CHAPTER 5
REVIEW, MAJOR FINDINGS, DISCUSSION

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CHAPTER 5
REVIEW, MAJOR FINDINGS, DISCUSSION

5.1 REVIEW
The researcher selected to work on problem: "A Study of the Interaction Behaviour of the Teachers of Primary and Secondary Schools in Relation to Achievement Motivation of Students in Thailand"

There were three objectives of the study as under:

5.1.1 OBJECTIVES OF THE STUDY
1) To study the level of the interaction behaviour of teachers in Primary and Secondary schools.
2) To study the factors affecting the interaction behaviour of teachers in Primary and Secondary schools.
3) To study the relationship between the interaction of teachers and the achievement motivation of the students.

5.1.2 DEFINITION OF THE IMPORTANT TERMS
1) The interaction behaviour of teachers was confined only to the class-room interaction. It was consisted of:
   - Teachers' characteristics
   - Human relationship of teachers with the students
   - Interaction behaviour of teachers and students in class-room
   - The encouragement on Learning
   - The reinforcement
- The censure and punishment
- The silence and confusion
- The acceptance of emotion of students
- The acceptance of ideas of students
- The teacher's power
- The acceptance of creative thinking of students

2) Achievement Motivation

The term "Achievement Motivation" in this study, the researcher decided to follow the explanation given by McClelland and Atkinson (1958). They have defined the term "Achievement Motivation" as; "a cluster of thoughts associated with striving for some kind of excellence". They also suggested that, a concern for excellence in performance, if analysed further, would reflect the following three basic characteristics:

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

5.1.3 VARIABLES OF THE STUDY

1) Independents Variables

1.1) Types of school i.e. government school and private school

1.2) Size of school i.e. small, medium and large

1.3) Provinces consist on Educational Region No. 4 i.e. Puket, Khabe, Pang-Nga, Trang and Ranong
1.4) Location i.e. Rural and Urban
1.5) Achievement Motivation of students i.e. high, medium and low

2) Dependent Variables

The interaction behaviour of teachers in primary and secondary schools

5.1.4 LIMITATION OF THE STUDY

1) The present study was confined to only the primary and secondary schools in Educational Region No. 4. The Ministry of Education in Thailand has divided the country into 12 Educational Regions. This was done with the view to accommodate education according to the local, geographical and cultural backgrounds as well as to particular economic and social needs. As the present researcher had to complete the work within three years of study, it was not possible for her to cover all the Educational Regions. However, all the five provinces of Educational Region No. 4 have covered under the study. They were:

- Phuket,
- Khabe,
- Pang-Nga,
- Trang,
- Ranong.

2) The study was further delimited to the sample of teachers and students in different subjects during academic year 1997.
5.1.5 TECHNIQUE SELECTED FOR THE STUDY

This research was designed to make use of survey method. In order to obtain the data to arrive at proper results of the study, the present researcher had decided to adopt the descriptive survey, it was the most appropriate method of obtaining specific information about the research situation.

5.1.6 TOOLS AND THEIR CHARACTERISTICS

In the present study, the researcher desired to make use of the tools in the form of scale. There are 4 parts of tools to be used for this study.

1) The Schools' Information

This was the tool to enquire about the information of the schools. It was comprised of: name of the schools, present address of the schools, types of schools, size of schools and the location of the schools.

2) The scale to enquire about the interaction behaviour of teachers

This scale was developed and modified by the researcher herself. To start the process of construction of this scale the researcher studied the tool of Stanford University, named "A taxonomy of teaching behaviour" and the tool of Ned A. Flanders, named "Flander's Interaction Analysis Categories". The scale divided into eleven components i.e.

2.1) The teachers' characteristics (Item 1-11)

2.2) Human relationship of teachers with the students (Item 12-16)

2.3) The Interaction behaviour of teachers and students in class-room (Item 17-30)
2.4) The encouragement on learning (Item 31-33)
2.5) The reinforcement (Item 34-36)
2.6) The censure and punishment (Item 37-38)
2.7) The silence and confusion (Item 39-41)
2.8) The acceptance of emotion of students (Item 42-43)
2.9) The acceptance of ideas of students (Item 44-46)
2.10) The teachers' power (Item 47-48)
2.11) The acceptance of creative thinking of students (Item 49-50)

The characteristic of the tool was the role differential scale, consist of 50 items. Each item have five level of behaviour performed by teachers i.e. "The most" "Very much" "Medium" "Little" "The least".

3) The Achievement Value Inventory Items

In the present study, the "Achievement Value Inventory Item" developed by Prayag Mehta (1969) with a view to developing a self-rating kind of objective measure of achievement motivation has been used. The Achievement Value Inventory Items contains 20 descriptive statements followed by six alternatives of which the respondents are required to check one. Two each, of the six alternative responses, were Achievement related motivation.

4) The TAT Picture Test

The present study decided to use the TAT picture test which standardized by Anand Jankravee (1971) for the measurement of achievement motivation. It consisted of four pictures.
5.1.7 Selection of Samples

In the present study, the researcher followed mainly the process of simple random sampling. There are 866 students to be the sample of the study.

5.1.8 Statistic Used

- Mean ($\bar{x}$)
- Standard Deviation (S.D.)
- t-test
- Analysis of Variance (ANOVA) (F-test)
- Studentized Range Statistic Test (q)
- Correlation Co-efficient ($r$)

5.2 MAJOR FINDING

1) The level of interaction behaviour of teachers in primary and secondary schools was in medium level.

2) The level of interaction behaviour (teachers' characteristics) of teachers in primary and secondary schools was in high level whereas the level of interaction behaviour in other components i.e. the human relationship of teachers, the interaction behaviour of teachers and students in class-room, the encouragement on learning, the reinforcement, the censure and punishment, the silence and confusion, the acceptance of emotion of students, the acceptance of ideas of students, the teachers' power, the creative thinking of students were in medium level.

3) The level of interaction behaviour of teachers in primary and secondary schools belonging to different variables were in medium level.

4) The level of interaction behaviour (teachers' characteristics) of teachers in primary and secondary schools belonging to government group of types of schools was in medium level whereas the level of
interaction behaviour (teachers' characteristics) of teachers belonging to private group of types of schools was in high level.

5) The level of interaction behaviour (teachers' characteristics) of teachers in primary and secondary schools belonging to medium group of size of schools was in high level whereas the level of interaction behaviour (teachers' characteristics) of teachers belonging to small and large group of size of schools were in medium level.

6) The level of interaction behaviour (teachers' characteristics) of teachers in primary and secondary schools belonging to urban group of location of schools was in high level whereas the level of interaction behaviour (teachers' characteristics) of teachers belonging to rural group of location of schools was in medium level.

7) The level of interaction behaviour (teachers' characteristics) of teachers in primary and secondary schools belonging to Nakhonpathom group of province of schools was in high level whereas the level of interaction behaviour (teachers' characteristics) of teachers belonging to Nonthaburi, Pathomthanie, Samutsakorn, Samutprakarn group of province of schools were in medium level.

8) The level of interaction behaviour (teachers' characteristics) of teachers in primary and secondary schools belonging to high group of achievement motivation of students was in high level whereas the level of interaction behaviour (teachers' characteristics) of teachers belonging to medium and low group of achievement motivation of students were in medium level.

9) The level of interaction behaviour (human relationship) of teachers in primary and secondary schools belonging to different group of variables i.e. types of schools, size of schools, location of schools, province of schools and level of achievement motivation of
students were in medium level.

10) The level of interaction behaviour (interaction in class-room) of teachers in primary and secondary schools belonging to different group of variables i.e. types of schools, size of schools, location of schools, province of schools and level of achievement motivation of students were in medium level.

11) The level of interaction behaviour (encouragement on learning) of teachers in primary and secondary schools belonging to different group of variables i.e. types of schools, size of schools, location of schools, province of schools and level of achievement motivation of students were in medium level, except the level of interaction behaviour (encouragement on learning) of teachers in primary and secondary schools belonging to Phuket group of province of schools and high group of achievement motivation of students were in high level.

12) The level of interaction behaviour (reinforcement) of teachers in primary and secondary schools belonging to different group of variables i.e. types of schools, size of schools, location of schools, province of schools and level of achievement motivation of students were in medium level, except the level of interaction behaviour (reinforcement) of teachers in primary and secondary schools belonging to Phuket group of province of schools was in high level.

13) The level of interaction behaviour (censure and punishment) of teachers in primary and secondary schools belonging to different group of variables i.e. types of schools, size of schools, location of schools, province of schools and level of achievement motivation of students were in medium level.

13) The level of interaction behaviour (silence and confusion) of teachers in primary and secondary schools belonging to different group
of variables i.e. types of schools, size of schools, location of schools, province of schools and level of achievement motivation of students were in medium level.

14) The level of interaction behaviour (acceptance of emotion of students) of teachers in primary and secondary schools belonging to different group of variables i.e. types of schools, size of schools, location of schools, province of schools and level of achievement motivation of students were in medium level.

15) The level of interaction behaviour (acceptance of ideas of students) of teachers in primary and secondary schools belonging to different group of variables i.e. types of schools, size of schools, location of schools, province of schools and level of achievement motivation of students were in medium level.

16) The level of interaction behaviour (teachers' power) of teachers in primary and secondary schools belonging to different group of variables i.e. types of schools, size of schools, location of schools, province of schools and level of achievement motivation of students were in medium level.

17) The level of interaction behaviour (acceptance of creative thinking of students) of teachers in primary and secondary schools belonging to different group of variables i.e. types of schools, size of schools, location of schools, province of schools and level of achievement motivation of students were in medium level.

18) Types of schools was the factor affecting on the level of interaction behaviour of teachers in primary and secondary schools in entire scores and in different components i.e. the components of the teachers' characteristics, human relationship, reinforcement, acceptance of emotion of students, teachers, power whereas the types of schools was
not the factor affecting on the components of interaction in class-
room, encouragement of learning, censure and punishment, silence and
confusion, acceptance of ideas of students, creative thinking of
students.

19) Location of schools was the factor affecting on the level of
interaction behaviour of teachers in primary and secondary schools
in entire scores and in different components i.e. the teachers’
characteristics, human relationship, interaction in class-room, silence
and confusion, acceptance of emotion of students, acceptance of ideas
of students, teachers’ power whereas the location of schools was not
the factors affecting on the components of encouragement of learning,
reinforcement, censure and punishment, acceptance of creative thinking
of students.

20) Size of schools was not the factor affecting on the level of
interaction behaviour of teachers in primary and secondary schools
in entire scores and in different components.

21) Province of schools was the factor affecting on the level of
interaction behaviour of teachers in primary and secondary schools
in entire scores and in different components except the acceptance of
emotion of students and the teachers’ power.

22) Location of schools was the factor affecting on the level of
interaction behaviour of teachers in primary and secondary schools
in entire scores and in different components except the reinforcement
and the silence and confusion.

23) The interaction behaviour of teachers in primary and secondary
schools and the achievement motivation of students were positively
correlated and highly significance.
## CONCLUSION OF FINDINGS

### Interaction Behaviour

<table>
<thead>
<tr>
<th>Variables</th>
<th>Types</th>
<th>Location</th>
<th>Size</th>
<th>Province</th>
<th>n.Ach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction Behaviour (Total Scores)</td>
<td>**</td>
<td>**</td>
<td>NS</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>- Teachers' Characteristics</td>
<td>**</td>
<td>**</td>
<td>NS</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>- Human relationship of teachers</td>
<td>**</td>
<td>**</td>
<td>NS</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>- The interaction behaviour of teachers and students in class-room</td>
<td>NS</td>
<td>*</td>
<td>NS</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>- The encouragement on learning</td>
<td>NS</td>
<td>NS</td>
<td>NS</td>
<td>*</td>
<td>**</td>
</tr>
<tr>
<td>- The reinforcement</td>
<td>**</td>
<td>NS</td>
<td>NS</td>
<td>**</td>
<td>NS</td>
</tr>
<tr>
<td>- The censure and punishment</td>
<td>NS</td>
<td>NS</td>
<td>NS</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>- The silence and confusion</td>
<td>NS</td>
<td>*</td>
<td>NS</td>
<td>**</td>
<td>NS</td>
</tr>
<tr>
<td>- The acceptance of emotion of students</td>
<td>**</td>
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<td>NS</td>
<td>NS</td>
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</tr>
<tr>
<td>- The acceptance of ideas of students</td>
<td>NS</td>
<td>*</td>
<td>NS</td>
<td>*</td>
<td>**</td>
</tr>
<tr>
<td>- The teachers' power</td>
<td>*</td>
<td>*</td>
<td>NS</td>
<td>NS</td>
<td>**</td>
</tr>
<tr>
<td>- The acceptance of creative thinking of students</td>
<td>NS</td>
<td>NS</td>
<td>NS</td>
<td>**</td>
<td>*</td>
</tr>
</tbody>
</table>

* = Significant at 0.05 level ** = Significant at 0.01 level
NS = Not Significant
5.3 DISCUSSION

From the result of the study, it is indicated that the total score of interaction behaviour of teachers in primary and secondary schools was in medium level (X = 3.44, S.D. = 0.57). It is further indicated that types of schools, location of schools, province of schools and level of achievement of students were the factors affecting on the level of interaction behaviour of teachers whereas size of schools was not the factors affecting on the level of interaction behaviour of teachers.

If it was considered in the detail of 11 components of interaction behaviour of teachers, it can be seen that every component i.e. teachers' characteristics, human relationship of teachers, the interaction behaviour of teachers and students in class-room, the encouragement on learning, the reinforcement, the censure and punishment, the silence and confusion, the acceptance of emotion of students, the acceptance of ideas of students, the teachers' power and the acceptance of creative thinking of students perceived the mean scores of medium level. But there was the difference of mean scores on the interaction behaviour of teachers belonging to different groups of variables i.e. types of schools, size of schools, location of schools, province of schools and level of achievement motivation of students. The detail of the result of study on the interaction behaviour of teachers in total score and in each of every component under the different groups of different variables was discussed one by one component as under:
Teachers' Characteristics

The level of interaction behaviour of teachers (teachers' characteristics) in total score was in medium level. Teachers' characteristics mean:

1. Teacher is joyous, has humorous emotion.
2. Teacher has polite manners, lenient.
3. Teacher is diligent, ambitious in teaching.
4. Teacher dresses cleanly and suitably.
5. Teacher is prudent, through reasonable.
6. Teacher looks at the world in good light, has principle and ideal.
7. Teacher speaks clearly and uses polite words.
8. Teacher controls his emotion and tries to understand students.
9. Teacher is justified and merciful.
10. Teacher is punctual.
11. Teacher is responsible in teaching and devotes themself in teaching students.

The factors affecting on the level of interaction behaviour of teachers (teachers' characteristics) were types of schools, location of schools, province of schools and level of achievement motivation of students whereas the size of schools was not the factors affecting on the level of interaction behaviour of teachers (teachers' characteristics). From the finding, it was point out that teachers in private schools perceived higher level of mean score on interaction behaviour (teachers' characteristics) than that of the teachers in government schools. At the same time, it was found that the teachers in urban schools perceived the same level of mean score on interaction behaviour (teachers' characteristics) with that of the teachers in
rural schools. The teachers in Phuket province perceived a higher level of mean score of interaction behaviour than that of the teachers in Trang, Khao, Pang-Nga and Ranong province whereas the teachers belonging to the group of high level of achievement motivation of students perceived a higher level of mean score of interaction behaviour than that of the teachers belonging to the group of medium and low level of achievement motivation of students.

In the aspect of arranging learning-teaching activities in schools, the most important person is the teachers. Teachers have direct and indirect influences in arranging learning and teaching activities, that is the interaction behaviour of teachers in the class is an important thing in changing students' personality and students' behaviour in accordance with the specified objective, the interaction behaviour of teachers in classroom reflect in the behaviour of students i.e. interest in learning and implanting good attitude in study. Therefore, the teachers ought to create the high level of interaction behaviour, in order to promote the quality in education of the students. In this way, the level of interaction behaviour of teachers (teachers' characteristics) should be developed from the medium level to the high level. The level of interaction behaviour of teachers (teachers' characteristics) belonging to different groups of variables i.e. types of schools, location of schools, province of schools and level of achievement of students should be equal to each other. About the level of interaction behaviour of teachers (teachers' characteristics) belonging to different groups of size of schools, it was found that they perceived the equal level of interaction behaviour of teachers (teachers' characteristics). It means that the
teachers in different location or areas of school either in small or medium or large schools have the medium level of interaction behaviour (teachers' characteristics). This result shows the satisfaction in activities of teaching-learning in class-room, but it will be better if they developed the level from medium level to high level.

Human Relationship of Teachers

The level of interaction behaviour of teachers (human relationship of teachers) in total score was in medium level. Human relationship of teachers mean:

1. Teacher is friendly with students and chats as though students are friends.
2. Teacher takes interest and keeps asking students how they are.
3. Teacher helps students who have problem both in learning and in other matters.
4. Teacher understands the difference between students and gives advice.
5. Teacher gives co-operation in students' activities.

The factors affecting on the level of interaction behaviour (human relationship of teachers) were types of schools, location of schools, province of schools and level of achievement motivation of students whereas the size of schools was not the factors affecting on the level of interaction behaviour (human relationship of teachers). From the finding, it was point out that teachers in private schools percieved higher level of mean score of interaction behaviour (human relationship) than that of the teachers in government schools. At the same time, it was also found that the teachers in urban schools percieved higher level of mean score of interaction behaviour (human
relationship) than that of the teachers in rural schools. The teachers in Phuket province perceived higher level of mean score of interaction behaviour (human relationship) than that of the teachers in Trang, Khabe and Pang-Nga province whereas the teachers belonging to the group of high level of achievement motivation of students perceived higher level of mean score of interaction behaviour (human relationship) than that of the teachers belonging to the group of medium and low level of achievement motivation of students.

In the aspect of arranging learning-teaching activities in schools, the most important person is the teachers. Teachers have direct and indirect influences in arranging learning and teaching activities in class-room. Teachers should have good human relationship with students. The level of interaction behaviour (human relationship) of teachers belonging to different groups of variables i.e. types of schools, location of schools, province of schools and level of achievement of students should be equal to each other and perceived the mean scores in high level. About the level of interaction behaviour (human relationship) of teachers belonging to different groups of size of schools, it was found that they perceived the equal level of interaction behaviour (human relationship) of teachers. It means that the teachers in different size of school either in small, medium or large schools have the same level of interaction behaviour (human relationship). This result shows the satisfaction in activities of teaching-learning in class-room, but it will be better if the teachers developed the level of interaction behaviour (human relationship) from medium level to high level.
The Interaction Behaviour of Teachers and Students in Class-room

The level of interaction behaviour of teachers (interaction behaviour of teachers and students in class-room) in total score was in medium level. Interaction behaviour of teachers and students in class-room mean:

1. Teacher selects suitable method of teaching according to the aim of lesson.
2. Teacher is capable in using teaching equipment according to the aim of studying.
3. Teacher is capable of explaining content of lesson so that it is easy to understand.
4. Teacher has capability in raising problem which thinking of students.
5. Teacher is capable of creating good atmosphere in class
6. Teacher is capable of stimulating interest of students in studying.
7. Teacher teach students to have creative thinking.
8. Teacher is willing to listen to students' opinion and gives additional suggestion.
9. Teacher encourages students to explain about the reason of their performance.
10. Teacher arranges teaching activities by making research study, report and discuss.
11. Teacher arranges teaching activities by singing and playing games, etc.
12. Teacher lets students play assumed roles relevant to the subject that they are learning which is interesting.
13. Teacher and students jointly discuss problem and show suggestion in a reasonable way.

14. Teacher improves teaching by always using new technique

The factors affecting on the level of interaction behaviour (interaction behaviour of teachers and students in class-room) were location of schools, province of schools and level of achievement motivation of students whereas the size of schools and location of schools are not the factors affecting on the level of interaction behaviour (interaction behaviour of teachers and students in class-room). From the finding, it was point out that teachers in private schools perceived the same level of mean score of interaction behaviour (interaction behaviour of teachers and students in class-room) with that of the teachers in government schools. At the same time, it was also found that the teachers in urban schools perceived higher level of mean score of interaction behaviour (interaction behaviour of teachers and students in class-room) than that of the teachers in rural schools. The teachers in Phuket province perceived higher level of mean score of interaction behaviour (interaction behaviour of teachers and students in class-room) than that of the teachers in Trang, Khabe, Ranong and Pang-Nga province whereas the teachers belonging to the group of high level of achievement motivation of students perceived higher level of mean score of interaction behaviour (interaction behaviour of teachers and students in class-room) than that of the teachers belonging to the group of medium and low level of achievement motivation of students.

Teachers should have the high level of interaction behaviour with students in class-room. The level of interaction behaviour of
teachers belonging to different groups of variables i.e. location of schools, province of schools and level of achievement of students should be equal to each other and perceived the mean scores in high level. About the level of interaction behaviour (interaction behaviour of teachers and students in class-room) belonging to different groups of size of schools, it was found that they perceived the equal level of interaction behaviour of teachers and students in class-room. It means that the teachers in different size of school either in small, medium or large schools and the teachers in different location of schools have the same level of interaction behaviour of teachers and students in class-room. This result shows the satisfaction in activities of teaching-learning in class-room, but it will be better if the teachers developed the level of interaction behaviour with students in class-room from medium level to high level.

The Encouragement on Learning

The level of interaction behaviour of teachers (encouragement on learning) in total score was in medium level. The encouragement on learning mean:

1. Teacher promotes students' eagerness to learn and advises about additional source of knowledge.

2. Teacher gives a guideline in performing activities and guideline in obtaining knowledge.

3. Teacher gives a guideline in solving error in learning and in students, behaviour and lets students make their own decision.

The factors affecting on the level of interaction behaviour (encouragement on learning) were province of schools and level of achievement motivation of students whereas the types of schools, the size of schools and the location of schools were not the factors
affecting on the level of interaction behaviour (encouragement on learning). From the finding, it was point out that teachers in private schools percieved the same level of mean score of interaction behaviour (encouragement on learning) with that of the teachers in government schools. At the same time, it was also found that the teachers in urban schools percieved the same level of mean score of interaction behaviour (encouragement on learning) with that of the teachers in rural schools. The teachers in phuket province percieved higher level of mean score of interaction behaviour (encouragement on learning) than that of the teachers in Ranong province whereas the teachers belonging to the group of high level of achievement motivation of students percieved higher level of mean score of interaction behaviour (encouragement on learning) than that of the teachers belonging to the group of medium and low level of achievement motivation of students.

Teachers should have the high level of interaction behaviour with students in class-room. The level of interaction behaviour of teachers belonging to different groups of variables i.e. province of schools and level of achievement of students should be equal to each other and perceived the mean scores in high level. About the level of interaction behaviour (encouragement on learning) belonging to different groups of types of schools, location of schools and size of schools, it was found that they perceived the equal level of interaction behaviour (encouragement on learning). This result shows the satisfaction in activities of teaching-learning in class-room, but it will be better if the teachers developed the level of interaction behaviour (encouragement on learning) from medium level to high level.
The Rienforcement

The level of interaction behaviour of teachers (reinforcement) in total score was in medium level. The rienforcement means:

1. Teacher gives reward or admires, praise students who performs a good deed.
2. Teacher reises an example of good deed performed by a students so that the total class of students would acknowledge.
3. Teacher speaks the words "good" "very good" "clever" "very clever" "correctly" and "suitably".

The factors affacting on the level of interaction behaviour (reinforcement) were types of schools and province of schools whereas the location of schools, the size of schools and the level of achievement motivation of students were not the factors affecting on the level of interaction behaviour (reinforcement). From the finding, it was point out that teachers in private schools percieved the higher level of mean score on interaction behaviour (reinforcement) than that of the teachers in government schools. At the same time, it was also found that the teachers in urban schools percieved the same level of mean score on interaction behaviour (reinforcement) with that of the teachers in rural schools. The teachers in phuket province percieved higher level of mean score on interaction behaviour (reinforcement) than that of the teachers in Trang and Khabi province whereas the teachers belonging to different group of achievement motivation of students percieved the same level of mean score of interaction behaviour (reinforcement).

Teachers should have the high level of interaction behaviour (reinforcement) with students in class-room. The level of interaction behaviour (rteinforcement) of teachers belonging to different groups
of variables i.e. types of schools and province of schools should be equal to each other and perceived the mean scores in high level. The level of interaction behaviour (reinforcement) of teachers belonging to different groups of location of schools, size of schools, and level of achievement motivation of students, it was found that they perceived the equal level of interaction behaviour (reinforcement). This result shows the satisfaction in activities of teaching-learning in class-room, but it will be better if the teachers developed the level of interaction behaviour (reinforcement) from medium level to high level.

**The Censure and Punishment**

The level of interaction behaviour of teachers (censure and punishment) in total score was in medium level. The censure and punishment means:

1. When students does somthing wrong, the teacher lets the students consider themself in recieving punishment.

2. Teacher explains about reason in punishing every time before punishing the students.

The factors affecting on the level of interaction behaviour (censure and punishment) were province of schools and achievement motivation of students whereas the types of schools, the location of schools and the size of schools were not the factors affecting on the level of interaction behaviour (censure and punishment). From the finding, it was point out that teachers in Phuket province perceived the higher level of mean score on interaction behaviour (censure and punishment) than that of the teachers in Pang-Nga province. At the same time, it was also found that the teachers in private schools perceived the same level of mean score on interaction behaviour
(censure and punishment) with that of the teachers in government schools. The teachers in urban schools perceived the same level of mean score on interaction behaviour (censure and punishment) with that of the teachers in rural schools. The teachers in different groups of size of schools i.e. small, medium, large perceived the same level of mean score on interaction behaviour (censure and punishment).

Teachers should have the high level of interaction behaviour (censure and punishment) with students in class-room. The level of interaction behaviour (censure and punishment) of teachers belonging to different groups of variables i.e. types of schools, location of schools and size of schools should be equal to each other and perceived the mean scores in high level. The level of interaction behaviour (censure and punishment) of teachers belonging to different groups of types of schools, location of schools and size of schools, it was found that they perceived the equal level of interaction behaviour (censure and punishment). This result shows the satisfaction in activities of teaching-learning in class-room, but it will be better if the teachers developed the level of interaction behaviour (censure and punishment) from medium level to high level.

The Silence and Confusion

The level of interaction behaviour of teachers (silence and confusion) in total score was in medium level. The censure and punishment means:

1. Teacher entrusts work for students to perform together without making loud noise.
2. Students do not get up and walk around so disorderly in class.
3. Teacher raises question in class and spares some time for the students.
The factors affecting on the level of interaction behaviour (censure and punishment) were the location of schools and the province of schools whereas the types of schools, the size of schools and the achievement motivation of students were not the factors affecting on the level of interaction behaviour (silence and confusion). From the finding, it was pointed out that teachers in urban schools perceived the higher level of mean score on interaction behaviour (silence and confusion) than that of the teachers in rural schools. At the same time, it was also found that the teachers in private schools perceived the same level of mean score on interaction behaviour (silence and confusion) with that of the teachers in government schools. The teachers in Phuket province perceived higher level of mean score on interaction behaviour (silence and confusion) than that of the teachers in Pang-Nga, Ranong and Trang province. The teachers in different groups of level of achievement motivation of students perceived the same level of mean score on interaction behaviour (silence and confusion).

The level of interaction behaviour (silence and confusion) of teachers belonging to different groups of variables i.e. types of schools, size of schools and achievement motivation of students should be equal to each other and perceived the mean scores in high level. The level of interaction behaviour (silence and confusion) of teachers belonging to different groups of province of schools and location of schools, it was found that they perceived the equal level of interaction behaviour (silence and confusion). This result shows the satisfaction in activities of teaching-learning in classroom, but it will be better if the teachers developed the level of interaction behaviour (silence and confusion) from medium level to high level.
The Acceptance of Emotion of Students

The level of interaction behaviour of teachers (acceptance of emotion of students) in total score was in medium level. The acceptance of emotion of students means:

1. Teacher shows out verbal speech that he is sympathetic to students.

2. Teacher does not show sign of threatening students whether he is or is not satisfied.

The factors affecting on the level of interaction behaviour (acceptance of emotion of students) were the types of schools, location of schools and the level of achievement motivation of students whereas the size of schools and the province of schools were not the factors affecting on the level of interaction behaviour (acceptance of emotion of students). From the finding, it was pointed out that teachers in private schools perceived higher level of mean score on interaction behaviour (acceptance of emotion of students) than that of the teachers in government schools. The teachers in urban schools perceived the higher level of mean score on interaction behaviour (acceptance of emotion of students) than that of the teachers in rural schools. The teachers belonging to high level of achievement motivation of students perceived the higher level of mean score on interaction behaviour (acceptance of emotion of students) than that of the teachers belonging to low level of achievement motivation of students. At the same time, it was also found that the teachers in different groups of size of schools perceived the same level of mean score on interaction behaviour (acceptance of emotion of students). The teachers in different groups of province perceived the same level of mean score on interaction behaviour (acceptance of emotion of students).
The level of interaction behaviour (acceptance of emotion of students) of teachers belonging to different groups of variables i.e. types of schools, location of schools and achievement motivation of students should be equal to each other and perceived the mean scores in high level. The level of interaction behaviour (acceptance of emotion of students) of teachers belonging to different groups of province of schools and size of schools, it was found that they perceived the equal level of interaction behaviour (acceptance of emotion of students). This result shows the satisfaction in activities of teaching-learning in class-room, but it will be better if the teachers developed the level of interaction behaviour (acceptance of emotion of students) from medium level to high level.

The Acceptance Ideas of Students

The level of interaction behaviour of teachers (acceptance of ideas of students) in total score was in medium level. The acceptance of ideas of students means:

1. Teacher accepts students' opinion or bring the proposal to improve in teaching.
2. Teacher and students co-operate in finding a guideline to develop teaching.
3. Teacher and students jointly create an agreement or a criteria for mutual use.

The factors affecting on the level of interaction behaviour (acceptance of ideas of students) were the Province of schools, location of schools and the level of achievement motivation of students whereas the types of schools and the size of schools were not the factors affecting on the level of interaction behaviour.
(acceptance of ideas of students). From the finding, it was pointed out that teachers in urban schools perceived higher level of mean score on interaction behaviour (acceptance of ideas of students) than that of the teachers in rural schools. The teachers in Phuket province perceived the higher level of mean score on interaction behaviour (acceptance of ideas of students) than that of the teachers in Khabi, Pang-Nga and Ranong province. The teachers belonging to high level of achievement motivation of students perceived the higher level of mean score on interaction behaviour (acceptance of ideas of students) than that of the teachers belonging to low and medium level of achievement motivation of students. At the same time, it was also found that the teachers in different groups of types and size of schools perceived the same level of mean score on interaction behaviour (acceptance of ideas of students).

The level of interaction behaviour (acceptance of ideas of students) of teachers belonging to different groups of variables i.e. province of schools, location of schools and achievement motivation of students should be equal to each other and perceived the mean scores in high level. The level of interaction behaviour (acceptance of ideas of students) of teachers belonging to different groups of types of schools and size of schools, it was found that they perceived the equal level of interaction behaviour (acceptance of ideas of students). This result shows the satisfaction in activities of teaching-learning in class-room, but it will be better if the teachers developed the level of interaction behaviour (acceptance of ideas of students) from medium level to high level.
The level of interaction behaviour of teachers (teachers' power) in total score was in medium level. The teachers' power means:

1. Teacher does not use power in scolding students or criticising students, deed.
2. Teacher does not use power in instructing students to change behaviour into what the teacher wants.

The factors affecting on the level of interaction behaviour (teachers' power) were the types of schools, location of schools and the level of achievement motivation of students whereas the size of schools and the province of schools were not the factors affecting on the level of interaction behaviour (teachers' power). From the finding, it was pointed out that teachers in private schools perceived a higher level of mean score on interaction behaviour (teachers' power) than that of the teachers in government schools. The teachers in urban schools perceived the higher level of mean score on interaction behaviour (teachers' power) than that of the teachers in rural schools. The teachers belonging to high level of achievement motivation of students perceived the higher level of mean score on interaction behaviour (teachers' power) than that of the teachers belonging to low level of achievement motivation of students. At the same time, it was also found that the teachers in different groups of size of schools perceived the same level of mean score on interaction behaviour (teachers' power). The teachers in different groups of province perceived the same level of mean score on interaction behaviour (teachers' power).

The level of interaction behaviour (teachers' power) of teachers belonging to different groups of variables i.e. types of
schools, location of schools and achievement motivation of students should be equal to each other and perceived the mean scores in high level. The level of interaction behaviour (teachers' power) of teachers belonging to different groups of province of schools and size of schools, it was found that they perceived the equal level of interaction behaviour (teachers' power). This result shows the satisfaction in activities of teaching-learning in class-room, but it will be better if the teachers developed the level of interaction behaviour (teachers' power) from medium level to high level.

The Acceptance of Creative Thinking of Students

The level of interaction behaviour of teachers (the creative thinking of students) in total score was in medium level. The creative thinking of students means:

1. Teacher shows satisfaction when students express their opinion in class.
2. Students initiate in expressing opinion or raise questions in class.

The factors affecting on the level of interaction behaviour (the creative thinking of students) were the province of schools and the level of achievement motivation of students whereas the type of schools, the location of schools and the size of schools were not the factors affecting on the level of interaction behaviour (the creative thinking of students). From the finding, it was point out that teachers in Phuket province perceived higher level of mean score on interaction behaviour (the acceptance of creative thinking of students) than that of the teachers in Pang-nga, Khabe, Trang, and Ranong province. The teachers belonging to high level of achievement motivation of students perceived the higher level of mean score on interaction
behaviour (the acceptance of creative thinking of students) than that of the teachers belonging to low level of achievement motivation of students. At the same time, it was also found that the teachers in different groups of types of schools, location of schools and size of schools perceived the same level of mean score on interaction behaviour (the acceptance of creative thinking of students).

The level of interaction behaviour (the acceptance of creative thinking of students) of teachers belonging to different groups of variables i.e. province of schools and level of achievement motivation of students should be equal to each other and perceived the mean scores in high level. The level of interaction behaviour (the acceptance of creative thinking of students) of teachers belonging to different groups of types of schools, size of schools size of schools, it was found that they perceived the equal level of interaction behaviour (the creative thinking of students). This result shows the satisfaction in activities of teaching-learning in class-room, but it will be better if the teachers developed the level of interaction behaviour (the creative thinking of students) from medium level to high level.
In order to study the relationship between interaction behaviour of teachers and achievement motivation of students in primary and secondary schools the Pearson Product Moment was calculated. It indicated that interaction behaviour of teachers and achievement motivation of students are positively correlated. The correlation are significant at 0.01 level for all the components of interaction behaviour of teachers. It suggests that the higher the interaction behaviour of teachers score, the higher also the achievement motivation of the students. Similarity, the lower the interaction behaviour of teachers score, the lower also the achievement motivation of the students.

In the conclusion, it can be said that teachers should encourage the relationship between teachers and students. It was also found that there are 4 factors affecting on the level of interaction behaviour between teachers and students i.e.

- Types of Schools
- Location of Schools
- Province of Schools
- Level of Achievement Motivation of Students

At the same time, there was found that size of school was the factor not affecting on the level of interaction behaviour of teachers. It can be said that teachers in different groups of types of schools, location of schools, province of schools and level of achievement motivation of students perceived different level of mean scores of interaction behaviour of teachers whereas teachers in different groups of size of schools perceived the same level of mean scores of interaction behaviour of teachers.
INTERACTION BEHAVIOUR BETWEEN TEACHERS AND STUDENTS

Successful result in learning by students will be according to the aim of education or in accordance with the teacher's hope is not dependent on teacher's teaching behaviour alone, it also has to depend on learning behaviour, because educational activity is joint-activity between teacher and learners as to how they will correspond or how it will respond. If the teacher and the students and the subject which is being learnt has interaction at the highest level wherein the teacher and students will have to have joint-behaviour in conversation and responding to one another throughout the learning/teaching time.

Anderson (1972:3) has said about interaction behaviour between teacher and students that teacher's behaviour has influence towards student's behaviour and has classified teacher's behaviour into 2 categories, i.e. teacher who likes to set conditions for students by having teacher give 'dominative' instruction and teacher who wants students to consider and selects in doing things according to what they are interested in and is not integrative.

Karch and Estrabrook (1956:19-23) has analyzed occupation wherein the result appeared that there are 5 good aspects of teacher's quality, i.e. relationship with students, teaching aspect, morals aspect, specific quality and personality. As regards the aspect on students, good teacher must be interested and tries to understand students problem answer every problem and do not let private aspect to have influence over attitude towards students, tries to control emotion, has firm mind and is not interested only one student and do not be intimate with students. Don't make student feel shy, admire the
students when their performance is progressive, must let students participate in learning/teaching, must decide and punish in a reasonable way. The result of this study corresponds with witty's (1947: 662-668) studied by 200 students between grades 2-12 who wrote literature on "Teacher who helps me most", and from this, good qualities were compiled that a good teacher must give cooperation, is merciful and takes care of every student, has perseverance, is justified, has over all knowledge, has good personality and is polite, is interested in student's problem, admires, praises and awards the student and has special skill in teaching each subject.

Biddle (1967: 346) has commented about studying the characteristics of teacher that, 3 aspects will be emphasized. The first aspect is the teacher's deed which can directly be studied and observed from various activities of teacher, i.e. accepts students feeling, praising them, listen to student's opinion, asking about their problem, give a guideline, make comments on student's deed. Second aspect is manners, able to control his own behaviour, is firm and regular, controls manners. The third aspect is teacher's behaviour while teaching in class.

With all and Lewis (1967: 693) mentions that personality and teacher's behaviour while in his class, if the teacher gives direct instruction and tells the students directly, the students will be aggressive. But if the teacher uses behaviour which gives opportunity to students to be able to select doing things according to what they are interested in, the teacher will receive co-operation and friendly feeling from students which corresponds with Maple's research (1971)
who found out that teacher's verbal behaviour in indirect way will be more beneficial in studying and it is to improve atmosphere in class to have good relationship too. The teacher will feel that students will give more co-operation and have better attitude towards teacher and in the event that the teacher knows more about students behaviour, he can improve himself and his method of teaching by cooperating with students in class.

Ryon (1960:82) has studied in observing teacher's behaviour by critical incident technique and has compiled teacher's behaviour as follows:

- Is always alert.
- Is interested in students and activities of the class.
- Is gay and bright.
- Can control himself and is not easily hopeless.
- Has sense of humour.
- Accepts when doing wrong.
- Does not side certain student.
- Has perseverance.
- Shows that he understands student.
- Shows that he is friendly and be polite with students.
- Helps with student's private problem as well as studying problem.
- Praises or admires student who performs work well.
- Accepts other's opinion.
- Prepares teaching properly.
Ned A. Flanders (1951) commented that in observing and analyzing teacher's teaching behaviour in class is one of the important guidelines for improving quality of learning/teaching and it is necessary for developing teaching by teachers. This will help the teacher to take care in behaviour and is able to control his own teaching behaviour so that it is a guideline which will promote knowledge to the students and examination of teacher's behaviour will be a guideline for improving teaching efficiency of teacher which will send a result in advancement of students.

In observing teaching behaviour, it is a method which will help in improving quality of teaching of teacher because in observing teaching behaviour so that the teacher sees his own teaching pattern including capability in evaluating himself, it will make such teaching attain the aim which corresponds with suggestion of Vichit Sisa-arn (1981) who commented that observation of teaching behaviour in class is to evaluate teaching efficiency of teacher by having important aim in order to improve teaching procedure of teachers and learning procedure of students in order to improve curriculum wherein observation of behaviour in classroom will help us to learn about characteristics of preparing content/subject as to whether or not it is suitable and in order to make educational research, it will make us learn as to what type of teaching behaviour sends an impact to studying by students at its best, and what type of teaching behaviour which happens in class will cause inertness or is an obstacle to learning.

In observing teaching behaviour of teachers in the old days, the observer of behaviour has observed teachers' behaviour in general
without definite aim. Giving advice by observers in a mere conclusion obtained from observing learning/teaching behaviour and uses suggestion guideline together with experience of the observer as a criteria in giving advice to teachers. But in the present time, it is regarded that behaviour which originates from interaction between teacher and students has linkage and co-ordinates with one another. This type of learning/teaching behaviour is rather complicated, but it is able to indicate, classify, evaluate and analyze by observing learning/teaching behaviour.

Ganjana Kiatpravat (1980) mentioned that in analyzing interaction between teacher and students it enables the teacher to develop and control his own teaching behaviour and enables us to be able to study teaching behaviour of teacher which has result toward interaction between teacher and students in class.