the methods of their professional development that they underwent during the past few years. Also, they were asked to rate their level of self-development on ten items in a form of three-point rating scale.

Part three concerns the respondents’ attitude towards self-development. Ten statements were also prepared in a form of three-point rating scale.

The last part was a survey of implementing the knowledge received from self-development in the teaching and learning process. The respondents were requested to rate the level of implementation on ten items of content in a three-point rating scale. In this part, they were also asked to rank their effective ways of development in order 1, 2, and 3 and checked how much they thought the development could help to improve their teaching and learning process. Moreover, at the end of this part, they had to tick the reason why they were not able to implement what they acquired from self-development in the teaching process.

2.3 Data Collection

Data collection was conducted in the 14 selected universities in the Bangkok Metropolitan area. Each instructor receives the following copies:

1. A cover letter, written in Thai, explaining the purpose of the study and asking for cooperation in completing the questionnaire.
2. A copy of the questionnaire

During the data collection process, the researcher used a letter issued by the university’s Research Institute asking for assistance and cooperation from the Deans. They assigned a representative to help distribute the questionnaires to the full-time faculty members. The researcher also kept in contact with those members. Then the questionnaires were collected in about two months.

2.4 Data Analysis

The acceptable statistical significance level was set at alpha (α) < .05. After the receipt of the completed questionnaires, the data were statistically analyzed by using SPSS/Window 12 (the Statistical Package for Social Sciences) through the following steps:

1. The data of self-development, attitude toward self-development, and implementation of the acquired knowledge were used to calculate for average means.
2. Then the means of self-development, attitude, and implementation of the acquired knowledge were divided into three levels and interpreted in the form of range based on the criterion of $X \pm .5SD$.

The average mean of self-development was 2.23 and standard deviation was .36.

$$2.23 \pm (.5)(.36) \quad 2.23 \pm .18$$

<table>
<thead>
<tr>
<th>Level of Self-Development</th>
<th>Mean Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td>2.42-3.00</td>
</tr>
<tr>
<td>moderate</td>
<td>2.05-2.41</td>
</tr>
<tr>
<td>low</td>
<td>1.00-2.04</td>
</tr>
</tbody>
</table>

The average mean of attitude toward self-development was 2.71 and standard deviation was .36.

$$2.71 \pm (.5)(.36) \quad 2.71 \pm .18$$

<table>
<thead>
<tr>
<th>Level of Attitude</th>
<th>Mean Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>positive</td>
<td>2.90-3.00</td>
</tr>
<tr>
<td>neutral</td>
<td>2.53-2.89</td>
</tr>
<tr>
<td>negative</td>
<td>1.00-2.52</td>
</tr>
</tbody>
</table>

The average mean of implementation of acquired knowledge in teaching was 2.26 and standard deviation was .35.

$$2.26 \pm (.5)(.35) \quad 2.26 \pm .18$$

<table>
<thead>
<tr>
<th>Level of Implementation of Acquired Knowledge in Teaching</th>
<th>Mean Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td>2.45-3.00</td>
</tr>
<tr>
<td>moderate</td>
<td>2.08-2.44</td>
</tr>
<tr>
<td>low</td>
<td>1.00-2.07</td>
</tr>
</tbody>
</table>
3. The t-test was used to test the mean scores of two groups of subjects concerning their self-development.

4. The one-way Analysis of Variance (ANOVA) was used to compare the mean scores of three or more groups concerning their self-development. The LSD test was used to test a statistically significant difference in the mean scores of any two groups of the teacher subjects.

5. The researcher used the chi-square to investigate the relationship between self-development, attitude, and implementation of the acquired knowledge in teaching

3. Results and Discussion

3.1 The Level of Self-Development, Attitude, and Implementation of the Acquired Knowledge in Teaching

The average mean of self-development was at a moderate level. (\( \bar{X} = 2.23 \)) Among ten items of knowledge, the third highest means of self-development were language skills & linguistics, teaching materials, and teaching skills & classroom management respectively. (\( \bar{X} = 2.52, 2.51, 2.41 \)) The items of curriculum design and testing were at a high level. The lowest mean which was the item of psychological principles applied in language teacher was at a low level. (\( \bar{X} = 1.98 \))

The average mean of attitude toward self-development was at a moderate level. (\( \bar{X} = 2.71 \)) Among ten items, the third highest means of attitude toward self-development were items no.4 (Self-development provides new teaching methods to use with the students, \( \bar{X} = 2.83 \)), no.1 (Self-development helps to have more confidence in teaching, \( \bar{X} = 2.76 \)), and no.2 respectively. (Self-development helps teaching to be more interesting, \( \bar{X} = 2.76 \)). All of the items fell on a moderate level. The lowest means falling on the items no.6, 7, and 10 were at a moderate level. (\( \bar{X} = 2.64 \))

The average mean of implementation of the acquired knowledge was at a moderate level. (\( \bar{X} = 2.26 \)) Among ten items of knowledge, the third highest means of implementation were language skills & linguistics, teaching materials, and teaching skills & classroom management respectively. (\( \bar{X} = 2.56, 2.53, 2.46 \)) These items were at a high level. The lowest mean which was the item of curriculum design was at a low level. (\( \bar{X} = 1.95 \))

3.2 The Comparison of Teachers’ Self-Development Classified by Their Background

According to the results of the comparison of the mean scores of self-development, there was no statistically significant difference found in the teachers’ overall self-development in terms of gender, age, working experience, academic title, job responsibility, and course responsibility at level of .05. This might be because development requires an ongoing commitment. According to Gebhard [6], teacher development is not something that teachers do just while in a teacher education program or at the beginning of a teaching career. In other words, even the most experienced teacher can learn new things about teaching. However, such finding cannot support the idea of Pettis (cited in Rechards & Renandya) [13] stating that teachers’ professional interests and needs should change over time. As they progress in their careers, they should seek out different professional development contents. For example, young teachers may initially be concerned with what-to-teach questions. But, as they gain more experience, they should be concerned with the principles that underlie the various teaching contents and activities. Furthermore, this finding had contrast with the one of Kittichokewattana [14] who found out that the overall needs for academic self-development of teachers with different work experience were significantly different at .05 level.

However, differences were found statistically significant at the level of .05 in terms of university type at level of .05. That is, overall self-development of teachers from Government University and Private University was higher than that of teachers from Rajabhat University and Rajamangala University of Technology. This is probably because Rajabhat
University and Rajamangala University of Technology have just been reformed to be a kind of university. The budget for professional development might not be provided enough for all faculty members. The teachers themselves had to work and be responsible for different levels; there were a great number of students and classes in charge. As a result, they might not have enough time for self-development.

3.3 The Relationship between Self-Development and Attitude toward Self-Development

Table 2 Chi-square Results for Self-Development of English Language Teachers and Attitude toward Self-Development

<table>
<thead>
<tr>
<th>Self-Development</th>
<th>Attitude</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Negative</td>
<td>Moderate</td>
</tr>
<tr>
<td>Low</td>
<td>29</td>
<td>18</td>
</tr>
<tr>
<td>Moderate</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>High</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>56</td>
</tr>
</tbody>
</table>

For teachers with a low level of self-development, 29 of them had a positive attitude, and 29 of them had a negative attitude while 18 of them had a moderate attitude towards self-development. For teachers with a moderate self-development, about half of them (40) had a positive attitude, but they equally had two levels of attitude: negative and moderate. (22/22) Teachers who had high self-development were those who had positive (33), moderate (16), and negative (8) attitudes.

It was found that there was a relationship between English teachers’ self-development and their attitude toward self-development at the significance level of .05. ($ =9.98, p <.05$) This is probably because they believe the knowledge they receive would be useful for themselves in many aspects such as professional growth, language teaching etc. The result is also in accordance with what Day [2] describes in his model that learning attitude is one of the factors contributing to the quality of professional learning. Furthermore, the finding is in accordance with Zimbado’s concept (cited in Wasigrat) [7] explaining that attitude might change depending on the knowledge received. For example, acquiring good knowledge can change people’s attitude. The change of attitude can also lead to different behaviors. People, therefore, behave according to their attitude which can be expressed differently through their performance. In other words, they tend to expose to what they like; on the contrary, they try to keep away from what they don’t like.

3.4 The Relationship between Attitude towards Self-Development and Implementation of the Acquired Knowledge in Teaching

Table 3 Chi-square Results for Attitude toward Self-Development and Implementation of the Acquired Knowledge in Teaching

For teachers with a negative attitude toward self-development, they had all three levels of implementation of the self-development in the following order: moderate (28), low (21) and high (10). For teachers with a moderate level of attitude, they had all three levels of implementation of the self-development in the following order: moderate (23), low (17) and high (16). Moreover, teachers who had a positive attitude toward self-development were those who had moderate (40), high (40), and low (22) levels of implementation of the acquired knowledge.
Attitude toward self-development was not related to the implementation of the acquired knowledge in teaching. This might be because there are many factors that influence how teachers approach their work and which particular strategies they employ to achieve their goals. Due to Richards [15], the contexts in which teachers work have an important influence on teaching. For example, in some institutions, teachers are free to make decisions concerning course goals, materials, teaching methods, and assessment procedures. In other settings, these kinds of settings are made by a supervisor. Therefore, they may assume very different roles. As a result, although they have positive attitude toward self-development, they rarely have an opportunity to implement what they acquired in their teaching.

### 3.5 The Relationship between Self-Development and Implementation of the Acquired Knowledge in Teaching.

<table>
<thead>
<tr>
<th>Self-Development</th>
<th>Implementation of the Acquired Knowledge in Teaching</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td>Low</td>
<td>43</td>
<td>26</td>
</tr>
<tr>
<td>Moderate</td>
<td>13</td>
<td>51</td>
</tr>
<tr>
<td>High</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>91</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>P &lt; .05</th>
<th>Value</th>
<th>df</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>88.04</td>
<td>4</td>
<td>.00</td>
</tr>
</tbody>
</table>

For teachers with low self-development, more than half of them (43) had a low level of implementation of the acquired knowledge in their teaching followed by moderate (26) and high (7). Teachers with moderate self-development had moderate level of implementation of the acquired knowledge (51) followed by high (20) and low (13). In addition, for teachers with a high level of self-development, most of them (39) implemented their knowledge at a high level as well.

The finding revealed that there was a relationship between self-development and implementation of the acquired knowledge in teaching of English language teachers at the significance level of .05. ($\chi^2 = 88.04$, $p < .05$) This is probably because of the short supply of budget and unavailable time. Teachers have to choose only the content they are really interested in. That is, they really need new knowledge to solve their problems or do a better job. When they acquire knowledge, they tend to make use of it. They are willing to assume professional responsibilities that they can take charge of in their teaching, and that they can improve the learning outcomes of their students. [4]

This idea can be supported by Bull [10] who states that effective professional development focuses on student learning and is evaluated in part on that basis. He adds that professional development should be judged primarily by its effect on students. In other words, unless student learning improves, professional development cannot be considered a complete success.

### 3.6 Results of Other Information Concerning Teacher Development and Their Implementation of the Acquired Knowledge in Teaching

Regarding methods of self-development, the respondents rated that conversing or exchanging knowledge with colleagues was used the most frequently, followed by reading textbooks, journals, or research papers and participating in training or workshops. A large majority of respondents stated that they themselves were the best motivator of self-development. Concerning purposes of self-development, most of the respondents indicated that they wanted to develop their teaching and learning process. Time used for developing themselves the most was during days off or holidays. The majority of respondents stated that their self-development was not enough, believing that the obstacles occurred from heavy teaching loads and a lot of assigned work. The method of self-
development that the respondents considered the most effective was participating in the training or workshop. Most of them rated the knowledge received from self-development as “rather useful” while stating that students’ background knowledge and large class size were obstacles to implementation of the acquired knowledge in teaching.

4. Recommendations from the Research

Teachers should have a chance to choose the methods and contents for professional development by themselves so that they will make use of them in their teaching directly. To support this, the administrators should provide opportunities for them in setting the plans and projects for professional development to suit their needs. Moreover, the university administrators should have a policy to promote teachers’ positive attitude toward self-development. As a result, they will participate more in different methods of self-development and gain more knowledge.

5. Acknowledgements

The researcher would like to thank all English language teachers for answering the questionnaire and Bangkok University for the fund grant. Also, the gratitude is given to King Mongkut’s Institute of Technology North Bangkok for publishing the research paper.

References