# CHAPTER 1

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CHAPTER 1
INTRODUCTION

1.1 PREFACE

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 towards 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.

As is already known, 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.
From the preface of this National Education Plan (1997-2001), it has explained that government is well aware in every aspect of change which has occurred both at world level and within Thai society and considered that education is the most important process in developing people to be able to adjust, as well as being able to remedy the problem and the requirement of people and society. Therefore, there is a proposal of guideline of change in education system of Thailand both in the aspect of principle, aim, policy guideline and guideline for preparing education, so as to use as process to help develop quality of life of the Thai people so as to be in accordance with the desirable guideline suitable with the time and context of Thai society. Hence, the trend of Thai education in the next decade basically will have to relate with the education specified in the National Education Plan (1997-2001).

From condition relevant to the above mentioned context in society and context in education and culture, the trend in preparing Thai education within the next decade will be as follows, i.e.

1) Preparing Thai education

For administration and management including modern technology, there will be applied in performing the work more increasingly, especially in administering the work by adhering to objective 'MBO', technique and process in developing quality 'QCC' and Action Research including Research and Development as well as Re-Engineering of the organization, therefore, in administering and preparing Thai education in the next decade, the important thing which every category and every level of educational administration must have is to specify target or desirable characteristics of the learner in
each category and in each level of education, throughout the guideline and practical way which will bring toward those target ends. However, target or desirable characteristics will have correspond and link with the objective in preparing education specified in the National Education Plan (1997-2001). At the same time guideline and practical way for each category and each level of education will have to correspond with system and guideline specified in the above National Education Plan (1997-2001).

2) Specifying desirable characteristics.

From considering the aim of educational preparation, as appeared in the 4 aspects of National Education Plan (1997-2001), they are :-

1) Develop a person to become an intellectual.
2) Develop a person to be progressive in morale & moral.
3) Develop a person to have growth of the body suitable to age, and
4) Develop a person to have good social behaviour.

From desirable characteristics as a whole, preparation of education and administration of education in each category and in each level, even preparation of education subject by subject, is necessary to specify or indicate desirable characteristics to correspond and relate with each other in a reasonable way. At the same time other desirable characteristics may be specified which is necessary to each a local area to correspond with problem and requirement which is different, as an additional point. This is trend relevant to target which is important in preparing education in the next decade.
3) Trend relevant to text of education in the next decade.

Text relevant to education is culture which can be both international culture, national culture and local culture which is in the form of intellect and knowledge at every category and every level. Therefore, when considering about the trend in this matter, the text of Thai education will be about event which is near us (local culture) to something which is far from us, that is, national culture and part of it is international culture and absorbs into developing the mind to become wise as well as absorbing into another part of the mind. In addition, it will be easy aspect to a more difficult subject, it will be in material and in abstract, and it is the thing which we already learnt to the thing which we have not learnt, by being suitable/relevant with level and category of education. Therefore, the conclusion of the trend is the matter of existing intellectual of the Thai people and science and technology which is international culture. This will integrate in the important text of Thai education in the next decade.

4) Trend relevant to guidelines and methods in imparting education.

Since the text of curriculum which covers widely in every aspect of change both overseas and domestically, method in giving education to people by telling data and knowledge and let the learner remember it by heart in the old way as well as learning and teaching by having the teacher be the center of teaching, is most unsuitable to the period. The role of teacher in giving education will be to train the learner to think, raise questions or specify problem which he has to study, advise source of data and knowledge as well as introducing the learner to research, survey, interview required knowledge, knows how to
analyze, compile the knowledge by writing in systematic way. The teacher will give a suggestion guideline to the learners to make use of the knowledge. Therefore, the method of studying and teaching or guideline in giving education will adhere to the learners as centre wherein the learners will be encouraged to learn, that there is a saying finally that guideline and method in giving education in the next decade are:

1. Training skill and process in studying and researching in order to produce knowledge.

2. Training process in giving knowledge, and

3. Train the skill in applying knowledge in remedying the problem and respond to the need under such philosophy as 'know how to think, how to do and how to remedy a problem' more increasingly.

5) Trend relevant to cooperation and coordination.

In preparing education within the next decade, Educational Working Units will seek cooperation from every organization, every Working Unit and every body to participate in preparing education, because in developing people or human resource, Educational Working Units alone have many constraints, therefore, they have to cooperate with other Working Units and other people outside the educational system, i.e. request for cooperation in prepaint lunch, equipment and educational media as well as the participation in other educational activities. Hence, in preparing education in the next decade, in order to produce result as aimed, with above mentioned text and method of learning and teaching, it is necessary to prepare network system so that every party and everyone in the society participate in preparing directly and indirectly. Principle institute within the
network for study are religious places and educational places throughout the country.

6) Trend in creating relationship between education, religions and culture.

In the next decade, implementation in education, religion will have a characteristics of a revival/renaissance and there will be creation of relationship more increasingly, because direction of national education as a whole aim at relevancy with religious, that is psychological development, aim at relevancy with culture, that is, the matter of the existing intellectual (or culture) and international culture which is relevant with sience and technology and the matter of education which has unity and in variety, co-ordinating with one another. Therefore, in the next decade, there will be analytical research in culture which will be developed in local curriculum. There will be a study research and make use of principle and in religious to develop the mind in education and finally the subject of education, religious and culture will be three in one subject which is difficult to divide.

7) Trend in administering and preparing for education.

To let structure of system of administration in education, religion and culture attain the target and guideline as mentioned above and to encourage applying knowledge and technology concerning administration and modern management as mentioned above administrative system will have to be decentralized to local area and the people. Working Unit for administering in the central government will have duty on policy for promoting, supporting and specifying various central standards in education, religion and culture.
As has been analyzed 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 with the world and in Thai society will be more complex, 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 appeas 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 so that Thailand would be firmly progressive, learn about the world, teachers will have to adjust their own roles 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 than 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 entering came with mass media or picture from advertisement 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 of knowledge from modern technology, must follow 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 the change of the world.

In this way, teachers should have a good attitude towards work and need for achievement in their profession. 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 to played 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 :-
1.2 STATEMENT OF THE STUDY

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

1.3 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 are state hereunder:

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, level of education, types of schools, and size of schools.

5. 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.

1.4 VARIABLES OF THE STUDY

1. Independent Variables

1.1 Sex

1.2 Age

1.3 Experience of work in years

1.4 Types of schools
1.5 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.

1.6 LIMITATION OF THE STUDY

1.6.1 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.

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

1.7 DEFINITION OF THE IMPORTANT TERMS

1.7.1 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 in short data gathered on the scale.

1.7.2 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 their need for achievement.

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 is performed.

1.7.3 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.

The tools to measure all above are prepared and standardized by the investigator.
1.8 CHAPTERIZATION

The researcher 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 concerns 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 focuses 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 describes 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.