CHAPTER 1
INTRODUCTION

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CHAPTER 1
INTRODUCTION

1.1 PREFACE

Phase 8 of educational, religious and cultural Plan (1997 - 2001) in Thailand has an objective to develop education, religion and culture, making and developing youngsters to be good population, with quality and perfect health, respect and adherence to national, religious and King's institution and administration according to democratic system considering the King as a Leader, as well as acquiring knowledge and skill in performing their occupation with almost conscience, ethics and good value, learns to conserve natural resources and environment, behave and practise according to religious morals, realizes values and maintains symbols in arts and national culture and is able to adjust with changing society in a suitable way.

From the objective of educational, religious and cultural Plan, Phase 8 (1997-2001) which has been mentioned above, the Ministry of Education has specified policy in developing quality of every level and category of education so that the learners become good people with quality and skills in performing their occupation, capable of remedying problems and maintaining life to correspond with religious teaching and good national and local culture of areas, to love and value nature and environment highly. At the same time, respect and adhere to national, religious and the King's institute by specifying measures in implementing 9 aspects, i.e. :-

1. Improve content of every level and category of educational curriculum to correspond with aim of curriculum.

2. Develop learning /teaching procedure and arrange learning/teaching activities both in curriculum and insertion of curriculum
including production of various media to suit the age of learners.

3. Arrange activities to make learners have actual practice in 4 aspects of virtue of the present King and 5 aspects of basic value.

4. Train the learners to have basic and suitable skill in performing occupation by emphasizing on developing capability in the use of Thai and foreign languages, in skills for the management and use of calculating, using necessary technologies corresponding with development in science and technologies which have changed.

5. Arrange activities to implant learners to be aware in value of natural environment and participate in conserving natural resources and environment.

6. Develop virtues, ethics by emphasizing on performance through boy-scout, girl-scout and red cross.

7. Let educational working unit to have role in encouraging and pursuing social institutions, family, communities, private sector including mass-media to participate in developing way of life in socio-economy, politics and culture in order that the learners would have good and correct behaviour.

8. Arrange for explaining and giving educational guideline both in common education and vocational education including development of technique, method of explaining and in giving quality and efficiency guideline.

9. Study intensively with research attitude in order to develop educational quality in a systematic and continuous way.

Keeping these guidelines in mind, the researcher in the capacity of educational supervisor was of opinion that important component in developing quality of education is curriculum, learning and teaching
process and procedure and arrangement of learning activities to produce good outcome according to the specific objective. The most important person is "the teacher who teaches". Teacher has direct and indirect influences in arranging learning and teaching activity, that is, teacher's teaching behaviour in the class is an important thing in changing students' personality and students' behaviour in accordance with the specified objective. Teacher's good teaching behaviour in the class-room naturally reflect in the behaviour of students i.e. interest in learning and implanting good attitude to students.

Roger O'Anderson (1968) has studied about interaction behaviour between teacher and students and found that teacher's behaviour has influence towards behavioural change in students.

Munthana Piyamada (1968) has surveyed characteristics of teacher and found that teacher mostly wanted by students is the teacher who contacts students closely and does not keep himself away or does not look down on students and does not show that he is better than students, at the same time, the teacher who promotes, gives encouragement, is kind-hearted, is reasonable and has good personality.

In the aspect of arranging learning/teaching activities in school, Office of National Education Board has made a reseach and found that majority of teachers teach by having teacher as central point for studying which makes both teacher and students have little relationship and lacks understanding with each other. Students are not happy in trying to understand the lesson. They are worried and are aggressive. They step away and are inert in remedying problem. They are afraid of being bullied and be punished by the teacher. Therefore, the teacher ought to create good interaction in class, in order to promote the students to have quality in education in

In studying interaction between teacher and students, it will be a type of data in developing educational quality. Result of this research, apart from indicating behavioural level of interaction of teacher, and students in Primary and Secondary School, Educational Region No. 4 it also indicates important variables which have influence towards interaction behaviour in class i.e. the type of school, size of school, province of schools, location of schools and level of achievement motivation of students. In addition, the result of the study also indicates the relationship between the interaction behaviour of teachers and the achievement motivation of students. It will help those related in education to use as guideline in developing quality of education in a more efficient manner.

1.2 PROBLEM OF THE STUDY

On the basis of above discussion, the researcher selected to work on problem as under :-

"A Study of the Interaction Behaviour of the Teachers of Primary and Secondary Schools in Relation to Achievement Motivation of Students in Thailand"

1.3 DEFINITION OF THE IMPORTANT TERMS

1.3.1 The interaction behaviour of teachers is confined only to the class-room interaction. It is consisted of:

1.3.1.1 Teachers' characteristics

1.3.1.2 Human relationship of teachers with the students

1.3.1.3 Interaction behaviour of teachers and students in class-room

1.3.1.4 The encouragement on Learning
1.3.1.5 The rienforcement
1.3.1.6 The censure and punishment
1.3.1.7 The silence and confusion
1.3.1.8 The acceptance of emotion of students
1.3.1.9 The acceptance of ideas of students
1.3.1.10 The teacher's power
1.3.1.11 The creative thinking of students

1.3.2 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:

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

1.4 OBJECTIVES OF THE STUDY

1.4.1. To study the level of the interaction behaviour of teachers in primary and secondary schools.
1.4.2. To study the factors affecting the interaction behaviour of teachers in primary and secondary schools.
1.4.3. To study the relationship between the interaction of teachers and the achievement motivation of the students.

1.5 VARIABLES OF THE STUDY

1.5.1 Independents Variables
1) Types of school i.e. government school and private school
2) Size of school i.e. small, medium and large
3) Provinces consist of Educational Region No. 4 i.e. Phuket, Khao, Pang-Nga, Trang and Ranong
4) Location i.e. Rural and Urban
5) Achievement Motivation of students i.e. high, medium and low

1.5.2 Dependent Variables

The interaction behaviour of teachers in Primary and secondary schools

1.6 HYPOTHESES OF THE STUDY

1) The level of interaction behaviour of teachers in primary and secondary schools is in medium level.
2) The levels of interaction behaviour of teachers in the component of Teachers' characteristics is in medium level.
3) The levels of interaction behaviour of teachers in the component of Human relationship of teachers with the students is in medium level.
4) The levels of interaction behaviour of teachers in the component of Encouragement on learning is in medium level.
5) The levels of interaction behaviour of teachers in the component of Interaction behaviour of teachers and students in classroom is in medium level.
6) The levels of interaction behaviour of teachers in the component of Reinforcement is in medium level.
7) The levels of interaction behaviour of teachers in the component of Censure and punishment is in medium level.
8) The levels of interaction behaviour of teachers in the
component of Silence and confusion is in medium level.

9) The levels of interaction behaviour of teachers in the component of Acceptance of emotion of students is in medium level.

10) The levels of interaction behaviour of teachers in the component of Acceptance of ideas of students is in medium level.

11) The levels of interaction behaviour of teachers in the component of teachers' power is in medium level.

12) The levels of interaction behaviour of teachers in the component of Creative thinking of students is in medium level.

13) There is no significant difference between mean score on the level of interaction behaviour of teachers in primary and secondary schools belonging to difference groups of types of schools.

14) There is no significant difference between mean score on the level of interaction behaviour of teachers in primary and secondary schools belonging to difference groups of size of schools.

15) There is no significant difference between mean score on the level of interaction behaviour of teachers in primary and secondary schools belonging to difference groups of province of schools.

16) There is no significant difference between mean score on the level of interaction behaviour of teachers in primary and secondary schools belonging to difference groups of location of schools.

17) There is no significant difference between mean score on the level of interaction behaviour of teachers in primary and secondary schools belonging to difference groups of level of achievement motivation of students.

18) There is no significant difference between mean score on the level of interaction behaviour of teachers in different components i.e. 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 creative thinking of students in primary and secondary schools belonging to different groups of type of schools, size of school, location, province, and level of achievement motivation of students.

19) The level of achievement motivation of students in primary and secondary schools is in medium level.

20) There is no significant relationship between the interaction behaviour of teachers, and the achievement motivation of students in primary and secondary schools.

1.7 LIMITATION OF THE STUDY

1.7.1 The present study is 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 is 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 are: Phuket, Khabe, Pang-Nga, Trang, Ranong

1.7.2 The study is further delimited to the sample of teachers and students in different subjects during academic year 1997.

1.8 CHAPTERIZATION

The researcher divided this thesis into five chapters as follow:
The first chapter deals with the preface of study, the problem of the study, the definitions of the important terms, the objectives of the study, the variables of the study, the hypotheses of the study, the limitation of the study and the chapterization.

The second chapter concerned about the theoretical orientation and related literature in the field of interaction behaviour of teachers, and in the field of achievement motivation of students.

The third chapter mainly based on the method and procedure i.e. technique selected for the study, tools and their characteristics, reliability of the tools, discrimination of the tools, selection of the samples, administration of the tools, scoring of data, technique of analysis of data, the criteria of level of achievement motivation of students.

The fourth chapter described about the analysis of various topics according to i.e. the analysis of level of interaction behaviour of teachers in primary and secondary schools, the analysis of factors affecting on the level of interaction behaviour of teachers in primary and secondary schools, the analysis of the relationship between the interaction behaviour of teachers in primary and secondary schools and the achievement motivation of students.

The fifth chapter deals with the review, major findings, discussion and suggestions.