PSYCHOLOGICAL FACTORS DIFFERENTIATING HIGH ACHIEVING AND UNDERACHIEVING STUDENTS IN SELECTED PUBLIC AND PRIVATE HIGH SCHOOLS IN BANGKOK

RAMIL AMPA

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

Graduate School of Psychology
ASSUMPTION UNIVERSITY
Thailand

2009

PSYCHOLOGICAL FACTORS DIFFERENTIATING HIGH ACHIEVING AND

UNDERACHIEVING STUDENTS IN SELECTED PUBLIC AND PRIVATE HIGH

SCHOOLS IN BANGKOK

RAMIL AMPA

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

Graduate School of Psychology

ASSUMPTION UNIVERSITY

Thailand

2009

PSYCHOLOGICAL FACTORS DIFFERENTIATING HIGH ACHIEVING AND UNDERACHIEVING STUDENTS IN SELECTED PUBLIC AND PRIVATE HIGH SCHOOLS IN BANGKOK

RAMIL AMPA

87 Pages

December 2009

The present study was a causal comparative study. Its primary purpose was to investigate whether high achieving and underachieving students differ in term of academic self-perception, attitude towards school, attitude toward teachers, goal valuation, and motivation or self-regulation.

APPROVED:

_____
VORAPOT RUCKTHUM, Ph.D.
Chairperson

_____
PROF.CHANCHA SUVANNATHAT, Ed.D.
External Examiner

_____
CARL H. CASTORE, Ph.D.
Advisor

_____
ASSOC.PROF.ROBERT HO, Ph.D.
Member

_____
EDWARD KRISHNAN, Ph.D.
Member

FACTORS DIFFERENTIATING HIGH ACHIEVING AND UNDERACHIEVING

STUDENTS IN SELECTED PUBLIC AND PRIVATE HIGH SCHOOLS IN BANGKOK

Ramil Ampa

ABSTRACT

The current study was a causal comparative study which investigated the differences between high-and under-achievers in academic self-perceptions, attitudes toward teachers and classes, attitudes toward school, goal valuation, and motivation/self-regulation and whether study in private or public schools affected these variables. The sample consisted total of 405 students (n=405). 102 high achievers and 99 underachievers (subtotal=201) were drawn from private high schools and another 102 high achievers and 102 underachievers (subtotal=204) came from public high schools. The High Achievers scored significantly higher on all five factors Academic Self-Perception, Attitude toward Teachers and Classes, Attitude toward School, Goal Valuation, and Motivation or Self-Regulation, than their Under-Achiever counterparts. This study also provided an examination of a Thai version of SAAS-R, a measure widely used in the west for assessing students' academic perceptions and attitudes. The results support the validity and generalizability of the SAAS-R for use with Thai students (Cronbach alpha overall reliability = .98) The findings were generally consistent with work by Siegel (2001) and McCoach (2006). One somewhat surprising finding was that Public School students, whether high or under-achievers, possessed better Academic Self-Perception than did the Private School students. There was no significant difference in Goal Valuation, Motivation or Self-Regulation, and Attitude toward Teachers, Classes, and shool between students in Private and Public Schools, regardless of their academic standing.

ACKNOWLEDGEMENTS

To reach to the top of the mountain is never a short or smooth task. This is how I felt about doing this thesis. Sometimes I got tired and lost but there were many hands to support to guide me that enabled me to overcome the obstacles I encountered along the way. Without help from the wonderful persons around me I would not have been able to accomplish my study. I would like to thank you all and especially express my gratitude to my advisor, Dr. Carl Castore who always supported me. I am also very grateful to Dr. Edward Krishnan, Dr. Sunyarat Ratjatawan, Dr. Robert Ho, Dr. Maria Bamforth and Dr.Betsy McCoach for their thoughtful comments and assistance. I am also indebted to Dr.Vorapot Ruckthum dean of the Graduate School of Psychology for his encouragement and all the committee members for their insightful comments. I also want to express my deepest gratitude to all the Lecturers in MSCP for the valuable experience and knowledge they have provided that has given me an anchor for the next stage of my life and finally a special thanks to Brother David and Mr. David who are gone but live on in my memory.

I also sincerely thank the teachers and participants in this study for their sincere efforts. Thanks to my family and Ti who always supported and never lost faith in me. Finally, thank you my friends and everyone who assisted me. I will cherish this memorable experience for the rest of my life.

"I honestly believe, though, that we are wrong to think that moments go away, never to be seen again. This moment and every moment will last forever." (Kurt Vonnegut)

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

Introduction

Background of the Study

Academic achievement is certainly not the only driving force in human lives. However, it has important consequences not only for the childhood and adolescent periods of our lifespan, but also can continue to have a significant influence on our adult lives. Research has found high school and college achievement to be significantly related (Peterson, 2000). School is a place (and adolescence is a time) in which thoughts, feelings, attitudes, and beliefs associated to personal achievement and competence are internalized (Mitchell, 2003). Specifically, in the fields of psychology and education, there has been prolonged interest in how academic achievement relates to future success (e.g., Arnold, 1993; Johnes, 1997; McCall, 1994; Wesley, 1994).

All individuals have the potential to learn and obtain self-fulfillment; nevertheless, there are many students at risk of failing to achieve their academic capability (McCoach & Siegle, 2001). Many researchers have noted that students' academic self-perceptions, such as their perceived competence and the value they place on doing well, are salient predictors of academic achievement (Connell, Spencer, & Aber, 1994; Guay, March, & Boivin, 2003; Valentine, DuBois, & Cooper, 2004). Characteristics commonly associated with academic underachievement include low academic self-perception, negative attitude towards school, negative attitude towards teacher and classes, low motivation and self-regulation, and low goal valuation (Dowdall & Colangelo, 1982; Reis & McCoach, 2000; Whitmore, 1980, as cited in McCoach & Siegle 2003b).

Moreover, poor academic achievement has been found to be one of the factors

related to dropping out of school (Alexander, Entwisle, & Horsey, 1997; Janosz et al., 1997; Rosenthal, 1998). A wealth of research findings indicate that students' academic self-perception influence their academic achievement. Students with positive self-perceptions are much more likely to have high achievement (Bouchey & Harter, 2005; Bouffard & Couture, 2003; Carr, Borkowski, & Maxwell, 1991; Meece, Wigfield, & Eccles, 1990), positive attitudes toward school (Clemons, 2008; Reis & McCoach, 2000; Siegle, 2001), pride and feeling of belonging in their school (Wei & Williams, 2004), and positive attitude toward their teachers (Siegle, 2001).

Motivation was also found to be a significant determinant of students' learning and achievement within academic settings (Pintrich & Schunk, 2002). Students who value the goals of school are more likely to engage in academics, show more effort, and do better academically (Pintrich & De Groot, 1990; Wigfield, 1994).

In addition, research has shown that students who set effective goals and employ appropriate learning strategies are more likely to achieve at higher levels than other students (Locke & Latham, 1990; Zimmerman & Schunk, 1989).

Shu and Zhou (1990) stated that education is a vital force of development. Many Asian nations have attached increasing importance to educational research. Nevertheless, Hong Kong students are among many of Asian countries that exhibit low to lowest self-efficacy and self-regulated learning in various cross-national learning assessment (e.g., Hong Kong PISA Centre, 2005; Salili, Chiu, & Lai, 2001). The self-ratings of non-Asian students are more likely to be optimistic while those of Hong Kong and other Asian students tend to be much more modest and more closely related to their actual level of performance (Klassen, 2004). The self-perceptions of Hong Kong students may be appropriate only to the Hong Kong schooling environment.

"A report by the World Bank entitled *Thailand Social Monitor: Improving*

Secondary Education pointed out that embracing educational reforms that will ensure

equal access to school, improve the quality of secondary education, and enhance the

efficiency of the Thai secondary education system are crucial for Thailand to achieve its

objective to provide high quality universal secondary education to all Thai children by

2015" (The World Bank, 2006). The report stressed that " Thailand had roughly 40

percent of students performing at or below the Program for International Student

Assessment (PISA) level one in literacy and over 50 percent of students performing at or

below the PISA level one in mathematics. In summary, a vast proportion of Thai

students are functioning at or below the most basic level of language, mathematics, and

science ability " (The Word Bank, 2006). The Thai ministry of education has

emphasized the need to improve the quality of teachers and access to school resources

and teaching materials as important factors in raising student performance across the

country (The World Bank, 2006). However, the critical factors of student attitude

towards school, teachers, and achievement—all of which have been shown to enhance

student performance—have not been considered.

The present researcher has worked in a school setting for her practicum/

internship in counseling psychology. She observed that many students who seem to lack

motivation and who feel lost and confused about their goals in school have difficulties

with their studies. Further observation suggested that the problem may lie with students'

underlying academic achievement motivation rather than any specific course-related

abilities. However, the majority of studies investigating the common characteristics of

underachieving students has employed qualitative, clinical, or single subject research

methodologies. Very few large-scale quantitative studies have examined the validity of

these hypotheses (Reis & McCoach, 2000). Partly in response to the latter issue raised,

this quantitative study attempted to investigate the factors that differentiate

underachievers from their high achieving counterparts, within the Thai educational system's typology of public and private secondary schools.

Statement of the Problem

Most of the research findings using the widely-used School Attitudes Assessment Survey Revised (SAAS-R) have indicated that there are significant differences between high achievers and underachievers on all five factors–self-perceptions, attitude towards teachers, attitude towards school, motivation/self-regulation, and goal valuation, (Baslanti, 2008; McCoach, 2006 ; Siegle,2001; Suldo, Shaffer, & Shaunessy, 2007) The only exception to this pattern is the study by (McCoach & Siegle, 2001) in which they found that both gifted achievers and gifted underachievers exhibited high academic self-perceptions. Schunk (2005) noted that most of the research on self-regulated learning has been examined in the North American educational context. He suggested that it is important at this time to investigate the applicability of this finding in non-Western cultures to better understand the impact of differing academic values across cultures.

There have been many attempts to distinguish the psychological factors that are related with underachieving students. But due to the large variety of common personality traits in underachievers, it is still a questionable issue (McCoach & Siegle, 2001a). Hence, the researcher of this current study is to investigate the psychological factor that contribute to academic underachievement and the differences between high-and under achievers.

In addition, most of the studies using the SAAS-R have been done in a Western context with the exception of a few studies conducted in Turkey. In spite of extensive research, there appears to be no studies using this measure and constructs conducted in Asia to date. With a view to bridging the knowledge gap on the differences between Thai

secondary level underachievers and their high achieving counterparts, the present study was conducted, employing the SAAS-R in an exploratory approach.

Purpose of the Study

The basic purpose of this study was to investigate the differences between high achieving and underachieving Thai high school students in terms of their academic self-perceptions, attitude towards teachers, attitude towards school, motivation/self-regulation, and goal valuation. Furthermore, this study assessed the differences and relationships among these variables in both private and public high schools in Bangkok.

In order to fully understand the various aspects of academic underachievement, we had to look at results from a variety of approaches for studying this. Rather than examine the impact of only a few factors of academic achievement, the current study aimed to investigate and synthesize data from a variety of school-related attitudes and motivation. Also, most previous researches have studied one or a few school-related attitudes in isolation; the SAAS-R (McCoach & Siegle, 2003b) provided a comprehensive assessment of a variety of school-related attitudes.

Significance of the Study

The majority of studies investigating the common characteristics of underachieving students had employed qualitative, clinical, or single subject research methodologies. Very few large-scale quantitative studies have examined the validity of the hypotheses generated (Reis & McCoach, 2000). Also, most of the earlier findings have studied only one or a few school-related attitudes in isolation (Suldo, Shaffer, & Shaunessy, 2007). The present study is bound to be of much benefit to researchers and professionals within the educational psychologist, school counselor and psychological

settings as it can be used as knowledge base and resource material that would help

expand the literature on underachievers and high achievers.

Moreover, the results of the study can be used as a reference for other Asia-based

studies, considering the dearth of empirical evidence and data from a non-Western

context. Most of the studies that utilized the School Attitude Assessment Survey-Revised

(SAAS-R) to measure school-related attitudes have been done in Western settings,

with the exception of a few studies conducted in Turkey. To date, there does not appear

to be studies which have investigated this model in Asia. Hence, the present study would

be an attempt to look at how well this model fits the Southeastern population, with the

added value of looking at differences between students of both public and private

schools.

Finally, the results of this study may benefit school counselors, teachers, parents,

and students. Ideally, the findings and implications of this study would enable teachers

and counselors to identify students who are at risk for underachievement, explore the

specific attitudes related to school failure, and suggest possible interventions to promote

and sustain student achievement.

Definition of Terms

Academic self-perception. This refers to perceived academic capabilities and

skills as part of an individual's self-concept of his or her abilities. It also refers to the

magnitude to which a person believes he or she is skilled at a particular task and capable

of performing well (Durik, Vida, & Eccles, 2006). Previous research indicate that

believing in one's ability positively relates to task engagement (Bandura, 1997). In this

study, academic self-perception is one of the five major factors investigated to examine

the differences between underachievers and high achievers.

Attitude towards school. This assesses the students' self-reported interest in and affect towards school (McCoach & Siegle, 2003b). Students' attitudes toward school has been found to be significantly related to academic achievement, both directly and indirectly, through its interaction achievement and motivation (Clemons, 2008). In this study, attitude towards school is one of the five major factors investigated to examine the differences between underachievers and high achievers.

Attitude towards teachers. This refers to the extent to which students perceive their teachers as supportive, effective, and caring, as defined by Suldo, Shaffer, and Shaunessy (2007). The attitude towards teachers factor of the SAAS-R, the measure used in this study, encompasses students' positive affect toward their teachers and their classes. In this study, attitude towards teachers is one of the five major factors investigated to examine the differences between underachievers and high achievers.

Goal valuation. Achievement values and students' goals influence student motivation and self-regulation. When students value a task, they are more likely to engage in it, persist longer, and do better on the task (Wigfield, 1994). Eccles and Wigfield (2002) defined expectancies for success as individuals' beliefs about how well they will do on the task, both in the present and the future. Expectancy-value theories emphasize the role of personal values in the direction of behavior. Student expectation of success is the key factor that helps to predict whether students will succeed or fail (Meece, Wigfield, & Eccles, 1990). In this study, goal valuation is one of the five major factors investigated to examine the differences between underachievers and high achievers.

High achievers: Howse (1999) defined academic achievement as a grade which is accomplished by the actual execution of class work in the school setting and which is typically evaluated by the use of teacher ratings, tests, and exams' grade. For the purposes of this study, high achievers are those who have, at least, a GPA of 3.50 out of a 4.00 scale.

Motivation and self-regulation. Schunk (2000) noted that motivation is a resultant effect of an individual's thought. It is also a dynamic, internal process that energizes and influences actions (Deci & Ryan, 2000). Many researchers in the field of motivation suggested that self-regulation may hold the key to understanding student achievement (McCoach & Seigel, 2002). In this study, motivation and self-regulation is one of the five major factors investigated to examine the differences between underachievers and high achievers.

Private school. An independent school supported mainly by the payment of fees (Oxford Dictionary, n. d.). In Thailand, the government loosely controls private education. Most private schools in Thailand are proprietary schools, including a small amount of religiously-affiliated schools (The World Bank,1996).

Public school. The majority of public secondary school network in Thailand is administered by the Department of General Education of the Ministry of Education. Secondary education is separated into two levels: lower secondary and upper secondary, and each is of three years duration. "Public education is supported almost entirely by the government. Fees are levied at the secondary and tertiary levels but cover only a minor proportion of recurrent costs"(The World Bank, 1996, p.4).

School grade. In the Thai secondary educational system, this refers to the grade levels, including: M.4 or tenth grade; M.5 or eleventh grade, and M.6 or twelfth grade.

Underachievers. These are students who exhibit a severe discrepancy between *expected achievement* (as measured by standardized achievement test scores or cognitive or intellectual ability assessments) and *actual achievement* (as measured by class grades and teacher evaluations). To be classified as an underachiever, the discrepancy between expected and actual achievement must not be the direct result of a diagnosed learning disability (Reis & McCoach, 2000, p. 157). For the purposes of this study, underachievers are students reporting a GPA below 2.0 out of 4.00 scale.

Conceptual Framework
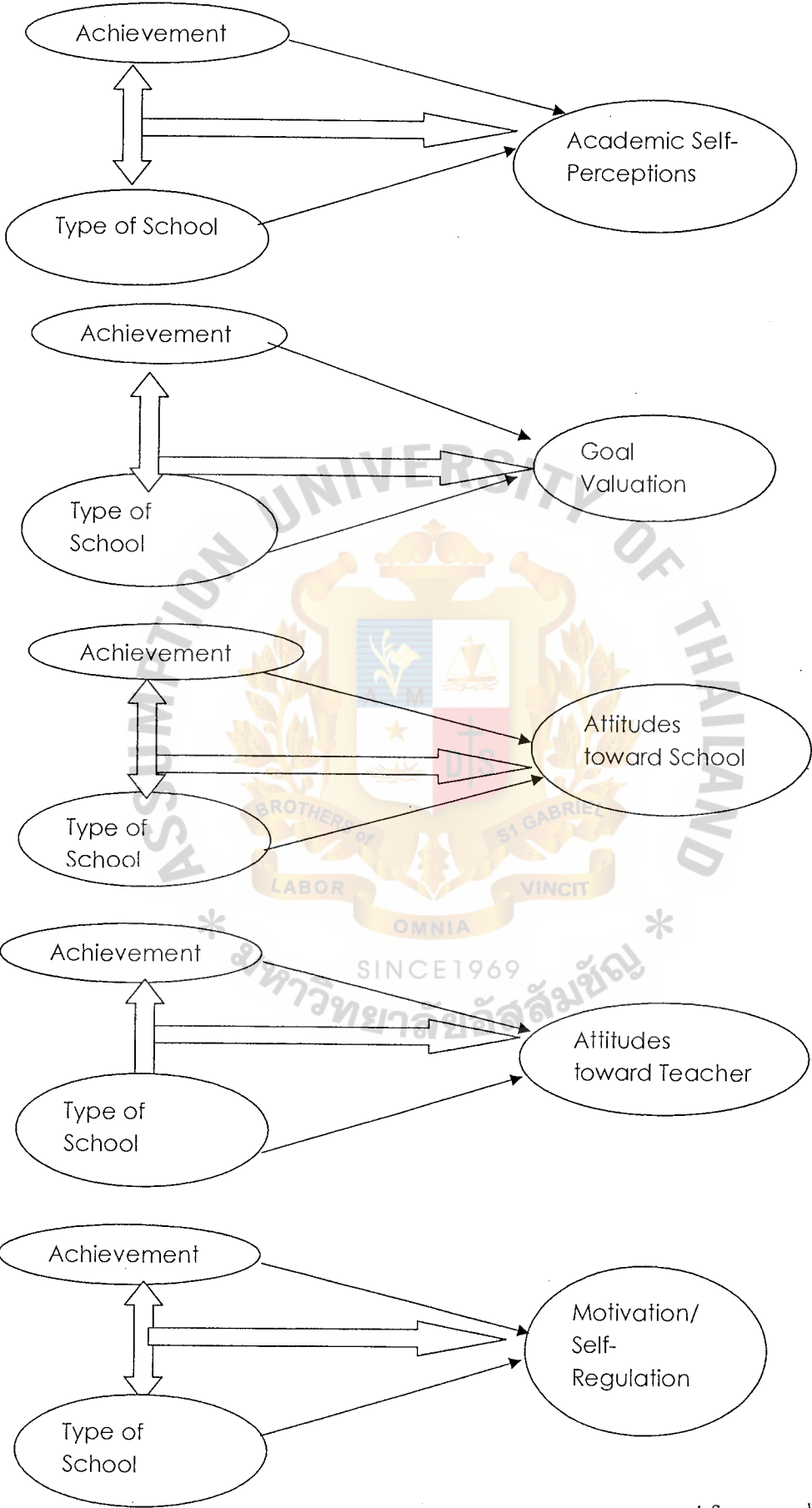
Figure 1. The conceptual framework of the study.

CHAPTER II

Literature Review

This chapter provides a comprehensive review of theoretical perspectives and models as well as related studies aimed at contributing towards an overall understanding of the subject and to the reasoning for formulating this study's research hypotheses. It focuses on past and recent researches that were conducted on variables related to the current study and also looks at both consistent and contradictory findings in the cited studies.

To introduce a coherent review of related literature, the topics in this chapter are sequentially presented as follows: 1) academic achievement and underachievement; 2) psychological factors affecting academic achievement; 3) academic achievement as a function of type of school; and 4) research hypotheses.

Academic Achievement and Underachievement

Hidi and Harakiewicz (2000) noted that one of the most important and undetermined questions in education is how to enhance the academic achievement of children, adolescents, and college students. Academic achievement, according to Howse (1999), is a grade accomplished by the actual execution of class work in the school setting and which is generally evaluated by the use of teacher ratings, tests, and examination grade. Mandel and Marcus (1988) stressed that only about 25 percent of the variance in school marks is accounted for by intellectual ability. Indeed, there are many other factors related to academic achievement; for example, internal factors such as biologically based factors (e.g., learning disabilities) and external factors (e.g., malnutrition) (Mandel & Marcus, 1988, as cited in Mitchell, 2003).

McCall, Evahn, and Kratzer (1992) observed that there are few theories of underachievement. Those that do exist tend to have different premises and emphases and limited empirical support. Researchers have attempted to distinguish the psychological factors that seem to be correlated with underachievement. However, in spite of an abundance of lists and descriptions of common personality traits of underachievers, the utility of such lists is questionable (McCoach & Siegle , 2001a). The most common definition of underachievement characterizes it as a discrepancy between potential (or ability) and performance (or achievement) (Dowdall & Colangelo, 1982; Whitmore, 1980, as cited in McCoach & Siegle, 2001). Accordingly, a student who is seen as capable of succeeding in school but is nonetheless struggling and having difficulty is often referred to as an underachiever (Siegle, 2001). Factors commonly associated with underachievement are low academic self-concept (Yu, 1997), low self-efficacy (Pajares & Miller, 1994), low self-motivation (McCoach, 2006), low goal-valuation (McCall, Evahn, & Kratzer, 1992), and negative attitudes toward school and teachers (Ford, 1996; Rimm, 1995).

Psychological Factors Affecting Academic Achievement

In the following section, each of the five factors selected for investigation in the current study are described in greater detail, along with supporting empirical evidence on their impact on academic achievement. The five factors are presented in the following order: a) academic self-perceptions; b) attitude towards school; c) attitude towards teachers; d) goal valuation; and e) motivation and self-regulation.

Academic self-perceptions.

According to McCoach and Siegle (2003), the perceptions students have about their skills influence the types of activities they select, how much they challenge themselves at those, and the persistence they exhibit once they are involved in the activities. A number of studies investigating the impact of self-perceptions on

academic learning (Miller et al., 1993; Pajares & Graham, 1999; Pintrich & De Groot, have shown that when faced with an activity or a task to carry out, students who possesses the traits of positive self perceptions of competence demonstrate a greater devotion, and interest towards their study. They also exhibit more preservation than students who question their own abilities. Moreover, those students demonstrating a more positive self perception will rely on their cognitive and meta cognitive strategies toward problem solving. They will also use their ability to finding solutions to overcome any future obstacles in their way.

Student self-perceptions or personal expectancy generally fall into two categories: self-efficacy and self-concept. Underachievers generally have been found to exhibit low self-concept or low self-efficacy (Bruns, 1992; Dowdall & Colangelo, 1982; Ford, 1996; Supplee, 1990; Whitmore, 1980, as cited in McCoach & Siegle, 2001).

As noted by Bandura (1986; 1997), self-efficacy occupies a central role in the motivation to succeed, sustain effort, and persist in the face of challenges. Self-efficacy is defined as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance" (Bandura, 1986, p. 391). Research has also shown that self-efficacy has been found to be a strong predictor of achievement (Bandura, 1997; Lane & Lane, 2001; Pajares & Miller, 1994; Pintrich & De Groot, 1990; Schunk, 1982). Students with higher levels of perceived self-efficacy are

likely to engage in academic tasks more readily, use more deep-level and regulatory strategies, persevere longer, and achieve higher grades than students who question their ability to succeed (Bandura, 1997; Pajares 1996). Bong (2001b) pointed out that many studies have shown that perceived self-efficacy is highly related to college achievement. It is noteworthy that empirical studies have also shown that perceived self-efficacy is an important psychological construct for individuals in various cultures across the world (Scholz, Dona, Sud, & Schuwarzer, 2002).

Nevertheless, self- efficacy beliefs and academic self-perceptions are typically higher for students from Western culture. Recent research and earlier findings on cross-cultural studies have shown that Hong Kong students are among many of Asian countries reporting low self-rating in metacognitive competencies but having significantly high achievement score (Hong Kong PISA Centre, 2005; Mok et al., 2007; Salili, Chiu, & Lai, 2001). The results of prior research seem to indicate that Western students' perception of their self-efficacy has an important impact on their motivation and behavior within academic achievement situations; however, the relationships are not so clearly defined in students from Asian cultures.

Academic self-concept is an evaluation of one's perceived academic abilities (Byrne, 1996; Hattie, 1992 as cited in McCoach & Siegle, 2003a). Byrne (1996) noted that academic self-concept includes more global beliefs of self-worth that is related to the individual's view of their own academic competence, Marsh and O'Mara (2008) reported that there are positive reciprocal effects between academic self-concept and school grades. Moreover, academic self-concept has been found to be a crucial predictor of academic achievement (Lyon, 1993; Wigfield & Karpathian, 1991).

Interestingly, some research refute that underachievers have poor academic self-concepts (Holland, 1998, as cited in McCoach & Siegle, (2003a) and students who are high achievers do not possess strong sense of efficacy (Suliman & McInerney, 2006). It should be noted that no significant gender differences have been found in academic self-concept (Gabelko, 1997; Rusillo & Arias, 2004).

The academic self-perceptions factor of the SAAS-R.

The academic self-perceptions factor of the SAAS-R measures students' perceptions of their scholastic abilities. "The statements on this factor represent measures of both general academic self-efficacy and academic self-concept," according to McCoach and Siegle (2001, p.4). In keeping with Harter's (1985, as cited in McCoach & Siegle, 2001) conception of academic self-perceptions, the self-perception factor is a cognitive, self-evaluative appraisal of the student's scholastic ability, rather than an assessment of self-esteem.

Attitude towards school.

Attitude towards school pertains to feelings about school and, in general, self-reported interest in and affect toward school (McCoach & Siegle, 2001). Research has consistently indicated that "young people who do well in school tend to be interested in learning" (Weiner, 1992, p. 260). One of the key factors of underachievement among students is negative school-related attitudes. A large body of research has shown that negative attitudes towards school is associated with academic underachievement (e.g., Brier, 1995; Conchas, 2001; Ford, 1996; Rimm, 1995). Battistich, Solomon, Watson, and Schaps (1997) and Skinner, Zimmer-Gembeck and Connell (1998) found that the level of students' sense of belonging at school was linked both to engaged and disaffected school identities and to academic outcomes. In addition, a negative attitude toward school was related to the likelihood of dropping out of school

(Alexander, Entwisle, & Horsey, 1997; Alexander, Entwisle, & Kabbani, 2001; Coley , 1995 ; Rosenthal, 1998), and substance use (Hawkins & Weis, 1985). An exception to this pattern, however, is the case of Finnish students who showed excellent school achievement even if they do not particularly like school (OECD, 2003).

Attitude towards teacher.

A teacher's personality and organization may have an impact on students' achievement (Peters, Grager-Loidl, & Supple, 2000, as cited in McCoach & Siegle, 2003a). Students with negative attitudes toward school tend to have poor relationships with teachers (Baker, 1999). Also, many underachievers have problems with authority, including problems with teachers and other school personnel (Mandel & Marcus, 1988; McCall et al., 1992 as cited in McCoach & Siegle, 2001).

Other studies revealed that positive, supportive relationships with adults, including positive relations with school staff, enhance academic outcomes (Masten & Reed, 2002; Resnick et al., 1997). Students' relationships with teachers and teacher support for student competence have been found to enhance academic achievement (Roeser, Eccles, & Sameroff, 1998). Furthermore, recent research revealed that teachers have a direct effect on students' motivation to learn and student beliefs about learning; teacher-student interaction is significantly related to students' motivation to learn (Khamis, Dukmak, & Elhoweris, 2008). Thus, it would appear that student attitude towards their teacher can influence their motivation and academic achievement.

Goal valuation.

One of the most salient determinants of academic achievement is how students value their goals in school and their belief in the importance of the task. "When students value a task, they will be more likely to engage in it, expend more effort on it, and do better on it" (Wigfield, 1994, p. 102). The Eccles' general expectancy-value model of motivation proposes a value component of self-regulated learning. This value essentially encompasses goals and beliefs about the importance and interest of the task (Pintrich & De Groot, 1990). The values of high achievement students are values which emphasize the perceived importance, attractiveness, or usefulness of achievement-directed attitudes or behaviors (Wigfield, 1994). Students who place little value on academic achievement are lacking in the skills necessary to utilize strategies or are less likely to exhibit behaviors that will lead to school success (Graham, Taylor, & Hudley, 1998).

Students' achievement values are a critical motivational mediator of their academic self-regulation. Achievement values are "the incentives or purposes that individuals have for succeeding on a given task" (Wigfield, 1994, p. 102). Previous research has shown that when students believe they can succeed on an achievement task, they are likely to perform at higher levels (Bandura, 1997; Eccles & Wigfield, 2002). A recent study found that students' beliefs about learning and teacher-student interaction are also important factors to United Arab Emirates middle and high school students' motivation to learn (Khamis, Dukmak, & Elhoweris, 2008). Phalet, Andriessen, and Lens (2004) implied that the level of students' motivation in their studies is impacted by how much they value academic learning. Furthermore, students who have clear career goals and who have an appreciation of the importance of education in their lives are least likely to underachieve or drop out of school. The authors

also suggested that this phenomenon can be observed not only the in mainstream population but also among minority cultural groups.

In addition, achievement goals and study strategies have also been found to be vital antecedents of academic performance (Fenollar, Roman, & Cuestas, 2007). Specifically, their value of schooling will strengthen students for their tough times in the way that it predicts intentions and willingness to continue with their education in the future (Martin & Debus, 1998). The goal valuation factor essentially measures the significance that a student attaches to academic achievement (McCoach & Siegle, 2001).

Motivation and self-regulation.

Traditionally, motivation has been identified as a significant determinant of academic achievement. Part of the momentum for studying academic self-regulated learning emanated from previous research which found that learners' skill and abilities did not entirely explain their level of achievement. Zimmerman (2001) advocated that motivation and self-regulation are important for academic achievement. Motivation plays an important role in students' interest in and enjoyment of school and learning. Motivation is a significant factor that seems to hold the key of academic achievement (Broussard & Garrison, 2004; Martin, 2001; Meece, Wigfield, & Eccles, 1990; Schunk, 1990; Skaalvik & Skaalvik, 2004) and, furthermore, academic motivation is also associated with education aspirations (Reeve, 2002).

Moreover, motivation is an integral part of self-regulation (Pintrich, 2000; Winne, 2001; Zimmerman, 2000). According to Zimmerman's social cognitive perspective (1998), the construct of academic self-regulation refers to "the degree that individuals are metacognitively, motivationally, and behaviorally active participants in their own learning process" (p.329). And it involves, in addition, "self-generated

thoughts, feelings, and actions which are systematically oriented towards the attainment of goals" (Zimmerman, 1998, p.9). "Research in this area has emphasized that self-regulated learners are autonomous, reflective, and efficient learner who have the cognitive and metacognitive abilities as well as the motivational beliefs and attitudes needed to understand, monitor, and direct their own learning" (see Boekaerts, Pintrich, & Zeidner, 2000; Schunk & Zimmerman, 1994 as cited in Wolters, 2003 p. 189).

Butler and Winne (1995) asserted that it is essential to understand self-regulation as a system of self-motivation, self-monitoring, and strategy selection. Previous research findings have shown that low motivation and poor self-regulation appear to be the most common characteristic of underachievers (McCoach, 2006). Nevertheless, metacognitive knowledge or self-regulation may be insufficient as to foster student success. Students must also be motivated to use their metacognitive skills (e.g., Zimmerman, 1998; Bandura et al., 1996 as cited in Mok et al., 2007).

Clemons (2008) stated that if students seem to be lacking motivation by, for example, not turning up their work, and not putting in sufficient effort on assignments, this may predict future underachievement. Academic achievers organize their work, set goals, seek help when needed, use effective work strategies, and manage their time (Zimmerman, 1998, 2002b; Zimmerman & Martinez-Pons, 1988). Tella (2007), in a study conducted in Nigeria, found that there were motivation effects on academic achievement of high school students and that the nature of these effects were different for males and females. Finally, underachievers may lack motivation, have poor self-regulation skills, or a combination of these two traits. According to Borkowski and Thorpe (1994, as cited in Siegle, 2001), underachievers may not lack knowledge of

strategies but, rather, they may not understand that strategic behavior in conjunction with effort results in achievement.

Academic Achievement as a Function of Type of School

Previous research found that students in private schools tend to show higher levels of academic achievement even when students' socioeconomic status was taken into account (Colman, Hoffer, & Kilgore, 1982). This finding is consistent with the World Bank Report (1995) which found that private schools in Thailand are more effective in producing higher levels of academic achievement than public schools, even after adjusting for student aptitude and abilities. In addition, Jiminez and Lockheed (1995) noted that the students in private schools in Thailand were relatively homogenous and there was little indication that home environment had any effect on their level of achievement. Also, private school students were found to be more highly motivated than public school students, and the overall pattern of results suggested that a "marginal increment" in public school students would not significantly alter the differential levels of achievement seen in private and public schools.

On the other hand, more recent research has indicated that "students who attend private high schools receive neither immediate academic advantages nor longer-term advantages in attending college, finding satisfaction in the job market, or participating in civic life" (Center on Education Policy, 2007, p.2). Moreover, some recent research reported that when student background, specifically socioeconomic status was taken into account, students attending public schools actually outperformed students at private schools (Lubienski & Lubienski, 2006; Braun, Jenkins & Grigg, 2006).

To date, there is no data which would indicate the possibly differential role played by school attitudes held by students, such as measured by the SAAS-R, in differences in high achievement and underachievement among students in public and private school students here in Thailand. In this context, the current study would be of particular use in bridging the knowledge gap on the impact of type of school on academic achievement.

Research Hypotheses

The current study examined the factors differentiating academic high achievers and underachievers in public and private high schools in Bangkok, Thailand. An examination of previous research suggested the following research hypotheses:

H1:   There are significant differences between high achievers' and underachievers' academic self-perception, attitude towards teacher, attitude towards school, goal valuation, and motivation/self-regulation as measured by the School Attitude Assessment Survey-Revised (SAAS-R), at the .05 level.

H2:   There are significant differences between public and private high school students' academic self-perception, attitude towards teacher, attitude towards school, goal valuation, and motivation/self-regulation as measured by the School Attitude Assessment Survey-Revised (SAAS-R), at the .05 level.

H3:   There are significant differences in academic self-perception, attitude towards school, attitude towards teachers, goal valuation, and motivation/self-regulation as a function of the interaction between academic achievement and type of school in the following four groups of students: (i) high achievers-private school, (ii) high achievers-public school, (iii) low achievers-private school, (iv) low achievers- public school.

CHAPTER III

Method

This chapter provides an overview of the research methodology employed in the current study. It includes five sections, presented in the following order: 1) Research Design, 2) Participants of the Study, 3) Instrumentation, 4) Data Collection Procedure, and 5) Data Analysis.

Research Design

This is a causal comparative research which attempted to investigate the differences in academic self-perception, attitude towards teacher, attitude towards school, goal valuation, and motivation and self-regulation between high achieving and underachieving high school students. The current study also investigated how these differences are manifested between these academic high achievers and underachievers studying in either private or public high schools.

Participants of the Study

The sample group consisted of students from tenth grade to twelfth grade (M.4-M.6), obtained from three public and three private high schools in Bangkok. A total of 405 students (n=405) participated in this study. Specifically, 102 high achievers and 99 underachievers (subtotal=201) were drawn from private high schools and another 102 high achievers and 102 underachievers (subtotal=204) came from public high schools.

According to Krishnan (2006), quota sampling selection is based on the exact characteristics and quotas of subjects in the sample when it is impossible to list all members of the population. For the purposes of this study, quota sampling technique was

utilized to obtain student respondents who met the following inclusion criteria: (a) student from tenth to twelfth grade (M4-M6); and (b) high achievers' GPA is greater than or equal to 3.50 and underachievers' GPA is less than 2.00.

Instrumentation

The research instrument utilized in this study was a 2-part self-administered survey questionnaire written in the Thai language. The following segments present a more detailed description of each part of the questionnaire.

Part I: Demographic questionnaire.

The demographic information section is a researcher-constructed set of questionsaimed at obtaining information on the respondent's demographic characteristics. The demographic questions involved the variables of gender, type of school, and self-reported grade point average (GPA).

Part II: The school attitude assessment survey-revised (SAAS-R).

Part II of the survey questionnaire consisted of the School Attitude Assessment Survey-Revised or SAAS-R, developed by McCoach (2002). The SAAS-R measures five factors that are considered to be among the possible reasons for underachievement of gifted and other students in general education. The 35-item instrument was designed to measure an adolescent student's academic self-perceptions, attitude towards teachers,attitude towards school, goal valuation, and motivation and self-regulation. The SAAS-R was used with the permission of the copyright holder.

The exhibited internal consistency reliability coefficient was at least .85 on each of the five factors (McCoach & Siegle, 2003b). The SAAS-R employed a 7-point Likert-type agreement scale ranging from 1 to 7, where 1 represented "strongly disagree" and 7 represented "strongly agree". A confirmatory factor analysis of the

SAAS-R indicated that the data provided a satisfactory fit to a model with five

correlated factors (McCoach & Siegle, 2003b). Moreover, an investigation of the validity

of the School Attitude Assessment Survey-Revised Form by Suldo, Shaffer, and

Shaunessy (2007) provided augmented support for the content, criterion, and convergent

validity of the SAAS-R for use with high school students in general education and

college preparatory curriculum programs.

Instrument translation.

The original English version of the questionnaire was translated into Thai by the

editor of a publishing house in Bangkok. This version was further back-translated by

another bilingual expert-translator for verification as well as to ensure respondents'

comprehension of the directions and item statements. Furthermore, back translation was

necessary to ensure the stability of the questions in that the meaning of the questions in

the Thai version are consistent with those in the original instrument.

Data Collection Procedure

In the current study, data collection consisted of the following procedural steps:

1. The researcher contacted the heads of the schools chosen for possible

participation, and sent letters to each requesting their participation and assistance. After

receiving a confirmation from each of the participating schools, the researcher, in

cooperation with the school administrator, arranged the date for the school to administer

the survey to the students. Although the GPAs are "self-reported" some of schools had

grouped students into classes according to their levels of achievement (GPAs), and with

the assistance of teachers in the other schools, the researcher was able to categorized

students as high-achievers and under-achievers.

2. A pretest was initially conducted on 50 high school students (who met the inclusion criteria) to test the students' level of comprehension of the questionnaire items The overall reliability for SAAS-R Thai version Cronbach's alpha was .98 for the scale; Cronbach's alpha reliability coefficients were .88 for goal-valuation, .95 for attitudes toward school, .96 for attitude toward teacher and classes and academic self-perception and .97 for motivation/self-regulation . Hence it appeared that the pretest participants did not find the scales ambiguous or difficult to understand.

3. Inasmuch as there were no difficulties encountered with regard to the pretest, the researcher proceeded to conduct the actual study. On the day, the participating students were assured of the confidentiality of their responses. Informed consent was obtained before the questionnaires were handed out. The teachers assisted in the distribution process.

4. Upon collection of the completed questionnaires, the researcher examined each used questionnaire for possible errors and missing responses. Only valid completed questionnaires were subjected to data analysis.

Data Analysis

The current study involved several dependent variables, namely, academic self-perception, attitude towards school, attitude towards teachers, goal valuation, and motivation and self-regulation as well as two independent variables: academic standing (high achiever or underachiever) and type of school (private or public). The data were analyzed using a series of 2 x 2 factorial analyses of variance on each of the dependent variables. These were conducted using The Statistical Package for Social Sciences (SPSS) Version 16.

CHAPTER IV

Results

Characteristics of the Sample

A total of 405 high school students took part in this study, out of which 204 belonged to the high achiever category (possessing a cumulative GPA of 3.5 and above on a 4.00 scale) with the remaining 201 belonging to the underachiever category (possessing a cumulative GPA of below 2.00 on a 4.00 scale).

The students in these two categories can be described further according to other distribution characteristics such as type of school and gender. Of the 204 high achievers, 102 were students from private schools and another 102 were from public schools. Among the underachievers, 99 of them were drawn from private schools and the remaining 102 from public schools. In addition, 126 students in the high achiever category were currently studying in a coeducational setting while 78 of them were studying in a single-gender setting. Relative to the underachiever category, 129 of them were in a coeducational setting while the other 72 were currently studying in a single-gender setting. Lastly, the high achiever group was comprised of 103 males and 101 females while the underachiever group consisted of 100 males and 101 females.

Reliability of Sub-Scales

According to Ho (2006), "reliability of a measuring instrument is defined as its ability to consistently measure the phenomenon it is designed to measure" (p. 239) Reliability is

often referred to as the internal consistency of a test. Establishing the reliability measure of a test is important because it indicates test validity as well. For the purpose of this study, the researcher utilized Cronbach Alpha statistical measurement to establish the reliability of the scales used to collect data. "If alpha is high (.80 or higher), then this suggests that all of the items are reliable and the entire test is internally consistent" (p.240).

Also, item analysis was done to identify problem items in the scales – these are items yield low correlations with the sum of the scores on the remaining items. Items that have low correlations are rejected to ensure high internal consistency of the data collection tool. This is done through **Item-Total correlation** procedure (p.240). In deciding which item to retain or delete, the .33 criterion was used (an item-total correlation of .33 indicates that approximately 10% of the variance in the scale is accounted for by that item).

Table 1

Scale Items Together with Their Corrected Item-Total Correlations and Cronbach's Alphas

Academic self-perception	Corrected Item-Total Correlations
I am intelligent.	.94
I can learn new ideas quickly in school.	.95
I am smart in school.	.95

I am good at learning new things in school.	.93
School is easy for me.	.93
I can grasp complex concepts in school.	.93
I am capable of getting straight A's	.93

Cronbach's Alpha =   **.9846**

Attitudes toward teachers and classes	Corrected Item-Total Correlations
My classes are interesting.	.88
I relate well to my teachers.	.89
I like my teachers.	.89
My teachers make learning interesting.	.93
My teachers care about me.	.92
Most of the teachers at this school are good teachers.	.97
I like my classes.	.97

Cronbach's Alpha =   **.9756**

Attitudes toward school	Corrected Item-Total Correlations
I am glad that I go to this school.	.94
This is a good school.	.93
This school is a good match for me.	.91
I like this school.	.93
I am proud of this school.	.92

Cronbach's Alpha =   **.9758**

Goal valuation	Corrected Item-Total Correlations
I want to get good grades in school.	.78
Doing well in school is important for my future career goals.	.71
Doing well in school is one of my goals	.69
It's important to get good grades in school.	.68
I want to do my best in school.	.81
It is important for me to do well in school.	.78

Cronbach's Alpha =   **.9060**

Motivation or self regulation	Corrected Item-Total Correlations
I check my assignments before I turn them in.	.92
I work hard at school.	.91
I am self-motivated to do my schoolwork.	.93
I complete my schoolwork regularly.	.91
I am organized about my schoolwork.	.93
I use a variety of strategies to learn new material.	.93
I spend a lot of time on my schoolwork.	.93
I am a responsible student.	.94
I put a lot of effort into my schoolwork.	.93
I concentrate on my schoolwork.	.95

Cronbach's Alpha =   **.9865**

It was also found that the overall reliability of *The School Attitude Assessment Survey-Revised (SAAS-R)* scale was **0.9899**, indicating high internal consistency.

Descriptive Statistics: Dependent Variables

From the descriptive statistical analysis of the five dependent variables, it was found that academic self-perception, attitude towards school, attitude towards teachers, and motivation and self-regulation were reported to be experienced at moderate level (neither high nor low), with mean values of 4.20, 4.07, 3.99, and 4.13, respectively. On one hand, students reported fairly high level of goal valuation (mean = 5.99).

Inferential Statistics: Hypotheses Testing

H1: There are significant differences between high achievers' and underachievers' academic self-perception, attitude towards school, attitude towards teachers, goal valuation, and motivation/self-regulation as measured by the School Attitude Assessment Survey-Revised (SAAS-R), at the .05 level.

H2: There are significant differences between public and private high school students' academic self-perception, attitude towards school, attitude towards teachers, goal valuation, and motivation/self-regulation as measured by the School Attitude Assessment Survey-Revised (SAAS-R), at the .05 level.

H3: There are significant differences in academic self-perception, attitude towards

school, attitude towards teachers, goal valuation, and motivation/self-regulation as a

function of the interaction between academic achievement and type of school in the

following four groups of students: (i) high achievers-private school, (ii) high achievers-

public school, (iii) low achievers-private school, (iv) low achievers- public school.

The Factorial Analysis of Variance (two-way factorial or 2x2 factorial) statistical

method was utilized. The Factorial Analysis of Variance involves the analysis of two or

more independent variables. This statistical tool allows the researcher to assess the effects

of each independent variable separately (main effect), as well as the joint effect or

interaction of variables (interaction effect).

Academic self-perception.

Main effect.

The main effect of academic achievement on academic self-perception is

significant, $F(1,401) = 2567.03$, $p < .05$. From the estimated marginal means, the

difference in the mean academic self-perception of high achievers (M = 6.01) is

significantly higher than the mean academic self-perception of underachievers (M =

2.36).

The main effect of type of school on academic self-perception is significant, F

$(1,401) = 8.34$, $p < .05$. From the estimated marginal means, the difference in the mean

academic self-perception of students studying at private schools (M = 4.08) is

significantly lower than the mean academic self-perception of students studying at public schools (M = 4.29).

Interaction effect.

The academic achievement and type of school interaction is not significant, F (1,401) = .89, p > .05. From the estimated marginal means, the difference in the mean academic self-perception as a function of the interaction between academic achievement and type of school indicates that there is no significant difference in the mean academic self-perception between high achievers in private and public schools (M = 5.87 and 6.14, respectively) and underachievers in private and public schools (M = 2.29 and 2.43, respectively).

Attitude toward school.

Main effect.

The main effect of academic achievement on attitude towards school is significant, F (1,401) = 861.84, p < .05. From the estimated marginal means, the difference in the mean attitude towards school of high achievers (M = 5.45) is significantly higher than the mean attitude towards school of underachievers (M = 2.52).

The main effect of type of school on attitude towards school is not significant, F (1,401) = .25, p > .05. From the estimated marginal means, there is no significant difference in the mean attitude towards school of students studying at private schools (M = 4.01) and public schools (M = 3.96).

Interaction effect.

The academic achievement and type of school interaction is not significant, F (1,401) = .88, p > .05. From the estimated marginal means, the difference in the mean

attitude towards school as a function of the interaction between academic achievement and type of school indicates that there is no significant difference in the mean attitude towards school between high achievers in private and public schools (M = 5.52 and 5.38, respectively) and underachievers in private and public schools (M = 2.50 and 2.55, respectively).

Attitude towards Teachers.

Main effect.

The main effect of academic achievement on attitude towards teachers is significant, F (1,401) = 2166.22, p < .05. From the estimated marginal means, the difference in the mean attitude towards teachers of high achievers (M = 5.65) is significantly higher than the mean attitude towards teachers of underachievers (M = 2.46).

The main effect of type of school on attitude towards teachers is not significant, F (1,401) = .02, p > .05. From the estimated marginal means, there is no significant difference in the mean attitude towards teachers of students studying at private schools (M = 4.05) and public schools (M = 4.06).

Interaction effect.

The academic achievement and type of school interaction is not significant, F (1,401) = .21, p > .05. From the estimated marginal means, the difference in the mean attitude towards teachers as a function of the interaction between academic achievement and type of school indicates that there is no significant difference in the mean attitude towards teachers between high achievers in private and public schools (M = 5.66 and

5.64, respectively) and underachievers in private and public schools (M = 2.44 and 2.48, respectively).

Goal valuation.

Main effect.

The main effect of academic achievement on goal valuation is significant, F (1,401) = 363.78, p < .05. From the estimated marginal means, the difference in the mean goal valuation of high achievers (M = 6.65) is significantly higher than the mean goal valuation of underachievers (M = 5.33).

The main effect of type of school on goal valuation is not significant, F (1,401) = 1.06, p > .05. From the estimated marginal means, there is no significant difference in the mean goal valuation of students studying at private schools (M = 6.03) and public schools (M = 5.96).

Interaction effect.

The academic achievement and type of school interaction is not significant, F (1,401) = .33, p > .05. From the estimated marginal means, the difference in the mean goal valuation as a function of the interaction between academic achievement and type of school indicates that there is no significant difference in the mean goal valuation between high achievers in private and public schools (M = 6.67 and 6.63, respectively) and underachievers in private and public schools (M = 5.39 and 5.28, respectively).

Motivation or self-regulation.

Main effect.

The main effect of academic achievement on motivation or self-regulation is significant, $F(1,401) = 4029.28$, $p < .05$. From the estimated marginal means, the difference in the mean motivation or self-regulation of high achievers (M = 5.92) is significantly higher than the mean motivation or self-regulation of underachievers (M = 2.32).

The main effect of type of school on motivation or self-regulation is not significant, $F(1,401) = 2.41$, $p > .05$. From the estimated marginal means, there is no significant difference in the mean motivation or self-regulation of students studying at private schools (M = 4.08) and public schools (M = 4.17).

Interaction effect.

The academic achievement and type of school interaction is not significant, F $(1,401) = .12$, $p > .05$. From the estimated marginal means, the difference in the mean motivation or self-regulation as a function of the interaction between academic achievement and type of school indicates that there is no significant difference in the mean motivation or self-regulation between high achievers in private and public schools (M = 5.87 and 5.97, respectively) and underachievers in private and public schools (M = 2.29 and 2.36, respectively).

Summary of Findings

1. Students who took part in this study reported fairly high level of goal valuation and moderate level of academic self-perception and motivation or self-regulation. They also reported neutral attitude towards school and teachers.

2. High achievers scored significantly higher on all five dependent variables, namely, academic self-perception, attitude towards school, attitude towards teachers, goal valuation, and motivation or self-regulation than their underachievers counterpart. In other words, high achievers possess a more positive attitude towards school and teachers, place deeper value on educational goals, and are more motivated or self-regulated in learning compared to underachieving students.

3. Public school students, regardless of being high achievers or underachievers, possess better academic self-perception compared to private school students. There is no significant difference in goal valuation, motivation or self-regulation, and attitude towards school and teachers between students in private and public schools, regardless of their academic standing.

4. Type of school (whether one goes to private or public school) is not an important determinant of academic standing, attitude towards school and teachers, goal valuation, and motivation or self-regulation.

CHAPTER V

Discussion

The final chapter incorporates four parts which are presented in the following order: (a) discussion of findings, (b) conclusions, (c) limitations of the study, and (d) recommendations.

The current study was a causal comparative research and its main purpose was to investigate whether high achieving and underachieving students differ in terms of academic self-perceptions, attitude towards school, attitude towards teachers, goal valuation, and motivation or self-regulation. Additionally, the study attempted to assess whether studying in a private or a public school affects the relationships among these variables.

Discussion of Findings

The present investigation found that high achievers scored higher on all five factors: academic self-perception, attitude towards school, attitude towards teachers, goal valuation, and motivation or self-regulation than underachievers, using the School Attitude Assessment Survey-Revised instrument or SAAS-R. This finding is in accordance with those of previous studies (McCoach, 2006; McCoach & Siegle, 2001; Siegle, 2001; Suldo, Shaffer, & Shaunessy, 2007) which looked at the difference between high achieving and low achieving students in schools in the US. Surprisingly, the current findings indicated that both high achievers and underachievers reported high level of goal

valuation. It was also found that high achievers possess significantly higher than the mean goal valuation than underachievers. This result generated a new finding and may be interpreted in this study that underachievers have negative attitude towards school and teachers, lack motivation or self-regulation but, nonetheless, value the salience of education and understand how these factors are related to their future success. This may also imply that underachievers may not overwhelmingly neglect their goals and the value of education. As discussed with the author of the original study on the SAAS-R, the content validity in the questionnaire on goal valuation is normally higher than other scales and this may be why student respondents tend to agree with the statements. The finding that underachievers tend to exhibit negative attitude towards school, in particular, is consistent with that of other studies (Brier;1995; Conchas, 2001; Ford, 1996; Rimm, 1995).

The current study also revealed that students who have positive relationship with their teachers show better academic achievement. This result echoes that of previous research (Masten & Reed, 2002; Resnick et al., 1997; Roeser, Eccles, & Sameroff, 1998). Furthermore, the finding that motivation or self-regulation is a positive reciprocal effect of academic achievement is congruent with other findings (Broussard & Garrison, 2004; Martin, 2001; Meece, Wigfield, & Eccles, 1990; Schunk, 1990; Skaalvik & Skaalvik, 2004; Zimmerman , 2001). The results imply that when students value a task, they would be more likely to engage in that task and to invest more effort on achieving their goal. In like manner, this finding is in agreement with those of some previous research (Bandura, 1997; Eccles & Wigfield, 2002). In addition, the result of the current study which indicated that academic self-perception is a key determinant of academic outcomes

concurs with the results of other studies (Miller et al., 1993; Pajares & Graham, 1999; Pintrich & De Groot, 1990; Wolters et al., 1996 ; Zimmerman et al.,1992).

Although many of the findings are in accordance with a number of results from previous studies, the present study yielded another new perspective, particularly within the Asian context, in that high achieving students possess high academic self-perception in contrast to the result of some previous studies (Klassen 2004; Hong Kong PISA Centre, 2005; Salili et al., 2001) which found that Hong Kong and other Asian students who are high achievers manifested low academic self-perception or self-efficacy. Similarly, some of the results in this research were not consistent with those of some previous research. For example, an OECD report (2003) made the statement that Finnish students who have shown excellent school achievement reportedly do not particularly like school. A study from Abu Dhabi District, United Arab Emirates by Ibtesam (2006) found a small correlation between motivation and academic achievement. The current researcher believes that the possible explanation for this disparity is cultural differences. The demographic population in this study consisted of Thai students whereas the cited studies were conducted on Finnish and United Arab Emirates students.

A small number of cross-cultural studies such as cited by Har, Smith & Ming (2001) have suggested that the relationship between self-beliefs in learning, motivation and achievement, and self-regulation is not a straightforward one. This is to say that most of the investigations and researches done in this area are more designed towards certain cultural groups and may have a greater predictive power in more individualistic Western societies rather than in collective societies, such as found in many Asian countries. Markus and Kitayama (1991), for instance, have suggested that there are different

cultural determinants of achievement in Western and Asian societies (as cited in Har, Smith & Ming, 2001).

With regard to type of school, no significant difference was found in goal valuation, motivation or self-regulation, attitude towards school and teachers between students in private and public schools, regardless of their academic performance. Nevertheless, public school students, regardless of being high achievers or underachievers possess higher academic self-perception than their counterparts in private schools. This finding raised the possibility that private school students may have lower academic self-perception because of the organizational grouping of the students. In the private schools who volunteered to participate in this study, students are divided into classrooms that are ranked according to GPA. The highest ranking class is called "King Class" with a mean GPA greater than 3.5. The rest of the students are placed in the regular setting. This may lead to problems due to labeling effect. Whereas in public schools, there is no division in class ranking and students are not labeled according to their GPA. There may be a mixture of high achievers and low achievers in the same classroom, doing the same assignments. In the current study within the private schools, there is a clear-cut division among the classrooms. Those students not making the higher rank classes in the private schools are informally labeled as "underachievers" and it is quite possible that these students begin to believe that they are indeed underachievers. This researcher believes that this kind of reasoning is supported by Marsh, Kong, and Hau (2000) who observed that "if students compare their own accomplishments with those of classmates in academically selective schools, then their academic self-concept

would decline (e.g., "There are a lot of students better than I am, so I must not be as good a student as I thought") (p. 338). Alternatively,

this result may be explained by the reasoning that students who are high achievers have put a lot of effort and this achievement cannot be accomplished without help from others; therefore, they cannot place their confidence too high (Suliman & McInerney, 2006).

Conclusions

The findings of the present study echoed those of previous Western studies that, having utilized the SAAS-R, found that high achievers exhibited higher academic self-perception, are more motivated or self-regulated in learning, possess a more positive attitude toward school and teachers, and have greater goal valuation. In addition, the current study generated the new finding that academic underachievers possess high goal valuation, although their goal valuation is still significantly lower than that of their higher achieving counterparts. This result may imply that underachieving students place high value on education because they understand that academic achievement is related to their future success. At the same time, however, they may lack internal motivation and may have difficulties with the school and their teachers. This is a challenge for future researchers–to investigate further on how goal valuation impacts the Thai student. The results of this study imply the need for some practical (counseling) intervention for those students who reported high levels of goal valuation but were categorized as underachievers, In other words they place higher value on education but still appear to lack motivation to study or have a negative attitude toward teachers and schools. Schools, teachers and school counselor may need to consider the need to develop programs or

activities which enhance their positive attitude in order to promote higher academic performance.

This study also revealed that, regardless of academic standing, public school students reported higher academic self-perception compared to their private school counterparts. This raises the issue that social comparison may be higher in private schools and that homogeneous grouping of students may decrease their academic self-perception. Finally, it can be concluded that type of school is not a salient factor of academic standing; it does not factor in students' attitude towards school and teachers, in their goal valuation, or in their level of motivation/self-regulation. Being in a private or public school does not impact the opportunity to achieve academically. There is no difference between public or private high schools in terms of enhancing achievement and success in educational trajectories. Additionally, it can be said with confidence that lack of motivation, low goal valuation, poor academic self-perception and negative attitude towards school and teachers contribute to poor academic performance.

Limitations of the Study

In light of the methodology used in the current study, it is crucial to acknowledge that this investigation has some limitations. The present researcher could not actually access school records and, therefore, had to rely on self-reported GPA as a measure of academic high achievement and underachievement which may have some bias on the results. The researcher also depended on the assistance of teachers in helping to find students who meet the inclusion criteria, bearing in mind there may be asymmetry in the

standards of each participating school. Furthermore, most of the private schools in this study segregated students according to their academic achievement and this may affect their academic self-perception as a result of social comparison, especially when they compare themselves to their classmates. It is inevitable in many occasions that students' self-efficacy may decrease under the circumstances. Due to the difficulty of finding school samples, the current study included coeducational and single-gender schools which may, to some extent, influence the results. No significant difference was found relative to gender, nevertheless, and it must be noted that the variable of gender does not factor within the scope and purpose of the current study.

Recommendations

In synthesizing the results of the current study, it can be said that the driving forces behind academic achievement are the student's academic self-perception, positive attitude towards school and teachers, goal valuation, and motivation or self-regulation. The implications of the current study with regard to the impact of these five factors on academic achievement are crucial for school administrators, school counselors, teachers, parents, and students. As a direct result of this study, there is an obvious need for people in positions of responsibility to identify students who lack self-motivation or self-regulation or who might have low goal valuation to work together with parents, teachers, and high achieving students to overcome these obstacles. Helping professionals should develop and implement intervention programs aimed at preventing academic failure or at facilitating learning with a view to improving the performance of students who are underachieving at school. Negative factors related to underachievement such as peer

and/or family pressure, emotional problems, learning disabilities, and other
mental/behavioral problems should also be addressed and factored in the intervention
programs aimed at helping the underachievers at school. Motivation, academic self-
perception, goal valuation, and attitudes towards school and teachers can change over
time; hence the need for extrinsic mechanisms that foster good learning habits among the
underachievers. Having underscored the relevance and importance of nurturing these five
factors, the results of the current study can be seen to imply that there may be other
predictors of academic achievement that need to be investigated further such as social
support, study habits, locus of control, etcetera. Other behavioral researchers might
consider taking the study of academic achievement to a higher level. As a result of this
and further investigation of academic achievement, school counselors, teachers, and
school administrators are well-advised to develop and implement school-based
intervention schemes that foster other positive psychological variables such as self-
efficacy, sense of belongingness to the school, good relationships with the teachers and
other school authorities.

The results of the current study also revealed that there is no significant difference
between studying in a public or private school in terms of provision of learning
opportunities that enhance achievement and success in educational trajectories.
Regardless of the type of school, administrators of public and private schools should
strive for excellence in providing their students the proper resources, in inculcating the
right values, and in promoting high academic standards. Perhaps private school
authorities might look more closely at the negative implications of segregating their
students according to achievement levels and take a cue from the more heterogeneous

system adopted by public schools. Another finding of this study pointed out that underachievers reported high level of valuation of education goals but that this level was still lower than that of high achievers. Future researchers may consider a longitudinal or a qualitative study of the relationship between goal valuation and academic achievement instead of a cross-sectional approach as used in this study. A different perspective along with more sophisticated research instrumentation including in-depth interviewing may bring forth more definitive findings on said relationship. This researcher recommends that a replication of the current study should entail a wider population base and the use of actual GPAs from school records to classify students according to academic achievement. Alternatively, future studies may consider the national achievement test such as Ordinary National Educational Test (O-net) as a basis for measuring achievement rather than simply using GPA, considering different standards used by schools in classifying students.
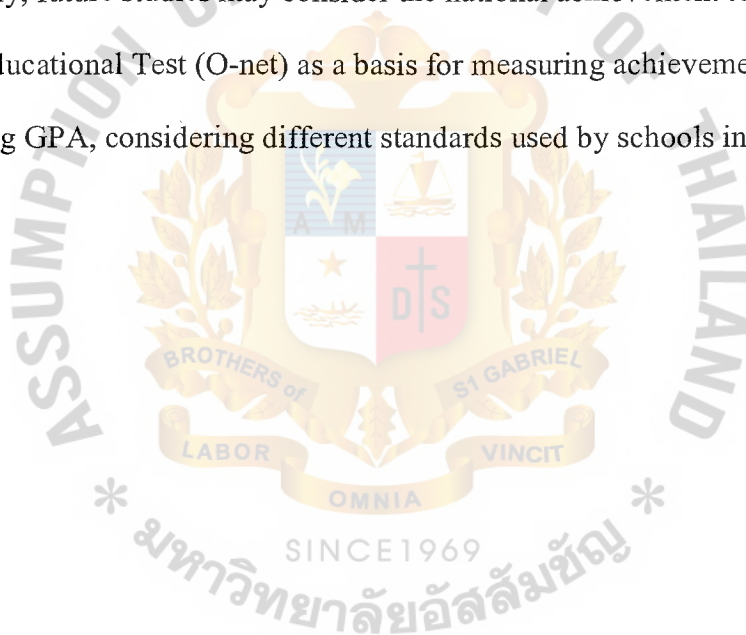
REFERENCES

Alexander, K. L., Entwisle, D. S., & Horsey, C. S. (1997). From first grade forward: Early foundation of high school dropout. *Sociology of Education, 70,* 87-107.

Alexander, K. L., Entwisle, D. S., & Kabbani, N. (2001). The dropout process in life course perspective: Early risk factors at home and school. *Teachers College Record, 103,* 760-822.

Arnold, K. D. (1993). Undergraduate aspirations and career outcomes of academically talented women: A discriminant analysis. *Roeper Review, 15,* 169-175.

Baker, J. A. (1999). Teacher-student interaction in urban at-risk classrooms: Differential behavior, relationship quality, and student satisfaction with school. *Elementary School Journal, 100,* 57-70.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory.* Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York: Freeman.

Baslanti, U (2008) *Investigating the Underachievement of University Students in Turkey: Exploring Subscales.* International of Progressive Education, volume 4 number 2 Retrieved on 12 Jan, 2009 from http://www.eric.ed.gov:80/ERICWebPortal/custom/portlets/recordDetails/detailm ini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED501580&ERICExtSe arch_SearchType_0=no&accno=ED501580

Battistich, V., Solomon, D., Watson, M., & Schaps, E. (1997). Caring school

communities. *Educational Psychologist, 32,* 137–151.

Bong, M. (2001b). Role of self-efficacy and task-value in predicting

college students' course performance and future enrollment intentions.

Contemporary Educational Psychology, 26, 553–570.

Bouchey, H. A., & Harter, S. (2005). Reflected appraisals, academic self-

perceptions, and math/science performance during early adolescence. *Journal of*

Educational Psychology, 97, 673-686.

Bouffard, T., & Couture, N. (2003) Motivational profile and academic achievement

among students enrolled in different schooling tracks. *Educational Studies*

Journal, 29(1), 19-37.

Braun, H., Jenkins, F., & Grigg, W. (2006). *Comparing private and public schools*

using hierarchical linear modeling. Washington, DC: Government Printing

Office.

Brier, N. (1995). Predicting antisocial behavior in youngsters displaying poor

academic achievement: A review of risk factors. *Journal of Developmental*

and Behavioral Pediatrics, 16, 271-276.

Broussard, S. C., & Garrison, M.E. (2004).The relationship between classroom

motivation and academic achievement in elementary school-aged children.

Family Consumer Science Research Journal, 33(2), 106-120.

Butler, D. L., & Winne, P. H. (1995). Feedback and self-regulated learning: A

theorical syntesis. *Review of Educational Research, 65,* 245-281.

Byrne, B. M. (1996). *Measuring self-concept across the lifespan: Issues and*

instrumentation. Washington, D.C.: American Psychological Association.

Carr, M., Borkowski, J. G., & Maxwell, S. E. (1991). Motivational components of underachievement. *Developmental Psychology, 27,* 108-118.

Center on Education Policy. (2007). *Are private high schools better academically than public high schools?* Retrieved on 12 July, 2009 from http://www.cepdc.org/index.cfm?fuseaction=document.showDocumentByID &nodeID=1&DocumentID=226

Clemons, L. T. (2008). *Underachieving gifted students: A social cognitive model.* The National Research Center on the Gifted and Talented.

Coley, R. J. (1995). *Dreams deferred: High school dropouts in the United States.* Priceton, N. J: Educational Testing Service, Policy Information Center.

Coleman, J. S., Hoffer, T., & Kilgore, S. (1982). *High school achievement.* New York: Basic Books.

Conchas, G. (2001) Structuring failure and success: Understanding the variability in Latino school engagement. *Harvard Educational Review, 71* (3), 475-504.

Connell, J. P., Spencer, M. B., & Aber, J. L. (1994). Educational risk and resilience in African-American youth: Context, self, action, and outcomes in school. *Child Development, 65,* 493-506.

Deci, E. L., & Ryan, R. M. (2000). The "what" and the "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11,* 227-268.

Durik, M.A., Vida, M., & Eccles, S. J. (2006). Task values and ability beliefs as predictors of high school literacy choices: A developmental analysis. *Journal of Educational Psychology, 98*(2) 382-393.

Eccles, J. S., Wigfield, A., & Schiefele, U. (1998). Motivation to succeed. In W. Damon (Series Ed.) & N. Eisenberg (Vol. Ed.), *Handbook of Child Psychology: Vol. 3. Social, emotional, and personality development* (5th ed., pp. 1017–1096). New York: Wiley.

Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology, 53*, 109-132.

Fenollar, P., Roman S., & Cuestas. P. J. (2007). University students' academic performance: An integrative conceptual framework and empirical analysis. *British Journal of Educational Psychology, 77*, 873-891.

Ford, D. Y. (1996). *Reversing underachievement among gifted black students.* New York: Teacher's College Press.

Gabelko, N. H. (1997). *Age and gender differences in global, academic, social and athletic self-concepts in academically talented students.* Paper Presented at the Annual Meeting of the American Educational Research Association: Chicago.

Graham, S., Taylor, A., & Hudley, C. (1998). Exploring achievement values among ethnic minority early adolescents. *Journal of Educational Psychology, 90*, 606-620.

Guay, F., Marsh, H. W., & Boivin, M. (2003). Academic self-concept and academic achievement: Developmental perspectives on their causal ordering. *Journal of Educational Psychology, 95,* 124-136.

Har, C.W., Smith, I.D. & Ming, L.K. (2001). *Motivational and self-regulatory processes on academic and social functioning of secondary school students in Singapore.* Retrieved on December 5, 2009 from http://www.aare.edu.au/01pap/cho01132.htm

Hawkins, J. D., & Weis, J. G. (1985). The social development model: An integrated approach to delinquency prevention. *Journal of Primary Prevention, 6,* 73-97.

Hidi, S., & Harackiewicz, J. M.(2000). Motivating the academically unmotivated: A critical issue for the 21st century. *Review of Educational Research, 70,* 151-179.

Ho, R. (2006). *Handbook of Univariate and Multivariate data analysis and interpretation with SPSS.* New York: Chapman & Hall/CRC.

Hong Kong PISA Centre. (2005) *The first Hong Kong PISA report.* Hong Kong, HKIER, Chinese University of Hong Kong.

Howse, R. B. (1999). Motivation and self-regulation as predictors of achievement in economically disadvantaged young children. *Dissertation Abstract International,* 60-06B, 2985.

Ibtesam. H (2006). The Effect of Motivation, Family Environment and Student Characteristics on Academic Achievement. *Journal of Instructional Psychology, 33,*

Janosz, M., LeBlanc, M., Boulerice, B., & Tremblay, R. E.(1997).Disentangling the weight of school dropout predictors: A test on two longitudinal samples. *Journal of Youth and Adolescence, 26,* 733-762.

Jiminez, E., & Lockheed, E. M. (1995) *Public and Private secondary education in developing countries. A Comparative Study.* Retrieved on August 6, 2009 from http://books.google.co.th/books

Johnes, J. (1997). Inter-university variations in undergraduate non-completion rates: A statistical analysis by subject of study. *Journal of Applied Statistics, 24(3),* 343-361.

Khamis, V., Dukmak, S., & Elhoweris. (2008). Factors affecting the motivation to learn among United Arab Emirates middle and high school students. *Educational Studies Journal, 34*(3),189-198.

Klassen, R. M. (2004) Optimism and realism: A review of self-efficacy from a cross-cultural perspective. *International Journal of Psychology, 39,* 205-230.

Krishnan. E. R. (2006). *Sampling*. Retrieved on 18 July, 2009 from http://www.affectiveteaching.com/?cat=3

Lane, J., & Lane, A.(2001). Self-efficacy and academic performance. *Social Behavior and Personality, 29,* 687-694.

Locke, E., & Latham, G. (1990). *A theory of goal setting and task performance.* Englewood Cliffs, NJ: Prentice Hall

Lubienski, C., & Lubienski, T. (2006). *Charter, private, public schools and academic achievement: New evidence from the NAEP mathematics data*. New York: National Center for the Study of Privatization in Education.

Lyon, M.A. (1993). Academic self-concept and its relationship to achievement in a sample of junior high school students. *Educational and Psychological Measurement, 53,* 201-211.

Marsh, H. W., & O'Mara, A. J. (2008). Reciprocal effects between academic self-concept, self-esteem, achievement, and attainment over seven adolescent-adult years: Unidimensional and multidimensional perspectives of self-concept. *Personality and Social Psychology Bulletin, 34,* 542-552.

Marsh, H. W., Kong, C., & Hau, K. (2000). Longitudinal multilevel models of the

big-fish-little-pond effect on academic self-concept: Counterbalancing contrast and reflected-glory effects in Hong Kong schools. *Journal of Personality and Social Psychology*, *78*, 337-349.

Martin, A. J. (2001). The student motivation scale: A tool for measuring and enhancing motivation. *Australian Journal of Guidance and Counselling*, *11*, 1-20.

Martin, A. J. & Debus, R. L. (1998). Self-reports of mathematics self-concept and educational outcomes: The roles of ego-dimensions and self-consciousness. *British Journal of Educational Psychology, 68,* 517-535.

Masten, A. S., & Reed, M. G. (2002*)*. Resilience in development. In S. R. Snyder & S. J. Lopez (Eds.), *The Handbook of Positive Psychology* (pp. 74-88). Oxford: Oxford University Press.

McCall, R. B. (1994). Academic underachievers. *Current Directions in Psychological Sciences, 3(1)*, 15-19.

McCall R. B., Evahn, C., & Kratzer, L. (1992). *High school underachievers: What do they achieve as adults?* Newbury Park, CA: Sage.

McCoach, D. B. (2006). *Factors related to the underachievement of university students in Turkey.* Roeper Review, 28(4) , 210-215. Retrieved on December 29, 2008 from http://www.thefreelibrary.com/_/print/PrintArticle.aspx?id=150850210

McCoach, D. B. & Siegle, D. (2001a*)*. *Why try? Factors that differentiate underachieving gifted students from high achieving gifted students.* Paper Presented at the Annual Meeting of the American Educational Research Association. Seattle, WA, April 10-14, 2001.

McCoach, D. B., & Siegle, D. (2001b). A comparison of high achievers' and low

achievers' attitudes, perceptions, and motivations. *Academic Exchange Quarterly, 5*(2), 71-76.

McCoach, D. B. (2002). A validation study of the school attitude assessment survey. *Measurement and Evaluation in Counseling and Development, 35,* 66-77.

McCoach, D. B., & Siegle, D. (2003a). Factors that differentiate underachieving gifted students from high achieving gifted students. *Gifted Child Quarterly, 47,* 144-154.

McCoach, D. B., & Siegle, D. (2003b). The school attitude assessment survey-revised: A new instrument to identify academically able students who underachieve. *Educational and Psychological Measurement, 63,* 414-429.

Meece, J., Wigfield, A., & Eccles, J. (1990). Predictors of math anxiety and its influence on young adolescents' course enrollment intentions and performance in mathematics. *Journal of Educational Psychology, 82,* 60-70.

Miller, R. B., Behrens, J. T., Greene, B. A. & Newman, D. (1993). Goals and perceived ability: Impact on student valuing, self-regulation, and persistence. *Contemporary Educational Psychology, 18,* pp. 2-14.

Mitchell. R. (2003) A cross-sectional examination of self-perceptions related to academic achievement and underachievement across adolescence. *Dissertation Abstract International,* Retrieved on January 10, 2009 from http://proquest.umi.com/pqdweb

Mok. Y. F., Tai Fan. R. M., & Nicholas. S. K. P. (2007). Developmental patterns of school students' motivational and cognitive metacognitive competencies. *Educational Studies Journal, 33,* 81-98.

OECD. (2003). *Program for international student assessment.* Retrieved on October 8, 2008 from http://www.pisa.oecd.org.

Oxford Dictionary. (no date). Retrieved on July 28, 2009 from http://www.askoxford.com

Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research, 66,* 543-578.

Pajares, F., & Graham, L. (1999). Self-efficacy, motivation constructs, and mathematics performance of entering middle school students. *Contemporary Educational Psychology, 24,* pp.124-139.

Pajares, F., & Miller, M. D. (1994). Role of self-efficacy and self-concept beliefs in mathematical problem solving: A path analysis. *Journal of Educational Psychology, 86,*193-203.

Phalet, K., Andriessen, I., & Lens, W. (2004). How future goals enhance motivation and learning in multicultural classrooms. *Educational Psychology Review, 16,* 59-89.

Peterson, J. S.(2000). A follow-up study of one group of achievers and underachievers four years after high school graduation. *Roeper Review, 22,* 217-223.

Pintrich, P. (2000). The role of goal orientation in self-regulated learning. In M. Boekaerts, P. Pintrich, & M. Zeidner (Eds.), *Handbook of Self-Regulation* (pp. 452-502).San Diego, CA: Academic.

Pintrich, P. R., & De Groot, E. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology, 82,*33-40.

Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education: Theory, research, and applications* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Reeve, J. (2002). Self-determination theory applied to educational settings. In E. L.

    Deci & R.M.Ryan (Eds.), *Handbook of Self-Determination Research* (pp. 183-

    203). Rochester, NY: University of Rochester Press.

Reis, S. M., & McCoach, D. B. (2000). The underachievement of gifted students: What

    do we know and where do we go? *Gifted Child Quarterly, 44*,152-170.

Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J.,

    et al. (1997). Protecting adolescents from harm: Findings from the national

    longitudinal study on adolescent health. *Journal of the American Medical

    Association, 278,* 823-832.

Rimm, S. (1995). *Why bright kids get poor grades and what you can do about it.* New

    York: Crown Trade Paperbacks.

Roeser, R. W., Eccles, J. S., & Sameroff, A. J. (1998). Academic and emotional

    functioning in early adolescence: Longitudinal relations, patterns, and

    predictions by experience in middle school. *Development and Psychopathology,

    10,* 321-352.

Rosenthal, B. S. (1998). Non-school correlates of dropout: An integrative review of the

    literature. *Children and Youth Services Review, 20,* 413-433.

Rusillo, M. T. C. and Arias, P. F. C., (2004). Gender differences in academic

    motivation of secondary school children. *Electronic Journal of Research in

    Educational Psychology and Psychopedagogy, 2,* 1. Retrieved on July 28,

    2009, from http://www.investigacion-psicopedagogica.org/revista/

    articulos/3/english/Art_3_31.pdf

Salili, F., Chiu, C. Y., & Lai, S. (2001). The influence of culture and context on

students' motivation orientation and performance. In: F. Salili, C. Y. Chiu & Y.Y. Hong (Eds) *Student motivation: the culture and context of learning*. New York, Kluwer Academic Publishers.

Scholz, U., Dona, B. G., Sud, S., & Schwarzer, R. (2002). Is general self-efficacy a universal construct? Psychometric findings from 25 countries. *European Journal of Psychological Assessment, 18*, 242-251.

Schunk, D. H. (1990). Introduction to the special section on motivation and efficacy. *Journal of Educational Psychology, 82*, 3-6.

Schunk, D. H. (2005). Self-regulated learning: The educational legacy of Paul R. Pintrich. *Educational Psychologist, 40*(2), 85-94.

Shu, H., & Zhou, N. (1990). Comparative education in Asia and its prospects. *Prospects, 20(1),* 65-78.

Siegle, D. (2001). *A comparison of high achievers' and low achievers' attitudes, perceptions, and motivations* . Retrieved on January 8, 2009 from http://www.thefreelibrary.com/A comparison of high achievers' and low achievers' attitudes,...-a076770274

Skaalvik, S., & Skaalvik, E. M. (2004). Gender differences in math and verbal self-concept, performance expectations, and motivation. *Sex Roles, 50*(3-4), 241-252.

Skinner, E. A., Zimmer-Gembeck, M. J., & Connell, J. P. (1998). Individual differences and the development of perceived control. *Monographs of the Society for Research in Child Development, 63*, 2-3. Whole No. 204.

Suliman, R., & McInerney, D. M (2006). Motivational goals and school achievement: Lebanese-background students in South Western Sydney. *Australian Journal of*

Education, 50, 242-264.

Suldo, S. M., Shaffer, E. J., & Shaunessy, E. (2007). An independent investigation of

the validity of the school attitudes assessment survey-revised. *Journal of*

Psychoeducational Assessment.

Tella, A. (2007). The impact of motivation on student's academic achievement and

learning outcomes in mathematics among secondary school students in Nigeria.

Eurasia Journal of Mathematics, Science & Technology Education, 3(2),

149-156.

The World Bank (1995). *Public and Private secondary education in developing countries.*

Retrieved on June 18, 2009 from http://go.worldbank.org/ YY0JVJBVC3

The World Bank (1996). *Secondary education quality improvement project.* Retrieved

on February 18, 2009, from http://www.worldbank.or.th/

The World Bank (2006). *Thailand's secondary education system at a crossroads:*

Despite impressive increases in access to school, challenges remain. Retrieved

on February 18, 2009, from http://www.worldbank.or.th

Valentine, J. C., DuBois, D. L., & Cooper, H. (2004). The relation between self-beliefs

and academic achievement: A meta-analytic review. *Educational Psychologist,*

39, 111-133.

Wei, H., & Williams, J. H. (2004). Relationship between peer victimization and school

adjustment in sixth-grade students: Investigating mediation effects. *Violence and*

Victims, 19, 557-571.

Weiner, J. B. (1992*). Psychological disturbance in adolescence (*2nd ed.). New York:

John Wiley and Sons.

Wesley, J. C. (1994). Effects of ability, high school achievement, and procrastinatory

behavior on college performance. *Educational and Psychological Measurement,*

54, 404-408.

Wigfield, A. (1994). The role of children's achievement values in the self-regulation of

their learning outcomes. In D. Schunk & B. Zimmerman(Eds.), *Self-regulation*

of learning and performance: Issues and educational applications (pp. 101-

124). Hillsdale, NJ: Erlbaum.

Wigfield, A., & Karpathian, M. (1991). Who am I and what can I do? Children's self-

concepts and motivation in achievement situations. *Educational Psychologist,*

26, 233-262.

Winne, P. (2001). Self-regulated learning viewed from models of information

Processing. In B. Zimmerman & D. Schunk (Eds.). *Self-regulated learning and*

academic achievement: Theoretical perspectives (2nd ed., pp. 153-189). Mahwah,

NJ: Lawrence Erlbaum Associates, Inc.Wolters, C.A., Yu, S.L., & Pintrich, P. R. (1996).

The relation between goal orientation and students' motivational beliefs and self-

regulated learning. *Learning and Individual Differences, 8,* 211-238.

Yu, S. L. (1997). Cognitive strategy use and motivation in underachieving students.

Dissertation Abstracts International-Section A: Humanities and Social Sciences,

57, 4652.

Zimmerman, B. J. (1998). Academic studying and the development of personal skill:

self-regulatory perspective. *Educational Psychologist, 33,* 73-86.

Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary*

Educational Psychology, 25, 82–91.

Zimmerman, B. J. (2001). Theories of self-regulated learning and academic

    achievement: An overview and analysis. In B. J. Zimmerman & D. H. Schunk

    (Eds.), *Self-regulated learning and academic achievement: Theoretical*

    perspectives (2nd ed., pp. 1-38) Manwah, NJ: Lawrence Erlbaum Associates.

Zimmerman, B. J. (2002b). Becoming a self-regulated learner: An overview. *Theory Into*

    Practice, 41, 64-70

Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1992). Self-motivation for

    academic attainment: The role of self-efficacy beliefs and personal goal-setting.

    American Educational Research Journal, 29, 663-676.

Zimmerman, B. J., & Martinez-Pons, M. (1988). Construct validation of a strategy model

    of student self-regulated learning. *Journal of Educational Psychology, 80,* 284-290.

Zimmerman, B.J., & Schunk, D. H. (Eds.). (1989). *Self-regulated learning and*

    academic achievement: Theory, research, and practice. New York:

    Springer-Veriag.

APPENDIX A

Survey Questionnaire

Part I: Demographic Questionnaire

Direction: Please put an (X) inside the bracket that corresponds to you. This information will be strictly used for study purposes only and will be kept confidential.

1. Gender

     ( ) Male

     ( ) Female

2. Type of school

     ( ) Private

     ( ) Public

3. What is your cumulative GPA?

     ( ) 4.0   ( ) 2.5 to 2.99

     ( ) 3.75 to 3.99   ( ) 2.0 to 2.49

     ( ) 3.5 to 3.74   ( ) 1.5 to 1.99

     ( ) 3.25 to 3.49   ( ) 1.0 to 1.49

     ( ) 3.0 to 3.24   ( ) Less than 1.0

SCHOOL ATTITUDE ASSESSMENT SURVEY-REVISED (SAAS-R)

© D. B. McCoach, University of Connecticut.

Please rate how strongly you agree or disagree with the following statements. In answering each question, use a range from (1) to (7) where (1) stands for **strongly disagree** and (7) stands for **strongly agree**. Please circle only one response choice per question.

Statement:	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1. My classes are interesting.	1	2	3	4	5	6	7
2. I am intelligent.	1	2	3	4	5	6	7
3. I can learn new ideas quickly in school.	1	2	3	4	5	6	7
4. I check my assignments before I turn them in.	1	2	3	4	5	6	7
5. I am smart in school.	1	2	3	4	5	6	7
6. I am glad that I go to this school.	1	2	3	4	5	6	7
7. This is a good school.	1	2	3	4	5	6	7
8. I work hard at school.	1	2	3	4	5	6	7
9. I relate well to my teachers.	1	2	3	4	5	6	7
10. I am self-motivated to do my schoolwork.	1	2	3	4	5	6	7
11. I am good at learning new things in school.	1	2	3	4	5	6	7
12. This school is a good match for me.	1	2	3	4	5	6	7
13. School is easy for me.	1	2	3	4	5	6	7
14. I like my teachers.	1	2	3	4	5	6	7
15. I want to get good grades in school.	1	2	3	4	5	6	7
16. My teachers make learning interesting.	1	2	3	4	5	6	7
17. My teachers care about me.	1	2	3	4	5	6	7
18. Doing well in school is important for my future career goals.	1	2	3	4	5	6	7
19. I like this school.	1	2	3	4	5	6	7
20. I can grasp complex concepts in school.	1	2	3	4	5	6	7
21. Doing well in school is one of my goals.	1	2	3	4	5	6	7
22. I am capable of getting straight A's.	1	2	3	4	5	6	7
23. I am proud of this school.	1	2	3	4	5	6	7
24. I complete my schoolwork regularly.	1	2	3	4	5	6	7
25. It's important to get good grades in school.	1	2	3	4	5	6	7
26. I am organized about my schoolwork.	1	2	3	4	5	6	7
27. I use a variety of strategies to learn new material.	1	2	3	4	5	6	7
28. I want to do my best in school.	1	2	3	4	5	6	7
29. It is important for me to do well in school.	1	2	3	4	5	6	7
30. I spend a lot of time on my schoolwork.	1	2	3	4	5	6	7
31. Most of the teachers at this school are good teachers.	1	2	3	4	5	6	7
32. I am a responsible student.	1	2	3	4	5	6	7
33. I put a lot of effort into my schoolwork.	1	2	3	4	5	6	7
34. I like my classes.	1	2	3	4	5	6	7
35. I concentrate on my schoolwork.	1	2	3	4	5	6	7

ตอนที่ 1

ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

กรุณาใส่เครื่องหมายกากบาท (X) ในข้อความที่ตรงกับความเป็นจริง ข้อมูลนี้จะใช้เพื่อการศึกษาและ

จะไม่เปิดเผยแก่ผู้อื่น

1. เพศ

    ( ) ชาย

    ( ) หญิง

2. ลักษณะของโรงเรียน

    ( ) เอกชน

    ( ) รัฐบาล

3.ระดับคะแนนเฉลี่ยสะสม (GPA)

    ( ) 4.0   ( ) 2.5 ถึง 2.99

    ( ) 3.75 ถึง 3.99   ( ) 2.0 ถึง 2.49

    ( ) 3.5 ถึง 3.74   ( ) 1.5 ถึง 1.99

    ( ) 3.25 ถึง 3.49   ( ) 1.0 ถึง 1.49

    ( ) 3.0 ถึง 3.24   ( ) 1.0 หรือ น้อยกว่า

กรุณาให้คะแนนระดับความเห็นด้วยหรือไม่เห็นด้วยกับคำกล่าวข้างล่าง ในการตอบคำถาม ให้ตอบตั้งแต่ (1) ถึง (7) โดย (1) หมายถึง **ไม่เห็นด้วยอย่างยิ่ง** และ (7) หมายถึง **เห็นด้วยอย่างยิ่ง** กรุณาวงกลมคำตอบเพียงคำตอบเดียวสำหรับหนึ่งคำถาม

คำกล่าว:	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่เห็นด้วยเล็กน้อย	ทั้งเห็นด้วยและไม่เห็นด้วย	เห็นด้วยเล็กน้อย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1. ชั้นเรียนของฉันน่าสนใจ	1	2	3	4	5	6	7
2. ฉันเป็นคนฉลาด	1	2	3	4	5	6	7
3. ฉันสามารถเรียนรู้แนวคิดใหม่ ๆในโรงเรียนได้อย่างรวดเร็ว	1	2	3	4	5	6	7
4. ฉันตรวจสอบงานก่อนส่ง	1	2	3	4	5	6	7
5. ในโรงเรียน ฉันเป็นคนหัวดี	1	2	3	4	5	6	7
6. ฉันดีใจที่ได้อยู่โรงเรียนนี้	1	2	3	4	5	6	7
7. นี่เป็นโรงเรียนที่ดี	1	2	3	4	5	6	7
8. ฉันตั้งใจกับการเรียนอย่างหนัก	1	2	3	4	5	6	7
9. ฉันสนิทกับคุณครู	1	2	3	4	5	6	7
10. ฉันมีความตั้งใจในการทำการบ้าน	1	2	3	4	5	6	7
11. ฉันเก่งในการเรียนรู้สิ่งใหม่ ๆที่โรงเรียน	1	2	3	4	5	6	7
12. โรงเรียนนี้เหมาะสมสำหรับฉันเป็นอย่างดี	1	2	3	4	5	6	7
13. การเรียนเป็นเรื่องง่ายสำหรับฉัน	1	2	3	4	5	6	7
14. ฉันชอบคุณครูของฉัน	1	2	3	4	5	6	7
15. ฉันอยากเรียนให้ได้เกรดดี ๆ	1	2	3	4	5	6	7
16. คุณครูของฉันช่วยให้การเรียนดูน่าสนใจ	1	2	3	4	5	6	7
17. คุณครูของฉันเป็นห่วงเป็นใยฉัน	1	2	3	4	5	6	7
18. การเรียนให้ดีมีความสำคัญกับอาชีพที่ฉันจะทำในอนาคต	1	2	3	4	5	6	7
19. ฉันชอบโรงเรียนนี้	1	2	3	4	5	6	7
20. ฉันสามารถทำความเข้าใจกับเนื้อหายาก ๆในโรงเรียนได้	1	2	3	4	5	6	7
21. การเรียนให้ดีคือเป้าหมายอย่างหนึ่งของฉัน	1	2	3	4	5	6	7
22. ฉันมีความสามารถที่จะเรียนให้ได้เกรด A ทุกวิชา	1	2	3	4	5	6	7
23. ฉันรู้สึกภูมิใจกับโรงเรียนนี้	1	2	3	4	5	6	7
24. ฉันทำการบ้านเสร็จตามกำหนดเป็นเรื่องปรกติ	1	2	3	4	5	6	7
25. การเรียนให้ได้เกรดดี ๆเป็นเรื่องสำคัญ	1	2	3	4	5	6	7
26. ฉันจัดระเบียบเรื่องการเรียนของตัวเองได้ดี	1	2	3	4	5	6	7
27. ฉันมีวิธีการหลากหลายที่ช่วยในการเรียนรู้เนื้อหาใหม่ ๆ	1	2	3	4	5	6	7
28. ฉันอยากเรียนให้ได้ดีที่สุดเท่าที่จะทำได้	1	2	3	4	5	6	7
29. ฉันถือว่าการเรียนให้ได้ดี ๆเป็นเรื่องสำคัญ	1	2	3	4	5	6	7
30. ฉันใช้เวลามากมายในการทำการบ้าน	1	2	3	4	5	6	7
31. คุณครูส่วนใหญ่ในโรงเรียนนี้เป็นคุณครูที่ดี	1	2	3	4	5	6	7
32. ฉันเป็นนักเรียนที่มีความรับผิดชอบ	1	2	3	4	5	6	7
33. ฉันทำการบ้านด้วยความทุ่มเทอย่างสูง	1	2	3	4	5	6	7
34. ฉันชอบชั้นเรียนของฉัน	1	2	3	4	5	6	7
35. ฉันทำการบ้านด้วยความตั้งใจ	1	2	3	4	5	6	7

Appendix C

Sample population

Academic Achievement Level * Type of School Crosstabulation

Count

		Type of School		Total
		Private	Public	Private
Academic Achievement Level	High Achiever	102	102	204
	Low Achiever	99	102	201
Total		201	204	405

Academic Achievement Level * Gender Crosstabulation

Count

		Gender		Total
		Male	Female	Male
Academic Achievement Level	High Achiever	103	101	204
	Low Achiever	100	101	201
Total		203	202	405

Academic Achievement Level * Orientation of School Crosstabulation

Count

		Orientation of School		Total
		Single-gender School	Co-educational School	Single-gender School
Academic Achievement Level	High Achiever	78	126	204
	Low Achiever	72	129	201
Total		150	255	405

Descriptive- dependent variables

Frequencies

Academic Achievement Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Achiever	204	50.4	50.4	50.4
	Low Achiever	201	49.6	49.6	100.0
	Total	405	100.0	100.0	

Frequencies

Statistics

		Academic Self-Perception	Attitude toward Teachers (and Classes)	Attitude toward School	Goal Valuation	Motivation or Self-Regulation
N	Valid	405	405	405	405	405
	Missing	0	0	0	0	0
Mean		4.1951	4.0684	3.9956	5.9960	4.1343
Std. Deviation		1.9661	1.7374	1.7719	.9563	1.8888

GLM-Academic-self perception

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Academic Achievement Level	1	High Achiever	204
	2	Low Achiever	201
Type of School	1	Private	201
	2	Public	204

Tests of Between-Subjects Effects

Dependent Variable: Academic Self-Perception

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1351.253(a)	3	450.418	858.373	.000
Intercept	7078.637	1	7078.637	13489.951	.000
ACH	1347.007	1	1347.007	2567.027	.000
SCHTYPE	4.378	1	4.378	8.344	.004
ACH * SCHTYPE	.467	1	.467	.891	.346
Error	210.418	401	.525		
Total	8689.082	405			
Corrected Total	1561.672	404			

a R Squared = .865 (Adjusted R Squared = .864)

Estimated Marginal Means

1. Grand Mean

Dependent Variable: Academic Self-Perception

Mean	Std. Error	95% Confidence Interval	
Lower Bound	Upper Bound	Lower Bound	Upper Bound
4.181	.036	4.110	4.252

2. Academic Achievement Level

Dependent Variable: Academic Self-Perception

Academic Achievement Level	Mean	Std. Error	95% Confidence Interval	
	Lower Bound	Upper Bound	Lower Bound	Upper Bound
High Achiever	6.005	.051	5.905	6.105
Low Achiever	2.357	.051	2.257	2.458

3. Type of School

Dependent Variable: Academic Self-Perception

Type of School	Mean	Std. Error	95% Confidence Interval	
	Lower Bound	Upper Bound	Lower Bound	Upper Bound
Private	4.077	.051	3.977	4.178
Public	4.285	.051	4.185	4.385

4. Academic Achievement Level * Type of School

Dependent Variable: Academic Self-Perception

Academic Achievement Level	Type of School	Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound	Lower Bound	Upper Bound
High Achiever	Private	5.867	.072	5.726	6.008
	Public	6.143	.072	6.002	6.284
Low Achiever	Private	2.287	.073	2.144	2.430
	Public	2.427	.072	2.286	2.568

Profile Plots

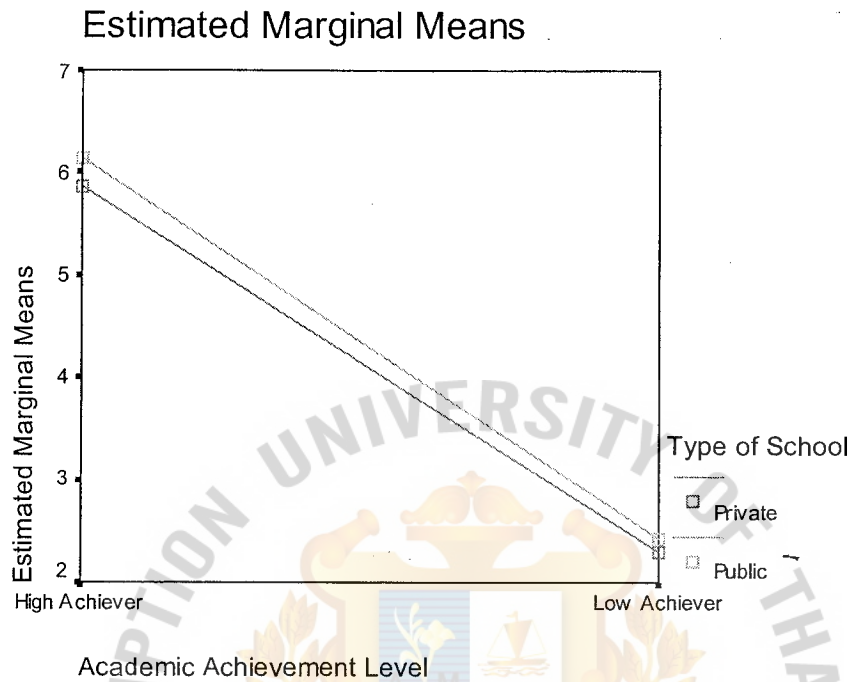### Estimated Marginal Means

Figure 2. Estimated marginal means of academic self-perception.

GLM-Attitude toward teacher and classes

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Academic Achievement Level	1	High Achiever	204
	2	Low Achiever	201
Type of School	1	Private	201
	2	Public	204

Tests of Between-Subjects Effects

Dependent Variable: Attitude toward Teachers (and Classes)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1029.010(a)	3	343.003	722.089	.000
Intercept	6663.134	1	6663.134	14027.202	.000
ACH	1028.986	1	1028.986	2166.216	.000
SCHTYPE	1.077E-02	1	1.077E-02	.023	.880
ACH * SCHTYPE	9.931E-02	1	9.931E-02	.209	.648
Error	190.481	401	.475		
Total	7923.102	405			
Corrected Total	1219.491	404			

a R Squared = .844 (Adjusted R Squared = .843)

Estimated Marginal Means

1. Grand Mean

Dependent Variable: Attitude toward Teachers (and Classes)

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
Lower Bound	Upper Bound		
4.056	.034	3.989	4.124

2. Academic Achievement Level

Dependent Variable: Attitude toward Teachers (and Classes)

Academic Achievement Level	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
	Lower Bound	Upper Bound		
High Achiever	5.651	.048	5.556	5.745
Low Achiever	2.462	.049	2.367	2.558

3. Type of School

Dependent Variable: Attitude toward Teachers (and Classes)

Type of School	Mean	Std. Error	95% Confidence Interval	
	Lower Bound	Upper Bound	Lower Bound	Upper Bound
Private	4.051	.049	3.956	4.147
Public	4.062	.048	3.967	4.156

4. Academic Achievement Level * Type of School

Dependent Variable: Attitude toward Teachers (and Classes)

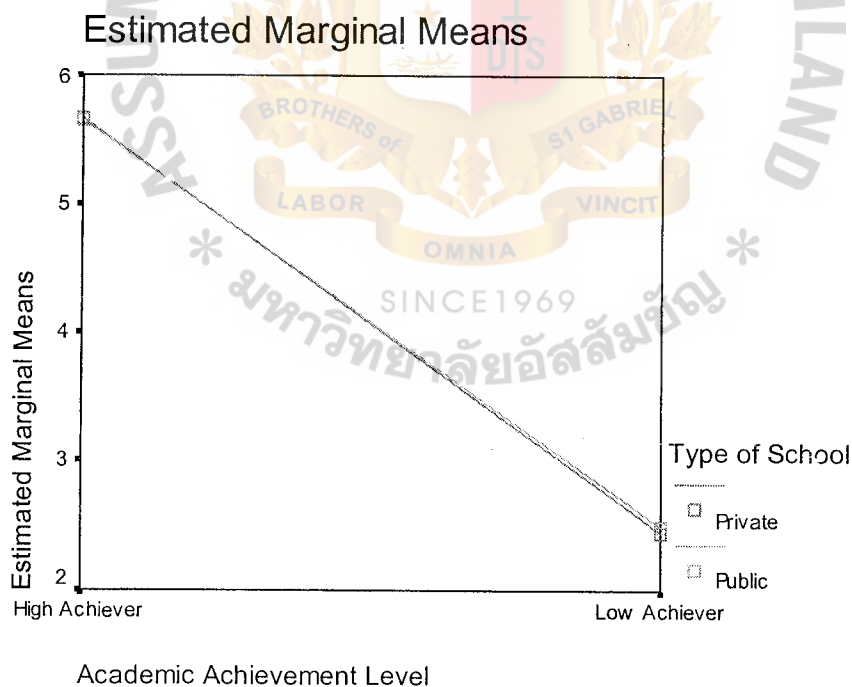| Academic Achievement Level	Type of School	Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound	Lower Bound	Upper Bound
High Achiever	Private	5.661	.068	5.527	5.795
	Public	5.640	.068	5.506	5.774
Low Achiever	Private	2.442	.069	2.305	2.578
	Public	2.483	.068	2.349	2.617

Profile Plots

Figure 3.. Estimated marginal means of attitude toward teacher (and classes).

GLM-Attitude toward school

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Academic Achievement Level	1	High Achiever	204
	2	Low Achiever	201
Type of School	1	Private	201
	2	Public	204

Tests of Between-Subjects Effects

Dependent Variable: Attitude toward School

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	865.988(a)	3	288.663	287.626	.000
Intercept	6429.017	1	6429.017	6405.942	.000
ACH	864.943	1	864.943	861.838	.000
SCHTYPE	.248	1	.248	.247	.619
ACH * SCHTYPE	.887	1	.887	.884	.348
Error	402.444	401	1.004		
Total	7734.040	405			
Corrected Total	1268.432	404			

a R Squared = .683 (Adjusted R Squared = .680)

Estimated Marginal Means

1. Grand Mean

Dependent Variable: Attitude toward School

Mean	Std. Error	95% Confidence Interval	
Lower Bound	Upper Bound	Lower Bound	Upper Bound
3.985	.050	3.887	4.082

2. Academic Achievement Level

Dependent Variable: Attitude toward School

Academic Achievement Level	Mean Lower Bound	Std. Error Upper Bound	95% Confidence Interval Lower Bound	Upper Bound
High Achiever	5.446	.070	5.308	5.584
Low Achiever	2.523	.071	2.384	2.662

3. Type of School

Dependent Variable: Attitude toward School

Type of School	Mean Lower Bound	Std. Error Upper Bound	95% Confidence Interval Lower Bound	Upper Bound
Private	4.009	.071	3.870	4.148
Public	3.960	.070	3.822	4.098

4. Academic Achievement Level * Type of School

Dependent Variable: Attitude toward School

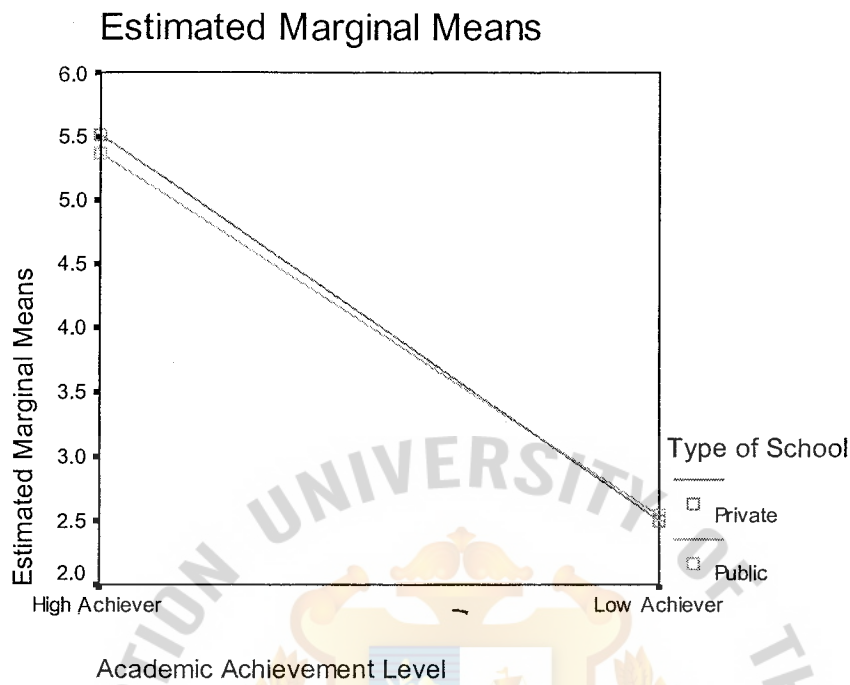| Academic Achievement Level	Type of School	Mean Lower Bound	Std. Error Upper Bound	95% Confidence Interval Lower Bound	Upper Bound
High Achiever	Private	5.518	.099	5.323	5.713
	Public	5.375	.099	5.180	5.570
Low Achiever	Private	2.501	.101	2.303	2.699
	Public	2.545	.099	2.350	2.740

Profile Plots

Estimated Marginal Means

Figure 4.. Estimated marginal means of attitude toward school.

GLM- Goal valuation

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Academic Achievement Level	1	High Achiever	204
	2	Low Achiever	201
Type of School	1	Private	201
	2	Public	204

Tests of Between-Subjects Effects

Dependent Variable: Goal Valuation

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	176.230(a)	3	58.743	121.886	.000
Intercept	14536.306	1	14536.306	30161.102	.000
ACH	175.325	1	175.325	363.778	.000
SCHTYPE	.509	1	.509	1.056	.305
ACH * SCHTYPE	.161	1	.161	.334	.564
Error	193.264	401	.482		
Total	14929.901	405			
Corrected Total	369.495	404			

a R Squared = .477 (Adjusted R Squared = .473)

Estimated Marginal Means

1. Grand Mean

Dependent Variable: Goal Valuation

Mean	Std. Error	95% Confidence Interval	
Lower Bound	Upper Bound	Lower Bound	Upper Bound
5.992	.034	5.924	6.059

2. Academic Achievement Level

Dependent Variable: Goal Valuation

Academic Achievement Level	Mean	Std. Error	95% Confidence Interval	
	Lower Bound	Upper Bound	Lower Bound	Upper Bound
High Achiever	6.650	.049	6.554	6.745
Low Achiever	5.333	.049	5.237	5.430

3. Type of School

Dependent Variable: Goal Valuation

Type of School	Mean	Std. Error	95% Confidence Interval	
	Lower Bound	Upper Bound	Lower Bound	Upper Bound
Private	6.027	.049	5.931	6.123
Public	5.956	.049	5.860	6.052

4. Academic Achievement Level * Type of School

Dependent Variable: Goal Valuation

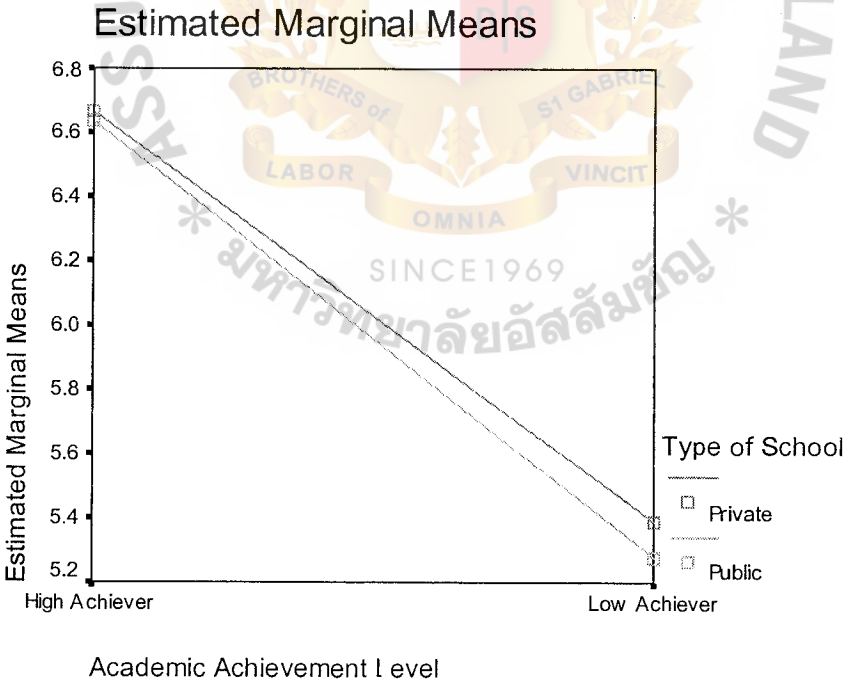| Academic Achievement Level	Type of School	Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound	Lower Bound	Upper Bound
High Achiever	Private	6.665	.069	6.530	6.800
	Public	6.634	.069	6.499	6.769
Low Achiever	Private	5.389	.070	5.252	5.526
	Public	5.278	.069	5.143	5.413

Profile Plots

Figure 5.. Estimated marginal means of goal valuation.

GLM- Motivation/self-regulation

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Academic Achievement Level	1	High Achiever	204
	2	Low Achiever	201
Type of School	1	Private	201
	2	Public	204

Tests of Between-Subjects Effects

Dependent Variable: Motivation or Self-Regulation

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1310.928(a)	3	436.976	1343.713	.000
Intercept	6875.967	1	6875.967	21143.784	.000
ACH	1310.325	1	1310.325	4029.284	.000
SCHTYPE	.783	1	.783	2.406	.122
ACH * SCHTYPE	4.017E-02	1	4.017E-02	.124	.725
Error	130.405	401	.325		
Total	8363.840	405			
Corrected Total	1441.333	404			

a R Squared = .910 (Adjusted R Squared = .909)

Estimated Marginal Means

1. Grand Mean

Dependent Variable: Motivation or Self-Regulation

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
Lower Bound	Upper Bound		
4.121	.028	4.065	4.176

2. Academic Achievement Level

Dependent Variable: Motivation or Self-Regulation

	Mean	Std. Error	95% Confidence Interval	
Academic Achievement Level	Lower Bound	Upper Bound	Lower Bound	Upper Bound
High Achiever	5.920	.040	5.841	5.998
Low Achiever	2.322	.040	2.243	2.401

3. Type of School

Dependent Variable: Motivation or Self-Regulation

	Mean	Std. Error	95% Confidence Interval	
Type of School	Lower Bound	Upper Bound	Lower Bound	Upper Bound
Private	4.077	.040	3.998	4.156
Public	4.165	.040	4.086	4.243

4. Academic Achievement Level * Type of School

Dependent Variable: Motivation or Self-Regulation

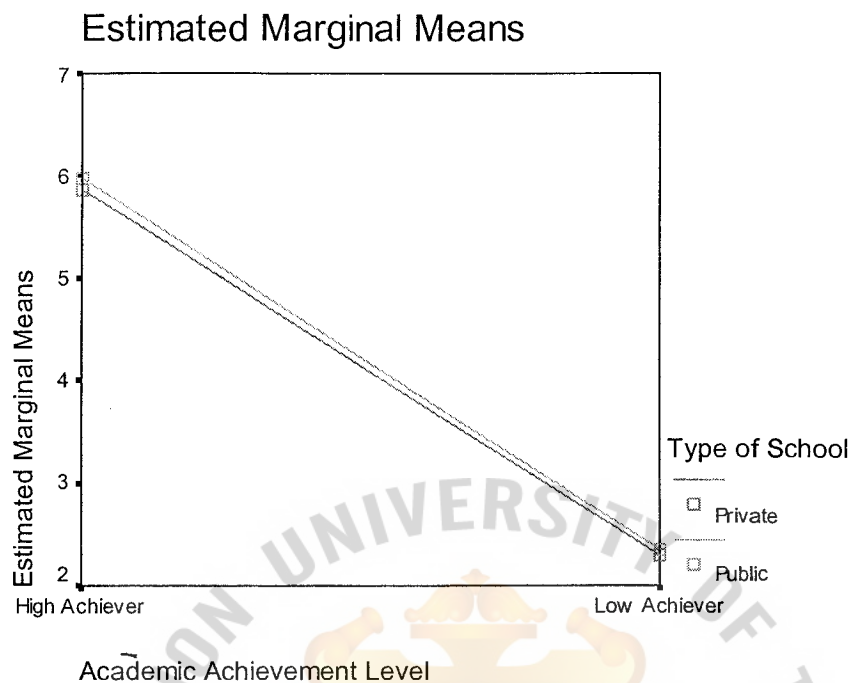|		Mean	Std. Error	95% Confidence Interval	
Academic Achievement Level	Type of School	Lower Bound	Upper Bound	Lower Bound	Upper Bound
High Achiever	Private	5.866	.056	5.755	5.977
	Public	5.974	.056	5.863	6.085
Low Achiever	Private	2.288	.057	2.175	2.401
	Public	2.356	.056	2.245	2.467

Profile Plots

Estimated Marginal Means

Figure 6. Estimated marginal means of motivation/self-regulation.

Appendix C

Pretest Reliability

Reliability
****** Method 1 (space saver) will be used for this analysis ******

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

Reliability Coefficients

N of Cases =   50.0   N of Items = 35

Alpha =   .9896

Reliability
****** Method 1 (space saver) will be used for this analysis ******

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

Reliability Coefficients

N of Cases =   50.0   N of Items = 6

Alpha =   .8814

****** Method 1 (space saver) will be used for this analysis ******

Attitude toward teacher and classes

****** Method 1 (space saver) will be used for this analysis ******

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

Reliability Coefficients

N of Cases =   50.0   N of Items = 7

Alpha =   .9659

****** Method 1 (space saver) will be used for this analysis ******

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

Reliability Coefficients

N of Cases =   50.0   N of Items = 5

Alpha =   .969

****** Method 1 (space saver) will be used for this analysis ******

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

Reliability Coefficients

N of Cases =   50.0   N of Items = 5

Alpha =   .9529

****** Method 1 (space saver) will be used for this analysis ******

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

Reliability Coefficients

N of Cases =   50.0   N of Items = 10

Alpha =   .9785

Overall and subscale reliability

Reliability

****** Method 1 (space saver) will be used for this analysis ******

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

Reliability Coefficients

N of Cases =   404.0   N of Items = 35

Alpha =   .9899

Reliability

****** Method 1 (space saver) will be used for this analysis ******

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

Reliability Coefficients

N of Cases =   405.0   N of Items = 7

Alpha =   .9756

Reliability

****** Method 1 (space saver) will be used for this analysis ******

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases =   404.0   N of Items = 6

Alpha =   .9060

Reliability

****** Method 1 (space saver) will be used for this analysis ******

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases =   405.0   N of Items = 10

Alpha =   .9865

Reliability

****** Method 1 (space saver) will be used for this analysis ******

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases =   405.0   N of Items = 7

Alpha =   .9846

Reliability

****** Method 1 (space saver) will be used for this analysis ******

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases =   405.0   N of Items = 5

Alpha =   .9758

มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

September 21, 2009

Brother Anant   Prichavudhi

Director of Assumption College

Dear Directors,

As the partial fulfillment of the Master of Science in Counseling Psychology (MSCP) at Assumption University, Ms. Ramil Ampa ID. 492-9839 intends to do a thesis on
" **FACTORS DIFFERENTIATING HIGH SCHOOL ACHIEVING AND UNDERACHIEVING STUDENTS IN SELECTED PUBLIC AND PRIVATE HIGH SCHOOL IN BANGKOK** "

We would greatly appreciate if you could permit her to distribute questionnaires to your 10th, 11th and 12th grade level students for her to complete her research.
For further information or inquiry, please do not hesitate to contact the Graduate School of Psychology, Assumption University at 02-3004543 ext. 3619

Best Regards,

Jon Nicholas Blauw, Ph.D.
Director MSCP & Ph.D.CP
Graduate School of Psychology

Coordinator

Amporn Na Songkhla 02-300-4543 ext. 3619, 3636

เรื่อง   ขอความร่วมมือทำแบบสำรวจ

เรียน   อธิการ

☐ เพื่อโปรดพิจารณา   ☐ เพื่อทราบ
☐ เพื่ออนุมัติ / ขออนุญาต   ☐ เพื่อเข้าร่วมประชุม / สัมมนา / อบรม
☐ เพื่อขอความอนุเคราะห์   ☑ เพื่อขอความร่วมมือฯ

บันทึก :

ม.อัสสัมชัญ ขอความร่วมมือทำแบบสำรวจ

ลงนาม...

(มิสเดือนเพ็ญ สุขประเสริฐ)

ถึง

☐ สำนักอธิการ   ☑ ฝ่ายวิชาการ   ☐ ฝ่ายโปรแกรมภาษาอังกฤษ (EP)
☐ ฝ่ายธุรการ   ☐ ฝ่ายกิจการนักเรียน   ☐ ....
☐ ฝ่ายการเงิน   ☐ ฝ่ายบริการ

⊘ เพื่อพิจารณา   ◯ เพื่อทราบ   ◯ เพื่อประชาสัมพันธ์
◯ เพื่อประสานงาน   ☑ เพื่อดำเนินการ   ◯ เพื่อเข้าร่วมประชุม / สัมมนา / อบรม

หมายเหตุ ....

ลงนาม...

(ภราดาอานันท์ ปรีชาวุฒิ)

อธิการ

เรื่อง   ขอความร่วมมือทำแบบสำรวจ

เรียน   ....

○ ฝ่ายสำนักอธิการ	○ งานช่วงชั้น..........	○ งานชมรม
○ ฝ่ายธุรการ	○ งานหลักสูตรและการเรียนการสอน	○ งานสื่อการสอน
○ ฝ่ายการเงิน	○ งานวัดผล	○ งานประกันคุณภาพ
○ ฝ่ายกิจการนักเรียน	✓ งานวิจัย	○ งาน ENS
○ ฝ่ายบริการ	○ งานแนะแนว	○ งานศูนย์ Bell
○ ฝ่าย English Program	○ กลุ่มสาระการเรียนรู้............	

○ เพื่อพิจารณา	○ เพื่อทราบ	○ เพื่อประชาสัมพันธ์
○ เพื่อดำเนินการ	✓ เพื่อประสานงาน	○ เพื่อเข้าร่วมประชุม/สัมมนา/แข่งขัน

....

....

(มิสสุภาวดี เหลี่ยวเจริญ)

หัวหน้าฝ่ายวิชาการ

วันที่.........28.........กันยายน พ.ศ.2552