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5.1 REVIEW

In the present time, world society is changing acutely and rapidly which has never been like this before. Guideline of change in the total picture is from the old condition wherein international society has to compete seriously in every aspect, that is, in economic political, administrative, military, psychological as well as scientific and technological aspects by turning into international society of cooperation, grouping together and distribution of power as an important point. This current of change, is well aware that it is New World Order or move toward the condition of One World Order more increasingly. Therefore, it is believed that within the next ten years from now onwards, there will be a big change throughoutly in the system of Thai society and Thai educational system.

Education is the Process for Cultural Creation and Transmission and when we look at the change in total picture globally, it will be seen that currently it is World Decade for cultural development and at the same time, it is the era which the world throughoutly aim at education for all. As for Thailand, from global change which concerned to the context of society and context of education and culture as a whole of the world, it will be seen that we are aware and have prepared in management of education as a whole, that is, in the present time, the government has proclaimed about National Education Plan (1997-2001) which is a new Plan.
About the rapid change of context surrounding the world, context of Thai society about the cause and result of change and progress of technology which currently is happening and will be more in the future, relationships in the world and in Thai society will be more complexed, each one can learn by himself, therefore, teachers will not be spiritual leaders as before and are not the ones who relay knowledge like in the present time, but they will be the persons who prepare atmosphere for study. They will be the ones who encourage the study and encourage the method of study, because study does not occur specifically in schools, but data information through mass media, subject for study, theory and ability to foresee appears everywhere in the world. Individual person, community and society may be able to learn by themselves, if individual person, community and society know the method of learning, know the method of analysis and select only what is beneficial to society and to himself.

According to the attitude of educational reform, Thailand would be firmly progressive, learn about the world, teachers will have to adjust their own roles summarily as follows:-

1) Since teachers encourage study and create atmosphere for study, teachers must emphasize learning more than study by heart. Try to let the pupils learn in group in order to help one another. Try to raise questions more that learning the answers by heart.

2) In the capacity as a person of the community, and learnt about community about condition of occupation, history of community and bring stories from community to teach as an example, add in technology in the book, help the community in studying, help in creating network of community's study, create strength to the community.

3) Use the knowledge in analyzing what is good or bad,
separate what is bad from outside whether it be entirely came with mass media or picture from advertise in goods, encourage the students and community to select what is good only.

4) Act as co-ordinator between study in school, outside the school, from community from private business, from mass media from various institutions in the society, help to open eyes and ears wide about neighbouring country.

5) Every teacher, especially junior high school teachers and senior high school teachers must try to increase knowledge, kind knowledge from modern technology, must follow up with new progress, and apply it for practise in order to raise standard and the person who gives knowledge to the community and surrounding society in order to follow up with the change of the world.

In this way, teachers should have a good attitude towards work and need for achievement of work. It is believed that "attitude" is a thing which can be modified through education and that, in near future, improving teachers' attitude towards work and need for achievement of teachers will be very important target of Thai society.

From the study and document mentioned above, it can be seen that teacher has play an important roles in developing society. Teachers should have a good attitude towards work and need for achievement so that it will be fulfilled the purpose of education in next decade. The investigator intend to study about the attitude towards work and need for achievement of teachers in relation to school effectiveness.

The investigator has designed the objectives of the thesis as follow :-
5.1.1 STATEMENT OF THE STUDY

"A STUDY OF ATTITUDE TOWARDS WORK AND NEED FOR ACHIEVEMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO SCHOOL EFFECTIVENESS"

5.1.2 OBJECTIVES OF THE STUDY

From the study and document mentioned above, the investigator intends to study about the attitude towards work and need for achievement of secondary school teachers in relation to school effectiveness. The investigator has designed the objectives of the study as follow :-

1. To study the level of attitude towards work of secondary school teachers.
2. To study the factors affecting the level of attitude towards work of secondary school teachers i.e. sex, age, experience of work, types of schools, size of schools and level of education.
3. To study the level of need for achievement of secondary school teachers.
4. To study the factors affecting the levels of need for achievement of secondary school teachers i.e. sex, age, experience of work, types of schools, size of schools and level of education.
6. To study the relationship between attitude towards work of secondary school teachers, need for achievement of secondary school teachers and the effectiveness of secondary school.

5.1.3 VARIABLES OF THE STUDY

1. Independent Variables
   1.1 Sex
   1.2 Age
   1.3 Experience of work
   1.4 Types of schools
1.5 Size of schools
1.6 Level of education of secondary school teachers

2. Dependent Variables
2.1 Attitude towards work of secondary school teachers
2.2 Need for achievement of secondary school teachers

5.1.4 HYPOTHESES OF THE STUDY

1. The level of attitude towards work of secondary school teachers is in medium level.

2. There is no significant difference between mean scores on attitude towards work of secondary school teachers belonging to different groups of sex.

3. There is no significant difference between mean scores on attitude towards work of secondary school teachers belonging to different groups of age.

4. There is no significant difference between mean scores on attitude towards work of secondary school teachers belonging to different groups of level of experience of work.

5. There is no significant difference between mean scores on attitude towards work of secondary school teachers belonging to different groups of types of schools.

6. There is no significant difference between mean scores on attitude towards work of secondary school teachers belonging to different groups of level of size of schools.

7. There is no significant difference between mean scores on attitude towards work of secondary school teachers belonging to different groups of level of education of secondary school teachers.

8. The level of need for achievement secondary school teachers is in medium level.
9. There is no significant difference between mean scores on need for achievement of secondary school teachers belonging to difference group of sex.

10. There is no significant difference between mean scores on need for achievement of secondary school teachers belonging to difference group of age.

11. There is no significant difference between mean scores on need for achievement of secondary school teachers belonging to difference group of experience of work.

12. There is no significant difference between mean scores on need for achievement of secondary school teachers belonging to difference group of types of schools.

13. There is no significant difference between mean scores on need for achievement of secondary school teachers belonging to difference group of size of schools.

14. There is no significant difference between mean scores on need for achievement of secondary school teachers belonging to difference group of level of education of secondary school teachers.

15. There is no significant relationship between attitude towards work of teachers and the effectiveness of schools.

16. There is no significant relationship between need for achievement of teachers and the effectiveness of schools.

17. There is no significant relationship between attitude towards work of teachers, need for achievement of teachers and the effectiveness of secondary schools.
5.1.5 LIMITATION OF THE STUDY

1. The present study is confined to only the secondary schools in educational region No. 7 which consists of eight provinces i.e. Pitsanulok, Tak, Khampangpet, Nakhonsawan, Pichit, Petchaboon, Sukhothai, Udtaradit.

2. The study is further delimited to the sample of secondary school teachers in secondary schools during academic years 1997-1998.

5.1.6 DEFINITION OF THE IMPORTANT TERMS

1. Attitude Towards Work

"Attitude" means the sum total of man's inclination and feelings, prejudice or bias, preconceived motions, ideas, fears, treats and convictions about any specific topics, events etc.

"Attitude towards work" in the present study means the attitude of secondary school teachers towards their works i.e. the achievement of work, the recognition in work, the characteristics of work, the responsibility of work and the advancement of work.

2. Need for Achievement

Need for Achievement is the term to describe a measure of achievement motivation. The achievement motivation defined as a cluster of thoughts associated with striving for some kind of excellence. A concern for excellence in performance, if analysed further, would reflect the three basic characteristics:

- Competition with the standards set by others or oneself,
- Unique accomplishment, and
- Long term involvement.

Thus, any person with need for achievement, the achievement
motive would show either a concern for standard of excellence or unique accomplishment or long term involvement in his thoughts, and such individuals may be called achievement oriented individuals or in other words, individuals with achievement imagery.

The person with high need for achievement will try to strive to increase, or keep as high as possible, one's own capability in all the activities in which a standard of excellence.

3. School Effectiveness

School Effectiveness means the effectiveness of secondary school which consider from the results of the curriculum management of the school according to the objectives, policy and measures of the Eighth National Education Development Plan (1997-2001) which aims at quality improvement of the students on ethics, morality, intellect, health, vocational knowledge and skills. The office of National Education Commission (1997) mentioned that the effectiveness of school can be measure from the results of the following components:

1) the curriculum and instructional management i.e. the school activities, the development of teaching and learning process, the facilities of media-equipment and technology, the innovation of evaluation etc.

2) the planning management i.e. the effectiveness of the arranged plan and projects of the school.

3) the supervision management i.e. the pre-service training and in-service training for teachers.

4) the achievement of students i.e. the achievement of the students on ethics, morality, intellect, health, vocational knowledge and skills etc.
5.1.7 CHAPTERIZATION

The investigator had planned to divide the present study into five chapters as follows:

Chapter 1: The first chapter deals with the preface, statement of the problem, objectives of the study, variables of the study, hypotheses of the study, definition of the important terms, limitations of the study, and chapterization.

Chapter 2: The second chapter concerned about the theoretical orientation and review of the past studies i.e. the attitude towards work, the need for achievement and the school effectiveness.

Chapter 3: The third chapter mainly based on the method and procedure i.e. technique selected for the study, tools and their characteristics, construction of the scales, reliability of tools, discrimination of the tools, selection of samples, administration of the tools, scoring of data and technique of analysis of data.

Chapter 4: The fourth chapter described about the analysis of various topics according to the results of data i.e. the analysis of the level of attitude towards work of secondary school teachers, the level of need for achievement of secondary school teachers, the analysis of the factors affecting the level of attitude towards work and the need for achievement of secondary school teachers, the analysis of the relationship between attitude towards work of secondary school teachers and the school effectiveness, the analysis of the relationship between need for achievement and the school effectiveness.

Chapter 5: The last chapter was adopted with the review, major findings and discussion as well as educational implementations and suggestions for further research work.
5.1.8 Methodology

In research study, planning is an important step, without the proper research plan the satisfactory result may not be possible.

The present study is an effort to find out the level and the factors affecting on the level of attitude towards work and need for achievement in relation to the school effectiveness. The methodology of present study was devoted to the technique selected for the study, the tools and their characteristics, the construction of the scales and the item analysis.

5.1.8.1 TECHNIQUE SELECTED FOR THE STUDY

According to the objectives mentioned in chapter 1, the present study is mainly interested in finding out the level of attitude towards work and need for achievement of secondary school teachers in relation to certain variables i.e. sex, age, experience of work, type of school, size of school, level of education, and the school effectiveness. To fulfill the objectives of the study, the investigator decided to make use of survey method. In order to obtain the data to arrive at proper results of the
study, the investigator decided to adopt the descriptive survey, which is the most appropriate method of obtaining specific information about the situation under research.

5.1.8.2 Tools and Their Characteristics

In the study, the investigator decided to make use of the tools in the form of the scale and check list. There are five types of tools to be used for this study.

(1) The check-list to enquire the Bio-data of Secondary School teachers

(2) The scale to measure the attitude towards work of secondary school teachers

(3) The scale to measure school effectiveness

(4) The Achievement Value Inventory (AVI)

(5) The T.A.T test

(1) The check-list to enquire the Bio-data of Secondary School teachers

This is a simple format devised to get the bio-data of the secondary school teachers. Items demand information about: sex, age, experience of work, level of education, type of school, size and size of school. (The detail of check-list to enquire the bio-data of secondary school teachers is shown in appendix C part 1)

(2) The Scale to Measure the Attitude Towards Work of Secondary School Teachers

This scale was constructed by the investigator himself. The process of constructing this scale was confined on Herzberg theory (1959) which is based on five factors for work effectiveness i.e.

- Achievement of work,
- Recognition,
- Characteristics of work,
- Responsibility
- Advacement in position.

To examine the attitude towards work of secondary school teachers, the scale adhered to principle that:

- When a person is successful there is efficiency in performing work by such person. It can be measured from the quality of output of work and volume of output of work.
- When a person recieves recognition from people relevant to performance of work, it indicates that such person has efficiency in work.
- When a person has performed a challenging work using high initiation, it means that the person has high efficiency in work.
- When a person successfully performing a work demanding high capacity, it shows that the person is efficiency in work. When the person performed the punctuality in work, don't absence from work, don't change of group, it also shows that the person is efficiency in work.
- When a person has with advancement in work or occupation either as a promotion or salary increment, it shows his efficiency in work. When the school has good atmosphere, has high morale and encouragement in working and has co-operation in work, it also shows the high efficiency in work.

There were 40 items in the scale to measure the attitude towards work of teachers. The characteristic of the scale was the likert scale. Each item has five levels of feeling of teachers i.e. "Very Strongly", "Strongly", "Moderately", "Slightly", "Very Slightly"
(3) The Scale to Measure the School Effectiveness

This scale was constructed by the researcher himself. The process of constructing this scale was confined on the suggestion of the Office of the National Education Commission (1997) which mentioned that the effectiveness of the school can measure from the results of four components as follow:

1) The Curriculum and Instruction Management i.e. the school activities, the development of teaching and learning process etc.

2) The Planning Management i.e. the effectiveness of arranged plan and project of the school.

3) The Supervision Management: i.e. the preservice training and inservice training

4) The Achievement of Students i.e. the achievement of the students on ethics, morality, intellect, health, vocational skills etc.
The TAT Picture Test

The TAT type of test was made and used for the first time in the study of a specific motive, by McClelland, Atkinson and their co-workers at Wesleyan University. They adopted and developed TAT technique to measure achievement motive by manipulating the strength of motive among college students through ego-involving, or relaxing instructional cues. They found that motivational changes do reflect themselves in the TAT stories written. Based on such characteristic changes in stories, a scoring system for measuring achievement motivation was developed. The TAT has since been used in a very large number of research studies to derive an overall index of the strength of an individual's achievement motive.

Anand Jankravee (1971) adopted the test of McClelland and standardized it on Thai people. The set contains four pictures selected from a set of twenty four pictures used at the try out stage of development of the TAT instrument.

Therefore, in the present study, it was decided to use TAT technique for the measurement of achievement motivation. It consisted of the four pictures.

The Achievement Value Inventory Items

In the present study, the "Achievement Value Inventory" developed by Prayag Mehta (1969) with a view to developing a self-rating kind of objective measure of achievement motivation has been used. The Achievement Value Inventory contains 20 descriptive statements followed by six alternatives of which the respondents are required to check one. Two each, of the six alternative responses, were Achievement related motivation. The procedure of the adoption of this tool was also followed as mentioned.
5.1.8.3 CONSTRUCTION OF THE SCALE

1. Steps of Constructing of the Scale

The Likert method is the most widely used methods in education and has been used for constructing the present scales. The method of constructing the scales devised by Likert in 1932. According to this method the following steps were to be observed for constructing the scale:

- Collection of the large number of statements depicting attitudes towards work of secondary school teachers and the school effectiveness from the past research studies and documents.
- Screening of the statements and scaling the statement on five point.
- Prepared the pre-pilot form of the scales
- Evaluation of the statements in pre-pilot form by the judges.
- Selected the statements for the inclusion in the pilot study.
- Administration of the pilot scale for the purpose of analysing the statements.
- Determining the reliability, validity and discrimination of the scale.
- Administration of the final form to study the attitudes towards work of secondary school teachers and school effectiveness

2. Collection of the Statements

The statements are generally prepared by the scale constructor. But for preparing statements one can use three sources namely (1) existing scales, (2) the description of these areas
in psychology and available literature and documents (3) discussion with person working in the field. For the present investigation the second source was fully utilised. The investigator collected the available literature on attitude towards work and from the documents concerned to the school effectiveness. The literature and the documents was fully studied by the investigator. On the basis of the literature and documents and discussion with person working in this field the investigator constructed 60 statements for the pre-pilot form of the scale to measure the attitude towards work of secondary school teachers and 36 statements for the pre-pilot form of the scale to measure the effectiveness of their schools. For constructing the statements, it was observed that the statements depicting the facts should not be included in the pre-pilot form. The wording of the statement should be simple, so that even the beginner can read and understand the statements. Therefore, the complex sentence was avoided as far as possible. Statements having two negative be not selected for the inclusion in the scale. Ambiguous statement be avoided. Still however there cannot be set rules for preparation the statements.

3. Screening the Statement

After preparing the statements, it is necessary to screen them from the viewpoint of wording and whether it depicts the attitudes towards work of secondary school teachers and the effectiveness of their schools. For this the investigator with the help of the guide screened the statements. Certain statements were reworded and edited. The statements were first prepared in English and then translated into Thai version. Thus the pre-pilot form of the scale was prepared.
4. Scaling the Statement

As it was decided to scale the statement on five points, the respondents were asked to read the statement one by one and put a tick mark under appropriate column with which they agree. The five columns were provided against each statement. They were the level of agreement as: "Very Strongly" "Strongly" "Moderately" "Slightly" "Very Slightly". This also helped the investigator in scoring the scale and finding out the total scoring by adding score made by teachers on each statement and divided by the number of statements.

5. The Classification of Statements

It was decided to study the attitudes of the teachers towards work and the opinions of the teachers about the effectiveness of their schools. There were five main area of attitude towards work of secondary school teachers namely

(1) Attitudes towards the achievement of work, (2) Attitudes towards the recognition, (3) Attitudes towards the characteristics of work, (4) Attitude towards the responsibility on work, and Attitude towards the advancement of Position.

There were four main area of school effectiveness namely (1) Effectiveness on the curriculum and instruction management, (2) Effectiveness on the planning management (3) Effectiveness on the supervision management (4) Effectiveness on achievement of students.

6. Preparation of the Pilot form of the Scale

According to the foregoing discussion with experts in the field, the investigator go further for the preparation of the pilot form of the scale. In this way, 51 statements out of
60 statements were prepared and finalised for the inclusion in the pilot form of the scale to measure the attitude towards works of secondary school teachers and 30 statements out of 36 statements were prepared and finalised for the inclusion in the pilot form of the scale to measure the school effectiveness. On the front page identifying informations from the teachers were to be sought. Hence a provision for this was made like, sex, age, experience of work, level of education, types of school, and size of schools.

5.1.9 Selection of the Sample for the Final Form of the Scale

After preparing the pilot form of the scale administered to the sample. The sample were selected in such a way that it should have the representation of the total population. Hence it was decided to follow a random method of seeking the sample. Accordingly 100 secondary school teachers were selected from two schools of each province in educational region No. 7.

5.1.10 Administration of the Scale

For the pilot administration of the scale the investigator himself visited the schools and administered the scale. Previous permission of the principal of the school was taken. This was done through letter. The investigator went to see the teachers and had an informal talk with them. This was done with a view to taking them into confidence and to establishing the rapport. The scale was then distributed to the teachers.

5.1.11 Scoring the Scale

After administering the scale, the next task was to score the scale according to the predetermined scoring key. The key for scoring the scale is as under.

In case of the statement which depicts the positive attitude, the
scoring would be done as shown below:

Very Strongly = 5
Strongly = 4
Moderately = 3
Slightly = 2
Very Slightly = 1

While in case of the statement depicting negative attitude the scoring would be done in a reverse order that is

Very Strongly = 1
Strongly = 2
Moderately = 3
Slightly = 4
Very Slightly = 5

The following is the number of statements which are depicting positive attitudes and hence scored 5 to 1 and the negative attitudes scored 1-5.

In this way all the forms of the scale were scored. This data were then utilised for the purpose of item analysis.

5.1.12 Item Analysis

In order to prepare a valid scale it is necessary to go for item analysis. The item analysis of the test gives three kinds of information. It provides the idea about the discriminative index, the reliability index, and an index of validity.

1) Discrimination of the Items

Many techniques have been developed to show the degree to which an item is effective in discriminating between individuals having most favourable and least favourable attitudes on either the total score or some other external criteria. Here the method that is
adopted by the scale constructor is to set up two extreme groups on the basis of the total scores on the scale for computing the statement. The $t$-value is then calculated for each statement. The statement having larger $t$-values and significant should be given a place in the final form of the scale.

For the purpose of forming two extremes groups, the scale booklet were arranged in an ascending order of the total score on the scale. That is the booklet scoring the highest score was placed first and the booklet scoring the lowest score was placed at the bottom. According to the method suggested by Allen Edwards (1969) 25% of the booklets were taken from the top and 25% were taken from the bottom. Thus the two groups were formed. After forming these two groups number of samples answering each statement as "very strongly", "strongly", "moderately", "slightly", and "very slightly" were found out from the upper and the lower group. Then for calculating $t$-value was used.

In this way the investigator found out "$t$" value for each item (i.e. 51 items for the scale to measure the attitude towards work and 30 items for the scale to measure the school effectiveness). Each item was arranged in descending order of "$t$" values.

Keeping in view these two points 40 statements out of 51 were selected for the inclusion in the final form of the scale to measure attitude towards work of secondary school teachers. Again 25 statements were selected for inclusion in the final form of the scale to measure the school effectiveness. There were 11 items to be discarded from the scale to measure the attitude towards work and 5 items were discarded from the scale to measure the school effectiveness.
On the basis of t-values the statements were selected for the inclusion in the final form of the scale. In all 40 statements were included in final form of the scale to measure the attitude of secondary school teachers and 25 statement were included in final form of the scale to measure the school effectiveness. These 40 statements of the scale to measure the attitude towards work were divided into five areas namely

1. Attitudes towards the achievement of work,
2. Attitudes towards the recognition,
3. Attitudes towards the characteristics of work,
4. Attitude towards the responsibility on work,
5. Attitude towards the advancement of Position.

There were 25 statements of the scale to measure the school effectiveness covered the four main areas namely

1. Effectiveness on the curriculum and instruction management,
2. Effectiveness on the planning management
3. Effectiveness on the supervision management
4. Effectiveness on achievement of students.

2. Reliability of the Scale

There were three method to obtain for the reliability of the tools. One was the test-retest method and the other two were the split-half method and Flanagan formula method.

The Results of the Product Moment Method of the Scale to Measure the Attitude Towards Work and the School Effectiveness in the test-retest method was as follow: (1) The scale to measure the attitude towards work of secondary school teachers = 0.88 (2) The scale to measure the school effectiveness = 0.91.
The results obtained from the Reliability by Split-Half Method for the half scale to measure the attitude towards work and the scale to measure the school effectiveness were 0.89 and 0.90 respectively whereas the reliability for the whole scale were 0.91 and 0.94.

For the present study, the scale to measure the attitude towards work and the scale to measure the school effectiveness indicated the result of reliability computed by the Flanagan formula were 0.91 and 0.92 respectively which indicates that the scale were highly reliable.

From the results of the reliability mentioned above, it led to say that the reliability of the scale in the present study was quite highly satisfactory.

3. Validity

For the present scales, the content validity and the construct validity were employed the estimated the validity index. The method to examine the content validity and the construct validity was established by the 100 teachers which was shown in the table 3.2. To employ this method, the teachers were asked to rate on five points of scale to measure the attitude towards work and the school effectiveness. The accuracy of rating was important, therefore, it was necessary to think some technique which could help the teacher in expressing their opinions about the statements in the scale. The Pearson Product Moment Correlation between teachers' estimated and the total scores of the scale was then computed. The results of the computation indicated the $r_{xy}$ of each item in the scales obtained correlation was fairly high or significant, it was led the investigator to state that the scale in valid.
5.1.12 PROCEDURE

1) Selection of Samples

In the present study, the investigator followed mainly the process of Multi-Stratified random sampling. There were 960 teachers as the sample of the study. The step of selection of sample was as follow:

Step 1 There were 8 provinces in the educational region No. 7. i.e. Pitsanulok, Khampangpet, Tak, Nakornsawan, Phichit, Petchaboon, Sukhothai, Utaradit. These 8 provinces comprised of 82 districts. Out of 82 districts, 48 districts (60%) were selected by random sampling.

Step 2 There were 238 schools included in 82 districts. After selected 48 districts by random sampling, there were 144 schools in the total number of schools. In this way, 2 schools were selected by random sampling from 1 district. Then there would be 96 schools to be the sample of the study.

Step 3 There were 7296 teachers included in 96 schools. Out of 7296 teachers, 10 teachers from 1 school were selected by random sampling. There would be 960 teachers to be the sample of the study. It can be said that 7.6% of total number (7296 teachers) of 96 schools were the sample of this study.

Step 4 There were 960 teachers included in the sample of the study. It was also found that all of 960 teachers were carefully filled in the scales. Hence there was on need to eliminated the booklets of the scales which were filled carelessly. Then 960 from 960 teachers were the sample of the study. Table 3.12 shows the classification of the sample of 960 teachers.
2) Administration of The Tools

To make the data collection feasible, he wrote letters to the selected schools, fixed up the time and followed it accordingly. After the data collection process, the investigator checked all the scales which were received and found that all the booklets were completed.

3) SCORING OF THE DATA

- The Bio-Data of Secondary School Teachers

The bio-data of secondary school teachers is the tool to enquire about the bio-data of the secondary school teachers and the data about the size and type of their schools. The components of the bio-data of secondary school teachers were :-

1. Sex of school teachers
2. Age of school teachers
3. Experience of school teachers
4. Level of education of school teachers
5. Size of schools
6. Type of schools

The results of data collected on this tool was useful for grouping the sample into the groups according to the variables of the study.

- THE SCALE TO MEASURE THE ATTITUDE TOWARDS WORK OF SECONDARY SCHOOL TEACHERS

This tool was to measure the attitude towards work of secondary teachers. The scale consisted of 40 statements and each statement consisting of five scales of level of the agreement i.e. for positive statements "Very Strongly = 5 mark" "Strongly = 4 mark" "Moderately = 3 mark" "Slightly = 2 mark" "Very Slightly = 1 mark"
To determine the levels of attitude towards work of secondary school teachers, the scores for attitude towards work were obtained by summing the marks assigned to the items of the scale. The maximum possible score for each respondent was thus 200 and the minimum score for each respondent was thus 40. Then the score had divided by number of statements in the scale which were 40. To decide whether the scores indicate high, medium or low level of attitude towards work, the scores were converted into the criteria which suggested by Best (1981: 147) as follow:

- 1.00-2.49 = low level
- 2.50-3.49 = medium level
- 3.50-5.00 = high level

THE SCALE TO MEASURE THE SCHOOL EFFECTIVENESS

This tool was to measure the effectiveness of the school. The scale was consisted of 25 statements and each statement consisted of five scales of opinion i.e. "Very Strongly" "Strongly" "Moderately" "Slightly" "Very Slightly".

Positive Items: Very Strongly = 5 marks, Strongly = 4 marks, Moderately = 3 marks, Slightly = 2 marks, Very Slightly = 1 marks

Negative Items: Very Strongly = 1 marks, Strongly = 2 marks, Moderately = 3 marks, Slightly = 4 marks, Very Slightly = 5 marks.

The present study pertains to study the attitude towards work of secondary school teachers in relation to the school effectiveness. It was expected that there was no significant relationship between the attitude towards work and the effectiveness of their schools. To test this hypothesis it was necessary to obtain the value of "r_{xy}" which computed by the Pearson Product Moment Correlation. The formula of computation "r_{xy}" would take the help of the score on the school effectiveness.
The second objectives of the present study pertains to the level of need for achievement of secondary school teachers belonging to different groups of variables i.e. sex, age, experience of work, level of education, size of schools and type of schools. It was expected that the need for achievement of teachers which was having different variables will not differ or vary from another. To satisfy the requirement of testing this null hypothesis, it was necessary to obtain the levels of the need for achievement of teachers.

To determine the levels of need for achievement, the scores for the need for achievement were obtained by scoring the story No. 1 of all the teachers for AI, TI, and UI then scored the second, the third and fourth. After marking labels of AI, TI, UI on each of teacher’s booklet, the AI stories were scored further for components of need for achievement. The need for achievement score for any one teacher was the total of the score obtained on all the four stories written by that teachers.

- THE ACHIEVEMENT VALUE INVENTORY ITEMS

For the procedure of scoring the achievement value inventory items responses of the teachers, strict adherence to the answer-key given by Metha (1969) was made. A score of 1 was awarded to each response made by the individual subject. The total under each of the three categories AR, TR and UR, then, formed the score under those three measures achievement related, task related and unrelated to achievement. For such subject the total AR (achievement related) score on achievement value inventory items was used as score on the test of achievement motivation of teachers. To avoid errors on scoring purpose, the separate scoring sheet for AVI was prepared.
5.1.13 TECHNIQUE OF ANALYSIS OF THE DATA

The data yielded by the tools were analysed according to the hypothesis. The following techniques of analysis of data and the statistical calculations were employed.

1. In order to determine the level of attitude towards work and the need for achievement of secondary school teachers, the mean and standard deviation was calculated.

2. The analysis of variance (ANOVA) was used to test the significant affects of the age, experience of work, level of education, and size of school.

3. The Studentized Range Statistics Test (q) was used just to get the general idea about the difference between mean score of various groups of attitude towards work and need for achievement of secondary school teachers.

4. The t-test was used to test the significant affects of the groups of secondary school teachers belonging to different groups of sex and type of schools.

5. The F-Ratio were used to test the significance of differences between mean scores for which the variance ratio were found.

6. The relationship was used to study the tendency of two variables to vary together, directly or inversely. In the present study the Pearson Product Moment was used to find out the relationship between the attitude towards work and need for achievement of secondary school teachers and the effectiveness of their schools.

7. The 0.05 and 0.01 level of significance were considered satisfactory for the acceptance or rejection of the null hypothesis.

8. The frequency distribution and tables were prepared and were placed in the report to present the data comprehensively.
5.2 MAJOR FINDINGS

The major concern of the present investigation as described in the study of the attitude towards work and need for achievement of secondary school teachers concerned to the certained variables i.e. sex, age, experience of work, level of education, size of schools, and type of schools. The hypotheses were tested through employing suitable statistical techniques and pertinent results were interpreted. For the process of analysis, the investigator had made a careful attempt to study the characteristics of data and to design the method of analysis which was appropriated for the data by computer (SPSS Programme). The X, S.D., t-test, and ANOVA were used for the testing the null hypotheses. The investigator divided the analysis of data five parts. The major findings of the fives was as follow:

PART 1 The analysis of the level of attitude towards work of secondary school teachers

1.1 Attitude Towards Work (Total Score)

The mean score of attitude towards work of secondary school teachers (entire sample) was 3.58 (S.D. = 0.43) which considered as high level in comparison to the criteria. It was further seen that the attitude towards work comprised of five components i.e. the achievement of work, recognition, characteristics of work, responsibility, and advancement of work. The mean score of achievement of work of secondary school teachers was 3.37 (S.D. = 0.44) whereas the mean score of the recognition, the characteristics of work, the responsibility, and the advancement in position were 3.87 (S.D. = 0.53), 3.61 (S.D. = 0.50), 3.54 (S.D. = 0.63), 3.52 (S.D. = 0.58) respectively.

According to the criteria, it was indicated that the attitude towards work of secondary school teachers (entire sample) was in
high level which rejected the null hypothesis. If consider about the components of the attitude towards work, it was shown that the achievement of work is in medium level whereas the recognition, the characteristics of work, the responsibility and the advancement of work were in high level.

1.2 Attitude Towards Work in Relation to Sex

The mean score of attitude towards work of secondary school teachers belonging to male group was 3.63 (S.D. = 0.47) whereas the mean score of attitude towards work of secondary school teachers belonging to female group was 3.5 (S.D. = 0.41). According to the criteria, it was indicated that the attitude towards work of secondary school teachers belonging to male and female groups were in high level. The finding thus rejected the null hypothesis. It was further seen that the mean score of achievement of work of secondary school teachers belonging to male group was 3.42 (S.D. = 0.40) whereas the mean score of achievement of work of secondary school teachers belonging to female group is 3.34 (S.D. = 0.46). According to the criteria, it indicated that the achievement of work of secondary school teachers belonging to male and female groups were in medium level. The finding thus accepted the null hypothesis.

The mean score of recognition of secondary school teachers belonging to male group was 3.85 (S.D. = 0.56) whereas the mean score of recognition of secondary school teachers belonging to female group was 3.88 (S.D. = 0.52). According to the criteria, it indicated that the recognition of secondary school teachers belonging to male and female groups were in high level. The finding thus rejected the null hypothesis.
The mean score of characteristics of work of secondary school teachers was belonging to male group is 3.66 (S.D. = 0.54) whereas the mean score of characteristics of work of secondary school teachers belonging to female group was 3.58 (S.D. = 0.48). According to the criteria, it indicated that the characteristics of secondary school teachers belonging to male and female groups were in high level. The finding thus rejected the null hypothesis.

The mean score of responsibility of work of secondary school teachers is belonging to male group was 3.55 (S.D. = 0.71) whereas the mean score of responsibility of work of secondary school teachers belonging to female group was 3.54 (S.D. = 0.59). According to the criteria, it indicated that the responsibility of secondary school teachers belonging to male and female groups were in high level. The finding thus rejected the null hypothesis.

The mean score of advancement of work of secondary school teachers was belonging to male group was 3.64 (S.D. = 0.60) whereas the mean score of advancement of work of secondary school teachers belonging to female group was 3.46 (S.D. = 0.57). According to the criteria, it indicated that the advancement of work of secondary school teachers belonging to male and female groups were in high and medium level respectively. The finding thus rejected and accepted the null hypothesis.

1.3 Attitude Towards Work in Relation to Age

The mean score of attitude towards work of secondary school teachers belonging to 20-30 years group of age was 3.65 (S.D. = 0.46) whereas the mean score of attitude towards work of secondary school teachers belonging to 31-40 years, 41-50 years and 51-60 years group of age were 3.60 (S.D. = 0.44), 3.49 (S.D. = 0.40) and 3.45
According to the criteria, it indicated that the attitude towards work of secondary school teachers belonging to different groups of age were in high and medium level. The finding thus rejected and accepted the null hypothesis. It was further seen that the achievement of work, the recognition, the characteristics of work, the responsibility, and the advancement in position.

The mean score of the achievement of work of secondary school teachers belonging to 20-30 years group of age was 3.40 (S.D.=0.45) whereas the mean score of achievement of work of secondary school teachers belonging to 31-40 years, 41-50 years and 51-60 years group of age were 3.42 (S.D. = 0.45), 3.28 (S.D. = 0.39) and 3.08 (S.D. = 0.43). According to the criteria, it indicated that the achievement of work of secondary school teachers belonging to different groups of age were in medium level. The finding thus accepted the null hypothesis.

The mean score of recognition of secondary school teachers belonging to 20-30 years group of age was 3.99 (S.D. = 0.53) whereas the mean score of recognition of secondary school teachers belonging to 31-40 years, 41-50 years and 51-60 years group of age were 3.91 (S.D. = 0.49), 3.71 (S.D. = 0.57) and 3.80 (S.D. = 0.56). According to the criteria, it indicated that the recognition of secondary school teachers belonging to different groups of age were in high level. The finding thus rejected the null hypothesis.

The mean score of characteristics of work of secondary school teachers belonging to 20-30 years group of age was 3.70 (S.D. = 0.53) whereas the mean score of characteristics of work of secondary school teachers belonging to 31-40 years, 41-50 years and 51-60 years group of age were 3.61 (S.D. = 0.50), 3.54 (S.D. = 0.48) and 3.48
According to the criteria, it indicated that the characteristics of work of secondary school teachers belonging to different groups of age were in high and medium level. The finding thus rejected and accepted the null hypothesis.

The mean score of responsibility of work of secondary school teachers belonging to 20-30 years group of age was 3.72 (S.D. = 0.66) whereas the mean score of responsibility of work of secondary school teachers belonging to 31-40 years, 41-50 years and 51-60 years group of age were 3.50 (S.D. = 0.65), 3.51 (S.D. = 0.48) and 3.24 (S.D. = 0.37). According to the criteria, it indicated that the responsibility of work of secondary school teachers belonging to different groups of age were in high and medium level. The finding thus rejected and accepted the null hypothesis.

The mean score of advancement in position of secondary school teachers belonging to 20-30 years group of age was 3.50 (S.D. = 0.68) whereas the mean score of the advancement of work of secondary school teachers belonging to 31-40 years, 41-50 years and 51-60 years group of age were 3.60 (S.D. = 0.44), 3.46 (S.D. = 0.53) and 3.62 (S.D. = 0.45). According to the criteria, it indicated that the advancement in position of secondary school teachers belonging to different groups of age were in high and medium level. The finding thus rejected and accepted the null hypothesis.

1.4 The Attitude Towards Work in Relation to Experience of Work

The mean scores of attitude towards work of secondary school teachers belonging to different groups of experience of work i.e. 1-5 years, 6-10 years, 11-15 years, 16-20 years and 21 years
onwards were 3.65 (S.D. = 0.54), 3.60 (S.D. = 0.38), 3.54 (S.D. = 0.36), 3.63 (S.D. = 0.44) and 3.44 (S.D. = 0.38) respectively. According to the criteria, it indicated that the attitude towards work of secondary school teachers belonging to different groups of experience of work were in high and medium level. The finding thus rejected and accepted the null hypothesis.

The mean score of achievement of work of secondary school teachers belonging to 1-5 years group of experience of work was 3.38 (S.D. = 0.53) whereas the mean score of achievement of work of secondary school teachers belonging to 6-10 years, 11-15 years, 16-20 years and 21 years onwards groups of experience of work were 3.40 (S.D. = 0.42), 3.43 (S.D. = 0.38), 3.36 (S.D. = 0.42) and 3.23 (S.D. = 0.41) respectively. According to the criteria, it indicated that the achievement of work of secondary school teachers belonging to different groups of experience of work were in medium level. The finding thus accepted the null hypothesis.

The mean score of recognition of secondary school teachers belonging to 1-5 years group of experience of work was 3.90 (S.D. = 0.54) whereas the mean score of recognition of secondary school teachers belonging to 6-10 years, 11-15 years, 16-20 years and 21 years onwards groups of experience of work were 3.96 (S.D. = 0.45), 3.87 (S.D. = 0.50), 3.85 (S.D. = 0.55) and 3.75 (S.D. = 0.64) respectively. According to the criteria, it indicated that the recognition of secondary school teachers belonging to different groups of experience of work were in high level. The finding thus rejected the null hypothesis.

The mean score of characteristics of work of secondary school teachers belonging to 1-5 years group of experience of work was 3.69 (S.D. = 0.62) whereas the mean score of characteristics of work of
secondary school teachers belonging to 6-10 years, 11-15 years, 16-20 years and 21 years onwards groups of experience of work were 3.64 (S.D. = 0.40), 3.50 (S.D. = 0.43), 3.69 (S.D. = 0.53) and 3.45 (S.D. = 0.42) respectively. According to the criteria, it indicated that the characteristics of work of secondary school teachers belonging to different groups of experience of work were in high and medium level. The finding thus rejected and accepted the null hypothesis.

The mean score of advancement of work of secondary school teachers belonging to 1-5 years group of experience of work was 3.71 (S.D. = 0.72) whereas the mean score of advancement of work of secondary school teachers belonging to 6-10 years, 11-15 years, 16-20 years and 21 years onwards groups of experience of work were 3.49 (S.D. = 0.64), 3.45 (S.D.=0.55), 3.66 (S.D. = 0.61) and 3.31 (S.D. = 0.52) respectively. According to the criteria, it indicated that the advancement in position of secondary school teachers belonging to different groups of experience of work were in high and medium level. The finding thus rejected and accepted the null hypothesis.

1.5 The Attitude Towards Work in Relation to Level of Education

The mean scores of attitude towards work of secondary school teachers belonging to different groups of level of education i.e. higher than bachelor, bachelor and lower than bachelor degree were 3.56 (S.D. = 0.26), 3.59 (S.D. = 0.44) and 3.22 (S.D. = 0.37) respectively.

The mean score of achievement of work of secondary school teachers belonging to higher than bachelor group of level of education was 3.56 (S.D.=0.26) whereas the mean score of achievement of work of
secondary school teachers belonging to bachelor and lower than bachelor groups of level of education were 3.37 (S.D. = 0.45), and 3.18 (S.D. = 0.32) respectively. According to the criteria, it indicated that the achievement of work of secondary school teachers belonging to different groups of level of education were in medium level. The finding thus accepted the null hypothesis.

The mean score of recognition of secondary school teachers belonging to higher than bachelor group of level of education was 4.08 (S.D. = 0.46) whereas the mean score of recognition of secondary school teachers belonging to bachelor and lower than bachelor groups of level of education were 3.87 (S.D. = 0.53), and 3.48 (S.D. = 0.51) respectively. According to the criteria, it indicated that the recognition of secondary school teachers belonging to different groups of level of education were in medium and high level. The finding thus accepted and rejected the null hypothesis.

The mean score of characteristics of work of secondary school teachers belonging to higher than bachelor group of level of education was 3.52 (S.D. = 0.31) whereas the mean score of characteristics of work of secondary school teachers belonging to bachelor and lower than bachelor groups of level of education were 3.63 (S.D. = 0.51), and 3.05 (S.D. = 0.40) respectively. According to the criteria, it indicated that the characteristics of work of secondary school teachers belonging to different groups of level of education were in high and medium level. The finding thus rejected and accepted the null hypothesis.

The mean score of responsibility of secondary school teachers belonging to higher than bachelor group of level of education was 3.30
(S.D.=0.41) whereas the mean score of the responsibility of secondary school teachers belonging to bachelor and lower than bachelor groups of level of education were 3.57 (S.D. = 0.64), and 3.15 (S.D.=0.55) respectively. According to the criteria, it indicated that the responsibility of secondary school teachers belonging to different groups of level of education were in medium and high level. The finding thus accepted and rejected the null hypothesis.

The mean score of advancement of work of secondary school teachers belonging to higher than bachelor group of level of education was 3.42 (S.D.=0.45) whereas the mean score of advancement of work of secondary school teachers belonging to bachelor and lower than bachelor groups of level of education were 3.54 (S.D. = 0.59), and 3.27 (S.D.=0.58) respectively. According to the criteria, it indicated that the advancement of work of secondary school teachers belonging to different groups of level of education were in medium and high level. The finding thus accepted and rejected the null hypothesis.

1.6 The Attitude Towards Work in Relation to Size of Schools

The mean scores of attitude towards work of secondary school teachers belonging to different groups of size of schools i.e. small, medium and large were 3.63 (S.D.= 0.54), 3.60 (S.D. = 0.48) and 3.55 (S.D. = 0.34) respectively.

The mean score of achievement of work of secondary school teachers belonging to small group of size of schools was 3.46 (S.D. = 0.43) whereas the mean score of achievement of work of secondary school teachers belonging to medium and large groups of size of school were 3.34 (S.D. = 0.47), and 3.37 (S.D.=0.40) respectively. According to the criteria, it indicated that the achievement of work of secondary school teachers belonging to different groups of size of schools were
The finding thus accepted the null hypothesis.

The mean score of recognition of secondary school teachers belonging to small group of size of schools was 3.91 (S.D. = 0.56) whereas the mean score of recognition of secondary school teachers belonging to medium and large groups of size of school were 3.87 (S.D. = 0.55), and 3.87 (S.D.=0.51) respectively. According to the criteria, it indicated that the recognition of secondary school teachers belonging to different groups of size of schools were in high level. The finding thus rejected the null hypothesis.

The mean score of characteristics of work of secondary school teachers belonging to small group of size of schools was 3.63 (S.D. = 0.58) whereas the mean score of characteristics of work of secondary school teachers belonging to medium and large groups of size of school were 3.65 (S.D. = 0.55), and 3.56 (S.D.=0.42) respectively. According to the criteria, it indicated that the characteristics of work of secondary school teachers belonging to different groups of size of schools were in high level. The finding thus rejected the null hypothesis.

The mean score of responsibility of secondary school teachers belonging to small group of size of schools was 3.49 (S.D. = 0.74) whereas the mean score of responsibility of secondary school teachers belonging to medium and large groups of size of school were 3.57 (S.D. = 0.71), and 3.52 (S.D.=0.51) respectively. According to the criteria, it indicated that the responsibility of secondary school teachers belonging to different groups of size of schools were in medium and high level. The finding thus accepted and rejected the null hypothesis.

The mean score of advancement of work of secondary school teachers belonging to small group of size of schools was 3.61 (S.D. =
0.72) whereas the mean score of advancement of work of secondary school teachers belonging to medium and large groups of size of school were 3.59 (S.D. = 0.58), and 3.43 (S.D. = 0.54) respectively. According to the criteria, it indicated that the advancement of work of secondary school teachers belonging to different groups of size of schools were in high and medium level. The finding thus rejected and accepted the null hypothesis.

1.7 The Attitude Towards Work in Relation to Type of Schools

The mean scores of attitude towards work of secondary school teachers belonging to different groups of type of schools i.e. government and private schools were 3.58 (S.D. = 0.45), and 3.57 (S.D. = 0.30) respectively.

The mean score of achievement of work of secondary school teachers belonging to government group of type of schools was 3.36 (S.D. = 0.45) whereas the mean score of achievement of work of secondary school teachers belonging to private groups of type of schools were 3.40 (S.D. = 0.38). According to the criteria, it indicated that the achievement of work of secondary school teachers belonging to different groups of type of schools were in medium level. The finding thus accepted the null hypothesis.

The mean score of recognition of secondary school teachers belonging to government group of type of schools was 3.86 (S.D. = 0.54) whereas the mean score of recognition of secondary school teachers belonging to private groups of type of schools were 3.99 (S.D. = 0.47). According to the criteria, it indicated that the recognition of secondary school teachers belonging to different groups of type of
schools were in high level. The finding thus rejected the null hypothesis.

The mean score of characteristics of work of secondary school teachers belonging to government group of type of schools was 3.61 (S.D. = 0.52) whereas the mean score of characteristics of work of secondary school teachers belonging to private groups of type of schools were 3.59 (S.D.=0.39). According to the criteria, it indicated that the characteristics of work of secondary school teachers belonging to different groups of type of schools were in high level. The finding thus rejected the null hypothesis.

The mean score of responsibility of secondary school teachers belonging to government group of type of schools was 3.53 (S.D. = 0.64) whereas the mean score of responsibility of secondary school teachers belonging to private groups of type of schools were 3.62 (S.D. = 0.57). According to the criteria, it indicated that the responsibility of secondary school teachers belonging to different groups of type of schools were in high level. The finding thus rejected the null hypothesis.

The mean score of advancement of work of secondary school teachers belonging to government group of type of schools was 3.56 (S.D. = 0.59) whereas the mean score of advancement in position of secondary school teachers belonging to private groups of type of schools were 3.29 (S.D. = 0.46). According to the criteria, it indicated that the advancement in position of secondary school teachers belonging to different groups of type of schools were in high and medium level. The finding thus rejected and accepted the null hypothesis.
PART 2 THE ANALYSIS OF THE FACTORS AFFECTING ON THE LEVEL OF Attitude Towards Work OF SECONDARY SCHOOL TEACHERS

2.1 There was the significant difference between scores of the attitude towards work of secondary school teachers belonging to male and female group of sex. The finding was significant at 0.05 level and thus rejected the null hypothesis.

The mean score of attitude towards work (Achievement of Work, Characteristics of Work, Advancement in Position) of secondary school teachers belonging to male and female group testing by t-test were significant at 0.01, 0.05 and 0.01 level respectively. The finding thus rejected the null hypothesis.

The mean score of attitude towards work (Recognition and Responsibility) of secondary school teachers belonging to male and female group testing by t-test were not significant. The finding thus accepted the null hypothesis.

2.2 There was no significant difference between scores of the attitude towards work of secondary school teachers belonging to different group of type of schools.

The mean score of attitude towards work (Achievement of Work, Characteristics of Work, and Responsibility) of secondary school teachers belonging to different groups of type of schools testing by t-test were not significant. The finding thus accepted the null hypothesis.

The mean score of attitude towards work (Recognition and Advancement in position) of secondary school teachers belonging to different groups of type of schools testing by t-test were significant
at 0.01 and 0.05 respectively. The finding thus rejected the null hypothesis.

2.3 There was highly significant difference between scores of the attitude towards work of secondary school teachers belonging to different groups of age.

The mean score of attitude towards work (Achievement of Work, Recognition, Characteristics of Work, and Responsibility) of secondary school teachers belonging to different groups of age testing by ANOVA were significant at 0.01 level. The finding thus rejected the null hypothesis.

The mean score of attitude towards work (Advancement in position) of secondary school teachers belonging to different groups of age testing by ANOVA were not significant and hence accepted the null hypothesis.

2.4 There was highly significant difference between scores of the attitude towards work of secondary school teachers belonging to different groups of experience of work.

The mean score of attitude towards work in total score and in different components i.e. Achievement of Work, Recognition, Characteristics of Work, Responsibility and Advancement in position) of secondary school teachers belonging to different groups of experience of work testing by ANOVA were significant at 0.01 level. The finding thus rejected the null hypothesis.

2.5 There was significant difference between scores of the attitude towards work of secondary school teachers belonging to different group of level of education.

The mean score of attitude towards work (Achievement of Work) of secondary school teachers belonging to different groups of level of
education testing by ANOVA was not significant. The finding thus accepted the null hypothesis.

The mean score of attitude towards work (Recognition, Characteristics of Work, Responsibility and Advancement in position) of secondary school teachers belonging to different groups of level of education testing by ANOVA were significant at 0.01, 0.01, 0.01 and 0.05 respectively. The finding thus rejected the null hypothesis.

2.6 There was no significant difference between scores of the attitude towards work of secondary school teachers belonging to different group of size of schools.

The mean score of attitude towards work (Achievement of Work, Characteristics of Work and Advancement in position) of secondary school teachers belonging to different groups of size of schools testing by ANOVA was significant at 0.05, 0.05 and 0.01 level respectively. The finding thus rejected the null hypothesis.

The mean score of attitude towards work (Recognition and Responsibility) of secondary school teachers belonging to different groups of size of schools testing by ANOVA was not significant. The finding thus accepted the null hypothesis.

PART 3 THE ANALYSIS OF THE LEVEL OF THE NEED FOR ACHIEVEMENT OF SECONDARY SCHOOL TEACHERS

The mean score of need for achievement of secondary school teachers was in medium level. It was further seen that the mean scores of need for achievement of secondary school teachers belonging to different groups of variables i.e. sex, age, experience of work, level of education, size of schools and types of schools were also in medium level.
PART 4 THE ANALYSIS OF THE FACTORS AFFECTING THE LEVEL OF NEED FOR
ACHIEVEMENT OF SECONDARY SCHOOL TEACHERS

There was no significant difference between mean scores of need for achievement of secondary school teachers belonging to different groups of sex and type of schools whereas there was the significant difference between mean scores of need for achievement of secondary school teachers belonging to different groups of age, experience of work, level of education and size of school. The finding indicated the significant of difference at 0.01, 0.05, 0.01 and 0.01 level.

PART 5 THE ANALYSIS OF THE RELATIONSHIP BETWEEN THE ATTITUDE TOWARDS WORK OF SECONDARY SCHOOL TEACHER AND NEED FOR ACHIEVEMENT AND SCHOOL EFFECTIVENESS

The correlation between attitude towards work of secondary school teachers and need for achievement was 0.80 which significant at 0.01 level whereas the correlation between attitude towards work of secondary school teachers and school effectiveness was 0.73 which significant at 0.01 level. It suggests that the attitude towards work of secondary school teachers was positively correlated with the need for achievement and school effectiveness. The result rejected the null hypothesis. It can, therefore, be concluded that the attitude towards work of secondary school teachers score varies with the need for achievement and school effectiveness.

The correlation between attitude towards work (Achievement of Work, Recognition, Characteristics of Work, Responsibility and Advancement in Position) of secondary school teachers and need for achievement were 0.53, 0.51, 0.45, 0.45 and 0.53 respectively which
significant at 0.01 level whereas the correlation between attitude towards work (Achievement of Work, Recognition, Characteristics of Work, Responsibility and Advancement in Position) of secondary school teachers and school effectiveness were 0.64, 0.62, 0.66, 0.55, 0.52 which significant at 0.01 level. It suggested that the attitude towards work (Achievement of Work, Recognition, Characteristics of Work, Responsibility and Advancement in Position) of secondary school teachers were positively correlated with the need for achievement and school effectiveness. The result rejected the null hypothesis.

5.3 DISCUSSION

In the introductory chapters of the present study, the investigator stressed the in the educational background of Thailand. To have a clear idea about the study, the objectives of the study and the definitions of the terms also described. The investigator has made an attempt to give the details and discuss the developing concept of attitude towards work, the need for achievement and the school effectiveness, the different methods of measuring the tools and the selection of samples. After discussing the theoretical aspects of the attitudes, the related researches were reviewed which gave an insight to the investigator in the field of attitude towards work, the need for achievement and the school effectiveness. The review of the previous studies also helped the investigator in preparing the discrimination, the valid and the reliable of the scales.

The investigator described the various steps taken for the construction of the scales. With the help of experts he could prepared 60 statements and 36 statements. Only 40 statements out of 60 statements and 25 statements out of 36 statements were selected on the
basis of t-value. All the necessary steps in this direction have been reported in a greater detail in the chapter 3. The reliability of the scales has been determined by test-retest method, split-half method, and Flanagan formula. The content validity and the construct validity of the test was also found out and it was reported in details.

Besides these, the investigator has also made certain observations during the administration of the scales. It was found that at the time of administration of the scale, the teachers seemed quite-co-operative and eager to know the results of their own scores of the attitude towards work, the need for achievement and the school effectiveness. They were reading the statements of the attitude scale with keen interest as they were taking such scale for the first time. It was observed that the teachers were very sincere in giving the responses. Especially the female teachers took too much interest.

Besides these observations, the investigator after carefully analysing and interpreting the results arrived at certain definite conclusions. The conclusions that were drawn on the basis of the results were categorized under two different headings namely (1) the results of the scale and (ii) the findings of the related studies. The results of the attitude scale are reported in the following paragraphs.

The Reliability of the Scale

The reliability of the present scale has been established by test-retest method, split-half method, and Flanagan Formula.

The reliability coefficients as determined by these methods is ranging between 0.88 to 0.94. The obtained reliability coefficients were very satisfactory and hence it was concluded the present scales were quite reliable for measuring attitude of teachers.
The Validity of the Scale

The content validity and the construct validity has been established by correlating the scores of the present scales. The correlation thus obtained was 0.48-0.76. The obtained validity coefficients of correlation was quite high and significant. This leads to conclude that the scale has a very good content and construct validity. Moreover the way in which the statements were selected also indicated the validity of the scale.

The Attitude Towards Work of Secondary School Teachers by Sex

The study of the mean scores of attitudes towards work in total score of secondary school teachers revealed that there was a difference between the mean scores of male and female teachers. The study of the mean score of attitude towards work (Achievement of Work, Characteristics of Work, and Advancement in Position) of secondary school teachers revealed that there were the difference between the mean scores of male and female teachers whereas the study of the mean score of attitude towards work (Recognition and Responsibility) of secondary school teachers revealed that there were not any difference between the mean scores of male and female teachers. This led the investigator to test the significance between two means. The data were analysed by following t-test techniques. The "t" was calculated and it conclude that the male teachers have more favourable attitudes towards work (in total score, Achievement of Work, Characteristics of Work, and Advancement in Position) than female teachers.

The Attitude Towards Work of Secondary School Teachers by the Level of Education

The study of the mean scores of attitudes towards work in total score of secondary school teachers revealed that there was no
significant difference between the mean scores of secondary school teachers belonging to different groups of level of education. The study of the mean score of attitude towards work (Achievement of Work, Characteristics of Work, and Responsibility) of secondary school teachers revealed that there were no significant difference between the mean scores of the government and private schools whereas the study of the mean score of attitude towards work (Recognition and Advancement in Position) of secondary school teachers revealed that there were the difference between the mean scores of government and private schools. This led the investigator to test the significance between two means. The data were analysed by following t-test techniques. The "t" was calculated and it conclude that the teachers in government schools have more favourable attitudes towards work (in Recognition and Advancement in Position) than teachers in private schools.

The Attitude Towards Work of Secondary School Teachers by Age

The study of the mean scores of attitudes towards work in total score of secondary school teachers revealed that there was highly significant difference between the mean scores of secondary school teachers belonging to different groups of age. The study of the mean score of attitude towards work in total score and in different components (Achievement of Work, Recognition, Characteristics of Work, Responsibility and Advancement in Position) of secondary school teachers revealed that there were the significant difference between the mean scores of the teachers belonging to different groups of age. This led the investigator to test the significance between four means. The data were analysed by following the ANOVA techniques.

The mean difference of the attitude scores between the age-groups
revealed that the mean score of attitude towards work of secondary school teachers belonging to 51-60 years group of age have smaller value than that of the mean score of attitude towards work of secondary school teachers belonging to 31-40 years and 20-30 years. The mean score of attitude towards work of secondary school teachers belonging to 41-50 years group of age have smaller value than that of the mean score of attitude towards work of secondary school teachers belonging to 20-30 years. The difference between the mean scores of the pairs mentioned above were significant at 0.01 and 0.05 level. The finding thus rejected the null hypothesis.

The mean score of attitude towards work (Achievement of work) of secondary school teachers belonging to 51-60 years group of age have smaller value than that of the mean score of attitude towards work (Achievement of work) of secondary school teachers belonging to 41-50 years, 31-40 years and 20-30 years. The difference between the mean scores of the pairs mentioned above were significant at 0.01 level. The finding thus rejected the null hypothesis.

The mean score of attitude towards work (Recognition) of secondary school teachers belonging to 31-40 years group of age have greater value than that of the mean score of attitude towards work (Recognition) of secondary school teachers belonging to 41-50 years, 51-60 years. The mean score of attitude towards work (Recognition) of secondary school teachers belonging to 51-60 years group of age have smaller value than that of the mean score of attitude towards work (Recognition) of secondary school teachers belonging to 31-40 years. The difference between the mean scores of the pairs mentioned above were significant at 0.01 and 0.05 level. The finding thus rejected the null hypothesis.
The mean score of attitude towards work (characteristics of work) of secondary school teachers belonging to 51-60 years have smaller value than that of the mean score of attitude towards work (Characteristics of work) of secondary school teachers belonging to 31-40 years and 20-30 years. The difference between the mean scores of the pairs mentioned above are significant at 0.01 and 0.05 level. The finding thus rejected the null hypothesis.

The mean score of attitude towards work (Responsibility) of secondary school teachers belonging to 20-30 years group of age have greater value than that of the mean score of attitude towards work (Responsibility) of secondary school teachers belonging to 51-60, 31-40 and 41-50 years. The mean score of attitude towards work (Responsibility) of secondary school teachers belonging to 41-50 years group of age have greater value than that of the mean score of attitude towards work (Responsibility) of secondary school teachers belonging to 51-60 years. The difference between the mean scores of the pairs mentioned above are significant at 0.01 and 0.05 level. The finding thus rejected the null hypothesis.

The Attitude Towards Work of Secondary School Teachers by Experience of Work

The relationship between the mean score on the attitude towards work of secondary school teachers belonging to different groups of experience of work can be derived. It indicated that the mean score of attitude towards work of secondary school teachers belonging to 21 years onwards group of experience of work have smaller value than that of the mean score of attitude towards work of secondary school
teachers belonging to 11-15 years, 6-10 years, 16-20 years and 1-5 years. The difference between the mean scores of the pairs mentioned above were significant at 0.01 and 0.05 level. The finding thus rejected the null hypothesis.

The mean score of attitude towards work (Achievement of work) of secondary school teachers belonging to 21 years onwards group of experience of work have smaller value than that of the mean score of attitude towards work (Achievement of work) of secondary school teachers belonging to 16-20 years, 1-5 years, 6-10 years and 20-30 years. The difference between the mean scores of the pairs mentioned above were significant at 0.05 and 0.01 level. The finding thus rejected the null hypothesis.

The mean score of attitude towards work (Recognition) of secondary school teachers belonging to 21 years onwards group of experience of work have smaller value than that of the mean score of attitude towards work (Recognition) of secondary school teachers belonging to 1-5 years. 6-10 years. The difference between the mean scores of the pairs mentioned above were significant at 0.05 and 0.01 level. The finding thus rejected the null hypothesis.

The mean score of attitude towards work (Characteristics of Work) of secondary school teachers belonging to 21 years onwards group of experience of work have smaller value than that of the mean score of attitude towards work (Characteristics of Work) of secondary school teachers belonging to 1-5 years, 6-10 years and 16-20 years. The difference between the mean scores of the pairs mentioned above were significant at 0.05 and 0.01 level. The finding thus rejected the null hypothesis.
The mean score of attitude towards work (Responsibility) of secondary school teachers belonging to 21 years onwards group of experience of work have smaller value than that of the mean score of attitude towards work (Responsibility) of secondary school teachers belonging to 11-15 years, 6-10 years, 16-20 years and 1-5 years. The mean score of attitude towards work (Responsibility) of secondary school teachers belonging to 1-5 years group of experience of work have greater value than that of the mean score of attitude towards work (Responsibility) of secondary school teachers belonging to 21 years onwards, 11-15 years, and 6-10 years. The difference between the mean scores of the pairs mentioned above are significant at 0.05 and 0.01 level. The finding thus rejected the null hypothesis.

The mean score of attitude towards work (Advancement of Work) of secondary school teachers belonging to 11-15 years group of experience of work have smaller value than that of the mean score of attitude towards work (Advancement of Work) of secondary school teachers belonging to 1-5 years. The difference between the mean scores of the pairs mentioned above are significant at 0.05 level. The finding thus rejected the null hypothesis.
The relationship between the mean score of the attitude towards work of secondary school teachers belonging to different groups of level of education can be derived. It indicated that the mean score of attitude towards work of secondary school teachers belonging to lower than bachelor degree group of level of education have smaller value than that of mean score of attitude towards of secondary school teachers belonging to higher than bachelor and bachelor degree groups of level of education. The difference between the mean scores of the pairs mentioned above are significant at 0.01 level.

The mean score of attitude towards work (Recognition) of secondary school teachers belonging to lower than bachelor degree group of level of education have smaller value than that of mean score of attitude towards work (Recognition) of secondary school teachers belonging to higher than bachelor and bachelor degree groups of level of education. The mean score of attitude towards work (Recognition) of secondary school teachers belonging to bachelor degree group of level of education have smaller value than that of mean score of attitude towards work (Recognition) of secondary school teachers belonging to higher than bachelor groups of level of education. The difference between the mean scores of the pairs mentioned above were significant at 0.01 level.

The mean score of attitude towards work (Characteristics of Work) of secondary school teachers belonging to lower than bachelor degree group of level of education have smaller value than that of mean score of attitude towards (Characteristics of Work) secondary school teachers belonging to higher than bachelor and bachelor degree groups
of level of education. The difference between the mean scores of the pairs mentioned above were significant at 0.01 level.

The mean score of attitude towards work (Responsibility) of secondary school teachers belonging to bachelor degree group of level of education have greater value than that of mean score of attitude towards (Responsibility) of secondary school teachers belonging to higher than bachelor and lower than bachelor degree groups of level of education. The difference between the mean scores of the pairs mentioned above were significant at 0.05 and 0.01 level.

The mean score of attitude towards work (Advancement of Work) of secondary school teachers belonging to lower than bachelor degree group of level of education have smaller value than that of mean score of attitude towards (Advancement of Work) of secondary school teachers belonging to bachelor degree groups of level of education. The difference between the mean scores of the pairs mentioned above was significant at 0.05 level.

The Attitude Towards Work of Secondary School Teachers by the Size of Schools

The relationship between the mean score of the attitude towards work (Achievement of Work) of secondary school teachers belonging to different groups of size of schools can be derived. It indicated that the mean score of attitude towards work (Achievement of Work) of secondary school teachers belonging to small group of size of schools have greater value than that of mean score of attitude towards (Achievement of Work) of secondary school teachers belonging to medium groups of size of schools. The difference between the mean scores of the pairs mentioned above was significant at 0.05 level.
The mean score of attitude towards work (Characteristics of Work) of secondary school teachers belonging to medium group of size of schools have greater value than that of the mean score of attitude towards work (Characteristics of Work) secondary school teachers belonging to the large groups of size of schools. The difference between the mean scores of the pairs mentioned above was significant at 0.05 level.

The mean score of attitude towards work (Advancement of Work) of secondary school teachers belonging to large group of size of schools have smaller value than that of mean score of attitude towards work (Advancement of Work) of secondary school teachers belonging to the medium and the small groups of size of schools. The difference between the mean scores of the pairs mentioned above was significant at 0.01 level.
THE NEED FOR ACHIEVEMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO DIFFERENT VARIABLES

There was the difference between mean scores of need for achievement of secondary school teachers belonging to male and female groups testing by t-test was 0.35 which was not significance. Hence, it can be concluded that the mean score of need for achievement of secondary school teachers belonging to male group have equal value with the mean score of need for achievement of secondary school teachers belonging to female group. The difference between the mean scores mentioned above was due to chance. The finding thus accepted the null hypothesis. It can be said that sex does not affected on the level of need for achievement of secondary school teachers.

The difference between mean scores of need for achievement of secondary school teachers belonging to government and private groups testing by t-test was 1.20 which is not significance. Hence, it can be concluded that the mean score of need for achievement of secondary school teachers belonging to government group of type of schools have equal value with the mean score of need for achievement of secondary school teachers belonging to private group of types of schools. The difference between the mean scores mentioned above was due to chance. The finding thus accepted the null hypothesis. It can be said that type of schools does not affected on the level of need for achievement of secondary school teachers.
The Need for Achievement of Secondary School Teachers by Age

There was the relationship between the mean score on need for achievement of secondary school teachers belonging to different groups of age. It indicated that the mean score of need for achievement of secondary school teachers belonging to 41-50 years group of age have smaller value than that of the mean score of need for achievement of secondary school teachers belonging to 31-40 years and 20-30 years. The mean score of need for achievement of secondary school teachers belonging to 51-60 years group of age have smaller value than that of the mean score of need for achievement of secondary school teachers belonging to 20-30 years. The difference between the mean scores of the pairs mentioned above were significant at 0.01. The finding thus rejected the null hypothesis.

The Need for Achievement of Secondary School Teachers by Experience of Work

There was the relationship between the mean score on need for achievement of secondary school teachers belonging to different groups of experience of work. It indicated that the mean score of need for achievement of secondary school teachers belonging to 21 years onwards group of experience of work have smaller value than that of the mean score of need for achievement of secondary school teachers belonging to 1-5 years and 6-10 years. The mean score of need for achievement of secondary school teachers belonging to 16-20 years group of experience of work have smaller value than that of the mean score of need for achievement of secondary school teachers belonging to 6-10 years. The difference between the mean scores of
The pairs mentioned above were significant at 0.01. The finding thus rejected the null hypothesis.

The Need for Achievement of Secondary School Teachers by Level of Education

There was the relationship between the mean score on need for achievement of secondary school teachers belonging to different groups of level of education. It indicated that the mean score of need for achievement of secondary school teachers belonging to bachelor degree group of level of education have greater value than that of the mean score of need for achievement of secondary school teachers belonging to lower than bachelor and higher than bachelor degree. The difference between the mean scores of the pairs mentioned above were significant at 0.01. The finding thus rejected the null hypothesis.

The Need for Achievement of Secondary School Teachers by Size of Schools

There was the relationship between the mean score on need for achievement of secondary school teachers belonging to different groups of size of schools. It indicated that the mean score of need for achievement of secondary school teachers belonging to small group of size of schools have greater value than that of the mean score of need for achievement of secondary school teachers belonging to medium and large group of size of schools. The difference between the mean scores of the pairs mentioned above were significant at 0.01. The finding thus rejected the null hypothesis.
THE RELATIONSHIP BETWEEN THE ATTITUDE TOWARDS WORK OF SECONDARY SCHOOL TEACHER AND NEED FOR ACHIEVEMENT AND SCHOOL EFFECTIVENESS

There was the relationship between attitude towards work of secondary school teachers and need for achievement was 0.80 which significant at 0.01 level whereas the correlation between attitude towards work of secondary school teachers and school effectiveness was 0.73 which significant at 0.01 level. It suggested that the attitude towards work of secondary school teachers was positively correlated with the need for achievement and school effectiveness. The result rejected the null hypothesis. It can be concluded that the attitude towards work of secondary school teachers score varies with the need for achievement and school effectiveness.

The correlation between attitude towards work (Achievement of Work) of secondary school teachers and need for achievement was 0.53 which significant at 0.01 level whereas the correlation between attitude towards work (Achievement of Work) of secondary school teachers and school effectiveness was 0.64 which significant at 0.01 level. It suggested that the attitude towards work (Achievement of Work) of secondary school teachers was positively correlated with the need for achievement and school effectiveness. The result rejected the null hypothesis. It can be concluded that the attitude towards work of secondary school teachers score varies with the need for achievement and school effectiveness.

The correlation between attitude towards work (Recognition) of secondary school teachers and need for achievement was 0.51 which significant at 0.01 level whereas the correlation between attitude towards work (Recognition) of secondary school teachers and school
effectiveness was 0.62 which significant at 0.01 level. It suggested that the attitude towards work (Recognition) of secondary school teachers was positively correlated with the need for achievement and school effectiveness. The result rejected the null hypothesis. It can be concluded that the attitude towards work (Recognition) of secondary school teachers score varies with the need for achievement and school effectiveness.

The correlation between attitude towards work (Characteristics of Work) of secondary school teachers and need for achievement was 0.45 which significant at 0.01 level whereas the correlation between attitude towards work of secondary school teachers and school effectiveness was 0.66 which significant at 0.01 level. It suggested that the attitude towards work (Characteristics of Work) of secondary school teachers was positively correlated with the need for achievement and school effectiveness. The result rejected the null hypothesis. It can be concluded that the attitude towards work (Characteristics of Work) of secondary school teachers score varies with the need for achievement and school effectiveness.

The correlation between attitude towards work (Responsibility) of secondary school teachers and need for achievement was 0.45 which significant at 0.01 level whereas the correlation between attitude towards work (Responsibility) of secondary school teachers and school effectiveness was 0.55 which significant at 0.01 level. It suggested that the attitude towards work (Responsibility) of secondary school teachers was positively correlated with the need for achievement and school effectiveness. The result rejected the null hypothesis. It can be concluded that the attitude towards work (Responsibility) of secondary school teachers score varies with the need for achievement
and school effectiveness.

The correlation between attitude towards work (Advancement of Work) of secondary school teachers and need for achievement was 0.53 which significant at 0.01 level whereas the correlation between attitude towards work (Advancement of Work) of secondary school teachers and school effectiveness was 0.52 which significant at 0.01 level. It suggested that the attitude towards work (Advancement of Work) of secondary school teachers was positively correlated with the need for achievement and school effectiveness. The result rejected the null hypothesis. It can be concluded that the attitude towards work (Advancement of Work) of secondary school teachers score varies with the need for achievement and school effectiveness.

The correlation between attitude towards work (total) of secondary school teachers and attitude towards work (the Achievement of Work, Recognition, Characteristics of Work, Responsibility, and Advancement of Work) were 0.81, 0.80, 0.91, 0.81, 0.75 which significant at 0.01 level. It suggested that the attitude towards work (total score) of secondary school teachers was positively correlated with the attitude towards work in different components. The result rejected the null hypothesis. It can be concluded that the attitude towards work (total score) of secondary school teachers score varies with the attitude towards work in different components.

The correlation between attitude towards work (Achievement of Work) of secondary school teachers and attitude towards work (the Recognition, the Characteristics of Work, the Responsibility, and the Advancement of Work) were 0.62, 0.69, 0.55, 0.46 which significant at 0.01 level. It suggested that the attitude towards work (Achievement of Work) of secondary school teachers was positively
correlated with the attitude towards work in different components. The result rejected the null hypothesis. It can be concluded that the attitude towards work (Achievement of Work) of secondary school teachers score varies with the attitude towards work in different components.

The correlation between attitude towards work (Recognition) of secondary school teachers and attitude towards work (the Characteristics of Work, the Responsibility, and the Advancement of Work) were 0.69, 0.55, 0.42 which significant at 0.01 level. It suggested that the attitude towards work (Recognition) of secondary school teachers was positively correlated with the attitude towards work in different components. The result rejected the null hypothesis. It can be concluded that the attitude towards work (Recognition) of secondary school teachers score varies with the attitude towards work in different components.

The correlation between attitude towards work (Characteristics of Work) of secondary school teachers and attitude towards work (the Responsibility, and the Advancement of Work) were 0.75, 0.58, which significant at 0.01 level. It suggests that the attitude towards work (Characteristics of Work) of secondary school teachers was positively correlated with the attitude towards work in different components. The result rejected the null hypothesis. It can be concluded that the attitude towards work (Characteristics of work) of secondary school teachers score varies with the attitude towards work in different components.

The correlation between attitude towards work (Responsibility) of secondary school teachers and attitude towards work (the Advancement of Work) was 0.57 which significant at 0.01 level. It
suggested that the attitude towards work (Responsibility) of secondary school teachers was positively correlated with the attitude towards work (Advancement of Work). The result rejected the null hypothesis. It can be concluded that the attitude towards work (Responsibility) of secondary school teachers score varies with the attitude towards work (Advancement of Work).

5.4 IMPLICATION

From the results of the study, it can be concluded that sex, age, experience of work, and level of education were the factors affecting on the level of attitude towards works of secondary schools teachers. The results of the study also indicated that age, experience of work, level of education and size of schools were the factors affecting on the level of need for achievement. There was the significant relationship between the attitude towards work, the need for achievement and the school effectiveness.

The results pointed out that the attitude towards work and the need for achievement of teachers should be increased to high level. The attitude of an individual towards his work effects his worthwhileness in the activity. The successful teachers is he who has favourable attitudes towards his students. The successful teachers is he who has favourable attitudes towards all his experience which he got from the instruction.

Therefore, the cultivation of attitude towards the work and the need for achievement were the best way of the developing of the school effectiveness. Attitude play an important roles in education. From the point of view of attitude towards work is important in as much as they facilitate further work and thus contained within themselfe the source of further motivation. Attitude must be arroused and developed
for the school effectiveness. The teachers should have the good attitude towards work and the high level of need for achievements.

The teachers, therefore, must inculcate the development of right attitudes as well as the acquisition or behaviour habits that are socially desirable. Therefore to promote favourable attitudes, in an individual is an asset both to them and schools. Promoting favourable attitude toward work is to encourage them to work better and harder, and promoting favourable attitude toward work is to encourage them to pursue the work still further. The individual should be aided in making deliberate choices of behaviour in harmony with their own and schools betterment. They should strive to inculcate favourable attitudes and eliminate unfavourable ones.

Aggarwal (1964) said that the concept of attitudes having the following characteristics:

1. There is no limited range of attitudes, everything is an aspect of attitude.
2. It is a position toward outer objects, either for or against.
3. There are individual differences in attitudes.
4. Attitudes are the basis of behaviour.
5. Attitudes may be overt or covert.
6. They are integrated into an organized system.
7. They are acquired and not in born.
8. Attitude toward an object is not necessarily based on its utility.
9. Attitudes differ from culture to culture.
10. They are more or less lasting but they can be modified.
11. There is always a subject-object relationship.
12. Reference of an attitude may be one item or a number of items.
5.5 SUGGESTION FOR FURTHER RESEARCH

A research is hardly even complete in itself. There is always a scope for doing some further studies on it. A number of pointed doubts and difficulties that were faced by the present investigator during the long process of the investigation has enabled him to suggest a few problems for further research in this areas.

Very few researches were carried out in this area in Thailand. Though the study has solved a few problems, it has raised several thought provoking questions which require further research. The following topics need further research.

1. A comparative study of the attitude towards work of teachers selected Asian countries.

2. Assessment of the Factors affecting the attitude towards work of teachers and the implications for educational instruction practice.

3. The activities for increasing the level of attitude towards work of primary and secondary school teachers.

4. Study of the characteristics of teachers having most favourable and least favourable attitudes towards work.

5. A comparative study of the need for achievement of teachers selected Asian countries.

6. Assessment of the factors affecting the need for achievement of teachers and the implications for educational instruction practice.

7. The activities for increasing the level of need for achievement work of primary and secondary school teachers.

8. Study of the characteristics of teachers having most favourable and least favourable need for achievement.

9. Assessment of the factors affecting the need for achievement of teachers and the implications for the school effectiveness.