<table>
<thead>
<tr>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAPTER 2 THEORETICAL ORIENTATION AND REVIEW OF THE PAST STUDIES</td>
<td>15</td>
</tr>
<tr>
<td>2.1 The Theoretical Orientation in the Field of</td>
<td>15</td>
</tr>
<tr>
<td>Attitude Towards Work</td>
<td></td>
</tr>
<tr>
<td>2.2 The Theoretical Orientation in the Field of</td>
<td>39</td>
</tr>
<tr>
<td>Achievement Motivation</td>
<td></td>
</tr>
<tr>
<td>2.3 The Theoretical Orientation in the Field of</td>
<td>45</td>
</tr>
<tr>
<td>School Effectiveness</td>
<td></td>
</tr>
<tr>
<td>2.4 Review of the Past Studies</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.1 THE THEORETICAL ORIENTATION IN THE FIELD OF ATTITUDE TOWARDS WORK

2.1.1 INTRODUCTION

People often speak about attitude in their everyday life. They ask what is the attitude of a particular person towards another person, his job, his employer, etc. Psychologists, sociologists, educationists, and even politicians have had their concerns with attitudes. Some have defined attitudes and many are interested in the methods by which attitudes could be measured. Therefore, the concept of attitudes should be made clear before discussing the methods of measuring them. In this chapter, the theoretical perspective of attitude towards work have been discussed in some detail.

2.1.2 IMPORTANCE OF ATTITUDE IN LIFE

The importance of attitudes in life is very great. They permeate our whole life and our self-concept is essentially the sum total of attitudes by which we live. They make a great difference in almost every one's life. They offer great possibilities for successful achievement as well as failure in life. Efficiency results when a person is impelled by his attitude to start, continue, and complete a project rather than to avoid an unpleasant task.

The attitude of an individual toward his work affects his worthwhileness in the activity. The business man depends upon the
favourable attitudes of his customers towards his products and services to keep his business up. The hard working person has favourable attitudes towards all his experiences and situations in which hard work is necessary. The successful teacher is he who has favourable attitudes towards his students. The successful teachers is he who has favourable attitudes towards all his experiences which he gets by teaching.

Thus, attitudes are considered as an important motivator of behaviour and affect all human values.

Crow and Crow (1969) write 'His attitudes towards others determines his social values. If the individual can learn to forget self and to be of service to those who need hope, he has achieved personality characteristics that are essential to the gaining of appreciation from others. If he does not feel superior to the work that he is doing or to the people with whom he is associated, he is likely to succeed in his work and in his social relationship'.

There are indeed, very few acts or decisions in every day affairs that do not some how take account of the way in which attitudes may be affected. Therefore, the cultivation of attitudes towards the values and ideas which society cherishes and appreciates is the best way of promoting behaviour consistent with the accepted codes and morals of the social orders.

Besides this, attitudes also play an important role in education. From the point of view of attitude towards work is important in as much as they facilitate further work and thus contain within themselves the source of further motivation. Attitudes must be aroused and developed for the work and the school effectiveness Teachers should have the attitude towards which will lead to
increasing the school effectiveness. Teachers should be stimulated towards desirable activity through the arousal of interest in worthwhile instruction and the school effectiveness i.e. the effectiveness on the curriculum and instruction management, the effectiveness on planning management, the effectiveness on the supervision management and the effectiveness on the achievement of students.

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

2.1.3 DEFINITION OF ATTITUDE

In order to have the correct idea of the term attitude. It is very essential to look into the meaning and definitions given by different psychologists and educationist. The clear concept would definitely help the investigator to correct and coin statements depicting various degrees of attitudes from positive to negative. Therefore, an attempt is made to summarize the theoretical views in this chapter.

The concept of attitudes is an old one in psychology, generally it is associated more directly with the area of social psychology,
though it is an important concept in general psychology. It was first used in America by Franklin H., Giddings, the sociologist and was introduced in social psychology by William I. Tomas. The first American psychologist to use the concept in a general text-book was Howard C. Warren, in his "Human Psychology". Because of Howard C. Warren's test was widely used in the 1920's the concept of attitudes no doubt gained more general occupancies by American psychologists that it would have had as a consequence of the influence of Giddings and Thomas, both of whom were professional sociologists.

A variety of definitions have been developed in an attempt to conceptualize the term "attitude" both in theoretical and operational terms. Three general orientations seem to have emerged from the definitions:

1. Attitudes as emotional stereo-types.
2. Attitudes as products of intellectualization or cognition.
3. Attitudes as behaviour determinates a pioneer definition.

The concept of attitude has several characteristics that differentiate it from other concepts referring to internal states of the individual.

Sherif and Sherif (1968) definition of attitudes also reveals an affective basis in the following quotation.

1. Attitudes are innate. They belong to that domain of human motivation variously studied under the labels of "Social drives" "Social needs" "Social orientation" and the like. It is assumed that the appearance of an attitude is dependent on learning.

2. Attitudes are not temporary states but are more or less enduring once they are formed. Of course attitudes do change; but once
formed they acquire a regulatory function such that, within limits, they are not subject to change with the ups and downs of homeostatic functioning of the organism or with every first-noticeable variation in the stimulus conditions.

3. Attitudes always imply a relationship between the person and objects. In other words, attitudes are not self-generated, psychologically. They are formed or learnt in relation to identifiable referents, whether these be persons, groups, institutions, objects, values, social issues or ideologies.

4. The relationship between person and object is not neutral but has motivational affective properties. These properties derive from the context of highly significant social interaction in which many attitudes are formed, from the fact that the objects are not neutral for other participants, and from the fact that the self, as it develops, acquires positive value for the person. Therefore, the linkage between self and the social environment is seldom neutral.

5. The subject-object relationship is accomplished through the formation of categories both differentiating between the objects and between the person's positive or negative relation to objects in the various categories. The referent of an attitude constitutes a set that may range, theoretically from one to a large number of objects. However, in actually the formation of a positive or negative stand toward one object usually implies differential attachment to others in the same domain".

Thurstone (1929) defines an attitude as: "The degree of positive or negative affect associated with some psychological object". By psychological objects, Thurstone means any symbol phrase, slogan,
person, institution, ideal, or idea toward which people can differ with respect to positive or negative affect.

In the literature of psychology, the term affect and feeling are used interchangeably. An individual who has associated positive affect or feeling with some psychological object is aid to like that object or to have a favourable attitudes towards the object. An individual who has associated negative affect with the same psychological object would be said to dislike that object or to have an unfavourable attitudes towards the object.

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

1. There is no limited range of attitudes, our like, dislikes, food we take, duty to worship, 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 as they lead to strike, war, voting etc.
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. For example, attitude toward food is not based on its nutritional value.
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.
For example in case of fighting against a nation, most of its members are enemies.

After examining the definition and characteristics of the term attitude it can be concluded that "attitude" is a thing which can be modified through education.

Attitude has been defined as a relatively stable and enduring predisposition to behave or react in a certain way toward persons, objects, institutions, issues. The investigator attempted to consider the definitions of various experts in the field.

1) "Attitude means mental or neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual’s response to all projects and situation with which it is related"

2) "Attitude means the sum of total of man's inclination and feeling, prejudice or bias, preconceived motions, ideas, fears, treats and conviction about any specific topic".

3) "Attitude is a generalized disposition towards group of people an means the sum of total of man's inclination and it is an emotional tendency"

4) "Attitude means feeling of favourableness or unfavourableness the sum of total of man's inclination and towards some groups, institutions or situations"

5) "Attitude is an implicit, drive producing response considered socially significant in the individual's

6) "Attitude is a disposition whether a person has to favour or not to favour a type of social object or social action"

7) "Attitude is a mental set to response to a situation with a
proper reaction. Whereas set may be temporary matters, attitude are more or less stable"

8) "An Attitude is acquired and relatively fixed tendency to react in a given way in relation to other persons or things"

9) "An attitude is a positional readiness to respond to certain situation, persons or objects in a consistent manner which has been learn and has become one's typical mode of response"

10) "An attitude is a personal disposition common to individuals, but possessed to different degrees, which impels them to react to objects, situations, or propositions in ways that can be called favourable or unfavourable".

11) "An attitude is a tendency to respond positively or negatively to other people, to decisions, to institutions and to organizations".

12) "An attitude is an enduring system of positive or negative evaluations, emotional feelings, and action tendencies with respect to a social objects"

2.1.4 METHODS OF MEASURING ATTITUDE

In order to use the concept of attitude in understanding and predicting action, we need reliable and valid measures. The measurement of attitudes, like the measurement of all psychological determinants, is necessarily indirect. Attitudes can be measured only on the basis of inference drawn from the responses of the individual toward the object, his overt actions and his verbal statements of objects, feeling, and disposition to act with respect to the object. Several methods have been employed to measure attitudes. Some of them are described here:
1. The method of direct questioning.
2. The method of direct observation of behaviour.
3. Attitude scales.

1. The Method of Direct Questioning

The individual is asked directly how he feels about the object. By means of direct questioning we might be able to classify individuals into three groups: those with favourable attitudes, those with unfavourable attitudes and those who say that they are doubtful or undecided about their attitudes towards the object. This technique may employ a schedule or questionnaire of the open or closed form. It may employ the interview process, in which the respondent expresses his opinion orally.

2. The Method of Direct Observation of Behaviour

This method aims at observing the behaviour of individuals with respect to a psychological object. There are limitations to this approach. The researcher interested in the attitudes of a large number of individuals towards the object may not have the opportunity to observe in detail the behaviour of all the individuals in whom he is interested. In many cases an individual may conceal his real feeling and express socially acceptable opinions. Individuals are all aware of situations in which they have acted contrary to the way in which they felt because of various reasons. If a politician kisses babies in public, his behaviour may not be a true expression of affection toward infants. Attitudes as factors influencing or determining behaviours may be one of many such, and not necessarily the most important. If we expect to predict behaviour from feelings or attitudes, then other
factors must be taken into account. Similarly, if we not expect to infer attitudes or feeling from direct observations of behaviour, we must always consider the possibility that over inference will be incorrect simply because the behaviour may be determined by factors other than the individual's feelings.

3. Attitude Scales

Of all methods for the measurement of attitudes, by far the most widely used and the most carefully designed and tested is the so-called attitude scale, which typically yields a total score indicating the direction and intensity of an individual's attitude towards the object. An attitude scale consists of a set of statements or items to which the person responds. Each statement is assigned with a set of numerical values. The pattern of an individual's responses provides a way of inference, something about his attitudes.

The development of attitude scale has involved several techniques. Each has its own merits and demerits. Two of these techniques have been used extensively in attitude or opinion research. They are:

1. Thurstone's method of equal-appearing intervals and
2. Likert's method or summated ratings.

1. Thurstone's method of Equal-Appearing Intervals

The first method of attitude assessment is known as the Thurstone technique of scaled values on the Method of Equal Appearing Intervals. The first step in constructing the Thurstone type scale is to collect the statements that express various favourable and unfavourable points of view toward a particular object. These statements are edited and
then submitted to a panel of judges, and each one of them is asked to arrange the statements, ranging from the most favourableness to the most unfavourableness in position. This sorting by each judge yields a composite for each of the statement. The median of the judged locations for a statement is its scale value. Statements that are judged to be ambiguous or irrelevant to the continuum are eliminated.

Before inclusion in the final scale, each statement is analysed for consistency with the general attitudes found by the total score. For example, on a scale to determine attitudes toward churches, if it is found that many persons having an unfavourable attitude check a statement that is apparently favourable, then that item is considered irrelevant and is discarded. Statements having approximately the same values in the scale should show high consistency in degree of endorsement by each subject. This is essentially a simple method of item analysis. Ambiguity of an item is determined by the spread or range of judges ratings in the original scale, given in terms of Q (Quartile deviation) values. If an item's Q is high, it is eliminated. On the basis of the Q values and median values the statements will be selected for the inclusion in the final form. This final form is then given to subjects for checking the statements with which they are in agreements. The median values of the statements that they check establishes their score, or quantities their attitude. The person who has the larger score is more favourably inclined towards the object than the person with a lower scale value.

2. Likert's Method of Summated Ratings

The Likert type of scale presents a number of positive and negative statements regarding an attitude towards the object. In
responding to the items on this scale, the subjects indicate who the strongly agree, agree, undecided, disagree or strongly disagree with each statement. The numerical value assigned to each response depends on the degree of agreement of disagreement with individual statements. The score of a person is determined by means of a summing of the values assigned to individual responses. For assigning a value from five points to each response indicating strong agreement with favourable statements, a value of five is assigned a four for agreement with these statements, three for being undecided, two for disagreement, and one for strongly disagreement. For unfavourable statements one reverse the scoring procedure, since disagreement with an unfavourable statement is assumed to be psychologically equivalent to agreement with a favourable statement.

To construct a likert-type scale, the following steps are usually taken.

1. Collect a large number of favourable and unfavourable statement regarding the attitude toward the object.

2. Selection of approximately equal number of favourable and unfavourable statements.

3. Administer these statements to a number of individuals asking them to indicate their opinion regarding each statement by determining whether they strongly agree, agree, undecided, disagree, or strongly disagree, with each statements.

4. Compute the score of each individual using the scoring procedure discussed previously.

5. Carry out an item analysis.

6. Select the items that have greater t-values and significant at 0.01 level.
The Likert scale uses items worded for or against the proposition, with five point rating response indicating the strength of the respondents approval or disapproval of the statement. The check or ticks on the five point rating response are weighted simply 1 to 5, or 0 to 4 as said earlier. Items are summated over the total number of items and a summative score is obtained. This procedure makes the Likert method very much like an ordinary test.

Eysenck and Crown (1949) have proposed a combining of the two methods, Thurstone's and Likert's by giving the statement, the Thurstone scale value and the response, the Likert weight.

Both Thurstone and Likert scales are specific as to the object the attitude towards which is measured. This method does not include a step of getting the statements evaluated by a group of judges. The statements are administered to a sample of populations of the study and items are selected on discriminative mean difference technique. A large number of statements depicting favourable and unfavourable attitude are collected first. These statements are then given to a group of subjects who are asked to respond to each one in terms of their agreement or disagreement with the statements. In obtaining responses from subjects they are permitted to use any one of the five response categories. Strongly agree, agree, undecided, disagree, strongly disagree. For favourable statements, the "strongly agree" response is to be given weight of 4, the "agree" response a weight of 3, the "undecided" response a weight of 2, the "disagree" response a weight of 1, and the "strongly disagree" response a weight of 0. For unfavourable statement, the scoring system is reversed with "strongly disagree" response would be given the weight of "4", and "strongly
agree" response would be given the weight of "0". For each statement is scored and a total score is obtained by summating the score for the individual items.

2.1.5 Selection of the Method

It has been claimed by Likert (1932) that the method of summated ratings is simple and easier to apply in the development of psychological scale than the method of equal appearing intervals. Hall (1934) used this method and he found that it was reliable and simple. Slatto (1936) used this method in developing scale needed in Minnesota Survey of opinions". They all expressed that "the method is less laborious than that developed by Thurstone. Edwards and Kenney (1946) made a comparative study of the method of equal appearing intervals and method of summated ratings and concluded. "The time required to construct equal appearing intervals Scale is a approximately twice that required by the method of summated ratings".

Thus, from this discussion and the quotation it is though that summated ratings has all the merits to be observed in a scale construction. However the controversy still prevail over its doing away with the step of judges. Likert and his followers have tried to support the findings of high relationship between the method of equal appearing intervals and the method of summated ratings. Hence, it was thought to adopt the Likder Method for constructing the present scale with a view to saving the time and to enhance the project without any difficulty.
2.1.6 ATTITUDE TOWARDS WORK

As mentioned in para 2.1.2 about the importance of attitude in life, that the attitude of an individual towards his work effects his worthwhileness in the activity. It indicates that attitude of a person towards work that they are doing, satisfaction in work comes from the fact that requirement in both materials and mental requirement has been responded to, as well as good morale of a personnel will give effect in making a person eager in performing work, willing to work and will perform work industriously with effort and efficiency in work. But in the opposite way, if a person's requirement is not responded to or is not responded in full, there will be dissatisfaction and bad attitude in work, lacking morale in work and performance will be inefficient, (Sa-ard Saengrat. 1977 : 15)

A person will be able to work and will work efficiently is due to 2 reasons (Sanoh Tiyao and others. (1982 : 270)

1. Cause due to work which may comprise of:
   1.1 Type of work.
   1.2 Receiving success in working life.
   1.3 Having the chance of using one's own capability to a beneficial one.
   1.4 Other people sees his importance.
   1.5 There is a chance for developing himself.

2. Cause due to environment may comprise of:
   2.1 Wages
   2.2 Relationship between persons in the organization.
   2.3 Relationship between administrator and subordinates.
2.4 Condition of work
2.5 Period of work
2.6 Safetiness in working
2.7 Organizational structure
2.8 Method of administration
2.9 Objective and philosophy of the organization
2.10 Image and fame of the organization
2.11 Telecommunication
2.12 Participating in making decision

Channong Somprasong (1972 : 72-75) mentioned about the cause which creates good attitude in working which sends a result in giving efficiency in work which analyst partly of Herzberg has interviewed from sample group who are engineers and accountants that there are 5 aspects accordingly:

1. Achievement
2. Recognition
3. The work itself or characteristics of work
4. Responsibility
5. Advancement

The explanation about meaning of the five aspects of the cause of good attitude is as follows:-

1. Achievement. This component has been talked about most often. When asking about liking feeling in the work one is performing, it appeared that there are 4% which relates about satisfaction in work until achieving success. Various subjects studied in every category of work and in many other works appear that people will feel
proud in performing such duty when his work is successful and efficient.

2. Recognition. In this item the person who was interviewed has related that the reason why he has been given recognition from outsiders and was congratulated by his superior, from colleagues and from subordinates, that recognition will be hidden in success and efficiency in work.

3. The work itself. This item means the work which is interesting, challenging and is characteristics of work that one can perform alone from beginning to the end. From the analysis it was found that engineers and accountants are very satisfied when they can use their mind in discovering new matters.

4. Responsibility. For this item, the person who was interviewed has related about the job that he is doing that the job that he has full responsibility in performing is the thing which shows efficiency in his work.

5. Advancement. The thing which is relevant to advancement herein means when the officer has been promoted or has the chance to continue his study or is progressive in career. The person who has advancement is the indicator about efficiency in performing work of a person.

In addition, the studied also indicated about component which creates the bad attitude in work or which is the cause for unefficient work in five aspects, as follows:-

1. Policy and administration
2. Technical supervision
3. Salary
4. Interpersonal Supervision

5. Working condition

The explanation about meaning of the five aspects of the cause of good attitude is as follows:-

1. Policy and administration. This subject has content covering about inefficiency of repetitive performance, scramble for power but content of the story which the person who was interviewed has related about policy and administration in majority concerns about a person and various unjustifiable policies or the thing which is the most dangerous for the person who was interviewed is salary.

2. Technical supervision. This subject does not have social relationship between the person who was interviewed and his administrator. But it purely relates with lack of capability of the administrator. The person who was interviewed explained that his administrator does not know how to give technological or technical advice which is the duty and responsibility of the administrator.

3. Salary. Regarding this component, the person who was interviewed in both good and bad aspects; in bad aspect, the person who was interviewed commented that money is one of the causes in the system which causes injustice in administering the work and wages which often results in causing dissatisfaction bad attitude of work. As regards good aspect, salary has a part in creating advancement which results in good attitude in the work.

4. Interpersonal supervision means relationship between individual that is, when the subordinate cannot have accessibility to his superior, these subordinates will not be satisfied with the work that they are responsible. This component normally is connected with or always coincides with the second component.
5. Working condition means environment related with duty, i.e. there is insufficient convenience in working, location of office and entrance and exit are inconvenient in communication and inconvenient for volume of work for performing. But result from interview of analyst party appeared that the person who was interviewed complained that there was insufficient volume of work to perform more than complaining that there was too much work.

Herzberg (1959: 133-115) who has important part in creating incentive theory and is wellknown has studied about incentive in performing work of an individual and found that people want happiness in work wherein it has two important components, i.e.

1. Component relevant to the work itself and advancement in job; this component is called component or motivative factors. There are five types as follows:-

1.1 Achievement
1.2 Recognition
1.3 The work itself or characteristics of work.
1.4 Responsibility
1.5 Advancement

2. The condition that is surrounding. This component is called support factors (or hygiene factors), wherein there are altogether eleven factors:-

2.1 Salary
2.2 Opportunity to receive advancement it the future.
2.3 Relationship with subordinates
2.4 Status of occupation
2.5 Relationship with administrator
2.6 Relationship with colleagues
2.7 Administrative method
2.8 Policy and administration
2.9 Condition of work
2.10 Personal way of living
2.11 Stableness in work

These two components are what people want because they are incentives in working. Components or this encouragement is important component which makes people happy in performing work and when people has been responds with this kind of factor, the result which follows is that people will be satisfied in doing work and that work will be efficient.

Sompong Kasemsin (1970 : 473) mentioned that in introducing ourselves with other people. It is necessary to understand 3 aspects regarding people. i.e. requirement of people, difference between people and understand about ourselves.

1. Requirement of people

The requirement of people is classified into 3 aspects according to suggestion guideline of Flippo (1966: 354-355)

1.1 Physiological needs. Human regards that physiological needs are necessary things to make us survive. Important physiological needs are:

1.1.1 Food
1.1.2 Water
1.1.3 Aid for breathing
1.1.4 Rest
1.1.5 Passing the waste out of the body
1.1.6 Habitat
1.1.7 Sexual need

If we compare physiological needs with Bhuddhism principle, they are food, clothing, habit and medicine.

1.2 Social needs are:

1.2.1 Want to live with other people in society
1.2.2 Want other people to please and love him

1.3 Egoistic need, i.e.

1.3.1 Want others to praise or admire
1.3.2 Want to control others, use influence of instruct other people to perform according to what he wishes
1.3.3 Want to be free and have liberty
1.3.4 Want to be successful and want to be something as they wish.

When a person's requirements on 3 aspects have been responded to as mentioned above, the person will be satisfied with work and will perform work efficiently. Maslow is of the opinion that there are five steps relevant to requirements of human, as follows:-

Step # 1 Necessary needs for surviving or physiological needs is basic requirement of human which are 4 factors i.e. food, clothing, habit and medicine.

Step # 2 Safety needs
Step # 3 Social and belongingness need
Step # 4 Esteem needs
Step # 5 Need for self-actualization

Maslow believes that when the first step of need has been responded, the second step of need will have a distinguished role to replace the previous step.
The total needs mentioned above will be a driving force to let us fight with ambition, with thoughtfulness, with hope, with proudness will be a driving force to let people work efficiently. However, need in individual person is not equal because there is difference in people.

2. Difference between people

Sompong Kasemsin (1970): 474) mentioned that people will be different in the following aspects:-

2.1 Mind and wit
2.2 Physic means body, characteristics, race, healthiness and sex.
2.3 Emotion which is habit
2.4 Society which means socialness, education, economic aspect, family, culture, glariousness, fame, various believes including religion which a person adores.

3. The state of being oneself.

Considering about oneself in order to know ourselves. One has to learn about oneself as to how one is. What habit or emotion does one have?. What are the bad points in us?. This is in order to improve one's own behavior and personality.

Bernard (1966:142-149) mentioned that a person will be able to work efficiently must have the following incentives, i.e.

1. Incentives which are materials, i.e. money and things
2. Incentives which are not materials, but are opportunities, such as giving an opportunity to have good fame, honour, more powerful promotion in work.
3. Incentives which are condition of work which depends on
materials as a principle point, such as, be furnished with good desk and chair, has personal working office, has position car or other personal belongings for the post, etc.

4. Incentive which is condition of work which does not concern material, such as social condition of the teachers in school which helps to make school satisfactory.

5. Maintains morale or encouragement, creating the feeling that one has important participation.

From principle and theory which is relevant with working efficiency mentioned above, the analyst has adhered to Herzberg's theory (1959 :113-115) who is the person who creates incentive theory in work of people and found that component of incentive in performing work which will make people happy with work and work efficiently, is the theory used for examining efficiency in work of the teachers in this analysis.

Component which is relevant with efficiency in work herein can be classified into five components, i.e. :-

1. Achievement
2. Recognition
3. The Characteristics of work
4. Responsibility
5. Advancement

Examination on efficiency in performance of teachers according to the above five components have used a tool which has characteristics of rating scale according to Likert scale with 1-5 marks by adhering to principle that:
1. When a person is successful in work it indicates that there is efficiency in performing work by such person.

2. When a person receives recognition from general people relevant to performance of work, it shows that such person has efficiency in work.

3. When a person has performed a challenging work that he has to use high initiation and meets with success, it means that such person has high efficiency in work.

4. When a person has to be responsible about difficult or dangerous work that he has to use high capability and becomes successful, it shows that such person is efficient in performing work.

5. When a person meets with advancement in work either it be a promotion, salary increment, that shows about efficiency in work.

After examination it will find the level of attitude of the persons which having these five components i.e.:-

- The attitude towards the achievement of work,
- The attitude towards the recognition from general people relevant to performance of work,
- The attitude towards the characteristic of work,
- The attitude towards the responsibility of work,
- The attitude towards the advancement of work.

It was believed that person who has the good attitude towards work will perform work efficiently.
2.2 THEORETICAL ORIENTATION IN THE FIELD OF ACHIEVEMENT MOTIVATION

A number of research studies conducted in the field of achievement motivation can be classified under the following heads:

2.2.1 Measurement of Achievement Motivation and Validation of Tools

2.2.2 Basic Nature of Achievement Motivation

2.2.1 MEASUREMENT OF ACHIEVEMENT MOTIVATION AND VALIDATION OF TOOLS

The pioneering efforts on measuring human motives, especially, the need achievement (n.Ach.) was done by McClelland (1953) and his co-workers. They adopted Murray’s TAT technique (1938) and established the Thematic Apperception Test (TAT) for the measurement of human motivation. In this technique certain pictures are used to obtain stories from the subjects for analysis of their motivation. Stories obtained for the purpose of measurement of achievement motivation are scored in a particular way, following a scoring system developed by McClelland and his associated (1953). This is narrated in a manual by Feld and Smith (1958). The Thematic Apperception Test (TAT) seems to be the most reliable single instrument for the measurement of n.Ach. levels, as this method of measurement is used by many researchers as emphasized by the works of McClelland, Atkinson and et al. (1953), McClelland, Rindlishbacher and Decharms (1955), Atkinson (1958,1964), McClelland (1961,1965) and others.

The TAT type of n.Ach. measure was strongly recommended by McClelland (1958). On the ground that it has a 'trio of ventures' Validity, Flexibility and Generality.

Moreover, it has been shown by McClelland and et al. (1953) that the discriminative power of the TAT method is the best under
neutral test conditions and with pictures of moderate achievement cue-value. This shows that different pictures have different cue-values. Mehta (1969) has also found different cue-values for different pictures in his study with Indian pupils.

McClelland (1961) further argued that the achievement motive like other forms of human motivation, can best be studied in the realm of fantasy. Freud believed that basic motivations are revealed in fantasy in daydreams and nightdreams. Projective tests also, such as Murray's TAT and the Rorschach, depend upon imaginative content.

Beside TAT technique, the other measured are also developed. Mukerjee (1965) has prepared a Sentence Completion Test (SCT) consisting of 50 forced choice items. This is also used in several studies e.g. Mukerjee (1968), B.De and A.Khan (1969), Cokulnathan (1970), B.De and S.Priya (1972) and V. Lahiri (1969)

These studies have sought to measure achievement, anxiety and risk taking. Some other studies like Bhatnagar (1966), Basumallik and Banerjee (1967) have used the Edward's Personal Preference Schedule (EPPS). They have tried to relate the results to sex, culture, and risk-taking. Dhaliwal (1971) used EPPS for assessing achievement motive as a non-intellectual and Singh (1971) have used the Bendig's Achievement Motive Scale to study the relationship of achievement motivation with religious beliefs and practices. Bendig's Achievement Motivation Questionnaire consists of twenty items. It requires the subject to check anyone of the three alternative answers 'yes', 'No' and '?'. Eight of the items of the scale measure, that Bending (1946) calls, Personal Need Achievement (PNA) and the remaining twelve items are supposed to reflect one's Social Need Achievement. The reliability of PNA and SNA scales were found to be approximately 0.61 and 0.67.
Murtein (1963) in one of his studies noted that medium achievement structured TAT cards were most differentiating. The study of Caplehorn and Sutton (1965) suggests that pictures of different achievement cues, may measure different values. They showed that out of McClelland's gave scores positively correlated with examination grades, while the scores on the other two did not.

Morrison (1964) concluded in his study that measurement of n,Ach with sentence completion test is not much feasible. He measured n.Ach. sentence completion items: and correlated the scores with indicators of n.Ach. obtained through TAT's and found only a correlation of 0.3 between the two.

Block (1964) while investigating correlates of a projective measure of n.Ach. with a sample of physically disables, questions the contention that projective technique in social and industrial research is useful since, it is not threatening the subjects. He found some respondents experiencing high anxiety and felt threatened at the time of taking projective

Praful N. Dave (1972) undertook "A comparative study of Validity, Reliability and Q-Values of Two Sets of TAT Pictures: American And India". He noted:

The cue-values of picture and sets were significantly different. Supporting evidence to theory was incidentally obtained by checking the frequencies of stories containing n.Ach. in males and female by the either set. The statistical values showed significant difference in frequencies of male but no such difference in stories written by females.

On the line of McClelland's work, Mehta (1969) developed a test achievement specifically for use with children. Six pictures
were selected on the basis of their discrimination power, evocable of achievement imagery, correlations with school marks and inter scorer reliability. The test-retest reliability of this set of pictures after an interval of four months was found to be 0.56 (N = 22) in one case, and 0.73 (N = 24) in another. In a latter replication Chaudhary (1972) found a test-retest reliability of 0.70 (N = 100) after an interval of one month and a split-half reliability of 0.54 (N = 300). In other studies with TAT: Haber and Alpert (1968) obtained correlations ranging from 0.36 and 0.59 after a interval of three weeks, Feld (1960) obtained a test-retest reliability of 0.38 after an interval of six years and (1956) reported a split-half reliability of 0.64 corrected. The obtained reliability of the Indian set of cues, therefore, is comparable with other similar results.

Theoretically as proposed by Atkinson and Litwin (1960), as classified high on n.Ach and low on motive to avoid failure and likely to show greater performance at a comparative than those low on one and high the second. Such a conception was confirmed results obtained on TAT and AVAI (Mehta, 1969). This provided some theoretical validation for the TAT measure.

Chaudhary (1972) checked its construct validity against a measure of persistence. She found that Sa classified as high on Achievement persisted more on the task than those classified as low.

Pandharipande(1972) again checked the validity of Mehta's TAT and the EPPS against teacher's assessment. The TAT and EPPS were administered to 5 top and 5 low n.Ach. students. The C.R. was found to be significant to TAT but not to EPPS.

The studies discussed so far suggest that TAT type of measurement still dominated more efficiency with reference to this measure.
2.2.2 BASIC NATURE OF n.Ach.

Two types of research studies can be generally located in this area: The research seeking factor analysis of n.Ach. and the other exploring the nature and origin of n.Ach.

McClelland (1958) uses the term n.Ach. to describe a measure of achievement motivation derived from content analysis of fantasy and N.Achievement to describe self ratings of motivation and finds then uncorrelated.

Khal (1965) comparing the interrelated studies of achievement orientation, found that the orientation consists of at least four separate components—"achieviness of mastery", "trust", "independence of family" and "occupational primary accomplishment".

The first three were found positively correlated with one another and with socio-economic status. The fourth was found negatively correlated with others and socio-economic status. Interpreting the findings in the light of the critical problems about achievement orientation, social mobility and economic development, Khal hypothesised that n.Ach. is an unconscious motivational need and occupational achievement values have a conscious belief system.

Scanzoni (1977) tested the hypothesis of Khal by examining the relationship between the kind of child-rearing practices which promote n.Ach. (as claimed by McClelland) and occupational achievement values and found no significant relationship between the two. This suggests that Khal"s hypothesis has a certain amount of validity.

Holmes and Tyler (1968) tested the projective validity of three techniques of measuring n.Ach. i.e. TAT Projection cards self report on a rating scale and two self-peer rating measures, (here each
subject listed 10 of his friends and then rated himself in relation to each friend on two criteria measure: class-grade and two short laboratory tasks. Both the self-peer rating scores were significantly correlated with grades. Holmes and Tyler concluded on the basis of these results that n.Ach. is a conscious phenomena and subject to direct self report if the means of responding is made specific.

Shreble and Stewart (1967) proved AI, TI and UI responses non-monotonic. Traditionally Achievement Imagery (AI), Task Imagery (TI) and Unrelated Imagery (UI) responses have been scored as monotonic though they form a continuum into AI indicating the highest achievement motivation and UI the lowest. They examined certain scoring procedures of McClelland and Atkinson's projective measure of n.Ach. and found that the three responses are non-monotonic, on certain personality variables. Ss responding predominantly with AI were similar to those with UI responses. Both AI and UI Ss were significantly different from those responding predominantly with TI.

The findings of a study undertaken by K.N. Singh and Kumkum Pal (1974) have clearly shown that farmers too, like other individuals, so aspire for higher achievements but, the degree of this aspiration varies. Some have very high degree of achievement motivation, others have moderate and still others have very low. It was also observed in the study that socio-economic status and education were highly associated with achievement motivation.

The results discussed so far lead one to conclude that n.Ach. is a conscious phenomena and every individual has n.Ach., irrespective of the sex, SES, education or occupation but, the level of n.Ach. differs with different individuals, depending upon many known as well as unknown factors.
2.3 THEORETICAL ORIENTATION IN THE FIELD OF SCHOOL EFFECTIVENESS

2.3.1 EDUCATIONAL SYSTEM : THE POLICY AND MEASURE FOR THE DEVELOPMENT OF EDUCATION

"Educational system" means specifying principle, aims, policy guide line in arranging education in order to let education help develop one's life towards the desirable guideline.

Education is creative process and it develops population of the country to have energy and capability to develop the country to a progressive and peaceful one. Therefore, education is a tool to develop population and the country and in order to implement it to a qualitative and efficient one, it has to depend on educational system which has well been developed.

Education has an important and necessary part in developing the country to a prosperous one, both in socio-economic, politics, administration and culture because education is a process for developing human resource, for transferring culture and for creating intellectual to the society.

As for principle for managing with education so as to create efficiency and quality, one should adhere to the following principles:-

1. Principle in broadness and justice so that individual person, no matter how different in sex, age, economic and social status, has an opportunity to receive educational administration which is suitable and corresponds with requirement and capability at their residence throughout the time and continuously throughout lifetime.

2. Principle in balance Education must be arranged to let the learner develop balance in intellectual, good conscience and basic capability as well as knowledge and skill for carrying out occupation.

3. Principle in harmony that is, it should harmonize with
economic and social condition of the country and of the different level of society both in urban and rural areas.

4. Multi-principle In arranging education, arrangement should be made to have difference in pattern, content and method.

DEVELOPMENT OF THAI EDUCATIONAL SYSTEM

Educational system of Thailand has continuously been developed for a long period which can be classified into 4 eras, i.e.
- Sukothai era up to Ratanakosin era
- Reign of the 5th King up till change of administration in 1932.
- Era after changing administration in 1932 up till 1991
- Current era according to National Education.

Characteristics of the 4 eras of educational system can be summarized as follows:

1) Sukothai era up to the beginning of Rattanakosin era.

The beginning of Thai educational management system might, in fact, be said to occur first in 1283 A.D., in the reign of King Ramkhamhang, the third king of Sukhothai, the first capital of Thailand. We all know that during his reign, the Thai alphabets were first invented. So it can be assumed that there might be some forms of education then; and the educational management system might take shape at least to some extent.

Characteristics of educational system during this period was not clear. Majority was education for boys which was to learn in technology and arts. Educational places were normally temples, royal court, residence of high ranking officers. Occupational education will be taught and relayed in the family and within relatives' families. As for girls, they were trained on housekeeping in the
family, royal court and residence of high ranking officers. People usually send their nephews to stay with officers and those who have high rank so that they can make use of them and for training by expecting that they will one day serve the king and obtain rank.

However, Western countries began to have role in Thai education in Ayuthya period, especially the Portugese who came in the reign of King Narai Maharat and after that there were some other countries that followed.

In Ayuthya period, Thailand had such a kind of education know as "General Education". It emphasized mainly on reading, writing, and arithmetics. Education then informally started within the families and in the Bhudhist temples. Career education was also taught within the families and the villages in the form of "Informal Education". Young people were trained and practiced there from generation to generation. And such a kind of traditional education pattern was on going until the coming of modern education.

2) Reign of the 5th King up till change of administration in 1932

Characteristics of education during this period began to have system but it was not yet standard system. This period was considered that education was very prosperous. King Chulachomklao (5th King) realized about the importance of education as it is the base of success in every aspect. Those who receive education in modern technology were able to apply knowledge for developing the country. Therefore, the King has promoted management of education in Western style. American missionaries had a great role in changing Thai educational system. A school was established to train people to serve the government. Schools for general population were established and the first college was established called
During this period, the educational system was organized systematically; generally called "Formal School System".

In 1887 A.D., the Ministry of Education was first established. The major functions of the Ministry were to give the educational services to the people graduated from the primary education level through higher or tertiary education level; moreover, it also managed the craftman.

The Ministry of Education in the beginning of this period consisted of 8 departments as the following:

1) The Department of the Minister's Secretary
2) The Office of Permanent Secretariate of the Ministry Education
3) The Department of Religions
4) The Department of Physical Education
5) The Department of University
6) The Department of Craftman
7) The Department of General Education
8) The Department of Vocational Education

There were many educational projects and educational plans. However, each plan did not specify the aim clearly. In addition, proclamation was made to use Primary Education Act 1921 so that every body had to have education.


During this period Thai education has changed most of all. There were many National Educational Plans from 1892-1992 A.D. which can be divided into 4 times. They are as the following:
3.1 The Beginning time Span : The first step of Thai education (1892-1922)

Most of the activities in the period of this time were concerned with the establishment of the Ministry of Education, school establishment, instructional and curriculum improvement and etc. This period of time was called "The educational reform era". The educational policies focused on extending primary education level to all classes of people both in Bangkok and urban. During this era, there were six educational plans. They were:

- Educational plan of 1902 A.D.
- Educational plan of 1907 A.D.
- Educational plan of 1909 A.D.
- Educational plan of 1913 A.D.
- Educational plan of 1915 A.D.
- Educational plan of 1921 A.D.

3.2 The Time of Work Expansion : The second step of Thai education (1922-1960)

It was the period of changing. There was a new reign in Thailand. The government planned to expand all types of education, especially the primary education. In 1935, the primary education act was declared and enforced.

The policy focused on the compulsory in primary education. This level of education was expanded for the people of all parts of the country. But, unfortunately, the World War II broke out. The government was forced to take part in the war. The educational policies had to become vague. After the war had ended, the state set up the educational policies to improve all levels of education in order to respond to the people's demands. The primary education, as
being compulsory, was considered as an important policy and also giving money subsidy to promote the private education.

3.3 The Time of Search: The search of new approaches in education (1960-1977)

It was the time of national education plan (1960 A.D.), and the time of the national education development plan (phase 1-3). In the year 1974 A.D., the commissioners of education reform were appointed in order to study and do an educational reform proposal.

The major policy of the Ministry of Education in this time was to declare the national education plan 1960 A.D. The plan was a master plan for educational management of the Ministry of Education. There were three phases of the national education development plan: the first plan, the second plan and the third plan. It was used as an administrative tool (master plan). Each development plan was a five-year plan.

3.4 The Time of Development: The education for developing the quality of life and society. (1977-1992)

It was the time of the national education plan 1977 A.D. and the national education development plan (phase 4-7). When there was a proclamation on the use of National Education Plan, 1977, The function of the Ministry of Education was mainly emphasize on being education for life and society and it is continuous process throughout lifetime. It aims at developing quality of citizen to be able to maintain their lives and cause benefit to the society.

This National Education Plan has classified educational system into 2 precise systems, i.e. Education in school system and Informal education.

Education in school system has 4 levels, i.e. pre-primary
education, primary education, secondary education and college education. Management comprises of characteristics and categories so that there is equality in education.

In each Plan from 1892-1991 A.D., there was importance in developing education in each period. Every Plan will specify aim of education in writing in a precise manner and it would change according to the change in socio-economic and politics. Characteristics of education has a trend to follow the educational guideline of U.S.A. which can be seen clearly in education Plan 1960. Incidence that happened in October 1973 has emphasizing the use of education as a tool to develop people to serve the society and the country which led towards revolution in education in 1974 wherein it emphasized to educate for society and life. Noticeable point of education system during this period by majority would emphasize education within school system.

4) Current era according to National Education Plan, 1992.

   Education Plan 1992 used currently has specifies 4 important principles :-

   1) It specifies 4 important principles :-

      - Principle for creating prosperity and principle of balance between mental prosperity and material as well as economic prosperity.

      - Principle of harmony and supporting each other between human and environment.

      - Principle in keeping pace with modern technology coupled with intellectual value, language and the existing culture of the local area and Thai society.

      - Principle of balance between depending on each other
and self-dependency.

Component specified in Educational Plan, 1992 comprises of preface and 4 chapters:-

1) Preface  mentions about necessity and reason in specifying National Plan, 1992 which is current issue, i.e. Rapid change in socio-economy, Progress and telecommunication system, Contact with world population is getting wider, Necessity in adjusting oneself with changing situation, Unequality between material and mental development, Unequality between the use of national resources and conservation of natural resources, giving importance to modern technology and culture outside community and intellectual and local culture, Necessity in dependency on each other and self-dependency both at personal level, local community, regional and country level, Resource and investment for education.

2) Chapter 1 : Principle and Aim

This National Education Plan adheres to four aspects of principle, i.e.

(a) Principle in creating growth in intellectual, thinking, mentality and conscience.

(b) Principle in harmony with nature. Use and conserve natural resources suitably.

(c) Principle in developing new knowledge to harmonize with intellectual, language and the existing culture.

(d) Principle in equality between dependency on each other and self-dependency.

In term of aim in managing with education, it is in order to develop people in four aspects in balanced way and in harmony with each other, i.e.
(a) Intellectual aspect
(b) Mental aspect
(c) Physical aspect
(d) Social aspect

3) Chapter 2 : Education System

It is the system which allows a person to study continuously life time. Develop oneself in four aspects according to aim and is able to create progress of the country under democratic system where there is King as leader, having the following important contents :

(a) It is educational system which gives opportunity to people to learn in order to develop oneself to suit the age, that is to suit primary age, child age youth age, adult age and old age people.

(b) It is educational system which will give opportunity to the people to learn continuously throughout life time by depending on various patterns, both education arranged by school system and education which comes from learning process in the path of life.

(c) Education according to school system was classified into four levels by specifying aim or expectation in each level of education, that is :-

- Pre primary level
- Primary level
- Two parts of secondary level, that is junior high school and senior high school
- College level was classified into 3 levels, i.e. lower than Bachelor Degree, Bachelor Degree
(d) Management with education according to school system may be classified into various categories according to suitability and requirement of target group, community and country, i.e. teacher's training, vocational education, special vocational education, specific vocational education or for specific group, special education as well as religious personnel.

4) Chapter 3: Policy guideline in education

This National Education Plan has specified policy guideline for education for use as a guideline to management of education of the country to attain principle and aim in 19 items, such as:- Prepare network system for learning, Prepare education and promote raising up children, Promote young children to prepare themselves, Arrange compulsory education to a quality one convenient for the learners, Let secondary level education be basic education of the people, Improve teacher's training, Promote college education to be the best in creating and developing knowledge as well as technology by co-ordinating with local intellectual, Promote study of foreign language which supports development widely, improve administrative system of education to have unity in policy aspect and in standard education as well as decentralize power of the local government.

5) Chapter 4: Guideline for arranging education

In arranging education according to the specified guideline, guideline has been specified to arrange education to cover 5 aspects, i.e. :-

(a) Prepare network for learning and administering education for the people

(b) Contents and learning process in teaching
(c) Teachers and educational personnels
(d) Administration and management
(e) Resource and investment in education.

6) Specify that the responsible working unit prepare Plan for developing National Education and Operation Plan which is concrete and corresponds with this National Education Plan for every five years as well as prepare mechanism to take care, follow up and evaluation education continuously.

Thai Educational System Today

Now, Thailand has been coming into the period of the development plan of the country, the eighth plan. This is the time of environmental and human resource development. In order to respond to the eighth plan’s goals, the Ministry of Education has set up the policy of educational reform as an organization vision. There are four topics of educational reform. They are:

(1) Educational Administration System Reform
(2) School Reform
(3) Curriculum and Instruction Reform
(4) Staff Reform

In summary, Thai educational system has been to keep up with changes for the enhancement of success in human resource development. The Thai government has been striven to seek the preferred schemes of education for years with limited resource but much resourcefulness. Now, we are coming into the new change: the education reform policy. In this it is hoped that Thai educational system can bring the schools to have the most effectiveness model to respond to the students and the people in the country.
2.3.2 SCHOOL EFFECTIVENESS

The Eighth National Education Development Plan (1997-2001) aims at quality improvement of the human resources on ethics, morality, intellect, health, vocational knowledge and skills so that they can be seeif-reliant and able to live a happy life under the constitutional monarchy, able to adjust themselves properly in various situations, be creative, initiative-taking and able to lead the course of national development in the appropriate direction, able to facilitate a smooth and prepared socio-economic transition in correspondence with resource constraints, needs of individuals, communities and society and bringing forth equilibrium of linkages and relations among the development in economic, social and cultural aspects.

According to the objectives of the The Eighth National Education Development Plan (1997-2001), the Office of the National Education Commission had designed the policies and measures for the school effectiveness in educational development as follow:-

1. The arranged plan and projects of the school should implemented effectively.

2. The education courses must be framed on the basis of general and specific objectives.

3. The school activities like guidance and school lunch programme etc. must aim at to fulfillment of educational activities.

4. The student's participation in activities results in development of good of work cultures, which includes work fondness, responsibility, creativity, etc.

5. Facilities in the school should provided properly.

6. Effective modern teaching media, equipment and technology are not provided in the school.
7. Student-oriented teaching is used for the development of students.

8. Good morale of teachers and encouragement by school personnel embellish cooperation so as to reach the goal of Educational plan.

9. Various teaching methods must be used for student's effective learning.

10. The approval of parents and communities, help in achievement of standard in quality of education.

11. Students have good characteristics according to Educational Plan.

12. The school is not accepted from society.

13. There is a high level of relationship among the staff.

14. Most of the students must have the satisfaction on the academic performance.

15. The students can gain the knowledge for developing of their standard of living.

16. The school must accelerate the improvement of educational quality with emphases on meeting their basic needs and enhancing their ethics, morality, intellect, and abilities to think, to solve problems, to live, to adapt, to changes and to lead the course of future social changes in the appropriate direction; developing their basic and vocational skills corresponding to the socio-economic and labour market expansions; deepening their appreciation of local and national arts and culture; fostering proper economic, social, political, scientific and technology values, and promoting their good health.
17. The school should promote and support the role of educational institutions in cooperation with other social institutions in educating and training target groups concerned with students, parents, guardians, child-care workers, marital couples, teachers, monks and religious personnel, mass media workers; in cooperatively organizing various activities and services responsive to basic needs of students, inculcating desirable characteristics, habits, values and moral ethics on a continuous basis in order to facilitate their physical, mental, emotional and social growth.

18. The school should improve the teaching-learning process, curriculum content, instructional media, measurement, and activities in order to facilitate learners' development in all aspects with emphases on:

- Awareness, realization and actual implementation to nurture proper understanding and behaviours especially regarding self-discipline, unity, integrity, work and social responsibility, diligence, trugality, patience, good leadership and group membership and open-mindedness.

- Student must be trained in observing, thinking, pursuing knowledge, reasons, facts, in order to acquire and understanding about right and wrong, good and bad, as well as inciting initiative thinking, creativity and systematic application of knowledge in problem solving.

- Students must be trained for the basic skills and specialized skills for working, focussing on essential elements such as Thai language, foreign language, computational and managerial skill in using modern technologies.

- Students should be implanted for the appreciation of
local and national arts and culture and understanding of international arts and culture.

- The school should support the research and development for the improvement of teaching-learning process, curriculum, instructional media and learning activities in order to increase the effectiveness of students and dissemination of research for extension implementation.

- The school should improve curriculum, content and teaching-learning process of mathematics and science education at all levels in order to keep abreast with academic progress and meet international standard with emphases on the process of thinking, analysing and problem-solving in mathematics and on the process of fact-finding and applying knowledge in daily living in science.

19. The school should encourage teachers to strengthen their knowledge and capability in research for development of the teaching profession, the instructional process, the measurement and evaluation towards improving teachers' ability to foster analytical thinking, their moral values and awareness of teachers' responsibility.

20. The school must provide suitable hardware and equipment to agencies responsible for data and information system.

21. The school should support activities enhancing skills in administration and management, and to inculcate values and habits of entrepreneurship, as well as to encourage actual vocational practices.

In the present study, the investigator decided to construct the tool to measure the school effectiveness on the policies and measures of the Eighth National Education Development Plan (1997-2001) as mentioned above.
In summary, it can be concluded that **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 Development (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.

4) the achievement of students i.e. the achievement of the students on ethics, morality, intellect, health, vocational knowledge and skills etc.
2.4 REVIEW OF THE PAST STUDIES

2.4.1 INTRODUCTION

The review of the past study is an important part of the scientific approach and is carried out in all areas of scientific research whether in the physical sciences, natural science, or social science. It helps the research worker to develop a thorough understanding and insight into area of research and the trends that have emerged. Therefore, the investigator has made an attempt to survey the literature related to the measurement of attitude before rushing into planning and carryout the study.

2.4.2 IMPORTANCE OF THE REVIEW

Aggarwal (1975) stated the importance of the review or the literature as follows:

1. The review of the literature is the basis of most of the research project in the physical science, natural science, social sciences and humanities.

2. A review of the related literature gives the scholar an understanding of the previous work that has been done.

3. The results of the review actually provide the data used in the research.

4. It enables us to know the means of getting to the frontier in the field or our problem.

5. A review of the literature would develop the insight of the investigator.

6. The importance of the review is quite obvious in delimiting the research problem and in defining it better.
7. The review of the literature will give the student insight he needs to convert his tentative research problem to a specific and concise one.

8. A review of the literature can help the research worker in making him alert to research possibilities that have been overlooked.

9. In the process of reviewing the literature the student is on the alert for finding out research approaches in his area that have proved to be sterile.

10. The review of the literature provides an opportunity of gaining insight into the methods, measures, subjects, and approaches employed by other research workers. This in turn, will lead to significant improvement of the research design.

11. A careful consideration of the chapters entitled recommendation for further research in various research studies guides. The investigator regarding the suitability of a problem and in assisting him to delimit the research problem.

Generally attitudes of teachers have been studied in relation to some other variables and as complementing part of investigations mainly concerned with some other issues.

The investigator, in this chapter has presented the review of past studies in two parts:

1. Review of the studies done in Foreign Countries
2. Review of the studies done in Thailand
2.4.3 REVIEW OF THE STUDIES DONE IN FOREIGN COUNTRIES

In 1979 Swita J. Patel has studied about attitude of student teachers towards teaching profession in order to discover the answer as to what general student teachers want from the teaching profession i.e. job satisfaction, achievement of work, recognition, advancement, challenging of work, salary and welfare and working condition and what else has influence toward those components of teaching profession of student teachers. The result obtained from searching the fact by the scale to survey the opinion of 500 student teachers in 36 teachers' colleges. It was found that factors which have influence towards the attitude of student teacher are sex, level of education of guardians, level of monthly income, and academic performance.

At the same time, Asvin S. Vora has studied the attitude of student teachers towards teaching profession relevant to difference variables i.e. sex, level of education of guardians, level of monthly income, occupation of guardians, academic performance, area of colleges. The result of the study obtained from 687 student teachers. It was found that sex, level of education of guardians, level of monthly income of guardians and major subject have influence on the level of attitude of student teachers towards teaching profession. The difference between scores of attitude of student teachers belonging to the said mentioned variables were significant at 0.01 level.

Rajnikant T. Shah (1980) has studied about factor which sends an impact to attitude of student teachers towards teaching profession and found that factors which send an impact to attitude of student teachers towards teaching profession are:-
- sex,
- level of education of guardians,
- level of monthly income of guardians
- major subjects
- occupation of guardians
- area of colleges
- academic performance

The difference between scores of attitude of student teachers belonging to the said mentioned variables were significant at 0.01 level.

Mahesh K. Patel (1990) has studied about attitude of student teachers towards teaching profession and found that factor which sends an impact to level of attitude of student teachers towards teaching profession which comprise of job satisfaction, achievement of work, recognition, advancement, challenging of work, salary and welfare and working condition were sex, level of education of guardians, level of monthly income of guardians, and academic performance.

A dissertation was submitted to Sardar Patel University for the degree of M.Ed. by Jaroon Comethip in 1979, on the problem: "A study of the attitude of trainees of M.B. Patel College of Education in the context of socio-economic status and sex" found that

1) No significant differences in total attitude among the teacher trainees belonging to high, middle and low levels of SES have been observed.

2) There is no significant difference in total attitude between the male and female teacher trainees.

3) Only 1.88% of the teacher trainees are found to have the highest attitude while 3.12% of them are found to have the lowest
4) 14.38% of the teacher trainees have high attitude and 12.50% of the sample have low attitude while 68.12% have average attitude.

5) It is observed that the attitude of teacher trainees towards teaching profession is found higher in male than that in female.

6) There is no significant difference of attitude of male and female teacher trainees towards various areas like: classroom teaching, pupil centred practice, educational process, pupils and teachers.

7) The attitude of male teacher trainees towards classroom teaching is higher than female teacher trainees.

8) There is no significant difference between the attitude of male and female teacher trainees towards teaching profession educational process, teachers and pupils.

A dissertation was submitted to Sardar Patel University for the degree of M.Ed. by Amrut M. Upadhya in 1979, on the problem "A Study of Post Graduate Student of Sardar Patel University Towards Modernization in Context of their Socio-Economic Status" using the Modernization Attitude Inventory (MAI) which is developed by Dr. M.T. Patel and R.S. Trivedi found that

1) 65.58% of the Post graduate students possess normal or average modernize attitude, while that of 16.28% of the students have moderate modernize attitude, and that of 14.65% of the students have less modernize attitude, and 1.63% of students are found to have highly modernize attitude and 1.86% of the students are found to have least modernize attitude.
(2) The mean Modernization Attitude score of the Postgraduate students is 238.60 and S.D. is 40.93.

(3) Modernization attitude of female students is found superior to that of males. The mean score of attitudes of females is 253.02, while that of males is 241.24. The C.R. comes to 6.223, which is highly significant.

(4) There is no significant difference among the modernization attitude of the Post graduate students of various SES levels.

(5) There is no significant difference among the attitude of Post graduate students of different departments towards selection of marriage partner.

(6) There is no significant difference among the attitude of the Post graduate students toward Intercaste marriage of various SES levels.

(7) There is no significant difference between the attitude of the Post graduate students of various SES levels towards Intercaste marriage.

(8) There are no significant difference among the attitude towards Religion of the Post graduate students of various levels of SES.

(9) There is no significant difference among the attitude of the Post graduate students of various levels of SES towards Social Dynamism.

In 1971, a study was taken by Mr. Samantroy G.K. for Ph.D in education from Sambalpur University on the topic "A study of Teacher Attitude and its Relationship with Teaching Efficiency". The
purpose of his study was to investigate into the possible nature of relationship among teacher attitude, teacher adjustment and teaching efficiency. The hypothesis laid down for testing were as under:

(1) Teacher attitude and teacher adjustment are positively connected.

(2) Teacher attitude influence teaching efficiency.

(3) Teacher adjustment influence teaching efficiency.

A sample of 320 graduate teachers (268 males and 52 females) of secondary schools of Orissa state was selected by stratified random sampling. Locationwise break up of the sample showed that there were 149 urban teachers and 171 rural teachers.

The tools used in the investigation for measuring the variable were: 1) Teacher attitude scale, 2) The score card, 3) The Bell’s adjustment Inventory.

The teacher attitude scale developed by the researcher was a battery of five 21 items scales, each measuring a particular attitude of the teacher. The attitude objects chosen for the scale were: 1) The teaching profession. 2) The educational administration. 3) The pupils. 4) The subject of teaching 5) The community.

The validity and reliability co-efficients were found to be 0.57 and 0.83. The score card used in the study for measuring teaching efficiency was developed earlier by the researcher. The Bell’s Adjustment Inventory was used for measuring teacher adjustment in different areas. The correlation coefficient between the two variables viz. teachers' attitude and teacher adjustment was computed.

The findings of the study indicated that there existed some degree of positive relationship between the variables viz. teacher adjustment and teaching efficiency showing that superior efficiency
goes with good adjustment and vice-versa.

The study of Nikhil R. Lakhia which submitted to Sardar Patel University in 1971 on the problem "A study of the Relation of Teachers’ attitude towards The Profession with their Intelligence, Scholastic Achievement, Socio-economic Background and Achievement Motivation" found that:

1) 81% of teachers fall under the attitude range 8-9. It shows that teachers with favourable attitude have higher achievement motivation score.

2) Teachers, who fall under the attitude range of 6-7, have a scattered achievement motivation score but they show a tendency to high achievement motivation as some of them fall under high achievement motivation score.

3) Teachers falling under the age group of 26+ to 40+ have a higher achievement motivation score than those falling under the age group of 21+ to 25+ : 41+ to 54+.

4) Teachers falling under the SES scale of 21 to 31 i.e. though teachers have sound economic background have a scattered achievement motivation score.

5) 91% of teachers who have class in professional qualifications have higher achievement motivation score.

In 1979, Hansa J. Malankar was submitted his dissertation to Sardar Patel University for the degree of M.Ed. Her problem was: "A study of the attitude of B.Ed. students towards modernization in context of age, sex and SES". The study was carried on 150 B.Ed. students of M.B. patel College of Education. She used the MAI which was developed by M.T. Patel & R.S. Trivedi under a project of the
University Grants Commission and found that:

1. There is no significant difference between attitude of B.Ed. students of different SES levels towards modernization.

2. There is no significant difference between attitude of B.Ed. students of different SES levels towards Men-women Equality.

3. There is no significant difference between attitude of B.Ed. students of different SES levels towards selection of Marriage partner.

4. There is no significant difference between SES levels attitude of B.Ed. students of different SES levels towards Inter-caste Marriage.

5. There is no significant difference between attitude of B.Ed. students of different SES levels towards Family Planning.

6. There is no significant difference between the upper middle and lower middle class B.Ed. students towards Inter-state Mobility.

7. There is no significant difference between attitude of B.Ed. students of different SES levels towards Individual, Family and Nation.

8. There is no significant difference between attitude of B.Ed. students of different SES levels towards Religion.

9. There is significant difference between attitude of B.Ed. students of different SES levels towards Social Dynamism.

10. There is significant difference between the attitude of male and female B.Ed. students. Attitude of Female students is more towards Modernization than that of Male.

A.S. Joshi (1972) was study on the problem "To study the
change in the Attitude, Achievement Motivation and performance of the trainees of M.B. Patel College of Education using the tools as under:

- The I.Q. Test.
- T.A.T. Test.
- Attitude Towards Teaching Profession Test.

I.Q. Test was administered on 250 trainees of the College. After due assessment of their answers, 25 trainees achieving the higher score and other 25 with the lowest score were selected as the sample for the study. T.A.T. Test was administered on the trainees after giving them certain instructions. The results of the study indicated that:

1. The study reveals that there is remarkable change in n-Achievement score, attitude score and the mean Percentage marks of methods. The college programme has definitely affected the upper mentioned areas.

2. The mean n-Achievement score of the trainees of high I.Q. group has also increased. It is 10.72 after training, while it was 4.52 before training. The mean difference of the pretest and post test is significant at .01 level.

3. In the same way the mean n-Achievement score of low I.Q. group has also increased.

4. It is found from the table that the trainees having high I.Q. score and the trainees having low I.Q. score are in the same class.

5. In the same way the trainees having high n-Achievement score and high examination performance have to study with trainees having low n-Achievement score as well as low examination performance.
An investigation was undertaken by S.P. Ahluwalia and Kashaw singh in Banaras Hindu University. The topic was "A comparative study of Attitude of Prospective and Practising Teachers Towards Family Planning".

The researchers wanted to study whether there is any major difference in prospective and practising teachers as regards their attitudes towards family planning. The researcher used a composite questionnaire and the attitude scale on family planning prepared by the researcher. The scale consisted of forty items of Likert type and seventeen items of Thurstone type. The 100 B.Ed. students of Faculty of Education of Banaras Hindu University, Varanasi and 100 practising teachers of six high schools of Varanasi city were used as a sample of the study. It was found from the study that: there was no significant difference in the attitude towards family planning between prospective teachers and practising teachers.

In 1981, Kasem Pothitha submitted his dissertation for M.Ed. degree on the title "A Study of the Attitude Towards Some Factors Related to Teaching of Student Teachers with Reference to their Attitude Towards Modernization". The researcher used 2 types of tools i.e. Teacher Attitude Inventory developed by Dr. S.P. Ahluwalia and the Modernization Attitude Inventory (MAI) developed by M.T. Patel and R.S. Trivedi. The sample of the study were the student teachers of M.B. Patel College of Education, R.P. Anada College of Education, Borasad and College of Education, Petlad who were reading for B.Ed. degree course during academic year 1980-1981. The results of the study indicated about the attitude towards teaching profession and the attitude in relation to modernization levels, Sex and Location of the College as follow :-
(1) Overall Attitude Towards Teaching Profession:

(1.1) Only 2% of the student teachers were found to have the highest attitude while 3% of them are found to have lowest attitude.

(1.2) 14.5% of the student teachers have high attitude, 12.5% of them have low attitude and 68% of them have average attitude.

(1.3) Only 1.5% of the student teachers were found to have the highest modernization level, while 6% of them were found to have the lowest modernization level.

(1.4) 17.2% of the student teachers have high modernization level and 21% of them have low Modernization level, while the rest 54% have average modernization level.

(2) Various Areas of the Teachers' Attitude in Relation to Modernization levels, Sex and Location of the College.

(2.1) It can be observed that the student teachers with higher modernization level have more favourable attitude towards various areas of attitude than those with lower modernization level.

(2.2) The male student teachers have more favourable attitude towards teaching profession, classroom teaching, pupil-centred practice, educational process and pupils than the female student teachers.

(2.3) The female student teachers have more favourable attitude towards teachers than those of the male student teachers.

(2.4) The male student teachers of MBPCE have more favourable attitude towards teaching profession, pupil centred practice, educational process and pupils than those of the male student teachers belonging to ACE & PCE.

(2.5) The male student teachers of ACE & PCE have more
favourable attitude towards classroom teaching and teachers than those of male student teachers belonging to MBPCE.

(2.6) The female student teachers of MBPCE have more favourable attitude towards teaching profession, pupil centred practice, educational process and teachers than the female student teachers belonging to ACE & PCE.

(2.7) The female student teachers of ACE & PCE have more favourable attitude towards class-room teaching and pupils than the female student teachers belonging to MBPCE.

(2.8) The student of MBPCE have more favourable attitude towards teaching profession, pupil centred practice, educational process, pupils and teachers than the student teachers belonging to ACE & PCE.

(2.9) The attitude of student teachers belonging to ACE & PCE towards classroom teaching is higher than the student teachers belonging to MBPCE.

(2.10) The modernization level, sex, and college have significant bearing upon the attitude towards various areas of attitude (viz, teaching profession, classroom teaching, pupils centred practice, educational process, pupils and teachers) and anyone of them is not independently affecting the attitude towards different areas of teaching profession.

MBPCE : M.B. Patel College of Education
ACE : Anada College of Education,
PCE : Petlad College of Education.
2.4.4 REVIEW OF THE STUDIES DONE IN THAILAND

In 1994, Jantima Srimawong has studied about attitude of teachers towards work which comprise of 5 components i.e. achievement of work, recognition, the work itself, the responsibility and the advancement of work. The sample of the study were the teachers of secondary school in Bangkok. The results of the study indicated about the attitude of teachers towards work belonging to different groups of Sex and need for achievement of secondary schools as follow:-

1) The teachers with higher level of attitude towards work have more favourable attitude towards teaching profession than the teachers with lower level of attitude towards work.

2) The teachers belonging to different group of sex, age, qualification and experience of work have the significant different level of attitude towards work.

Sutham Jaisa-ard (1994) has studied the attitude of teachers towards work and need for achievement relevant to difference variables i.e. sex, age and Socio-Economic. The results obtained as follow:

1) The teachers belonging to different group of sex, age and socio-economic have significant difference on the level of attitude towards work. It was observed that the teachers belonging to low level of SES have lower level of attitude towards work.

2) The teachers belonging to difference groups of sex, age, qualification and experience have significant difference on the level of need for achievement. It was observed that the teachers belonging to low group of SES have lower level of need for achievement.

The study of Umporn Boonma (1995) on the problem "A study of the Relation of Teachers' Attitude Towards Work, the Achievement
Motivation and the School Effectiveness found that:

1) The teachers with favourable attitude towards work have higher achievement motivation score.

2) There is the significant relationship between the attitude towards work of teachers and the school effectiveness.

3) There is the significant relationship between the achievement motivation of teachers and the school effectiveness.

4) 90% of teachers who have high level of attitude towards work belonging to the school which possessed the high level of effectiveness.

In 1996, Prasong patthawat studied on the problem of: "A study of the attitude towards work of teachers in context of age, sex and SES". The study was carried on 700 secondary school teachers in Bangkok and found that:

1) There is no significant difference between attitude towards work of secondary school teachers of different SES levels.

2) There is no significant difference between attitude towards work of secondary school teachers of different group of sex.

3) There is no significant difference between attitude towards work of secondary school teachers of different group of age.

Wanthana Chumpong (1997) was study on the problem "A study the change in the Attitude, Achievement Motivation and School Effectiveness of the Teachers" using the tools as under:

- The Scale to measure the Attitude Towards Work of Teachers
- The T.A.T. Test.
The Scale to Measure the School Effectiveness.

The tools was administered on 500 teachers in primary school. The results of the study indicated that:

1) The study reveals that there is remarkable change in attitude score, the n-Achievement score, and the school effectiveness score.

2) The mean n-Achievement score of the teachers of high level of attitude towards work has also increased. The mean difference was significant at 0.01 level.

3) It was found from the study that the teachers having high attitude score and the teachers having high achievement motivation was belonging to the school which high effectiveness.

An investigation was undertaken by Kummala Suwandee (1977) on the topic of "A study of Attitude of Teachers Towards Work in Relation to the Certain Variables"

The researchers wanted to study the level of attitude towards work of primary school teachers in relation to the variables i.e. sex, age, experience of work, type of school, size of school and level of education. The scale to measure the attitude of primary school teacher consisted of forty items of Likert type. The 600 primary school teachers were used as a sample of the study. It was found from the study that there was no significant difference in the attitude towards work of primary school teachers belonging to different group of sex, age, type of school, size of school but there was highly significant difference in the attitude towards work of primary school teachers belonging to different groups of experience of work, and level of education.
In 1997, Pongsakorn Sitthipong studied on the title "A Study of the Attitude Towards Work of Teachers with Reference to their Achievement Motivation". The researcher used two types of tools i.e.
- Teacher Attitude Inventory
- The T.A.T. Picture test (Developed by Anand Chankavee (1971).

The sample of the study were the teachers of primary and secondary school in Educational Region 11. The results of the study indicated about the attitude towards work and the achievement motivation in different groups of variable i.e. sex, age, and Location of the school as follow:

1) Only 15% of the teachers are found to have the highest attitude while 7% of them are found to have lowest attitude.

2) 17.5% of the teachers have high achievement motivation, 18.5% of them have low achievement motivation and 64% of them have average achievement motivation.

Resume

On the basis of the review of the related studies, the researcher decided to use the Sex, age, experience of work, types of schools, size of school, level of education and school effectiveness as the variables of the study. From the study and document mentioned above, the investigator intends to study about of the attitude of teachers towards work and need for achievement in the context of the above certain variables according to the current situation of Society in relation to school effectiveness.