A COMPARATIVE STUDY OF STUDENT MOTIVATION AND ACADEMIC ACHIEVEMENT IN GRADE 8 SCIENCE UNDER TEACHER-CENTERED AND STUDENT-CENTERED INSTRUCTIONAL METHODS AT TRIAMUDOMSUKSAPA TATTANAKARN SCHOOL, THAILAND

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Abstract: The purpose of this comparative study was to compare 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 in terms of student achievement. Student motivation was higher for the student-centered group than the teacher-centered group.

Keywords: Teacher-Centered Instruction, Student-Centered Instruction, Student Motivation, Academic Achievement, Science Teaching.

Introduction

The Thai National Education Act (NEA) B.E. 2542 (1999) Section 22 states that the provision of education should be based on the principle that all students are capable of learning and developing themselves. Teachers providing education should promote all students to be able to develop themselves naturally at their best level (Povatong, 1999). Student-centered education is based on learners who will participate and involve themselves in their own learning. The student-centered approach consists of the idea of self-education which requires teachers to facilitate not deliver, create teaching materials not just use teaching material for providing learners constructive self-learning (Nonkukhetkhong, 2006). Triamudomsuksa Pattanakarn School is a government school in Bangkok, Thailand with approximately 200 teachers and around 5000 students. The researcher concentrated on English program Grade 8 students for the science classes. Most of the teachers generally follow the typical Thai method of teaching and instruction which is the teacher-centered instructional method. As a result, students are not able to experience any peer work, group interaction or group discussion in their classes. A highly teacher-centered instructional method is used throughout the school with maximum teacher talk time.

Objectives

The following were the research objectives for this study.
1. To determine the level of student motivation under teacher-centered instructional method in Grade 8 science at Triamudomsuksa Pattanakarn School.
2. To determine the level of student motivation under student-centered instructional method in Grade 8 science at Triamudomsuksa Pattanakarn School.

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