

ABSTRACT

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Key Words: MOTIVATION FOR LEARNING ENGLISH, PERCEPTION OF PARENTAL ENCOURAGEMENT, PRIMARY SCHOOL

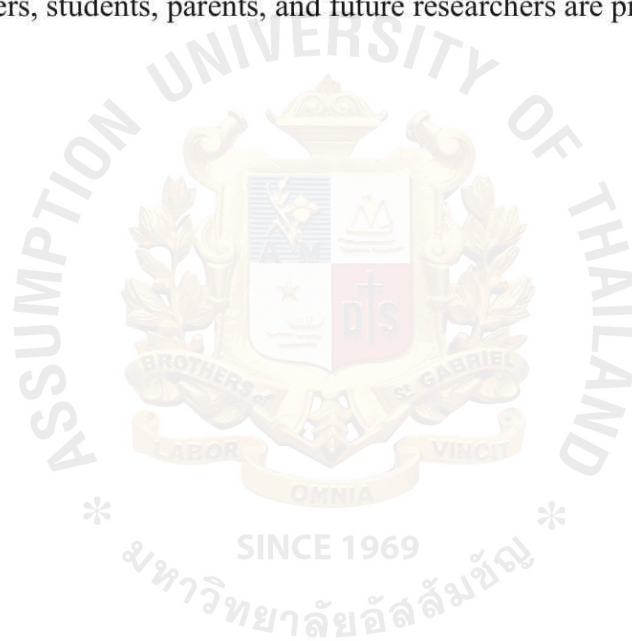
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Thesis Title: A COMPARATIVE STUDY OF GRADES 3-5 STUDENTS' MOTIVATION AND PERCEPTION OF PARENTAL ENCOURAGEMENT FOR LEARNING ENGLISH AT AN INTERNATIONAL SCHOOL IN NONTHABURI, THAILAND

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This study aimed to investigate the difference in motivation and perception of parental encouragement for learning English among Grades 3-5 students at an International School in Nonthaburi, Thailand. The participants of this study were 102 students from Grades 3-5 students enrolled at an International School in Nonthaburi, Thailand, during the academic year 2021-2022. A quantitative comparative research design was employed to carry out the study. Data on motivation and perception of parental encouragement were collected using the Motivation and Perception of Parental Encouragement for Learning English Questionnaire (MPPEFLEQ), which was adopted from the international version of Gardner's (2004) Attitude/Motivation Test Battery (AMTB). The motivation variable was divided into three subscales which are motivational intensity, desire to learn the language, and attitudes toward learning the language. In addition, the MPPEFLEQ also contains perception of parental encouragement subscale. The collected data were analyzed through descriptive statistics

(means and standard deviations) and One-way analysis of variance (ANOVA; a Scheffe post-hoc multiple comparison test was performed as follow-up test). In this study, the findings indicated that Grades 3 and 5 students had a high level of motivation while Grade 4 students had slightly high levels of motivation. However, the findings also indicated that Grades 3-5 students all had the same high level of perception of parental encouragement. In addition, there was a significant difference among Grade 3-5 students' motivation and perception of parental encouragement for learning English at an International School in Nonthaburi, Thailand. Based on the results from this study, recommendations for school administrators, teachers, students, parents, and future researchers are provided.



Field of Study: Curriculum and Instruction
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