

## **A Synthesis of Thesis on Child-centered Teaching Behaviors Research Summary**

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### **Introduction**

#### ***Educational Reform***

In the present educational system, various types and methods of learning are offered to learners regardless of their economic, social and cultural backgrounds. Access to all types and levels of education as well as the transfer of learning outcomes and validation of experience have made lifelong learning possible for all Thai people and thus help transform Thailand into a learning society. Education aims at the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life so as to be able to live happily with other people.

#### **The National Education Act**

The National Education Act of B.E. 2542 (1999) and The Amended National Education Act 2002 which follows the guideline and spirit of the provisions in the act by attaching highest importance to learners.

The teachers are the instruments to bring about the status objectives. According to The National Educational Act a teacher is defined as a professional person with major responsibilities for learning and teaching and encouragement of learning through various methods in both state and private sectors.

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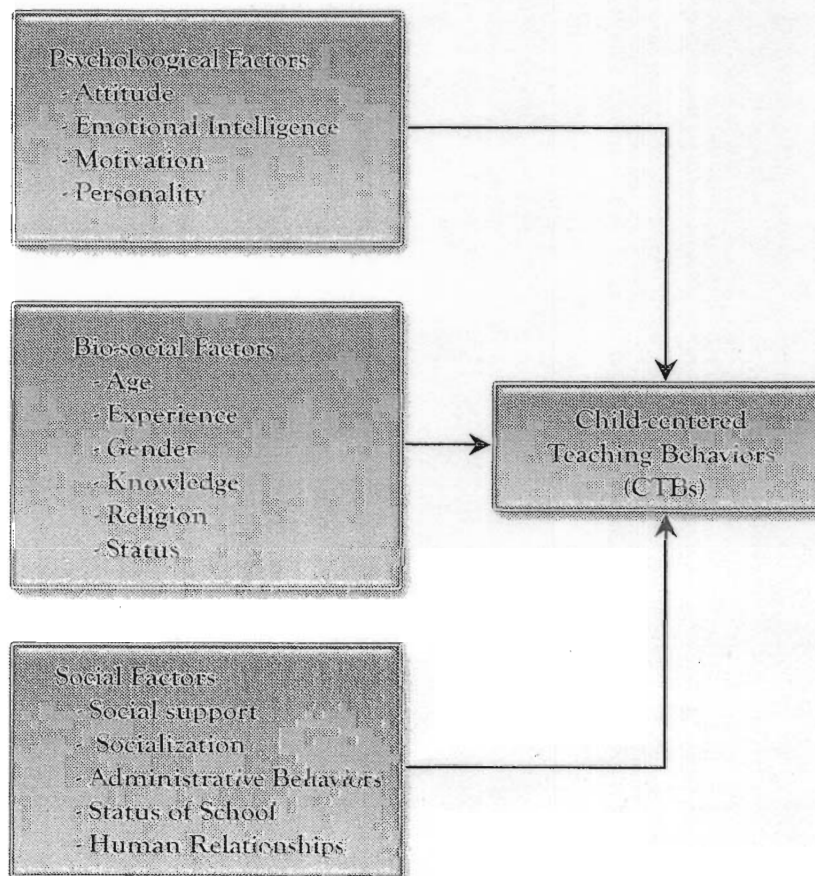
Since the passing of the The National Education Act in 1999, there have been many theses written with child-centered teaching behavior as the focus.

It is important to synthesizing these theses in order to assess child-centered teaching behaviors in Thailand.

### Objectives

1. Collect information from various CTB-related theses
2. Study the effect size of various factors influencing CTBs

### Conceptual Framework



From the conceptual framework, there are 3 factors influencing child-centered teaching behaviors. Firstly, the psychological factors are attitude, emotional intelligence, motivation and personality. Secondly, the bio-social factors are age, status, experience, gender, knowledge and religion. Finally, the social factors are social support, socialization, administrative behaviors, status of schools and human relationships.

The behavior of people is studied by several disciplines. The predominant areas are psychology, sociology and others (Robbins, 1999).

The teaching behaviors are affecting learning behaviors and student outcomes (Brophy, 2001).

## **Methods**

### *Population*

The population was 63 theses concerning CTBs from 9 universities in Thailand written from 1999-2004.

### *Research Instrument*

The research instrument was a data collection form.

### *Data analysis*

The data analysis was comprised of two parts, content analysis and meta analysis.

## **Research Results**

The research results are comprised of two parts: Part 1, Theses analysis and Part 2 the effect size of various factors influencing CTBs.

### **Part 1: Theses analysis**

1. Theses information (Table 1)
2. Theses objectives (Table 2)
3. Population and sample information (Table 3)
4. Theses methodology (Table 4)

**Field**

- Educational administration	1.59
- Research and evaluation	22.22
- Physical education	17.46
- Primary education	15.87
- Curriculum and supervision	11.11
- Others (8 fields)	11.11
	20.63

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All of theses were written by master degree students.  
Nearly half were written in 2002 and 2003. Khon Kaen

University produced the most CTB theses. Out of 13 fields, the most popular was educational administration.

**Table 2: Theses Objectives**

Theses Objectives	%
- Study the level of CTB usage in the classroom	79.37
- Compare the CTBs	38.10
- Study the correlation between CTBs and variables	25.40
- Study the effect of variables CTBs	19.05
- The development of CTBs	12.70
- Study the CTB develop method	6.35

Nearly 80% of the theses studied the level of CTB usage in the classroom.

**Table 3: Population and sample information**

Population and Sample Information	%
<b>Population and Sample</b>	
- Sample	79.37
- Population	20.63
<b>Sampling Methods</b>	
- Stratified random sampling	36.51
- Multi-stage random sampling	20.63
- Simple random sampling	12.70
- Quota sampling	4.76
- Purposive sampling	3.17
- Accidental sampling	1.59

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<b>Type of Schools</b>	
- Government schools	93.65
- Private schools	6.35
<b>Location</b>	
- Northeastern	42.86
- Central	20.63
- Southern	15.87
- Bangkok	12.70
- Northern	4.76
- All	3.17
<b>Level</b>	
- Primary	41.27
- Secondary	39.68
- Primary and secondary	12.70
- Kindergarten	4.76
- Non-specify	1.59
<b>Subjects</b>	
- Specified	50.79
- Not specified	49.21

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Nearly 80% of theses used sample groups. Out of 6 methods, stratified random sampling was the preferred method. The most of the population and sample were teachers in government schools. Nearly half of the theses used population and samples from Northeastern Thailand. More of the teachers taught in the primary level than in other levels. Around half of the teachers specified which subjects they teach.

**Table 4:** Theses Methodology.

Theses Methodology	%
<b>Methodology</b>	
- Quantitative	79.37
- Qualitative	20.63
- Combined quantitative and qualitative	1.59
<b>Instruments</b>	
- Questionnaire	92.06
- Interviewing form	23.81
- Observation form	20.63
- Survey form	6.35
- Test	4.76
<b>Independent Variables</b>	
- Bio-social variables	38.10
- No independent variables	23.81
- Combined psychological and bio-social variables	11.11
- Social variables	9.52
- Psychological variables	9.52
- All variables	7.94

Most of the theses employed the quantitative method, used questionnaire as research instrument. The most common variables were bio-social variables only.

**Part 2: Effect Size****Table 5: Effect size**

<b>Factors Influencing CTBs</b>	<b>%</b>
<b>Psychological Factors</b>	
- Attitude	.208
- Emotional intelligence	.110
- Motivation	.315
- Personality	.144
<b>Average Effect Size</b>	<b>.209</b>
<b>Bio-social Factors</b>	
- Age	.046
- Status	.024
- Experience	.015
- Gender	.034
- Knowledge	.166
- Religion	.012
<b>Average Effect Size</b>	<b>.058</b>
<b>Social Factors</b>	
- Social support	.132
- Socialization	.431
- Administrative behavior	.177
- Status of school	.028
- Human relationships	.242
<b>Average Effect Size</b>	<b>.149</b>
<b>Average Effect Size</b>	<b>.125</b>



The average effect size was equal to .125. Psychological factors had the largest effect size, the psychological factors with the largest effect size is motivation. The average effect size of social factors were equal to .149, the social factors with the largest effect size is socialization. The average effect size of bio-social factors were equal to .058, the bio-social factors with the largest effect size is knowledge.

### **Conclusion**

From a total of 63 theses written between 1999 – 2004, it was found many theses covered areas related to child-centered teaching behavior, there were very few directly addressing child-centered teaching behavior itself.

Psychological factors had the largest effect size influencing child-centered teaching behaviors, more than social factors and bio-social factors. Other variables such as socialization, motivation and human relationships also have to be taken into consideration.

### **Recommendations**

1. In order to be better prepared, future research problems need to be planned well in advance.
2. The subject area of socialization needs to be studied in greater depth as there is only one thesis addressing this very important area of study.
3. A great commitment is needed in research and development in order to develop child-centered teaching behaviors.