## CHAPTER 2
THEORETICAL ORIENTATION AND REVIEW OF THE PAST STUDIES

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CHAPTER 2
THEORETICAL ORIENTATION
AND REVIEW OF THE PAST STUDIES

2.1 INTRODUCTION

One of the most important factors in determining the success in life is attitude. William James (1907) an American psychologist and philosopher captured the fundamental significance of attitude in his profound words; "The greatest discovery of my generation is that human beings can alter their lives by altering their attitudes of mind." Attitude is a mental state relative to what we believe and affect our entire life. One expresses his attitude in his words and actions. It is a habitual way of thinking that can either lean towards an optimistic or pessimistic viewpoint. Attitudes are evaluations people make about objects, ideas, events, or other people. Attitudes can be positive or negative. It is the science in psychology that deals with mental processes and behaviour.

This chapter provides the theoretical orientation concerned to the psychology and attitude, and the review of the past research studies related to which have been done in Thailand and in foreign countries.

2.2 BASIC UNDERSTANDING ABOUT PSYCHOLOGY

2.2.1 Definition of psychology

Psychology is the science of the mind and behavior. The word "psychology" comes from the Greek word psyche meaning "breath, spirit, soul", and the Greek word logia meaning the study of something. According to Medilexicon's medical dictionary, psychology is "The profession (clinical psychology), scholarly discipline (academic psychology), and science (research psychology) concerned with the behavior of humans and animals, and related mental and physiologic processes." Psychology studies the behaviour of organisms, which includes how they think, feel and act. Psychology has its roots in philosophy, where the ancient philosophers described it as the study of soul. The four main goals of psychology are to describe, explain, predict, and control behaviour.

William, James (1907) defined that psychology is the study of the human brain including people behaviours, attitude, fillings, and personality. Psychology can be a scientific approach to better understand people's behaviour and emotions. Psychology is an
academic and applied discipline which involves the scientific study of human (or animal) mental functions and behaviour.

Gene Zimmer (1999) mentioned that the word "psychology" is the combination of two terms - study (ology) and soul (psyche), or mind. "Psyche" is defined as: (1) spirit or soul; (2) human mind; and (3) mind functioning as the center of thought, emotion, and behavior. Defining of soul is the spiritual or immortal elements in a person and a person's mental or moral or emotional nature.

Aguirre, F.; Monce, R.; Ramirez, N.; Domingo, J. (2010) stated that the word psychology came from the two Greek words, “psyche” and “logos” which literally translate to the study of the soul and later on it progress to the study of the mind. Today many authors would define psychology as the scientific study of behavior and mental processes. Psychology is the study of the mind. It can have to do with the feelings, thought, behaviour, actions, mental stages or mental nature. Psychology is an academic and applied discipline with involve the study of human or animal mental behaviour and functions. The study of psychology is the study of behave. It helps to define why we do what we do and why we act in a specific way as a group of people as well as an individual.

Gray, P.O. (2010) view that psychology is the scientific study of human and animal behavior with the object of understanding why living beings behave as they do. As almost any science, its discoveries have practical applications. As it is a rather new science, applications are sometimes confused with the science itself. It is easier to distinguish what is 'pure' and 'applied' in older disciplines: everybody can separate physics and mathematics from engineering, or anatomy and physiology from medicine. People often confound psychology with psychiatry, which is a branch of medicine dedicated to the cure of mental disorders.

Dictionary.com (2010) defined that psychology is the science of the mind or of mental states and processes. It is the science of human and animal behavior and the sum or characteristics of the mental states and processes of a person or class of persons, or of the mental states and processes involved in a field of activity.
Christian Nordqvist (2011)\textsuperscript{7} state that psychology is the scientific study of mental processes and behaviour. It is a broad field that explores a variety of questions about thoughts, feelings, and actions. Through such studies of psychologists have greatly increased the understanding of why people behave as they do. Psychology is a broad discipline which seeks to analyze the human mind. Different disciplines within this field study why people behave, think, and feel the way they do.

From the definition of “psychology” mentioned above, it can be summarized that “psychology” is the science study of mind or mental process and behaviour of human and animal. It is a broad field of an academic and applied discipline which involves the thought, attitude, feelings, behaviour, actions, mental stages, and personality which object of understanding why living being have as they do.

2.2.2 Branches of psychology

Christian Nordqvist (2011)\textsuperscript{8} described the branches of psychology as follow:

(1) Clinical psychology: This branch of psychology integrates science, theory, and practice in order to understand, predict and relieve maladjustment, disability, and discomfort. Clinical psychology also promotes adaption, adjustment and personal development. A clinical psychologist concentrates on the intellectual, emotional, biological, psychological, social, and behavioral aspects of human performance throughout a person’s life, across varying cultures and socioeconomic levels. In other words, clinical psychology is the scientific study and application of psychology in order to understand, prevent, and alleviate psychologically-caused distress or dysfunction (disability) and promote the patient’s well-being and personal development. Psychological assessment and psychotherapy are central to the practice of clinical psychology.

(2) Cognitive psychology: This branch of psychology investigates internal mental processes, such as problem solving, memory, learning, and language (how people think, perceive, communicate, remember and learn). It is closely related to other disciplines, such as neuroscience, philosophy and linguistics. At the center of cognitive psychology is how people acquire, process and store information. Many say that cognitive psychology is the study of intelligence. Practical applications for cognitive research may include how to
improve memory, increase the accuracy of decision-making, or how to set up educational programmes to boost learning. It can be said that social psychology studies the effects of cognitive processes on the way individuals perceive, influence, and relate to others in order to understand the social behaviour of individuals. This is done in a systematic way, using scientific methods, constructed with the awareness of possible error. The social psychologist also studies the cognitive dissonance which is concerned to the feels of tension because one’s attitudes are different from one’s behaviour. In order to alleviate the discomfort, people will often change one’s attitudes to justify the behaviour.

(3) Developmental psychology: This branch of psychology is the scientific study of systematic psychological changes that a person experiences over the course of his/her life span. Developmental psychology is often referred to as human development. It used to just focus on infants and young children, but also includes teenagers and adults today - the whole human life span. Developmental psychology includes any psychological factor that is studied over the life of a person, including motor skills, problem solving, moral understanding, acquiring language, emotions, personality, self-concept and identity formation. Developmental psychology also looks and compares innate mental structures against learning through experience. A developmental psychologist will be interested in how a person’s characteristics interact with environmental factors and how development is impacted. Developmental psychology overlaps with several other branches of psychology, as well as other disciplines, such as linguistics.

(4) Evolutionary psychology: This branch of psychology looks at how human behavior has been affected by psychological adjustments during evolution. Just as biologists talk about natural selection or sexual selection during evolution, this branch of psychology applies psychology to the same way of thinking. An evolutionary psychologist believes that human psychological traits are adaptations for survival in the everyday environment of ancestors.

(5) Forensic psychology: This branch of psychology involves applying psychology to criminal investigation and the law. A forensic psychologist practices psychology as a science within the criminal justice system and civil courts. Forensic psychology involves understanding criminal law in the relevant jurisdictions in order to interact with judges, lawyers and other professionals of the legal system.
psychology involves the ability to testify in court, to present psychological findings in legal language to the courtroom, and to provide data to legal professionals in a clear way. A forensic psychologist needs to understand the rules, standards, and philosophy of his/her country’s judicial system.

(6) **Health psychology** - also called behavioral medicine or medical psychology. This branch observes how behavior, biology and social context influence illness and health. While a doctor treats the illness, the health psychologist will focus more on the person who has the illness, by finding out about their socioeconomic status and background, behaviors that may have an impact on the disease (such as medication compliance), plus the biological reasons for the illness. The aim of the health psychologist is to improve the patient’s overall health by analyzing disease in the context of bio-psycho-social factors. Biopsychosocial refers to the biological, psychological, and social aspects in contrast to the strictly biomedical aspects of disease. Health psychologists generally work alongside other medical professionals in clinical settings.

(7) **Neuropsychology**: This branch of psychology studies the structure and function of the brain in relation to clear behaviors and psychological processes. Neuropsychology is also involved in lesion studies in the brain, as well as recording electrical activity from cells and groups of cells in higher primates, including some human studies. A neuropsychologist will use a Neuropsychological Evaluation - a systematic assessment procedure - to determine the degree of any possible behavioral problems following suspected or diagnosed brain injury in a patient. When diagnosis is made, some patients are treated with an individualized cognitive remediation protocol - a treatment that helps the patient overcome his/her cognitive deficits.

(8) **Occupational psychology** (also known as industrial-organizational psychology, I-O psychology, work psychology, organizational psychology, work and organizational psychology, occupational psychology, personnel psychology or talent assessment) - studies the performance of people at work and in training, develops an understanding of how organizations function and how people and groups behave at work. The occupational psychologist aims to increase effectiveness, efficiency, and satisfaction at work. The British Psychological Society says occupational psychology “is concerned with the performance of people at work in training, how organizations function and how individuals
and small groups behave at work. The aim is to increase the effectiveness of the organization, and to improve the job satisfaction of the individual."

(9) Social psychology: This branch of psychology uses scientific methods to understand and explain how feeling, behaviour and thoughts of people are influenced by the actual, imagined or implied presence of other people. A social psychologist will look at group behaviour, social perception, non-verbal behaviour, conformity, aggression, prejudice, and leadership. Social perception and social interaction are seen as key to understanding social behaviour. Social psychology studies the impact of social influences on human behaviour.

From the branches of psychology mentioned above, it can be seen that social psychology is a branch of psychology that studies individuals in the social context or examines the impact of social influences on human behaviour. It is the study of how and why people think, feel, and do the things they do depending upon the situation they are in.

2.2.3 Social psychology

According to psychologist Gordon Allport (1968)\(^9\), social psychology is a discipline that uses scientific methods "to understand and explain how the thought, feeling and behavior of individuals are influenced by the actual, imagined or implied presence of other human beings". Social psychology looks at a wide range of social topics, including group behaviour, social perception, nonverbal behaviour, conformity, aggression and prejudice. It is important to note that social psychology is not just about looking at social influences. Social perception and social interaction are also vital to understanding social behaviour. A social psychologist looks at the attitudes, beliefs, and behaviours of both individuals and groups. The field also examines interpersonal interaction, analyzing the way in which someone interacts with other people, whether on a singular basis or in the form of a large group.

Baron, Byrne & Suls (1989)\(^10\) defined social psychology as the scientific field that seeks to understand the nature and causes of individual behavior in social situations. It therefore looks at human behaviour as influenced by other people and the social context in which this occurs. Social psychologists therefore deal with the factors that lead us to behave in a given way in the presence of others, and look at the conditions under which
certain behaviour/actions and feelings occur. Social psychology is to do with the way these feelings, thoughts, beliefs, intentions and goals are constructed and how such psychological factors, in turn, influence our interactions with others. In social psychology, attitudes are defined as learned, global evaluations of a person, object, place, or issue that influence thought and action. Put more simply, attitudes are basic expressions of approval or disapproval, favorability or unfavorability, or as Bem put it, likes and dislikes.

William Pinkney (1822)\(^{11}\) state that social psychology studies and seeks to understand human being in their social context, people’s thoughts, feelings and behaviour and how they influence and are influence by social phenomena.

Myers, David G. (1990)\(^{12}\) stated that social psychology is a branch of psychology that studies individuals in the social context. In other words, it is the study of how and why people think, feel, and do the things they do depending upon the situation they are in. Social psychology is related to sociology in this regard, but instead of focusing on group factors such as race and socioeconomic class, it focuses on the individual. Also, it relies on the scientific research to generate the theories of social behaviour. Social psychologists have studied attitude formation, the structure of attitudes, attitude change, the function of attitudes, and the relationship between attitudes and behaviour. Because people are influenced by the situation, general attitudes are not always good predictors of specific behaviour. For a variety of reasons, a person may value the environment and not recycle a can on a particular day. Attitudes that are well remembered and central to the self-concept, however, are more likely to lead to behaviour, and measures of general attitudes do predict patterns of behaviour over time.

Britannica Encyclopedia (2011)\(^{13}\) defined that social psychology is the scientific study of the behaviour of individuals in their social and cultural setting. Social psychology is the branch of human psychology that deals with the behaviour of groups and the influence of social factors on the individual. Social psychology is the branch of psychology concerned with the personality, attitudes, motivations, and behaviour of the individual or group in the context of social interaction. Social psychology include the attribution of social status based on perceptual cues, the influence of social factors (such as
peers) on a person’s attitudes and beliefs, the functioning of small groups and large organizations, and the dynamics of face-to-face interactions.

Kendra Cherry (2011) described that social psychology attempts to understand the relationship between minds, groups, and behaviours in three general ways. First, it tries to see how the thoughts, feelings and behaviors of individuals are influenced by the actual, imagined, or implied presence of other(s). This includes social perception, social interaction, and the many kinds of social influence (like trust, power, and persuasion). Gaining insight into the social psychology of persons involves looking at the influences that individuals have on the beliefs, attitudes, and behaviours of other individuals, as well as the influence that groups have on individuals. This aspect of social psychology asks questions like:

- How do small group dynamics impact cognition and emotional states?
- How do social group control or contribute to behaviour, emotion, or attitude of individual members?

- How does the group impact the individual?
- How does the individual operate within the social group?

Second, it tries to understand the influence that individual perceptions and behaviors have upon the behaviour of groups. This includes looking at things like group productivity in the workplace and group decision making. It looks at questions like:

- How does persuasion work to change group behavior, emotion or attitudes?
- What are the reasons behind conformity, diversity, and deviance?

Third, and finally, social psychology tries to understand groups themselves as behavioral entities, and the relationships and influences that one group has upon another group. It asks questions like:

- What makes some groups hostile to one another, and others neutral or civil?
- Do groups behave in a different way than an individual outside the group?

The following are just a few of the areas of interest within social psychology.
1. **Social Cognition**: Social cognition is concerned with the processing, storage and application of social information. This research area is closely related to the field of cognitive psychology, this research area focuses largely on the concept of schemas. Schemas are our general ideas about the world, how things are and how things work. These mental shortcuts allow us to function without constantly stopping to interpret everything around us. We also develop associations between related schemas, which play an important role in the thought process and social behaviour.

2. **Attitudes and Attitude Change**: Another major research area in social psychology involves the study of attitudes. Social psychologists are interested in the components of attitudes, how attitudes develop and how attitudes change. Researchers have described three core components of attitude: an affective component, a behavioral component and a cognitive component. These elements describe how we feel, behave and understand. A social psychologist looks at the attitudes, beliefs, and behaviours of both individuals and groups. The field also examines interpersonal interaction, analyzing the way in which someone interacts with other people, whether on a singular basis or in the form of a large group. Social psychology also examines cultural influences like advertisements, books, films, television, and radio, looking at the ways in which these influences impact human behaviour.

3. **Violence and Aggression**: What causes violence and aggression? Social psychologists are interested in how and why people engage in violence or act aggressively. Research in this area looks at numerous factors that may cause aggression including social variables and media influences. Researchers often look at the role social learning plays in producing aggressive behaviors and actions.

4. **Prosocial Behaviour**: Prosocial behaviour is another major research area in social psychology. Prosocial behaviors are those that involve helping and cooperating. Researchers often look at why people help others, as well as why they sometimes refuse to help or cooperate. Much of the research in this area was prompted by the murder of a young woman named Kitty Genovese. This case captured national attention when reports revealed that neighbors had witnessed her attack and murder, but failed to call the police for help. Research inspired by the case produced a great deal of information on prosocial behavior and how and why people choose - or sometimes refuse - to help others.
5. **Prejudice and Discrimination:** Prejudice, discrimination and stereotypes exist in any social group. Social psychologists are interested in the origins, causes and effects of these types of attitudes and social categorizations. How does prejudice develop? Why are stereotypes maintained in the face of contrary evidence? These are just a few of the questions social psychologists seek to answer.

6. **Self and Social Identity:** Our perceptions of social identities and ourselves are another important research area in social psychology. How do people come to know and understand themselves? How do these self-perceptions affect our social interactions? Social psychologists are interested in learning more about how this inner life influences our outer lives and social world. Self-awareness, self-esteem and self-expression are just a few of the factors that influence our social experience.

7. **Group Behaviour:** The behaviour of groups is one of the largest research areas in social psychology. Most people realize that groups tend to behave differently than individuals. These group behaviors are sometimes beneficial and positive, but they can also be detrimental and negative. Social psychologists often look at topics such as group dynamics, leadership, group decision-making, conflicts, cooperation and group influence.

8. **Social Influence:** Social psychologists are also interested in the role that social influence has on behavior and decision-making. Topics such as the psychology of persuasion, peer pressure, conformity and obedience are just a few of those studied in this area of social psychology. Research has helped reveal the power of social influence and has uncovered ways to help people resist influence.

9. **Interpersonal Relationships:** Social relationships play a major role in shaping behavior, attitudes, feelings and thoughts. Social psychologists study how these interpersonal relationships affect people by looking at attachment, liking, love and attraction. How do close relationships affect individuals? How important are these interpersonal relationships? These are just a few of the questions social psychologists seek to explain.

In conclusion, it can be said that social psychology is the scientific study of the behaviour of individuals in their social and cultural setting. Social psychology is the branch of human psychology that deals with the behaviour of groups and the influence of social factors on the individual. It is the branch of psychology concerned with the
personality, attitudes, motivations, and behaviour of the individual or group in the context of social interaction. In order to understand the relationship between minds, groups, and behaviours, one have to understand the thoughts, feelings and behaviours of individuals which is influenced by the actual, imagined or implied presence of other(s), social perception, social interaction, and the many kinds of social influence (like trust, power, and persuasion). Gaining insight into the social psychology one have to look at the influences of the beliefs, attitudes, and behaviours of other individuals, as well as the influence that groups have on individuals.

2.2.4 Social psychology, sociology and psychology

Kendra Cherry (2011)\textsuperscript{15} states that it is important to understand how social psychology differs from other disciplines. Social psychology is often confused with folk wisdom, personality psychology and sociology. Unlike folk wisdom, which relies on anecdotal observations and subjective interpretation, social psychology employs scientific methods and the empirical study of social phenomena. While personality psychology focuses on individual traits, characteristics and thoughts, social psychology is focused on situations. Social psychologists are interested in the impact that the social environment and group interactions have on attitudes and behaviors. It is important to distinguish between social psychology and sociology. While there are many similarities between the two, sociology tends to looks at social behavior and influences at a very broad-based level. Sociologists are interested in the institutions and culture that influence social psychology. Psychologists instead focus on situational variables that affect social behavior. While psychology and sociology both study similar.

Social psychology has close ties with the other social sciences, especially sociology and psychology. It also has very strong ties to the field of social philosophy. Sociology is the study of group behaviour and human societies, with emphasis on the structures of societies and the processes of social influence, includes all organizational behaviour. Psychology is the study of the underlying psychological processes that make all behaviours and experiences possible. Some examples of the things it seeks to explain are: the attribution of mental states to others, the notion of a unitary 'self', sight and perception, personality and identity, warfare and violence, love, being hungry, waking up, etc. Philosophy
of the social sciences is the study of theoretical questions about the experience and behavior of persons and the justifications involved with how they are studied in the social sciences. It involves questions related to the philosophy of mind, the philosophy of language, social epistemology, and many other fields.

2.3 BASIC UNDERSTANDING ABOUT ATTITUDE

2.3.1 Importance of attitude

People often speak about attitude in their every day life. Therefore, importance of attitudes in life is very great. Attitude permeate our whole life and our self concept is essentially the sum total of attitudes by which we live. Attitude also makes a great difference in almost every one’s life. It offers great possibilities for successful achievement as well as failure in life. Attitudes aroused and developed for the better performance of a person. Efficiency results when a person is impelled by his attitude to start, continue, and complete a project rather than to avoid an unpleasant task. Thus, attitudes are considered as an important motivator of behaviour and affect all human values. (Crow and Crow :1969)\textsuperscript{16}

The people, therefore, must be inculcated the development of right attitudes as well as the acquisition or habits that are educational desirable. Therefore to promote favourable attitudes, in people is an asset both to them and country. Promoting favourable the people’s attitude is to encourage them to have feeling of favourableness of the individual. On who have positive attitude will make deliberate choices of behaviour in harmony with their own and social betterment.

Anurag Aggarwal (2010)\textsuperscript{17} mentioned that positive attitude can do wonders. It can make possible what is seemingly impossible for the others. There is an intimate link between success & positive attitude. The mind is a machine of thoughts and ideas. If a person so not fill it up with positive, inspiring and motivating thoughts, it will turn into a jungle of negative thoughts. People with a negative attitude have a hard time keeping friendships, jobs and relationships. They create a negative environment at home and work and become a liability to society. There is something positive in every person and every situation. When anyone feel good within, his performance goes up, relationships improve both at home and at work. The world looks nicer. There is a direct correlation between feeling and behaviour. Whenever people succeed in life, petty people will take cracks at them and try to pull them
down. Therefore, if a person wants to succeed in the life, so he should have a positive attitude and build up the confidence and to increase the self.

A positive attitude is important to the social status, health, work, and the challenge obstacles. A positive attitude will bring more positive opportunities into the life. In a world that revolves around, a winning attitude can make a star in social network and net the opportunity of a lifetime. It attracts successful people who share the same goals. A positive attitude will help body to heal faster from illness. In the Bible, the Psalmist writes, “A cheery heart doeth good like a medicine.” The mental and emotional attitudes really do influence our physical health. With a positive attitude, one will win before even begin.

Noe, D.P. (2010)\(^{18}\) described that maintaining a positive attitude at work is not always easy to accomplish. If the majority of the time one can maintain a positive attitude, it will help to manage those challenging and difficult situations at the workplace. One have to control and need to make the personal decision to look for the positive side of situations that occur in the workplace. Maintaining a positive attitude will help pave the way for positive changes that need to occur. A positive attitude can guide everyone through to look at solutions in a whole new light. Working in an environment with a positive attitude will increase productivity and job satisfaction and foster creativity. The importance of keeping a positive attitude at work can make the difference of having a successful career in a successful organization.

Pawan Kumar (2010)\(^{19}\) viewed that attitude is the state of mind with which we approach a task, a challenge, a person, love, life in general. Robert, E Hunter (2011) said that a winner is someone who is a positive-thinking, can-do type of person with ambition and initiative. Winners are confronted with just as many problems in life as losers, but the difference is when a problem arises, a winner will take stock of the situation, put in place a plan for overcoming the problem, and implement their plan to deal with it. Most importantly, a winner is someone who is happy and counts themself blessed for all of the gifts he or she has, that 85% of the world's population does not i.e. health, food, shelter, loved ones, a little money in your wallet or the bank, etc. Therefore, if anyone wants to change the life and fortunes, he has to first think like a winner, and then take action to translate the thoughts into reality.
Zack Lim (2011)\textsuperscript{20} described that positive attitude is very important as it will make the life easier. In life, not everything goes as smoothly. There will be times of facing problems and obstacles. The most challenging part is not when the life goes smoothly but how problems and difficulties. Those who have positive attitude will treat any problem as a challenge. Instead of being discourage, they will treat each failure as a lesson learn and they will be motivated to achieve the goal. As for those who do not the positive attitude, they will see problems and difficulties in an entirely different mind frame. Life itself is already hard, it will be much better if one have positive attitude which will make the life happier and easier. One who have a positive attitude towards everything, he will be happier. It is already proven that those who have a positive attitude will have a healthier body and they will live longer.

People will generally prefer to mix around with people who has positive attitude as being happy is very infectious. Everybody will be affected by the energy of positive attitude and they too will have a positive attitude. Ultimately, having a positive attitude is very important. It makes life more fun and we will be able to achieve anything that we want as long as we have a positive attitude.

Max Shapiro (2011)\textsuperscript{21} give the opinion that in the current scenario, the real challenge in a workplace is to handle and overcome the obstacles and learn from hard and tough experiences. The problems can be tackled by a person only with positive attitude, with focused mind, and with efforts to overcome obstacles. A person with positive attitude can easily survive in many tough situations of life. The person with positive attitude will become a role of encouragement to others. Developing positive attitude helps in overcoming stress, increases self esteem, confidence, and makes a person more productive or dynamic. There are many advantages of positive attitude at workplace.

**Creates A Positive Environment:**

In general, employers put effort to make their employees happy, keep their principles high, and strive to create a positive environment for them to work so that they can experience the benefits of higher productivity and as a result, higher profitability can be achieved. Issues at work place should not be treated as problems, they should be considered as challenges. This helps in creating positive environment and gives benefits to both employees and employers. Always try to think on how you can make something easier
or more enjoyable. A positive approach in setting goals and in overcoming challenges by leader makes other colleagues to inculcate positive attitude. A positive attitude is more catchy.

**Helps to Achieve Goals:**

Persuading a customer is much easier for a person with positive attitude. Research has also confirmed that sales professionals who think positively and trust in the benefits of their product have improved sales performance. If a person has positive attitude about achieving goals and success, they are more prone to take action in order to achieve it. Positive thinking is conspicuous in an achiever. Positive thinking with motivation helps in reaching different goals. It earns more benefits even after the goal is achieved.

**Increases Productivity Levels:**

Negative attitudes cause a mean cycle that deteriorates productivity. A positive attitude can be achieved by improving relationships with colleagues in positive way and remembering the job's "good side". By rethinking the "good side" of a job, it is possible to regenerate enthusiasm in it, which results in increase in productivity. Change of perception or thinking about something more positive, can remove stressful feelings. If stress is reduced among the employees, then better health can be achieved, as stress can have a serious negative impact on health. This results in less sick days, and better productivity.

**Positive Attitude and Team Building:**

Many business leaders have an impression that promoting and instilling positive thinking in the workplace will help in team building. If ideas of members are encouraged and a positive attitude is taken up, team members will get along with one another more frequently, leading to fewer conflicts. At workplace, if a person is not positive, co-workers are not interested to be around him. Therefore, if a person has positive attitude towards work and others around, then co-workers can feel that is a pleasant person to be around.

In conclusion, attitudes are greatly influenced on human life. The best way to develop a positive mental attitude is to surround oneself with optimists. Positive people have a magnetic influence which attracts help and support that assist them in achieving their goals. They have developed a ‘can do’ attitude and a resilient nature that propels them forward. One who begin with positive attitude thinking, one will develop a positive mental
attitude that will greatly accelerate the future success. Positive attitude has an impact in the workplace. Therefore, being positive makes a person stronger, happier, and healthier. The power of positive thinking is crucial for happiness in life and a successful career. One will love to work more and achieve the goals at workplace more easily and faster with positive attitude.

2.3.2 Definition of attitude

Attitudes are involved in several other areas of the discipline. Therefore, in order to have the correct definition of the term attitude, it is very essential to clear about the meaning and definitions given by different psychologist and educationist. A variety of definitions have been developed in an attempt to conceptualize the term *attitude* both in theoretical and operational terms.

Jung (1921)\(^22\) described that attitude is a "readiness of the psyche to act or react in a certain way". Attitudes are very often come in pairs. The main (but not only) attitude dualities that Jung defines are the following.

- Consciousness and the unconscious. The *presence of two attitudes is extremely frequent, one conscious and the other unconscious. This means that consciousness has a constellation of contents different from that of the unconscious, a duality particularly evident in neurosis*

- Extraversion and introversion. This pair is so elementary to Jung’s theory of types that he labeled them the *attitude-types*.

- Rational and irrational attitudes. The rational attitude subdivides into the thinking and feeling psychological functions, each with its attitude. The irrational attitude subdivides into the sensing and intuition psychological functions, each with its attitude.

Thurstone (1929)\(^23\) defined the word *attitude* as: "The degree of positive or negative affect associated with some psychological object". By psychological objects, Thurstone means any symbol phrase, slogan, person, institution, ideal, or idea toward which people can differ with respect to positive or negative affect. In short, attitude is the affect for or against a psychological object.

Lundberg (1929)\(^24\) denotes that “attitude” is the general set of the organism as a whole toward an object or a situation which calls for adjustment.
Bogardus (1931)\textsuperscript{25} defined that an attitude, roughly, is a residuum of experience, by which further activity is conditioned and controlled.

Warren (1934)\textsuperscript{26} stated that “attitude” is a condition of readiness for a certain type of activity.

Cantril (1934)\textsuperscript{27} mentioned that “attitude” is a more or less permanently enduring state of readiness of mental organization which predisposes an individual to react in a characteristic way.

Allport (1935)\textsuperscript{28} gave the comprehensive definition of “attitude” that it is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related. He was further stated that attitudes are private. It is formed and organized through experience. An attitude is not passive, but rather it exerts a dynamic or directive influence on behaviour. Attitudes believed to directly influence behaviour. Allport wrote that “the concept of attitude is probably the most distinctive and indispensable concept in contemporary American social psychology”. This view was reaffirmed by Kelman (1974) who wrote, “in the year since publication of Allport’s paper, attitudes have, if anything, become even more central in social psychology”.

Smith, Bruner, & White (1956)\textsuperscript{29}, in his view, an attitude is a predisposition to experience, to be motivated by, and to act toward, a class of objects in a predictable manner.

Aggarwal (1964)\textsuperscript{30} summarized that “attitude” are likes and dislike. There is no limited range of attitudes. It is a position toward outer objects, either for or against. There are individual differences in attitudes. Attitudes are the basis of behaviour which integrated into an organized system. Attitude toward an object is not necessarily based on its utility. Attitude is always a subject-object relationship.

Bem (1970)\textsuperscript{31} gave the short definition that attitudes are likes and dislikes.

Ajzen & Fishbein (1980)\textsuperscript{32} described that “attitudes” are some of the most misunderstood aspects of personalities. Fishbein and Ajzen found two problems with the traditional views of attitude and communication; first the term attitude has been defined too
generally. The traditional view did not differentiate between attitude, belief, subjective norms, behavioral intention and behaviour. Fishbein and Ajzen felt that these key terms should be separated because each had a separate, but key role in both the prediction of actions. They have been defined too "loosely" and the results have been inconsistent and often contradictory with each other. The second problem Fishbein found with the traditional view is that the researchers seemed to ignore the receiver. He felt that they were only looking at the message and were treating the receiver as a "passive recipient of information" and consequently gave the credit of attitude almost entirely to the quality of the message and the number of the arguments. These problems needed to be corrected. Fishbein and Ajzen decided that the first step in counteracting these problems would be to create a specific definition of attitude separate from beliefs, subjective norms, behavioral intention and behavior allowing each term to have its own separate role in his theories. He corrected the second problem by treating each receiver as someone able to process information in a systematic manner forming opinions and comprehending and not just as a passive listener convinced entirely by the eloquence of the delivery or the number of arguments the sender has to share. Fishbein’s attitude theories give a basis to understand attitude and predict behaviour. Research in this aspect of communication will increase our understanding of persuasion and motivation by preparing belief-targeted messages and testing their effectiveness on target audiences. His theories also help to understand the development and formation of attitudes and belief, helping us find the most effective modes of persuasion and motivation.

Anderson (1983) stated that “attitudes” are part of the brain’s associative networks, the spider-like structures residing in long term memory that consist of affective and cognitive nodes linked through associative pathways. He suggests that the inter-structural composition of an associative network can be altered by the activation of a single node. Thus, by activating an affective or emotion node, attitude change may be possible, though affective and cognitive components tend to be intertwined. In primarily affective networks, it is more difficult to produce cognitive counterarguments in the resistance to persuasion and attitude change.

Fazio (1986) defined that attitudes are summary judgments of an objector event which aid individuals in structuring their complex social environments.
Breckler and Wiggins (1992) defined “attitude” as mental and neural representations, organized through experience, exerting a directive or dynamic influence on behaviour. Attitudes and attitude objects are functions of cognitive, affective and conative components.

Eagly & Chaiken (1995) mentioned that attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.

Exforsys Inc. (2007) explained that attitude is, in a word, how you express your likes and dislikes towards particular people, things, and occurrences. Attitudes can be positive, negative, or neutral. It is also common to have more than one of these feelings towards something. Attitudes are typically derived from judgments, which everyone makes. In psychology, it is believed that attitudes are rooted in an ABC approach: that is, affective, behavioral change, and cognitive. The affective response to something is a physiological response to a particular stimulus that effectively expresses that person’s preference. The behavioral component is the individual’s verbal indication of what they intend to do. Finally, there is the cognitive response. This describes the individual’s cognitive evaluation of the entity, which is then used in the formation of an attitude. It is believed that the attitude formation process as described above tends to happen as the result of observational learning in a person’s environment. Since a lot of human behaviour is irrational, it is tough to characterize what the exact connection is between one’s attitude and one’s behaviour.

Wikipedia the free encyclopedia (2010) defines that an attitude is a hypothetical construct that represents an individual’s degree of like or dislike for something. Attitudes are generally positive or negative views of a person, place, thing, or event. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes. Attitudes are composed from various forms of judgments. They develop on the ABC model (affective, behavior, and cognitive). The affective response is an emotional response that expresses an individual’s degree of preference for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes an
individual’s beliefs about the object. Most attitudes are the result of either direct experience or observational learning from the environment.

Dewey (2010) gave some definitions of attitude proposed by various social psychologists as follow:

• An attitude is a positive or negative orientation toward a target.

• An attitude is a disposition to respond in a favorable or unfavorable manner to given objects.

• Attitude is not just a neutral stance; it is a value judgment, favorable or unfavorable, for or against.

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

• Attitudes are not temporary states but are more or less enduring once they are formed. Of course attitudes do change; but once formed they acquire a regulatory function such that, within limits, they are not subject to change with the ups and downs of homeostatic functioning of the organism or with every first-noticeable variation in the stimulus conditions. Attitudes always imply a relationship between the person and objects. In other words attitudes are not self-generated. Psychologically, they are formed or learnt in relation to identifiable references, whether these be persons, groups, institutions, objects, values, social issues or ideologies.

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

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

- Attitude is the mental or neural state of readiness organized through experience, expecting a directive or dynamic influence upon the individual's response to all projects and situation with which it is related.

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

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

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

- Attitude is an implicit, drive producing response considered socially significant in the individual.

- Attitude is a disposition whether a person has to favour or not to favour a type of social object or social action.

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

- An Attitude is acquired and relatively fixed tendency to react in a given way in relation to other persons or things.

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

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

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

- An attitude is an enduring system of positive or negative evaluations, emotional feelings, and action tendencies with respect to asocial objects.
From the definition of attitude mentioned above, it can be concluded that attitude means feeling of favorableness or unfavorableness the sum of total of man's inclination or the individual response to all types of social object or social action towards situation which it is related. An attitude is a mental state relative to personal's belief and disposition common to individuals, but possessed to different degrees, which impels to react to objects, situations or propositions in ways of entire life. It is a tendency to respond positively or negatively to other people, to decisions, to institutions and organizations. An attitude is an enduring system of positive or negative evaluations, emotional feelings, and action tendencies with respect to social objects, ideas, events or other people.

2.3.3 Attitude and Function types

Attitudes can be considered and ordered from different perspectives. It is enlightening to look at which functions are attributed to attitudes. The distinguished functions refer to different purposes served by attitudes, but can also be interpreted in connection with specific theoretical traditions in social science.

Robert L. Johnson (2010) described that attitude types distinguish the direction of the individual's interest, or of the movement of the libido. Attitude types are a screening process that reorients the energy associated with objective material. There are in nature two fundamentally different modes of adaptation which ensure the continued existence of the living organism. The one consists of a high rate of fertility, with low powers of defense, and with short duration of life for the single individual; the other consists of equipping the individual with numerous means of self preservation plus a low fertility rate. This biological difference, it seems to me, is not merely analogous to, but the actual foundation of, our two psychological modes of adaptation. It is sufficient to note that the peculiar nature of extroverts constantly urges them to expend and propagate themselves in every way, while the tendency of introverts is to defend themselves against all demands from outside, to conserve their energy by withdrawing it from objects, thereby consolidating their own position. Jung called the attitude types, introversion and extraversion. Later, he expanded his theory to include four function types: intuition, sensing, thinking and feeling. He found that the attitudes and functions combined to form eight function-attitude types.
• **Introverts**: The introvert’s attitude is an abstracting one; they are always intent on withdrawing libido from the object as though they had to prevent the object from gaining power over them. Introverts interpose a subjective view between the perception of the object and their own actions, which prevents the action from assuming a character that fits the objective situation. Introverts select subjective determinates as the decisive ones. The object is therefore oriented by the factor in perception and cognition which responds to the sense stimulus in accordance which the individual’s subjective disposition.

If the introverted ego has usurped the claims of the subject, then this naturally produces, by way of compensation, an unconscious reinforcement of the influence of the object. As a result of the ego’s unadapted relationship to the object (for a desire to dominate it is not adaptation) a compensatory relationship arises in the unconscious which makes itself felt as an absolute and irrepressible tie to the object. The more the ego struggles to preserve its independence, freedom from obligation, and superiority, the more it becomes enslaved to the objective data.

• **Extroverts**: Extroverts have a positive reaction to the object. They affirm its importance to such an extent that their subjective attitude is constantly related to and oriented by the object. The object can never have enough valves for them and its importance must always be increased. The actions of extroverts are recognizably related to external conditions. They are not merely reactive to environmental stimuli, they have a character that is always adaptive to the actual circumstances, and they find sufficient play within the limits of the objective situation. No serious effort is made to transcend these bounds. It is the same with their interests: objective happenings have an almost inexhaustible fascination, so that ordinarily they never look for anything else. The danger is extroverts’ get sucked into objects and completely lose themselves in them. Whether psychological or physical, the resultant functional disorders have a compensatory value, as they force them into an involuntary self-restraint.

It is only to be expected that the psychic compensation of the extroverted attitude will lay special weight on the subjective factor, and that we shall find a markedly egocentric tendency in the unconscious. The attitude of the unconscious as an effective compliment to the conscious extroverted attitude has a definitely introverted character. It
concentrates the libido on the subjective factor, that is, on all those needs and demands that are stifled or repressed by the conscious attitude.

- **Function Types**

  Function types are due to the fact that individuals adapt and orient themselves chiefly by means of their most differentiated function. Function types are also a screening process, but this reorientation is more concerned with the way we receive, process and transmit objective material.

  **Intuition**: Intuition is fundamentally concerned with time. It is the function that tells the future possibilities. It is the proverbial hunch and the function that informs us about the atmosphere that surrounds an experience or event. It is sometimes seen, a quite correctly so, as unconscious perception, as opposed to conscious perception, which is of course the function type of sensation. Intuition is an irrational function because the insights that are arrived at intuitively can not be based on any type of progressive process. It is neither developmental nor conclusive, it simply is, therefore there is no rational or progression to the insight. Intuition is also feminine because it is attributed to Wisdom, the feminine side of the divine and it is less definite when compared to the definiteness of its masculine counterpart sensation.

  **Sensation**: This is the function or mode of action by which the realize that something actually exist in the present moment of time. It is totally confined to the present and is definite in its assessment. It is perception through the senses. Sensation tells that something is. It does not tell us what something is, and it does not tell any other things about it. Sensation, like its natural opposite intuition, is irrational. Like intuition, it simply is. There are neither developmental nor progressive dynamics involved.

  **Thinking**: This is the function that tells what things are. It adds a concept or label to the experience of the sensate function. Thinking is associated with perception and gives meaning and understanding to the object. Thinking is rational function because there is a progression to its development. It does not exist simply because it is, we actually create it through a progression of associated perception and assessment. Thinking seeks connections between things. It apprehends the world by thought that is by logical inference and cognition. It does not pass judgment, it simply perceives, collects, and
concludes. Thinking is a masculine function because as ideology, it is associated with the head and the world of the masculine.

**Feeling**: This is not emotion, it has to do with values. It assists you through a progressive process in determining the value of the object. Because it is determined by a progression, as is thinking, it is rational in its nature. It evaluates and judges and weighs the relative worth of things. The feeling function is feminine since it is felt by the heart which is associated with the feminine. It is the critical function that assists in determining the path in life or a particular situation since it tells what is really important. It sits in opposition to thinking because one cannot purely perceive and determine importance at the same time. Although these are opposites, it is important not to allow them to become oppositional to each other in the individual personality, for this leads to the classic head heart debates which stagnate process.

Rama Rao (2010) described that attitudes serve four major functions for the individual: (1) the adjustments function, (2) the ego defensive function, (3) the value expressive function (4) the knowledge function.

**Adjustment Function**: This function directs people toward pleasurable or rewarding objects and away from unpleasant, undesirable ones. It serves the utilitarian concept of maximizing reward and minimizing punishment. Thus, the attitudes of consumers depend to a large degree on their perceptions of what is needed satisfying and what is punishing. Adjustment - attitude serves as a means to reach a goal or avoid what's undesirable ego defensive - attitude used to protect centrality, or ego value expressive - attitude functions as a means of making concrete expressions about certain values knowledge - provides a frame of reference for understanding and adapting to the world.

**Ego Defensive Function**: This function attitudes firms to protect the ego or self image from threats help fulfill the ego defensive function. Actually many outward expressions of such attitudes reflect the opposite of what the person perceives him to be.

**Value expression function**: Whereas ego defensive attitudes are formed to protect a person’s self image, value expressive attitudes enable the expression of the person’s centrally held values. Therefore consumers adopt certain attitudes in an effort to translate their values into something more tangible and easily expressed. Thus, a
conservative person might develop an unfavorable attitude toward bright clothing and instead be attracted toward dark, pin striped suits.

**Knowledge function**: Humans have a need for a structured and orderly world, and therefore they seek consistency, stability, definition, and understanding. Out of this need develops attitudes toward acquiring knowledge. In addition, the need to know tends to be specific.

The distinguished functions refer to different purposes served by attitudes (Van der Pligt & De Vries. : 1995), but can also be interpreted in connection with specific theoretical traditions in social science.

**Cognitive function**: the attitude serves as a kind of structuring scheme in thinking about and acting to the attitude object. This function is especially elaborated in theories by which the organisation of knowledge is treated as a major causal factor in the explanation of behaviour.

**Instrumental function**: in attitudes some relation is expressed between one's behavioural intentions and need satisfaction. This instrumental role of attitudes can be conceived in a retrospective way (as reflecting rewarding or negative experiences with the object) as well as in a prospective way (as expressing expectations on the outcomes of object-related behaviour).

**Ego-defensive function**: attitudes can serve to build or maintain a positive self-image (e.g. stereotyping might confirm one's own superiority).

**Value-expressive function**: attitudes might reflect one's values and in this way express an important part of the person's identity.

**Social assimilative function**: expressing specific attitudes might initiate or support interpersonal relations.

These functions or purposes of attitudes are not mutually exclusive or exhaustive. Attitudes are not uniquely associated with functions: the same attitude might have different functions at different points in time just as similar attitudes might serve dissimilar purposes for different persons. That explains in some degree also why it is so difficult to change attitudes: cognitive approaches like persuasive discussions or media campaigns might not be very effective in changing attitudes that serve to protect a negative self-image.
2.3.4 Attitude change

It is possible to change someone’s attitude via persuasion. The work of psychologist Carl Hovland (1953)\textsuperscript{43} established that attitude change had to be understood as a response to communication. Experimental research was conducted in the following areas as a means of understanding the process of attitude change: target characteristics, source characteristics, message characteristics, and cognitive routes:

- **Target Characteristics:** These are characteristics that refer to the person who receives and processes a message. One such trait is intelligence; it seems that more intelligent people are less easily persuaded by one-sided messages. Another variable that has been studied in this category is self-esteem. Although it is sometimes thought that those higher in self-esteem are less easily persuaded, there is some evidence that the relationship between self-esteem and persuasibility is actually curvilinear, with people of moderate self-esteem being more easily persuaded than both those of high and low self-esteem levels (Rhodes & Woods, 1992)\textsuperscript{44}. The mind frame and mood of the target also plays a role in this process.

- **Source Characteristics:** The major source characteristics are expertise, trustworthiness and interpersonal attraction or attractiveness. The credibility of a perceived message has been found to be a key variable here; if one reads a report about health and believes it came from a professional medical journal, one may be more easily persuaded than if one believes it is from a popular newspaper. Some psychologists have debated whether this is a long-lasting effect and Hovland and Weiss (1951)\textsuperscript{45} found the effect of telling people that a message came from a credible source disappeared after several weeks (the so-called "sleeper effect"). Whether there is a sleeper effect is controversial. Perceived wisdom is that if people are informed of the source of a message before hearing it, there is less likelihood of a sleeper effect than if they are told a message and then told its source.

- **Message Characteristics:** The nature of the message plays a role in persuasion. Sometimes presenting both sides of a story is useful to help change attitudes.

- **Cognitive routes Characteristics:** This describes the process whereby a message appeals to a particular individual’s cognitive evaluation and thus helps them change their attitude towards a particular subject. In the main route to persuasion, the person
will be presented with data and subsequently motivated to evaluate that data before arriving at a conclusion that necessitates a change of attitude. Then there is the peripheral route to changing someone’s attitude, wherein the person is encouraged not to look at the content of a message but at its source. This method is frequently employed by advertising campaigns that utilize celebrities. In other case, an expert or doctor might be used to persuade people of some truth.

2.3.5 Emotion and Attitude change

Emotion is a common component in persuasion, social influence, and attitude change. Much of attitude research emphasized the importance of affective or emotion components. Emotion works hand-in-hand with the cognitive process, or the way we think, about an issue or situation. Emotional appeals are commonly found in advertising, health campaigns and political messages. Attitudes and attitude objects are functions of cognitive, affective and conative components. Attitudes are part of the brain’s associative networks, the spider-like structures residing in long term memory that consist of affective and cognitive nodes. By activating an affective or emotion node, attitude change may be possible, though affective and cognitive components tend to be intertwined. In primarily affective networks, it is more difficult to produce cognitive counterarguments in the resistance to persuasion and attitude change.

Affective forecasting, otherwise known as intuition or the prediction of emotion, also impacts attitude change. Research suggests that predicting emotions is an important component of decision making, in addition to the cognitive processes. How we feel about an outcome may override purely cognitive rationales. In terms of research methodology, the challenge for researchers is measuring emotion and subsequent impacts on attitude. Since we cannot see into the brain, various models and measurement tools have been constructed to obtain emotion and attitude information. Measures may include the use of physiological cues like facial expressions, vocal changes, and other body rate measures. For instance, fear is associated with raised eyebrows, increased heart rate and increased body tension (Dillard, 1994). Other methods include concept or network mapping, and using primes or word cues. (Shavelson & Stanton.: 1975)
Components of Emotion or Affective Appeals

Any discrete emotion can be used in a persuasive appeal; this may include jealousy, disgust, indignation, fear, blue, disturbed, haunted, and anger. Fear is one of the most studied emotional appeals in communication and social influence research. Dillard (1994) suggests that “fear appeals have been thought of as messages that attempt to achieve opinion change by establishing the negative consequences of failing to agree with the advocated position”.

Important consequences of fear appeals and other emotion appeals include the possibility of reactance (psychology) (Brehm & Brehm: 1984) which may lead to either message rejections or source rejection and the absence of attitude change. As Dillard (1994) suggests, there is an optimal emotion level in motivating attitude change. If there is not enough motivation, an attitude will not change; if the emotional appeal is overdone, the motivation can be paralyzed thereby preventing attitude change.

Emotions perceived as negative or containing threat are often studied more than perceived positive emotions like humor. Though the inner-workings of humor are not agreed upon, humor appeals may work by creating incongruities in the mind. Recent research has looked at the impact of humor on the processing of political messages. While evidence is inconclusive, there appears to be potential for targeted attitude change is receivers with low political message involvement.

Factors Impacting Attitude Change

Important factors that influence the impact of emotion appeals include self efficacy, attitude accessibility, issue involvement, and message/source features. Self efficacy is a perception of one’s own human agency; in other words, it is the perception of our own ability to deal with a situation. (Bandura: 1992) It is an important variable in emotion appeal messages because it dictates a person’s ability to deal with both the emotion and the situation. For example, if a person is not self-efficacious about their ability to impact the global environment, they are not likely to change their attitude or behavior about global warming.

Dillard (1994) suggests that message features such as source non-verbal communication, message content, and receiver differences can impact the emotion impact of fear appeals. The characteristics of a message are important because one message can
elicit different levels of emotion for different people. Thus, in terms of emotion appeals messages, one size does not fit all.

Attitude accessibility refers to the activation of an attitude from memory (Fazio: 1986); in other words, how readily available is an attitude about an object, issue, or situation. Issue involvement (Zaichkowsky: 1985) is the relevance and salience of an issue or situation to an individual. Issue involvement has been correlated with both attitude access and attitude strength. Past studies conclude accessible attitudes are more resistant to change. (Fazio & Williams.: 1986)

2.3.6 Changing attitude to change behaviour

Attitude is a feeling, belief, or opinion of approval or disapproval towards something. Behaviour is an action or reaction that occurs in response to an event or internal stimuli (i.e., thought). (Eagly, Alice and Shelly Chaiken.: 1995) People hold complex relationships between attitudes and behaviour that are further complicated by the social factors influencing both. Behaviours usually, but not always, reflect established beliefs and attitudes. Ideally, positive attitudes manifest well-adjusted behaviours. However, in some cases healthy attitudes may result in harmful behaviour. Behaviour can be influenced by a number of factors beyond attitude, including preconceptions about self and others, monetary factors, social influences (what peers and community members are saying and doing), and convenience.

Attitude and behaviour are woven into the fabric of daily life. Research has shown that individuals register an immediate and automatic reaction of "good" or "bad" towards everything they encounter in less than a second, even before they are aware of having formed an attitude. Advertising, political campaigns, and other persuasive media messages are all built on the premise that behavior follows attitude, and attitude can be influenced with the right message delivered in the right way.

Changing behaviour to influence attitudes

In 1955, clinical psychologist and educator George Kelly introduced his psychology of personal constructs. Kelly’s constructs were based on the idea that each individual looks at the world through his or her own unique set of preconceived notions about it (i.e., constructs). These constructs change and adapt as the individual is exposed to new
and different situations. At the heart of Kelly's theory is the idea that individuals can seek new experiences and practice and adapt new behaviors in order to change their attitudes (or constructs) towards the world. He recommended that therapists encourage their patients to try out new behaviours and coping strategies; he and others that followed frequently found that patients would adapt these useful new behaviour patterns and subsequently change their attitudes. (George Kelly: 1955)\(^5^7\)

When behaviour is inconsistent with attitude, it is sometimes a result of social or peer pressure. While adult behavior generally follows from held attitudes, for children, attitudes are often shaped by observed behavior. From a very young age, children copy the actions of others and, to a degree, build their attitudes and beliefs from this learned behavior. As children grow into adolescence, the behavior of their peers can have a significant impact. Sometimes this peer pressure factor can be used to an advantage. One research study found that antismoking campaigns targeted at teenagers can have a higher success rate when adolescent peers are used as instructors.

2.4 MEASURING ATTITUDE

2.4.1 Components of measuring attitude

Attitude is an important concept that is often used to understand and predict people’s reaction to an object or change and how behaviour can be influenced (Fishbein and Ajzen, 1975)\(^5^8\). An attitude is a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations to which it is related (Allport, 1935 cited by Gross) A learned orientation, or disposition, toward an object or situation, which provides a tendency to respond favourably or unfavourably to the object or situation. (Rokeach, 1968 cited by Gross)\(^5^9\). People have likes and dislikes and have them in varying degrees. When measuring attitude, there are three components are needed to take into account.

(a) Affective component

The affective component is that part of the attitude where people experience emotions and make choices based on what they feel. Affective questions may thus offer emotion-based statements to determine how emotionally involved people are with a product or context.
(b) Behavioral component

The behavioral component is that part of the attitude where people say and do things, or at least show intent towards these. Questions about behaviour can be about the past and what people have done or about the future and their intent.

(c) Cognitive component

The cognitive component is that part of the attitude that controls how the person understands and thinks consciously about things. Cognition includes beliefs, models, preferences and other aspects that shape how a person interprets the world. Measuring cognition may come through open questions about the thought. It can also be determined through focused questions about beliefs and other motivators.

It can be concluded that three of the generally accepted components of the term ‘attitude’ (Triandis, 1971) appear in some of the above definitions, these are:

- Affective - the person’s feelings about the attitude object
- Behavioural - the person’s inclination to act toward the attitude object in a particular way
- Cognitive - the person’s beliefs or knowledge about the attitude object

2.4.2 Method of measuring attitude

Attitudes are action tendencies and as such they can facilitate or hinder action at all levels: individual, group, community, state, and national. Attitude can be measured in several ways and various methods. Attitudes are revealed in the behaviour of an individual. So they can be measured by direct observation, direct questioning, and scales measurement. (Arul, M.J. 2004)

(a) Direct observation

This method involves recording the actual behaviour of people whose attitude is to be studied. It is indeed an objective method and well suited for certain kinds of issues. Direct observation of behaviour is not practicable if we want to have data on a large number of individuals. In addition to the difficulty of observing every individual in a large sample, there is no telling as to when an individual will exhibit the behaviour which is relevant to the study in question. Thus, over and above the intense effort and cost involved, indefinite patience may also be called upon. It is also difficult to establish the reliability of behavioural measures of attitudes. The observers’ perception as well as their ability to report what they
have observed vary considerably. All these weaknesses, however, do not suggest that observation of overt behaviour is futile for assessing attitudes. Therefore, care needs to be taken in deciding upon the suitability of this method to a given situation.

(b) Direct questioning

This method try to know how people feel about a certain thing, it seems most natural to ask them straight away as to what their feelings are. Direct questioning has, therefore, had an appeal as a method of studying attitudes. But, however logical and smooth this technique may seem to be, it serves only a limited purpose of roughly classifying respondents as favourable, unfavourable, and indifferent with regard to a psychological object. Direct questioning might be able to classify individuals into three groups: those with favourable attitudes, those with unfavourable attitudes and those who say that they are doubtful or undecided about their attitudes towards the object. This technique may employ a schedule or questionnaire of the opened or closed form. It may employ the interview process, in which the respondent expresses his opinion orally.

2.4.3 Scale measurement

The scale measurement is applied to measure the attitude objectively. Attitude is a resultant of number of external and internal factors. Depending upon the attitude to be measured, appropriate scales are designed. Attitude scales attempt to determine what an individual believes, perceives or feels. It can be said that scaling is a technique used for measuring qualitative responses of respondents such as those related to their feelings, perception, likes, dislikes, interests and preferences. Attitude can be measured toward self, others, and a variety of other activities, institution and situations (Gay, 1996)\textsuperscript{62}. Attribute can be measured on nominal, ordinal, interval, and ratio scales:

(a) Nominal scale

This is a very simple scale. It consists of assignment of facts/choices to various alternative categories which are usually exhaustive as well mutually exclusive. These scales are just numerical and are the least restrictive of all the scales. It is simple and widely used when relationship between two variables is to be studied. In a Nominal Scale numbers are no more than labels and are used specifically to identify different categories of responses. It can be said that nominal numbers are simply identifiers, with the only
permissible mathematical use being for counting. Mode is frequently used for response category.

(b) Ordinal scale

Ordinal scales are the simplest attitude measuring scale. It is more powerful than a nominal scale in that the numbers possess the property of rank order. The ranking of certain product attributes/benefits as deemed important by the respondents is obtained through the scale. The most important attribute is ranked 1 by the respondents and the least important is ranked 5. Instead of numbers, letters or symbols too can be used to rate in a ordinal scale. Such scale makes no attempt to measure the degree of favourability of different rankings. It can be said that ordinal scales are used for ranking. The interval between the numbers conveys no meaning. Median and mode are meaningful or can be performed for ordinal scale.

(3) Interval scale

The distance between the various categories unlike in Nominal, or numbers unlike in Ordinal, are equal in case of Interval Scales. The Interval Scales are also termed as Rating Scales. An Interval Scale has an arbitrary Zero point with further numbers placed at equal intervals. A very good example of Interval Scale is a Thermometer. Such a scale permits the researcher to say that position 5 on the scale is above position 4 and also the distance from 5 to 4 is same as distance from 4 to 3. Such a scale however does not permit conclusion that position 4 is twice as strong as position 2 because no zero position has been established. The data obtained from the Interval Scale can be used to calculate the Mean scores of each attributes over all respondents. It can be said that interval scales maintain an equal interval between numbers. These scales can be used for ranking and for measuring the interval between two numbers. Since zero point is arbitrary, ratio cannot be taken between numbers on an interval scale; however, mean, median, and mode are all valid. The Standard Deviation (a measure of dispersion) can also be calculated.

(4) Ratio scale

In the Interval scale, a score of 4 in one quality does not necessarily mean that the respondent is twice more satisfied than the respondent who marks 2 on the scale. A Ratio scale has a natural zero point and further numbers are placed at equally appearing intervals. The ratio scales are very common in physical scenarios. Quantified responses
forming a ratio scale analytically are the most versatile. Ratio scale possesses all the characteristics of an internal scale, and the ratios of the numbers on these scales have meaningful interpretations. Data on certain demographic or descriptive attributes, if they are obtained through open-ended questions, will have ratio-scale properties. Answers to these questions have a natural, unambiguous starting point, namely zero. Since starting point is not chosen arbitrarily, computing and interpreting ratio makes sense. It can be said that ratio scales are referenced to an absolute zero values, so ratios between numbers on the scale are meaningful. In addition to mean, median, mode, and geometric averages also are valid.

2.4.4 Types of attitude rating scales

There are two major types of attitude rating scales: (Management Study Guide: 2011)^63

(a) Graphic Rating Scale

The respondents rate the objects by placing a mark at the appropriate position on a line that runs from one extreme of the criterion variable to another. This is also known as continuous rating scale.

Example 1:

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>5</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>(poor quality)</td>
<td>(bad quality)</td>
<td>(neither good nor bad)</td>
<td>(good quality)</td>
</tr>
</tbody>
</table>

Example 2: The respondents can occupy any position.

poor                                               good

The line of the scale can be vertical or horizontal and scale points may be provided. No other indication is there on the continuous scale. A range is provided. Its limitation is that coding and analysis will require substantial amount of time, since the first have to measure the physical distances on the scale for each respondent.

(b) Itemized rating scales

These scales are different from continuous rating scales. They have a number of brief descriptions associated with each category. They essentially take the form of the multiple category questions. The most common are: Methods of summated rating (Likert, (1932)^64, Semantic differential (Osgood et al., 1957)^65, Stapel's scale (Stapel, Jan, 1950)^66,
Multi dimensional scaling (Edwards and Kilpatrick, 1948)\textsuperscript{67}, Equaling intervals (Thurstone, 1929)\textsuperscript{68}, Scalogram analysis (Guttaman, 1944)\textsuperscript{69}, Q Sort technique (William Stephenson, 1935)\textsuperscript{70} etc.

**Different types of itemized rating scales for measuring of attitude**

(a) **Likert Scale (Summated Scale)**

The Likert Scale was developed by Rensis Likert in 1932. An important distinction must be made between a Likert Scale and a Likert item. The Likert Scale is the sum of responses on several Likert items. Because Likert items are often accompanied by a visual analog scale (e.g., a horizontal line, on which a subject indicates the response by circling or checking tick-marks), the items are sometimes called scales themselves. This is the source of much confusion; it is better, therefore, to reserve the word ‘Likert scale’ to apply to the summated scale, and ‘Likert item’ to refer to an individual item.

A Likert item is simply a statement which the respondent is asked to evaluate according to any kind of subjective or objective criteria; generally the level of agreement or disagreement is measured. Often five ordered response levels are used, although many psychometricians advocate using seven or nine levels; a recent empirical study found that data from 5-level, 7-level and 10-level items showed very similar characteristics in terms of mean, variance, skewness and kurtosis after a simple transformation was applied.

In general, the Likert scale requires the individuals to make a decision on their level of agreement, generally on a five-point scale with a statement. The number beside each response becomes the value for that response and the total score is obtained by adding the values for each response, hence the reason why they are also called 'summated scales' (the respondents score is found by summing the number of responses). The respondents are asked to indicate a degree of agreement and disagreement with each of a series of statement. The five-point scale or five responses categories are as follow:

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>Agree</td>
<td>Indifferent</td>
<td>Disagree</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

Each statement is assigned a numerical score ranging from 1 to 5. Each degree of agreement is given a numerical score and the respondents total score is computed
by summing these scores. This total score of respondent reveals the particular opinion of a person. Therefore, the pattern of an individual’s responses provides a way of inference, something about the respondent’s opinion. Likert Scale is of ordinal type, they enable one to rank attitudes, but not to measure the difference between attitudes. A typical Likert scale has 20 - 30 statements. While designing a good Likert Scale, first a large pool of statements relevant to the measurement of attitude has to be generated and then from the pool statements, the statements which are vague and non-discriminating have to be eliminated. Thus, Likert scale is a five point scale ranging from ‘strongly agreement’ to ‘strongly disagreement’. No judging gap is involved in this method. Dumas (1999) suggests that the Likert scale is the most commonly used question format for assessing respondents' opinions of usability.

**Scoring and analysis of Likert scale**

After the questionnaire is completed, each item may be analyzed separately or in some cases item responses may be summed to create a score for a group of items. Hence, Likert scales are often called summative scales. Whether individual Likert items can be considered as interval-level data, or whether they should be considered merely ordered-categorical data is the subject of disagreement. Many regard such items only as ordinal data, because, especially when using only five levels, one cannot assume that respondents perceive all pairs of adjacent levels as equidistant. On the other hand, often (as in the example above) the wording of response levels clearly implies a symmetry of response levels about a middle category; at the very least, such an item would fall between ordinal- and interval-level measurement; to treat it as merely ordinal would lose information. Further, if the item is accompanied by a visual analog scale, where equal spacing of response levels is clearly indicated, the argument for treating it as interval-level data is even stronger.

Responses to several Likert questions may be summed, providing that all questions use the same Likert scale and that the scale is a defendable approximation to an interval scale, in which case they may be treated as interval data measuring a latent variable. If the summed responses fulfil these assumptions, parametric statistical tests such as the analysis of variance can be applied. These can be applied only when the components are more than 5.
Data from Likert scales are sometimes reduced to the nominal level by combining all agree and disagree responses into two categories of "accept" and "reject". The Chi-Square, Cochran Q, or McNemar-Test are common statistical procedures used after this transformation.

The five response categories are often believed to represent an Interval level of measurement. But this can only be the case if the intervals between the scale points correspond to empirical observations in a metric sense. In fact, there may also appear phenomena which even question the ordinal scale level. For example, in a set of items A, B, C rated with a Likert scale circular relations like A > B, B > C and C > A can appear. This violates the axiom of transitivity for the ordinal scale.

(b) Semantic Differential Scaling

The now-classic research by Osgood (1957)\(^2\) and Tannenbaum, based on extensive factor-analytic studies across cultures, has shown that people understand, or give meaning to, words or concepts along three dominant dimensions: the evaluative (good-bad) dimension, the potency (strong-weak) dimension, and the activity (active-passive) dimension. It can be said that the semantic differential scaling concerned with the measurement of meaning. It can be used to measure attitudes from the meaning (semantic = meaning or psychological significance) which people give to a word or concept that is related to an attitude object. The respondent is required to mark on a scale between two opposing opinions (bipolar adjectives) the position they feel the object holds on that scale for them. It has also been found that scores on the evaluative dimension correlate highly with other measures of attitude toward a particular social object. The Semantic Differential scaling consists of a series of bipolar adjectives such as fair-unfair, pleasant-unpleasant, good-bad, clean-dirty, valuable-worthless, etc. Each pair constitutes a continuum of seven points, the endpoints being the opposites of the adjective pairs and the midpoint being the neutral position. A sample of the bipolar continuum is given below:

<table>
<thead>
<tr>
<th>Fair</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7 Unfair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valuable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7 Worthless</td>
</tr>
<tr>
<td>Good</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7 Bad</td>
</tr>
</tbody>
</table>
In order to measure an individual's attitude towards legalized abortion suppose, the respondent is given a set of bipolar adjectives (such as the ones sampled above) and the respondent is asked to indicate as to where for the given attitude object (legalized abortion) falls in each continuum. The numeral corresponding to the position checked by the subject is her/his score for that continuum. One's overall attitude score is the sum (or the mean) of the scores on all the continua.

It can be concluded that Semantic Differential Scaling is a seven point scale and the end points of the scale are associated with bipolar labels. Bi-polar means two opposite streams. Individual can score between 1 to 7. Mean and median are used for comparison. This scale helps to determine overall similarities and differences among objects. When Semantic Differential Scale is used to develop an image profile, it provides a good basis for comparing images of two or more items. The big advantage of this scale is its simplicity, while producing results compared with those of the more complex scaling methods. The method is easy and fast to administer, but it is also sensitive to small differences in attitude, highly versatile, reliable and generally valid.

(c) Stapel's Scale

It was developed by Jan Stapel (1950). This scale has some distinctive features:-

♦ Each item has only one word/phrase indicating the dimension it represents.

♦ Each item has ten response categories.

♦ Each item has an even number of categories.

♦ The response categories have numerical labels but no verbal labels.

The respondents are asked to rank from +5 to -5. Select a plus number for words which best describe the thing accurately. Select a minus number for words which do not describe the thing accurately. Thus, the respondents can select any number from +5, for words which they think are very accurate, to -5, for words which they think are very inaccurate. This scale is usually presented vertically. This is a unipolar rating scale.
(d) Dimensional Scaling

This type of scale developed by Edwards and Kilpatrick (1948). It consists of a group of analytical techniques which are used to study the respondents’ attitudes related to perceptions and preferences. It is used to study:

♦ The major attributes of a given class of products perceived by the respondents in considering the product and by which they compare the different ranks.

♦ To study which brand competes most directly with each other

♦ To find out whether the respondents would like a new brand with a combination of characteristics not found in the market.

♦ What would be the respondent’s ideal combination of product Attributes?

♦ What sales and advertising messages are compatible with respondents brand perceptions?

It is a computer based technique. The respondents are asked to place the various brands into different groups like similar, very similar, not similar, and so on. A goodness of fit is traded off on a large number of attributes. Then a lack of fit index is calculated by computer programme. The purpose is to find a reasonably small number of dimensions which will eliminate most of the stress. After the configuration for the respondent’s preference has been developed, the next step is to determine the preference with regards to
the product under study. These techniques attempt to identify the product attributes that are important to respondents and to measure their relative importance.

This scaling involves an unrealistic assumption that a respondent who compares different brands would perceive the differences on the basis of only one attribute. Whenever we choose from a number of alternatives, go for multi-dimensional scaling. There are many possible uses of such scaling like in market segmentation, product life cycle, vendor evaluations and advertising media selection. The limitation of this scale is that it is difficult to clearly define the concept of similarities and preferences. Further the distances between the items are seen

(e) Equaling appearing intervals scales (Thurstone, 1929)\(^{75}\)

Thurstone’s scale is also known as equaling appearing intervals scales. It is developed by Louis L. Thurstone and E.J. Chave by using the method of equal-appearing intervals. They are used to measure the attitude towards a given concept or construct. For this purpose a large number of statements are collected that relate to the concept or construct being measured. The judges rate these statements along an 11 category scale in which each category expresses a different degree of favourableness towards the concept. The items are then ranked according to the mean or median ratings assigned by the judges and are used to construct questionnaire of twenty to thirty items that are chosen more or less evenly across the range of ratings. The statements are worded in such a way so that a person can agree or disagree with them. The scale is then administered to assemble of respondents whose scores are determined by computing the mean or median value of the items agreed with. A person who disagrees with all the items has a score of zero. So, the advantage of this scale is that it is an interval measurement scale. But it is the time consuming method and labour intensive. They are commonly used in psychology and education research. Thurstone scales typically present the reader with a number of statements to which they have to respond, usually by ticking a true/false box, or agree/disagree, i.e. a choice of two possible responses.

To construct the Thurstone scale, a large number of statements is collected which express various possible opinions about the issue or object of study. These statements, after an editing for relevance and clarity, are given to judges, who are to independently sort them into eleven sets along a continuum that ranges from most
unfavourable, through neutral, to most favourable. The eleven sets of statements are to occupy positions in the continuum in such a way that the positions are at equal intervals; that is, the difference between any two adjacent positions is the same as the one between any other two adjacent positions. For the final form of the scale, only those items are retained that have high inter-judge agreement and fall at equal intervals. The judges are to assign the statements to appropriate positions on the scale only on the logical basis of how favourable or unfavourable an opinion every statement expresses by itself and not how far the judges personally agree or disagree with the statements. The average judged position of a statement on the eleven-point continuum is the scale value for that statement. Thus, when a Thurstone scale is ready, every statement in it (there are usually about twenty statements) has a numerical value already determined. When administered, the respondent just checks the items s/he agrees with and her/his attitude score is the mean value of the items s/he checked.

(f) Scalogram analysis (Guttman, 1944)

Guttman developed this scale in the 1944 in order to determine if a relationship existed within a group of items. The items are ordered from low to high according to difficulty so that to approve or correctly answer the last item implies approval or success of all prior ones (e.g. self-efficacy scale). The respondent selects an item that best applies. The list contains items that are cumulative, so the respondent either agrees or disagrees, if he/she agrees to one, he/she probably agrees to the previous statements.

With a view to ensuring a cumulative measure of attitudes, Guttman developed a more refined Scalogram to measure unidimensional attitudes. The scalogram consists of a set of statements related to the attitude in question and arranged in increasing order of difficulty of acceptance. It is based on the same logic as the one in the Standford-Binet test of intelligence: if persons solve a difficult item, they should be able to solve all simpler items. The same way, if persons agree with a statement that expresses a higher degree of a given attitude, they must be agreeable to all other statements which express lower degrees of the same attitude. Obviously, this logic holds good only if all the items in the scale are from one and the same universe, that is, the scale measures the same aspect of a particular attitude.
To construct the scalogram, opinion statements are collected and arranged in such a way that most people would accept the first statement and, going down the list, fewer and fewer persons would accept the subsequent statements. The list of statements, thus arranged, is given to sample subjects in order to test the increasing degree of acceptance. Based on the "accept" responses of respondents, the items are accordingly modified, arranged, and tested again on sample subjects. This process continues till a scalable (i.e., empirically tested for increasing degree of acceptance) set of items is developed. The final set of statements with their particular order is the scalogram. When this instrument is used for measuring a person's attitude, the persons check all the items they accept. The persons’ score are the total number of successive or nearly successive items they have checked. In practice, however, it has been observed that rarely respondents check items without skipping one or more items. This phenomenon confirms the difficulty involved in preparing a perfectly unidimensional scale. It may also point to the probable fact that people in real liferespond not to a single dimension of reality, but to peculiar combinations of them.

(g) Q Sort technique (William Stephenson, 1935)

The instrumental basis of Q methodology is the Q-sort technique, which conventionally involves the rank-ordering of a set of statements from agree to disagree. Q methodology is a means of extracting subjective opinion. It was invented in 1935 by British physicist/psychologist William Stephenson from factor analytic theory. It has since been applied outside the field of academic psychology, most notably in the fields of communication and political science, and more recently in the behavioural and health sciences. Stephenson was interested in providing a way to reveal the subjectivity involved in any situation. It is life as lived from the standpoint of the person living it that is typically passed over by quantitative procedures and it is subjectivity in this sense that Q methodology is designed to examine. Although there is plenty of evidence of controversy and peer criticism regarding Q methodology and Stephenson's work in the literature, particularly up until the late 1960, it is now being widely adopted as a means of investigation, predominantly in North America. The Q-sort technique grew out of a more general methodology for the study of verbalized attitudes, preferences etc. The peculiar characteristic of this methodology
is that here it is more important to make comparisons among different responses within respondents than between respondents. Thus it is a comparative rather than an absolute rating method. In the area of management, the application of Q-sort has come up in marketing research. Here the respondents may be requested to enunciate their images of their ideal brands, specified brands and their current brand. The respondent may be given a large number of statements. The number of objects to be sorted should be between 60-140 approximately. Essentially what the respondents have done here is to array the attributes along the scale. The Q-sort technique is faster and less tedious for subjects than paired comparison measures. It also forces the subject to conform to quotas at each point of the scale so as to yield a normal or quasi-normal distribution. The utility of Q-sort in marketing research is to derive clusters of individuals who display similar preferences, thus representing unique market segments. The objective of Q-sort, thus, is intensive study of individuals.

2.4.5 Characteristics of quantitative attitude measurement

Before procedures for measuring attitudes are discussed, there are several general characteristics of measurement that should be considered in order to determine if an evaluation technique is an effective one. Good tests have these characteristics. Basically, a quantitative approach to attitude measurement requires that measures be: (AECT:2001)

♦ Valid. The instrument must be appropriate for what needs to be measured. In other words, a valid test measures the construct for which it is designed.

♦ Reliable. The measure should yield consistent results. In other words, if people were to take a reliable test a second time, they should obtain the same, or nearly the same, score as they got the first time they took the test, assuming no changes occurred between the two testings.

♦ Fairly simple to administer, explain, and understand. Generally, the measures that yield a single score of an attitude position epitomize the intent of this characteristic, although the single score may be deficient in meeting the intent of other characteristics of good measurement. Most tests of single attitudes have about 10 to 30 items, are valid, and have reliability estimates above 0.80.
Replicable. Someone else should be able to use the measure with a different group, or in a different situation, to measure the same attitude.

2.4.6 Categories of attitude measurement technique

There are four widely used and accepted categories, or approaches, for collecting attitude information. (AECT:2001) These approaches are:

♦ Self-reports: Where the members of a group report directly about their own attitudes. Self-reports include all procedures by which a person is asked to report on his or her own attitudes. This information can be provided orally through the use of interviews, surveys, or polls, or in written form through questionnaires, rating scales, logs, journals, or diaries. Self-reports represent the most direct type of attitude assessment and should be employed, unless the people who are being investigated are unable or unwilling to provide the necessary information.

♦ Reports of others, where others report about the attitudes of a person or group. When the people whose attitudes are being investigated are unable or unlikely to provide accurate information, others can be questioned using interviews, questionnaires, logs, journals, reports, or observation techniques. Parents of children can be asked how their children feel about X, where X is the attitude construct under investigation.

♦ Sociometric procedures: Where members of a group report about their attitudes toward one another. Sociometrics are used when the researcher desires a picture of the patterns within a group.

♦ Records, which are systematic accounts of regular occurrences, such as attendance reports, sign-in sheets, library checkout records, and inventories. Records are very helpful when they contain information relevant to the attitude area in question.

Within each of these categories, there are strategies for measuring attitude-related behaviors. Most commonly, attitude measurement is accomplished by one of the following techniques: (AECT:2001)

♦ Questionnaires and rating scales. Questionnaires and rating scales are instruments that present information to a respondent in writing and then require a written response, such as a check, a circle, a word, a sentence, or several sentences. Attitude rating scales are special kinds of questionnaires. They are developed according to strict
procedures that ensure that responses can be summed to yield a single score representing one attitude. Questionnaires and rating scales are often used because they permit anonymity, permit the responder time to answer, can be given to many people simultaneously, provide uniformity across measurement situations, permit relatively easy data interpretation, and can be mailed or administered directly. Their main disadvantage is they do not permit as much flexibility as do some other techniques.

♦ Interviews. Interviews are face-to-face meetings between two or more people in which the respondent answers questions. A survey is a highly structured interview. Often surveys are conducted over the telephone, an approximation of face-to-face interviewing. A poll is a headcount. Respondents are given a limited number of options and asked to select one. There are two major problems with interviews. First, they are very time consuming. Second, it is possible that the interviewer may influence the respondent.

♦ Written reports: It is such as logs, journals, and diaries. Logs, journals, and diaries are descriptions of activities, experiences, and feelings written during the course of the Program. Generally they are running accounts consisting of many entries prepared on an event, on a daily or weekly basis. The main advantage of this approach is that reports provide a wealth of information about a person’s experiences and feelings. The main problem is in extracting, categorizing, and interpreting the information. Written reports require a great deal of time by both the respondent and the researcher.

♦ Observations. These procedures require that a person dedicate his or her attention to the behaviors of an individual or group in a natural setting for a certain period of time. The main advantage of this approach is its increased credibility when pertained; disinterested, unbiased observers are used. Formal observations often bring to attention actions and attitudes that might otherwise be overlooked. Observations are extremely time consuming, and sometimes observers produce discomfort in those they are observing. The presence of an observer almost always alters what is taking place in a situation.

2.4.7 Recommended process for attitude measurement

Attempts at measurement, including the evaluation of attitude, require that a systematic process be followed. Using structured procedures increases the likelihood of an
effective measurement taking place. Guidelines for attitude measurement usually recommend that at least six steps be followed (Henerson, Morris & Fitz-Gibbon, 1987):

(1) **Identify the construct to be measured.** A construct is simply defined as the attitude area of interest. It is usually best to identify specific attitude constructs.

(2) **Find an existing measure of the construct.** Once a certain attitude construct has been identified, an attempt should be made to locate an instrument that will measure it. Published tests are the first choice for measuring attitudes because they have usually been tried out in other instructional situations and include some statement of test validity and reliability. Additionally, instructions for administration of published tests often are available. The use of standardized measures simplifies the job of attitude evaluation. Possibly the best source of published tests is the research literature. Researchers who have conducted attitude research will often have developed or identified measures of their dependent variables that can be used in new experimental situations. If the research literature does not yield an appropriate measure of an attitude construct, then published indexes of tests can be reviewed.

(3) **Construct an attitude measure.** If no existing test of the relevant attitude is available, and a quantitative measure is needed, then it is necessary to construct a new test. Of the many types of attitude measurement possible, one widely used technique that seems to possess most of the characteristics of a good measure is the Agreement, or Likert-type, scale. This technique involves the use of statements about the attitude that are either clearly favorable or unfavorable. Each student responds to each test item according to his or her perceived attitude "intensity" toward the statement. Often, respondents are asked to answer test items using a five-point scale that has responses varying in the amount of agreement to the statement from "strongly disagree" to "strongly disagree." Advantages of this technique are ease of scoring and ease of summarizing the information obtained.

When a test is constructed, it is critical that validity and reliability information be collected for the measure. Of these two concepts, validity (i.e., appropriateness of instrument) is the most difficult to determine.

- Validity for a test depends on a number of factors, such as the type of test and its intended use. Basically, there are four categories of validity:
Construct validity. This concept refers to the extent to which the measure accurately represents the attitude construct whose name appears in its title. This can be determined by:

a. Opinions of experts. Experts are asked to review the test, and their reactions to it are used to modify the test, or if they do not have negative reactions, then the test is considered valid.

b. Correlations to other measures of the same construct. In some situations there may be other, often more complex, measures of the same variable that are available. Validity can be determined by asking a sample of respondents to complete both the complex and the simpler versions and then correlating their scores.

c. Measures of criterion group subjects

d. Appeals to logic. Many times, particularly when the attitude can be easily defined, audiences will accept an instrument as logically related to the attitude, as long as they know it will be administered fairly.

Content validity. This refers to the representativeness of the sample of questions included in the instrument. Content validity is usually determined by careful analysis of the items in the test. There is no simple process to determine content validity other than a close, thoughtful examination of each item separately and all items collectively.

Concurrent validity. This refers to the agreement of a test with another test on the same topic that was administered at approximately the same time. Concurrent validity is determined by correlating the results of the two parallel measures of the same attitude. This correlation coefficient is reported as an index of concurrent validity.

Predictive validity. This refers to how well a measure will predict a future behavior, determined by comparing the results of an attitude test to a measure of behavior given in the future. This type of validity is usually expressed by a correlation coefficient found by comparing the results of two measures.

Determining validity is not simple, however. Every researcher who constructs a test of any type should be acutely aware of the need to develop valid instruments. Because there is no single, established method for determining validity, the test originator should exercise great care when constructing, administering, and interpreting tests.
Reliability is the ability of a measure to produce consistent results. It is usually less difficult to determine than validity. Reliability also refers to the extent to which measurement results are free of unpredictable kinds of error. There are several methods of determining reliability that can be easily used by the attitude test developer. The *Test-Retest* method involves a second administration of the instrument to the target group and correlation of the results. The *Split-Half* method uses a random division of the instrument into two halves. Results from each half are correlated and reported as a reliability coefficient. "Alternate-Form" reliability involves the correlation of the results of two parallel forms of tests of the same attitude construct. In this method, each subject takes each form, and the resulting correlation is reported as a reliability estimate. Internal consistency reliability is a determination of how well the items of an attitude test correlate with one another. Measures of internal consistency, such as the Cronbach-alpha, are often used by attitude test developers (Ferguson, 1981).

Both the Test-Retest and Alternate Form techniques will yield a score between -1.00 and +1.00. The higher the number is the more reliable the test. Reliability coefficients above 0.70 are considered respectable. Scores above 0.90 are not uncommon for standardized attitude tests. As with validity, the results of reliability estimation should be reported to the test's consumer (Anastasi, 1968).

(4) **Conduct a pilot study.** While it is possible to obtain validity and reliability data during the actual testing portion of the instructional activity, it is preferable to administer attitude instruments to a pilot audience before any formal use is undertaken. This is done to obtain appropriate data, and to uncover minor and potentially troublesome administrative problems such as misspellings, poor wording, or confusing directions. A group of learners similar to those who are the target group for the attitude test should be given the measure. Results should be used to revise the test and to determine validity and reliability information.

(5) **Revise tests for use.** Results of pilot testing are used to revise, and refine, attitude instruments. Once problems are eliminated, the measure is ready to be used with its intended target audience.

(6) **Summarize, analyze, and display results.** After testing is completed, the resulting data should be interpreted. Attitude test results are handled similarly to any other
quantitative test information. Attitude responses should be summarized, analyzed, and displayed in such a manner that results are easily and quickly understood by others.

Descriptive statistics should be reported about the attitude test results. Most often, means, standard deviations, and the range of scores should be reported. In experimental situations, tests of inference are often performed using the results of attitude tests. Most attitude test results can be analyzed using standard parametric tests, such as t-tests and analysis-of-variance tests. However, attitude data about instructional method or content area are often useful even if they are only averaged and compared to other averages. Displaying data is another effective method of analysis. Charts, graphs, and bar diagrams are examples of data display techniques that are useful in assisting the reader in developing an understanding of what test results indicate. Whatever the process, the developer of an attitude test should make every effort to decipher the results of the measure and to explain apparent conclusions and implications derived from the test.

Attitude measurement is certainly not an exciting topic, and may be of less interest than other issues discussed in this chapter. However, attitude testing specifically, and identifying attitudes generally, are apparently not understood and probably not valued by many educational technology researchers. Certainly, the trend toward more qualitative approaches to investigation may convince some that attitude measurement, and even attitude identification, are irrelevant to the important issues of the field. However, those who are still approaching research questions from an objectivist perspective will want to be sure that they are correctly following the accepted principles of measurement.

2.5 TEACHERS AND EDUCATIONAL PERSONNEL COUNCIL ACT A.D. 2003

2.5.1 Establishment of Teachers and Educational Personnel Council Act A.D. 2003

Upon promulgation of the National Education Act A.D. 2001, Section 53 of this National Education Act provides that an organization for the teaching, educational institution administration and education administration professions shall be established as an independent body administered by a professional council under the supervision of the Ministry. Such organization shall have the powers and duties to set professional standards; issue and revoke professional licenses; monitor the compliance with such professional standards and code of ethics; and develop the teaching, educational institution
administration and education administration professions. Furthermore, Section 73 of the Act also stipulates that the Teachers Act A.D. 1945 shall be revised and updated to be consistent with the essence of said law. A draft law governing the teachers and educational personnel council was completed in 1999 and the Teachers and Educational Personnel Council Act A.D. 2003 was promulgated with effect as from June 12, 2003. (Secretariat Office of the Teachers Council of Thailand: 2003)\textsuperscript{84}

The essence of this Teachers and Educational Personnel Council Act A.D. 2003 is to amend the Teachers Act A.D. 1945 to serve as the law governing a teachers and educational personnel council. The significance of this Act is to chronicle the history of and intent in establishing the Teachers Council of Thailand to serve as a professional teaching council. Towards this end, two organizations in relation to the teaching profession will be established, namely, the teachers and educational personnel council, called the Teachers Council of Thailand, a legal entity under the supervision of the Ministry of Education, with the powers and duties to control and maintain professional standards of teachers and educational personnel; and the Office of the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel, a legal entity under the supervision of the Ministry of Education, subject to the administration of the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel, with the powers and duties to promote benefits and welfare as well as support the education management by the Ministry of Education.

The Secretariat Office of the Teachers Council of Thailand, as the governing authority, hereby publishes the provisions of the Teachers and Educational Personnel Council Act A.D. 2003 for distribution to teachers, educational personnel and related parties for the purposes of education and comprehension as well as appropriate application in accordance with the intent of this Act. Secretariat Office of the Teachers Council of Thailand June 2003

2.5.2 Objectives of teachers and educational personnel council

“Teachers and educational personnel council” means the teachers and educational personnel council or “Teachers Council of Thailand” which established under the objectives, powers and duties in a legal entity under the supervision of the Ministry of
Education. The objectives of the Teachers Council of Thailand are as follows: (Secretariat Office of the Teachers Council of Thailand: 2003)

(1) To determine professional standards, issue and revoke Licenses, supervise and monitor the compliance with the professional standards and code of ethics, including Professional development;

(2) To determine professional development plans and policies;

(3) To coordinate the promotion of education and research relating to the practice of the Profession.

2.5.3 Power and duties of teachers and educational council

The Teachers Council of Thailand has the powers and duties as follows:

(1) To determine professional standards and code of ethics;

(2) To supervise the conduct and performance of professional educators to ensure compliance with the Professional standards and code of ethics;

(3) To issue licenses to applicants to practice the profession;

(4) To suspend or revoke licenses;

(5) To support the professional development and promotion in line with the professional standards and code of ethics;

(6) To promote, support, commend and uphold the honor of the professional educators;

(7) To certify degrees, diplomas or certificates of various institutions in accordance with the Professional standards;

(8) To certify professional knowledge and experience, including expertise in the practice of the Profession;

(9) To promote education and research relating to the practice of profession;

(10) To represent professional educators in Thailand;

(11) To issue regulations of the Teachers Council of Thailand governing:

(a) the designation of prohibited characteristics pursuant to Chairperson and the qualified members

(b) the issuance, term, suspension and revocation of Licenses, as well
as certification of Professional knowledge, experience and expertise in the practice of the Profession;

(c) the criteria and procedures for License application;

(d) the qualifications and prohibited characteristics of License applicants;

(e) Professional code of ethics, as well as misconduct which may bring dishonor upon the Profession;

(f) Professional standards;

(g) the procedures for recruitment, selection, election and appointment of the Teachers Council of Thailand Board and the Professional Standards Committee;

(h) the composition, criteria and procedures for selection of a recruitment committee;

(i) the criteria and procedures for recruitment of the Secretary General of the Teachers Council of Thailand;

(j) any act stipulated by this Act;

(12) To provide consultation or recommendation to the Council of Ministers regarding policies or problems relating to Professional development;

(13) To provide recommendation or opinions to the Minister regarding the practice of the Profession or issuance of ministerial regulations, rules and notifications;

(14) To establish a board to take any action within the scope of authority and duty of the Teachers Council of Thailand;

(15) To take action in line with the objectives of the Teachers Council of Thailand.

Teachers Council of Thailand shall also have the authority to undertake various activities within the scope of the following objectives:

(1) To own or hold possession of property or undertake any act in relation to such property, and accept donated property;

(2) To execute any legal transactions, contracts or agreements;

(3) To borrow funds to facilitate activities in line with the objectives of the Teachers Council of Thailand;
(4) To support activities of other relevant authorities.

The Secretary General of the Teachers Council of Thailand shall have the duty to administer the business of the Secretariat Office of the Teachers Council of Thailand in accordance with the laws, objectives of the Teachers Council of Thailand, regulations, rules, requirements, policies, resolutions and notifications of the Teachers Council of Thailand Board, and shall also oversee all positions of officials, except internal auditors who report directly to the Chairperson of the Teachers Council of Thailand Board in accordance with the regulations stipulated by the Teachers Council of Thailand Board, and shall have the following duties:

(1) To maintain the register of License holders;

(2) To supervise the Teachers Council of Thailand property;

(3) To submit annual reports on the results of various operations of the Secretariat Office of the Teachers Council of Thailand, including financial and accounting reports, as well as proposing operational, financial and budgetary plans for the following year to the Teachers Council of Thailand Board for consideration;

(4) To offer opinions to the Teachers Council of Thailand Board for the improvement of business and operations to ensure efficiency and compliance with the objectives of the Teachers Council of Thailand.

The Secretary General of the Teachers Council of Thailand shall be responsible to the Teachers Council of Thailand Board for administering the affairs of the Secretariat Office of the Teachers Council of Thailand.

The Secretary General of the Teachers Council of Thailand shall have the following powers:

(1) To employ, appoint, promote, reduce or cut salaries or wages, impose disciplinary action on officials, as well as dismiss any officials, subject to the regulations stipulated by the Teachers Council of Thailand Board;

(2) To set regulations relating to the operations of the Secretariat Office of the Teachers Council of Thailand, provided that such regulations shall in no way be contrary to or inconsistent with the regulations, rules, requirements, policies, resolutions or notifications imposed by the Teachers Council of Thailand Board.
2.5.4 Practice of Licensed profession

The Profession of Teachers, Educational Institution Administrators and Education Administrators shall be a licensed Profession under this Act. Other licensed Professions shall be as stipulated in ministerial regulations. (Secretariat Office of the Teachers Council of Thailand: 2003)

No one shall practice a licensed Profession without a License under this Act, except in any of the following cases:

(1) Those occasionally providing knowledge to learners in any Educational Institution as guest educational lecturers;

(2) Those whose primary Profession does not relate to the teaching and learning process, but has the occasional duty to teach;

(3) Students, trainees or those with a practical training license apprenticing or training under the supervision of Professional Educators, subject to the criteria, procedures and conditions set forth by the Teachers Council of Thailand Board;

(4) Those arbitrarily offering educational courses;

(5) Those teaching in any learning center under the law governing national education or learning establishments arbitrarily operated by nonformal educational agencies, individuals, families, communities, community organizations, local administrative organizations, private organizations, Professional organizations, religious institutions, business establishments, hospitals, medical institutions, charitable shelters and other social institutions;

(6) Public and private instructors, Educational Institution Administrators and Education Administrators at the higher education level;

(7) Education Administrators of a level higher than educational districts;

(8) Other persons as designated by the Teachers Council of Thailand Board.

Regulations on Professional standards shall be established to comprise:

(1) Standards of Professional knowledge and experience;

(2) Standards of performance;

(3) Standards of conduct.
The determination of Professional practice quality standards under paragraph one shall be in accordance with the regulations of the Teachers Council of Thailand, provided that such quality standards of License holders shall be evaluated on a continual basis to ensure the retention of knowledge, capabilities and expertise at the Professional practice quality standards in accordance with the criteria and procedures as stipulated by the Teachers Council of Thailand.

Standards of conduct shall be in the form of regulations governing Professional code of ethics, comprising:

(1) Personal ethics;
(2) Professional code of ethics;
(3) Client centered ethics;
(4) Collegial ethics;
(5) Societal ethics.

The formulation of a model code of Professional ethics under paragraph one shall be in accordance with the regulations of the Teachers Council of Thailand.

2.5.5 Member of the Teachers Council of Thailand

There are two classes of Teachers Council of Thailand members as follows:

(Secretariat Office of the Teachers Council of Thailand: 2003)\(^8\)

(1) Ordinary members;
(2) Honorary members.

Membership registration shall be as stipulated by the Teachers Council of Thailand.

Honorary members shall be qualified persons appointed by unanimous resolution of the Teachers Council of Thailand Board.

Rights and duties of ordinary members shall be as follows:

(1) To express opinions and make inquiries in writing to the Teachers Council of Thailand Board for consideration regarding the affairs of the Teachers Council of Thailand;
(2) To elect, accept election or appointment as Board members;
(3) To pay fees in accordance with the notifications of the Teachers
Council of Thailand;

(4) To uphold the honor of the Profession and comply with this Act.

A Committee for Promotion of the Benefits and Welfare of Teachers and
Educational Personnel shall be established to have the duty to administer the affairs of the
Office of the Committee for Promotion of the Benefits and Welfare of Teachers and
Educational Personnel, having the objectives as follows:

(1) To promote benefits, welfare, other privileges and the security of
Professional Educators and educational practitioners;

(2) To promote harmony among and uphold the honor of Professional
Educators and educational practitioners;

(3) To promote and support the management of education by the Ministry in
connection with teaching and learning materials, educational equipment and materials and
other matters relating to the management of education;

(4) To promote and support education and research relating to
development, welfare and benefits, as well as upholding the honor of Professional Educators.

The Committee for Promotion of the Benefits and Welfare of Teachers and
Educational Personnel shall have the powers and duties as follows:

(1) To make arrangements relating to benefits, welfare, other privileges and
security of Professional Educators and educational practitioners;

(2) To promote, support, commend and uphold the honor of Professional
Educators and educational practitioners;

(3) To ensure that Professional Educators and educational practitioners
receive various benefits as appropriate;

(4) To offer opinions, consultation and recommendation to relevant
authorities relating to the promotion of benefits, welfare, privileges and security of
Professional Educators and educational practitioners;

(5) To make arrangements and administer the benefit procurement
organization of the Office of the Committee for Promotion of the Benefits and Welfare of
Teachers and Educational Personnel;
(6) To issue regulations and criteria for operations in line with the powers and duties of the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel;

(7) To appoint a committee or subcommittee or authorize members of the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel to take any action on its behalf;

(8) To recruit and appoint the Secretary General of the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel;

(9) To take action in line with the objectives in the administration of the affairs of the Office of the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel.

An Office of the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel shall be established as a legal entity under the supervision of the Ministry of Education, with the powers and duties as follows:

(1) To assume responsibility for the operations of the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel;

(2) To coordinate and take action relating to other matters as delegated by the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel;

(3) To prepare annual reports on operations for submission to the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel.

In addition to the powers and duties under paragraph one, the Office of the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel shall also have the authority to undertake various activities within the scope of objectives, including the following powers and duties:

(1) To own or hold possession of property or undertake any act in relation to such property, and accept donated property;

(2) To execute any legal transactions, contracts or agreements;

(3) To jointly invest with other legal entities in any activities for administrative purposes of the Office of the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel;
(4) To borrow funds to facilitate activities in line with the objectives of the administration of the Office of the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel;

(5) To support activities of other relevant authorities.

2.5.6 Supervision of the Teachers Council of Thailand

The Minister shall have the powers and duties as follows: (Secretariat Office of the Teachers Council of Thailand: 2003)

(1) To monitor and supervise the operations of the Teachers Council of Thailand and the Office of the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel, including the government budgetary allocations to the Teachers Council of Thailand and the Office of the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel;

(2) To give written order requiring members to clarify facts relating to the activities of the Teachers Council of Thailand and the Office of the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel, and may also require delivery of documents relating to the operations or minutes of the meetings of the Teachers Council of Thailand Board and the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel;

(3) To give written orders for the Teachers Council of Thailand and the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel to discontinue or amend any activities which appear to be contrary to the objectives of the Teachers Council of Thailand and the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel, laws, or regulations of the Teachers Council of Thailand and the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel.

The Teachers Council of Thailand shall submit annual reports on the results of various operations of the Teachers Council of Thailand, including financial and accounting reports, as well as proposing operational, financial and budgetary plans for the following year to the Council of Ministers for information;
The Office of the Auditor General of Thailand shall audit the financial and accounting performance of the Teachers Council of Thailand on a yearly basis, the results of which shall be reported to the National Assembly for information.

2.6 REVIEW OF THE PAST STUDIES

2.6.1 Introduction

Every research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the past studies. It tells the reader about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research, and thus projects the current research work in the proper perspective. It can be said that there is hardly any research project which is totally unrelated with research that has already taken place. Usually every individual research project only adds to the plethora of evidence on a particular issue. Unless the existing work, conclusions and controversies are properly brought about, most research work would not appear relevant, not will it appear important in the whole framework. Thus, review of literature is a very important aspect of any research both for planning your work as well as to show its relevance and significance.

2.6.2 Importance of review of the past studies

Before examining how to conduct a literature review, one must first understand the place of the review in research. Leedy & Ormrod. (2005: 4) mentioned two critical considerations stem about the review of past studies:

(1) Research must enhance the current understanding of a phenomenon, or contribute to enhance the body of knowledge.

(2) Research must communicate what was discovered in the new study.

Knowing the current status of the body of knowledge in the given research field is an essential first step for any research project.

An effective literature review accomplishes this step by:

(1) Helping the researcher to understand the existing body of knowledge including where excess research exists (i.e. what is already know?) and where new research is needed (i.e. what is needed to be known?).
(2) Providing a solid theoretical foundation for the proposed study (related to “what is already known?”).

(3) Substantiating the presence of the research problem (related to “what is needed to be known?”).

(4) Justifying the proposed study as one that contributes something new to the body of knowledge.

(5) Framing the valid research methodologies, approach, goals, and research questions for the proposed study.

Kumar, V. (2009) states that a large part of review of literature actually needs to be done even before the research project is formalized. This is essential to make sure that the researches are not repeating the work that someone has already done earlier. Sometimes, if the research has already been undertaken earlier, then it provides an option of modifying the work by adding a new perspective or altering some of the methods of research to obtain a perspective that will be different from earlier works and thus more valuable. Occasionally, the work may be exact repetition of the work done earlier, but with a different set of data or sources of facts, and purpose of the research may just be seen if the results are similar to earlier works.

A good researcher usually goes through a lot more literature than is actually incorporated in the paper. This is because different literature may have differing relevance for the current project and all of it may not worth reporting in the end, but in the initial phase, when the researcher is looking for all aspects of an issue that could be relevant one would like to extensively explore the literature and see if any relevant findings are already available. Some of the literature reviewed is directly relevant and hence used as a preface to explain the background of work. Then other reports may be relevant from the point of view of the project as they provide some clues to the puzzle by suggesting a hypothesis, which may be the subject matter of your research project.

It can be summarized that review of the related literature is necessary to show the available evidence to solve the problem adequately and thus the risk of duplication can also be avoided. It provides ideas, theories, explanations or hypotheses valuable in formulating the problem. It also suggests methods of research appropriate to the problem, to
locate comparative data useful in the interpretation of results and to contribute to the
general scholarship of the researcher. Review of literature is also important to highlight
difference in opinions, contradictory findings or evidence, and the different explanations
given for their conclusions and differences by different authors. Thus review of literature is a
very important part of one's research.

2.6.3 Past studies related to attitude

This chapter presents 11 past researches related to attitude which was
already done in Thailand and in different countries as follow:

STUDY 1 : A Study of Attitude of Teachers towards the Utilization of National Education

The study aims to find out the attitude of teachers towards the utilization of
National Education Plan A.D. 1992-1996 in the policy on education for individual
development. The sample of the study comprised 596 secondary school teachers in
Educational Region No. 9. The sample was selected through the use of stratified and simple
random sampling techniques. The data gathering instrument was a rating-scale with an
open-ended section for suggestions. The statistics employed in the analyses of the data were
the t-test and F-test.

It was found from the study that the teachers strongly agree with the National
Education plan on two aspects i.e.

(1) To promote and support the role of educational institutions in cooperating
with other social institutions in educating and training target groups concerned with children
and youth development, parents, guardians, child-care workers, marital couples, teachers
monks and religious personnel, mass media workers; in cooperatively organizing various
activities and services responsive to basic needs of children and youth relevant to their ages;
in inculcating desirable characteristics, habits, values and moral ethics on a continuous
basis in order to facilitate their physical, mental, emotional and social growth.

(2) To improve teaching & learning process, curriculum content, instructional
media, measurement, and activities both in and out of school in order to facilitate learners
development in all aspects with emphases on:
(2.1) Awareness, realization and actual implementation to nature proper understanding and behaviours especially regarding self-discipline, unity, integrity, work and social responsibility, diligence, patience, good leadership and group membership and open-mindedness.

(2.2) Training in observing, thinking, pursuing knowledge, reasons, facts, in order to acquire and understanding about right and wrong, good and bad, as well as inciting initiative thinking, creativity and systematic application of knowledge in problem solving.

(2.3) Training of basic skills and specialized skills for working, focusing on essential elements such as Thai, foreign languages, computational and managerial skills and skills in using modern technologies.

(2.4) Implant of appreciation of local and national arts and culture and understanding of international arts and culture.

(2.5) Inculcation of understanding and appropriate values related to society, economy and politics, science and technology, as well as the utilization and conservation of resources and environment

(2.6) Development of understanding and behaviours regarding nutrition, sports, exercises, recreation and use of leisure time in accordance with learners’ age, gender and local environment, promotion of good health care, habits, and provision of facilities to enhance sound health and physical fitness.

(2.7) Research and development for the improvement of teaching & learning process, curriculum, instructional media and learning activities in order to increase the effectiveness of children and youth development; and dissemination of research for extensive implementation.

There was no significant different between mean score of attitude of teachers towards the utilization of National Education Plan A.D.1992-1996.

STUDY 2 : A Comparative Study of the Effects of Motivation on the Performance of High and Low Democratic Attitude of Primary School Students. (Panyachai Wongpitoon)³

This study had two objectives: (1) to compare the effects of motivation
performance of high democratic attitude and low democratic attitude of primary school students, (2) to compare the differential effects of motivation performance of high democratic attitude and low democratic attitude of primary school students.

The sample consisted of 236 high democratic attitude students and 250 low democratic attitude students selected by simple random sampling. The major results found that there was highly significant difference between the mean scores of motivation performance of high democratic attitude and low democratic attitude of primary school students. There was the significant difference between the mean scores of the differential effects of motivation performance of high democratic attitude and low democratic attitude of primary school students.

STUDY 3: A Study of Attitude of Teachers towards the National Education Act, 1999
(Supamit Mankongkit)

The purposes of this research were: (1) To study the attitude of school administrators concerning to National Education Act, 1999, (2) To compare the mean scores of the attitude of school administrators concerning to National Education Act, 1999 classified by sex, age, qualification, position, work experience.

There were two types of the tools used in the study: multiple choice, rating scale and open-ended was constructed and sent to 640 secondary school administrators which were randomly sampling from 320 government schools, 320 private schools in Bangkok Metropolis. The data were processed and analyzed though the use of an SPSS programme (Statistical package for the social Sciences), to obtain percentages, means, standard deviations and One-way ANOVA.

It was found that the National Education Act, 1999 divided into 9 aspects:

1. General provision: objectives and principles.
2. Education rights and duties.
3. Educational system.
5. Educational administration and management.
6. Educational Standards and Quality Assurance
7. Teachers, Faculty Staff, and Educational Personnel
(8) Resources and investment for education
(9) Technologies for education

It was found from the research that the school administrators agree with the all aspects of National Education Act, 1999. There was no significant difference between the mean scores of attitude of school administrators classified by sex, age, qualification, position, and work experience.

STUDY 4 : A Study of the Desirable Democratic Behaviour of People in the next Decade
(Pongpipat Pruekudom)\textsuperscript{95}

The aim of the study is to investigate the opinion perception of 780 respondents on desirable democratic behaviour of people in the next decade. Interview and questionnaires were used for collecting data. The data was analyzed by mean, standard deviation, median and inter-quartile range.

The results concluded that there were 79 aspects of the desirable democratic behaviour. The level of agreement was highest in the following areas:

(1) Mores. There are 12 aspects: being responsible for what one has done; setting a problem logically; no corruption; keeping the words; thinking before speaking; fighting for justice and being ashamed of immoral conduct.

(2) Institution. There are 9 aspects: conforming to the laws; using public utilities with care; being responsible for one’s assignments; thinking logically; conducting one thoughtfully; conforming to school regulations; queuing with patience.

(3) Convention. There are 6 aspects: being able to say "thank you, sorry" at the right occasion and suitable to the status of the person; being sincere; not insulting people; paying respect according to the culture; behaving appropriately according to one’s sex role and status; not using authority to benefit oneself at others’ expense.

STUDY 5 A Study of Democratic Attitude of People in Bangkok, Thailand (Natthaporn Wongchien)\textsuperscript{96}

The purpose of this research was to study and compare the democratic attitude of people in Bangkok classified by sex, age, level of education and occupation.

The sample subjects of the study comprised 596 respondents in Bangkok,
Thailand. The sample was selected through the use of stratified and simple random sampling techniques. The data gathering instrument was a rating-scale with an open-ended section for suggestions. The statistics employed in the analyses of the data were the t-test and F-test.

The research findings revealed that:

1. The average mean scores of the democratic attitude of people was in high level.

2. There was no significant difference between the mean scores of people belonging to different groups of sex, age, level of education and occupation regarding their democratic attitude.

3. It can be seen from the suggestion that some of the people lack of enthusiasm in election. They followed the old traditional practice. They do not show the responsibility or discipline. The importance of development, improvement and creative thinking should be emphasized and pointed out for the perception in doing according to the rules and the regulations. People should be provided opportunities to share ideas in various functions.

**STUDY 6 : A Study of the Opinion Concerning to Democratic Behaviour of the Adult Education Students in Bangkok Metropolis** (Siriporn Kijkuakul)

The purposes of the research were to study the opinions concerning to the democratic behaviour of the adult education students in Bangkok Metropolis in three aspects

1. Respect to one another;
2. Sharing, cooperating, coordinating;
3. Confidence in the intellectual process.

The second purpose was to compare the opinions concerning to the democratic behaviour of the adult education students classified by gender, age, occupation, educational qualifications.

The sample of the study consisted of 430 adult education students in Bangkok Metropolis in the Academic year of 2003. The data were collected through the five-point rating-scale. The statistics used for analyses of the data were percentage, mean, standard deviation, and t-test.
The main research findings were summarized as follow:

(1) The adult education students' opinions concerning to the democratic behaviour in three aspects were at high level.

(2) There was no significant difference in the male and female adult education students' opinions concerning to the democratic behaviour in the aspects of respect to one another, and sharing, cooperating and coordinating, but there was significant difference at 0.05 level in the aspect of confidence in the intellectual process.

(3) There was no significant difference in the adult education students' opinions concerning to the democratic behaviour in all three aspects according to their different ages.

(4) There was no significant difference in the adult education students' opinion concerning to the democratic behaviour in all aspects according to their different occupations.

(5) There was significant difference in the 0.05 level in the adult education students' opinions concerning to the democratic behaviour in the aspects of respect to one another, and sharing, cooperating and coordinating when compared according to educational qualification.

(6) The adult education students identified some important problem that lacking respect for the elders, lacking cooperation and harmony, and lacking self-confidence. They also gave suggestions on the instruction that there should be more strict discipline and they should be promoted the spirit of self-sacrifice, harmony, and public interest.

STUDY 7  A Study of Opinions Concerning to the Democratic Attitude of Labourer in Bangkok (Somsakul Chaipakdee) 

The purposes of this research were

(1) To study the opinions of labourers concerning to democratic attitude.

(2) To compare the opinions of labourers belonging to different groups of sex, age, level of education, monthly income concerning to democratic attitude.

There were three types of the tools used in the study i.e. multiple choice, rating scale and open-ended. The tools was constructed and sent to 640 labourers which were randomly sampling from 15 industries in Bangkok Metropolis. The data were processed
and analyzed though the use of SPSS programme computer (Statistical package for the social sciences), to obtain percentages, means, standard deviations and One-way ANOVA. The results were presented by tables and analyzed. The findings of this research were as follows:

1. The groups of labourers expressed their high level of opinions concerning their democratic attitude.

2. There were no significant differences between mean scores of democratic attitude of labourers belonging to different groups of sex, age, level of education, monthly income.

**STUDY 8 : A Study of the Relationship between the Self-Concept and Democratic Attitude of Students in Vocational College.** (Titirat Kongboon)  

The purposes of the study were: (1) to study the level of self-concept and democratic attitude of vocational students in vocational college in entire sample and classified by sex and academic achievement, (2) to study the relationship between the self-concept and democratic attitude of students in vocational college in entire sample and classified by sex and academic achievement.

The samples were 430 students in vocational college selected by simple random sampling technique.

The findings of the study were as follow:

1. The self-concept and democratic attitude of students in vocational college was at moderate level.

2. There was no significant relationship between the scores of self-concept and democratic attitude of students in vocational college in entire sample.

3. There was significant difference between the mean scores of self-concept and democratic attitude of students in vocational college in the context of sex.

4. There was the significant difference between mean scores of self-concept and democratic attitude of in vocational college in the context of academic achievement.
STUDY 9: A Study of Democratic Attitude of Bangkok Metropolitan Officers

(Wilasinee Thongphen)

The research studied under the following objective:

(1) To study the level of democratic attitude of Bangkok Metropolitan Officers.

(2) To compare the mean scores of the level of the democratic attitude of Bangkok Metropolitan Officers belonging to different groups of sex.

(3) To compare the mean scores of the level of the democratic attitude of Bangkok Metropolitan Officers belonging to different groups of age.

(4) To compare the mean scores of the level of the democratic attitude of Bangkok Metropolitan Officers belonging to different groups of level of education.

(5) To compare the mean scores of the level of the democratic attitude of Bangkok Metropolitan Officers belonging to different groups of monthly income.

(6) To compare the mean scores of the level of the democratic attitude of Bangkok Metropolitan Officers belonging to different groups of experience of work.

The researcher had decided to study the following variables to fulfill the objectives of the study:

(1) Independent variables consisted of sex, age, level of education, monthly income, and experience of work

(2) Dependent variable was the democratic attitude of the Bangkok Metropolitan Officers comprised of twelve aspects: Roles and duty of people under the democratic regime, Acceptance of other people's opinions, Obtainment of responsibility, Obtainment of self discipline, Consideration of the public interest in priority to the personal interest, Partaking in the conceiving, in the performance, and in the thoughtfulness with good manners of the Thai culture, Honor given reciprocally according to one's status, Acceptance and the respect in the right and duty of an individual, Acceptance of wisdom or rationale in solving problem individual, Obtainment of a good leadership, and a good follower, Adherence to the gratefulness, the praising to the triad institutes of nation, religion, and monarch, and Adherence to the beneficence in one's life

The scale to measure the democratic attitude of democratic attitude of Bangkok Metropolitan Officers was the tool of the study consisted of 90 statements. Each statement has five levels of opinion regarding the democratic attitude of Bangkok metropolitan officers.
The respondents can mark either the level of opinion of "Strongly disagree" or "Disagree" or "Uncertain" or "Agree" or "Strongly agree" according to their opinion or actual deed of their attitude.

1,000 Bangkok Metropolitan officers were the sample of the study selected by simple random sampling. The data yielded by the tools were analyzed according to the hypotheses and statistical calculations were employed i.e. percentage, mean and standard deviation. It was found from the study that the democratic attitude of Bangkok Metropolitan Officers was in agreeing level. There was no significance of difference between the mean scores of the level of the democratic attitude of Bangkok Metropolitan Officers belonging to different groups of sex. There was the significance of difference between the mean scores of the level of the democratic attitude of Bangkok Metropolitan Officers belonging to different groups of age, level of education, monthly income, and work experience.

STUDY 10: A Study of Attitude of School Personnel of Thailand towards the Environmental Management of ISO 14001. (Manit Sriphetak)

The objectives of the study was to study the level of attitude of school personnel of Thailand towards the environmental management of ISO 14001 and to compare the mean scores of the level of attitude of school personnel of Thailand towards the environmental management of ISO 14001 classified by sex of teachers, age of teachers, educational qualification of teachers, teaching experience of teachers, sex of students, level of education of students, sex of parents, age of parents, level of education of parents, and occupation of parents.

There were three groups of independent variables of the study i.e.

(1) Teachers: There were four independent variables concerned to teachers’ group of sample (sex, age, level of education, and teaching experience)

(2) Students: There were two independent variables concerned to students’ group of sample (sex and level of education).

(3) Parents: There were four independent variables concerned to parents’ group of sample (sex, age, level of education, and occupation).

The attitude of teachers, students, and parents towards the environmental management of ISO 14001 were the dependent variable of the study. Attitude towards the...
environmental management of ISO 14001 means the feeling of favourableness or unfavourableness the sum total of feelings of teachers, students and parents towards the environmental management of ISO 14001. The aspects of attitude of school personnel towards environmental management system ISO 14001 are as follow:

(1) Need and awareness of environmental management of ISO 14001 to protect the world’s ecosystem

(2) Implementation of environmental management of ISO 14001

(3) Benefit of environmental management of ISO 14001 in school

(4) Environmental management of ISO 14001 in related to the sustainable development

Environmental Management means the process of utilization of natural resources and environment for the highly effectiveness and longer benefit in sustainable development of human being. It is the set of managerial activities which defines the environment policies, planning, implementation & operation, checking & corrective action, and management review. Environmental Management of ISO 14001 comprises of six processes as follows:

(1) General Requirement of environmental management system (ISO 14001)

(2) Environment Policies of environmental management system (ISO 14001)

(3) Planning for environmental management system (ISO 14001)


(4) Implementation and Operation

4.1 Structure and Responsibility

4.2 Training Awareness and Competence

4.3 Communication

4.4 Environmental Management System Documentation

4.5 Document Control

4.6 Operation Control

4.7 Emergency Preparedness and Response
(5) Checking and Corrective Action

5.1 Monitoring and Measurement

5.2 Nonconformance and Corrective and Preventive Action

5.3 Record

5.4 Environmental Management System Audit

(6) Management Review

The scale to measure attitude of school personnel towards environmental management of ISO 14001 was the tool to be used in the study consisted of 65 statements. The scale obtained the \( t - value \) greater than 1.75 which given statements differentiated between high and low groups and found the correlation efficient (\( r \)) = 0.91. The score of each item obtained from 100 school personnel indicates the \( r_{xy} \) value between 0.30 - 0.52 which were significant at 0.01 level of confidence. The obtained \( r_{xy} \) value indicated the high validity of the scale.

There were 3,380 school personnel to be the sample of the present study. Out of 3,380 respondents (school personnel), there were 1,430 students, 780 teachers, and 1,170 parents selected to be the sample of the study.

From the study, it was found that the level of the attitude of teachers, students, parents towards the environmental management of ISO 14001 was in agreeing level. There was no significance of the difference between the mean scores of attitude of teachers belonging to different groups of sex, age, educational qualification, and teaching experience towards the environmental management of ISO 14001.

There was no significance of difference between the mean scores of attitude of students belonging to different groups of sex and level of education, towards the environmental management of ISO 14001.

There was no significance of difference between the mean scores of attitude of parents belonging to different groups of sex, towards the environmental management of ISO 14001 whereas there was the significance of difference between the mean scores of attitude of parents belonging to different groups of age, level of education, and occupation towards the environmental management of ISO 14001.

There was no significance of difference between the mean scores of attitude of teachers, students and parents towards the environmental management of ISO 14001.
STUDY 11: A study of the people’s attitude regarding the National Education Act, 1999
(Sasithorn Suksiri)

The research was studied the level of people’s attitude (students, teachers, administrators, educators, and parents) regarding the National Education Act, 1999 in entire sample and classified by different variables and to compare the mean scores of the people’s attitude (students, teachers, administrators, educators, and parents) regarding the National Education Act, 1999 classified by different variables.

Independent variables concerned to:

1 Students
   1.1 Sex
   1.2 Level of education

2 Teachers
   2.1 Sex
   2.2 Educational qualification
   2.3 Teaching experience
   2.4 Age
   2.5 Level of teaching

3 Administrators
   3.1 Sex
   3.2 Educational qualification
   3.3 Work experience
   3.4 Age
   3.5 Level of administration

4 Educators
   4.1 Sex
   4.2 Educational qualification
   4.3 Work experience
   4.4 Age
5 Parents

5.1 Sex
5.2 Educational qualification
5.3 Age
5.4 Monthly income
5.5 Occupation

Dependent variable

The people’s attitude regarding the National Education Act, 1999 comprised of 9 aspects as follow:

1. Objectives and Principles
2. Educational Rights and Duties
3. Educational system
4. National Education Guidelines
5. Educational Administration and Management
6. Educational Standards and Quality Assurance
7. Teachers, Faculty Staff, and Educational Personnel
8. Resources and Investment for Education
9. Technologies for Education

According to the objectives, the present study is mainly interested in finding out the level of people’s attitude regarding the National Education Act, 1999 i.e. low level, medium level and high level. To fulfill the objectives of the study, the researcher decided to make use of survey method. In order to obtain the data to arrive at proper results of the study, the present researcher decided to adopt the descriptive survey technique.

The study made use of the tool in form of the scale to measure the people’s attitude regarding the National Education Act, 1999 which consists of 103 statements. Each statement has five levels of attitude regarding the National Education Act, 1999 i.e. "Strongly agree" or "Agree" or "Uncertain" or "Disagree" or "Strongly disagree". In order to prepare a valid scale, it is necessary to go for item analysis. The item analysis of the test gives three kinds of information. It provides the idea about index of validity, discriminative index, and reliability index. The construct validity was used to determine the validity of the scale. It was found that the score of each item in the scale to measure the people’s attitude regarding
the National Education Act, 1999 obtained from 100 Thai people indicates the $r_{xy}$ value between 0.28 - 0.74 which were significant at 0.01 level. The $r_{xy}$ value calculated by the item-test correlation method. The $t$ - value was used to determine the discrimination of the scale. It was found that 103 statements of the scale to measure the people’s attitude regarding the National Education Act, 1999 obtained the $t$ - value greater than 1.75 which given statements differentiated between high and low groups and helped the researcher to gain confidence for the data collection. For the reliability, It was observed that the scale to measure the people’s attitude regarding the National Education Act, 1999 found the correlation-efficient $r_{xy} = 0.90$.

The stratified simple random sampling was used for the selection of the sample. There were 3,120 students, 3,120 teachers, 780 administrators, 390 educators, and 3,120 parents to be the sample of the study. After having the responses on the scale to measure the people’s attitude regarding the National Education Act, 1999, the score were obtained. There were five levels of people’s attitude regarding the National Education Act, 1999 i.e. Strongly agree, agree, uncertain, disagree, and strongly disagree

The statistics used in the study were Mean ($\bar{X}$), - Standard Deviation (S.D.), Analysis of Variance (ANOVA) or (F-test), Studentized Range Statistic Test (q), t-test and Percentage (%)

It was found from the study that:

(1) The level of people’s attitude (students, teachers, administrators, educator and parents classified by different variables) regarding the National Education Act, 1999 in total score were at agree level. It was further seen that there were 9 aspects of people’s attitude regarding the National Education Act, 1999. The level of people’s attitude regarding the National Education Act, 1999 in the aspects of “educational rights and duties”, “educational system”, “educational administration and management”, “educational standards and quality assurance”, “teachers, faculty staff, and educational personnel”, “resources and investment for education”, and “technologies for education” were at agree level whereas the level of people’s attitude regarding the National Education Act, 1999 in the aspects of “objectives and principles” and “national educational guideline” were at strongly agree and uncertain level respectively.
(2) There was no significance of difference between mean scores of people’s attitude (students) classified by sex, level of education, regarding the National Education Act, 1999.

(3) There was no significance of difference between mean scores of people’s attitude (teachers) classified by sex and level of education) regarding the National Education Act, 1999. There was significance of difference between mean scores of people’s attitude (teachers) classified by teaching experience, age and level of teaching regarding the National Education Act, 1999.

(4) There was no significance of difference between mean scores of people’s attitude (administrator) classified by sex and level of administration regarding the National Education Act, 1999. There was significance of difference between mean scores of people’s attitude (administrators) classified by educational qualification, work experience, and age regarding the National Education Act, 1999.

(5) There was no significance of difference between mean scores of people’s attitude (educator) classified by sex regarding the National Education Act, 1999. There was significance of difference between mean scores of people’s attitude (educators) classified by educational qualification, work experience, and age regarding the National Education Act, 1999.

(6) There was no significance of difference between mean scores of people’s attitude (parents) classified by sex regarding the National Education Act, 1999. There was significance of difference between mean scores of people’s attitude (parents) classified by educational qualification, age, monthly income and occupation regarding the National Education Act, 1999.

(7) There was significance of difference between mean scores of people’s attitude (students, teachers, administrators, educators, and parents) regarding the National Education Act, 1999.

From the theoretical orientation and review of the past studies, it can be summarized that “psychology” is the science study of mind or mental process and behaviour of human and animal. It is a broad field of an academic and applied discipline which involves the thought, attitude, feelings, behaviour, actions, mental stages, and personality which object of understanding why living being have as they do.
Social psychology is a branch of psychology that studies individuals in the social context or examines the impact of social influences on human behaviour. It is the study of how and why people think, feel, and do the things they do depending upon the situation they are in. It also concerns with the personality, attitudes, motivations, and behaviour of the individual or group in the context of social interaction.

Attitude means feeling of favorableness or unfavorableness the sum of total of man’s inclination or the individual response to all types of social object or social action towards situation which it is related. An attitude is a mental state relative to personals believe and disposition common to individuals, but possessed to different degrees, which impels to react to objects, situations or propositions in ways of entire live. It is a tendency to respond positively or negatively to other people, to decisions, to institutions and organizations. An attitude is an enduring system of positive or negative evaluations, emotional feelings, and action tendencies with respect to social objects, ideas, events or other people. Attitudes develop on the ABC model (affective, behaviour, and cognitive). The affective response is an emotional response that expresses an individual’s degree of preference for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes an individual’s beliefs about the object. Most attitudes are the result of either direct experience or observational learning from the environment.

The present research intends to study on the attitude of teachers and educational personnel towards teachers and educational personnel Act, A.D. 2003. It is decided to investigate the positive and negative response degree of teachers and educational personnel towards teachers and educational personnel Act, A.D. 2003 in five aspects i.e.

1. Power and duties
   - Power and duties of teachers and educational personnel council and teacher council board
   - Power and duties of Office of the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel

2. Teachers council board and committee for promotion of the benefits and welfare of teachers and educational personnel
(3) Qualification and characteristics of applicants for licenses to practice a licensed profession

(4) Fees rate and Revenue of Teachers council

(5) Benefit of teachers and educational personnel gain form Teachers Council