

ABSTRACT

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Thesis Title: A COMPARATIVE STUDY OF STUDENT MOTIVATION AND ACADEMIC ACHIEVEMENT IN GRADE 8 SCIENCE UNDER TEACHER-CENTERED INSTRUCTION AND STUDENT-CENTERED INSTRUCTIONAL METHODS AT TRIAMUDOMSUKSA PATTANAKARN SCHOOL, THAILAND

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The Thai Ministry of Education encourages collaborative learning instructional method in schools. The National Education Act of B.E.2542 (1999) made student-centered learning of great importance to teachers and schools in Thailand in order to increase the capacity of Thai people to meet the standards of the changing and upgrading society. But not all schools in Thailand are able to adopt student-centered instructional methods. This comparative study compared academic achievement and student motivation under teacher-centered and student-centered instructional methods in science grade eight at Triamudomsuksa Pattanakarn School, a government school located in Bangkok, Thailand. A total of 59 students took part in this study over a period of seven weeks. The research involved six objectives. Objectives 1

and 2 were to determine student motivation under teacher centered and student-centered instructional methods. Objectives 3 and 4 were to determine student academic achievement under teacher centered and student-centered instructional methods. Objective 5 was to compare student motivation between the two instructional methods. Finally, Objective 6 was to compare student academic achievement under the two instructional methods. The findings of the study suggested that the instructional methods did not differ significantly to student achievement. Student motivation was higher for the student-centered group than the teacher-centered group. Recommendations for school administrators, teachers and future researcher are also given.



Field of Study: Curriculum and Instruction

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