# CHAPTER 1

## INTRODUCTION

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1.1 PREFACE

In the National Education Act A.D.2001 (section 53) provides that a new organization would be established responsible for the professional standards for teachers and educational personnel. Therefore, the Teachers and Educational Personnel Council Act A.D. 2003 was promulgated to amend the Teachers Act A.D.1945 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. (Ministry of Education: 2003)

The Teachers Council of Thailand is such organization which is having 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. The purpose of establishment of Teachers Council of Thailand is to provide professional leadership in teaching and to contribute to high quality of teaching and learning environments for learners; to determine professional standards, to issue and revoke licenses, to supervise and monitor the compliance with the professional standards and code of ethics; to determine professional development plans and policies; and to coordinate the promotion of education and research relating to the practice of the profession of teachers and educational personnel. Since the year 2003 up till now (2011), the Teachers and Educational Personnel Council Act A.D. 2003 was stipulated and launched completely nine years. There is no even a single research carried out the feedback or the results of the assessment of the practices of
In the globalization era, the technology information and communication has been progressing substantively; hence, reducing the size of the whole world, and leaving a world with no boundaries. This leads to a lot of changes such as the knowledge, attitude, culture as well as the way of lives of the world population. This also results in the reorganization of the whole world, economically, socially, politically and internationally. There is also more of the transmittal and the cooperation in technological use, with rapid information connection and transfusion, resulting in the change of life, social, and world wide circumstances. The preparation for a person to be able to encounter the world with dignity and with a suitable attribute for the future status, which is rapidly changing under the limited resource, is of ultimate importance. Therefore, globalization is about the “the increasingly interconnected character of the political, economic and social life of the peoples on this planet.” (Harris. 1996)

To maintain the globalization life, teachers and educational personnel must develop their skills, educates, professional standards and expeditious workforce pressure organizations to leverage their diverse workforces to gain competitive advantage. The teachers and educational personnel would be able to subsist firmly and happily in the society and in the world, in despite of the rapid changes.

To accomplish the professional quality development, it is essential to know the attitude of teachers and educational personnel which is change day by day according to the changes in globalization. This is because attitude plays a very important in determining whether teachers and educational personnel can be a successful in their profession taking the advantage from Teachers and Educational Personnel Council Act A.D. 2003. A positive or negative attitude of teachers and educational personnel will give the ideas of changes. The attitude in such events or situations will tell the need, interested, better practice, ways of success, and solution methods. The most important attitude is to get into better action even if might be a bit messy and scary at first. Thomas A. Edison (2006) quoted: "Opportunity is missed by most people because it is dressed in overalls, and looks like work." Ralph Waldo Emerson (1803-1882) quoted: "Our greatest glory is not in ever failing, but in rising up every time we fail." Therefore, maintaining a positive attitude is very important for
developing of teachers and educational personnel act.

One cannot say how much about the importance of attitude for success in any field. However much one may emphasize on patience and persistence, all their virtues will be negated unless one adopts the right attitude in the first place. The right attitude will ensure that the things have done correctly. It cannot be gainsaid that attitude is anchored in one’s emotional status. Anything that affects the emotion does have its effect on attitude towards the underlying issue. The right attitude of teachers and educational personnel towards the teachers and educational personnel act 2003 would make to see clearly through the fluff and allow to judge its usefulness from the viewpoint of objective which is, ultimate success. This is to be avoided at all costs and developing a correct decisions.

The researcher as the director of office of promotion of the benefits and welfare of teachers and educational personnel which is one of the organizations under the Teachers Council of Thailand intends to know about the attitude of teachers and educational personnel towards the Teachers and Educational Personnel Council Act A.D. 2003. The results will be benefit for the revise of the new version of Teachers and Educational Personnel Council Act. The statement of the problem would be as follow.

1.2 STATEMENT OF THE PROBLEM

The present investigation is to study under the following problem:

"A psychological study of attitude of teachers and educational personnel towards Teachers and Educational Personnel Council Act A.D.2003"

1.3 OBJECTIVES OF THE STUDY

The present research has planned to study under the following objective:

1.3.1 To study the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003.

1.3.2 To compare the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 in the context of sex.
1.3.3 To compare the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 in the context of age.

1.3.4 To compare the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 in the context of level of education.

1.3.5 To compare the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 in the context of monthly income.

1.3.6 To compare the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 in the context of work experience.

1.3.7 To compare the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 in the context of position.

1.4 DEFINITION OF THE IMPORTANT TERMS

1.4.1 Psychology

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.

In the present study “psychology” refers to the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003.

1.4.2 Attitude

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.

1.4.3 Teachers

“Teachers” means such person whose primary profession relates to the teaching and learning process and promotion of learning among learners through various methods in public and private Educational Institutions at early child, basic and higher education levels below a degree level.

1.4.4 Educational personnel

“Educational personnel” refers to educational institution administrators, educational administrators, and other educational personnel.

“Educational Institution Administrator” means such persons who act in the capacity of administrators of Educational Institutions in educational districts, and other public and private educational institutions at early child, basic and higher education levels below a degree level.

“Education Administrator” means such persons who act in the capacity of administrators outside Educational Institutions at the educational district level.

“Other Educational Personnel” means such persons who perform the duties to support education, provide services or undertake activities in relation to the teaching and learning process, supervision and education administration in educational agencies, and whose educational qualifications must meet the requirements set forth by such educational agencies.

1.4.5 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:

(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.

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.

1.5 VARIABLES OF THE STUDY

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

1.5.1 Independent variables

- Sex of respondent
  - Male
  - Female

- Age of respondent
  - 20-30 years
  - 31-40 years
  - 41-50 years
  - 51-60 years

- Level of education of respondent
  - Under graduate
  - Graduate
  - Post graduate

- Monthly income of respondent
  - 05,000 – 10,000 baht
  - 10,001 – 15,000 baht
  - 15,001 – 20,000 baht
  - 20,001 baht onwards
1.5.2 Dependent variables

The attitude of teachers and educational personnel towards teachers and educational personnel council A.D. 2003 comprised of five aspects as follow:

(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

1.6 QUESTIONS TO BE ANSWERED

There are seven questions to be answered in the study.

1.6.1 What is the level of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003?
1.6.2 Is there the significance of difference between the mean scores of the level of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 in the context of sex?

1.6.3 Is there the significance of difference between the mean scores of the level of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 in the context of age?

1.6.4 Is there the significance of difference between the mean scores of the level of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 in the context of level of education?

1.6.5 Is there the significance of difference between the mean scores of the level of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 in the context of monthly income?

1.6.6 Is there the significance of difference between the mean scores of the level of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 in the context of experience of work?

1.6.7 Is there the significance of difference between the mean scores of the level of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 in the context of position?

1.7 HYPOTHESES OF THE STUDY

There are 36 hypotheses in the study.

1.7.1 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teachers and educational personnel belonging to different groups of sex.

1.7.2 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (power and duties) rated by teachers and educational personnel belonging to different groups of sex.
1.7.3 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (teachers council board and committee for promotion of the benefits and welfare of teachers and educational personnel) rated by teachers and educational personnel belonging to different groups of sex.

1.7.4 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (qualification and characteristics of applicants for licenses to practice a licensed profession) rated by teachers and educational personnel belonging to different groups of sex.

1.7.5 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (fees rate and revenue of Teachers Council) rated by teachers and educational personnel belonging to different groups of sex.

1.7.6 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (benefit of teachers and educational personnel gain form Teachers Council) rated by teachers and educational personnel belonging to different groups of sex.

1.7.7 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teachers and educational personnel belonging to different groups of age.

1.7.8 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (power and duties) rated by teachers and educational personnel belonging to different groups of age.

1.7.9 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (teachers council board and committee for promotion of the benefits and welfare of teachers and educational personnel) rated by teachers and educational personnel belonging to different groups of age.
1.7.10 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (qualification and characteristics of applicants for licenses to practice a licensed profession) rated by teachers and educational personnel belonging to different groups of age.

1.7.11 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (fees rate and revenue of Teachers Council) rated by teachers and educational personnel belonging to different groups of age.

1.7.12 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (benefit of teachers and educational personnel gain form Teachers Council) rated by teachers and educational personnel belonging to different groups of age.

1.7.13 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teachers and educational personnel belonging to different groups of level of education.

1.7.14 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (power and duties) rated by teachers and educational personnel belonging to different groups of level of education.

1.7.15 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (teachers council board and committee for promotion of the benefits and welfare of teachers and educational personnel) rated by teachers and educational personnel belonging to different groups of level of education.

1.7.16 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (qualification and characteristics of applicants for licenses to practice a licensed profession) rated by teachers and educational personnel belonging to different groups of level of education.
1.7.17 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (fees rate and revenue of Teachers Council) rated by teachers and educational personnel belonging to different groups of level of education.

1.7.18 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (benefit of teachers and educational personnel gain form Teachers Council) rated by teachers and educational personnel belonging to different groups of level of education.

1.7.19 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teachers and educational personnel belonging to different groups of monthly income.

1.7.20 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (power and duties) rated by teachers and educational personnel belonging to different groups of monthly income.

1.7.21 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (teachers council board and committee for promotion of the benefits and welfare of teachers and educational personnel) rated by teachers and educational personnel belonging to different groups of monthly income.

1.7.22 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (qualification and characteristics of applicants for licenses to practice a licensed profession) rated by teachers and educational personnel belonging to different groups of monthly income.

1.7.23 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (fees rate and revenue of Teachers Council) rated by teachers and educational personnel belonging to different groups of monthly income.
1.7.24 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (benefit of teachers and educational personnel gain form Teachers Council) rated by teachers and educational personnel belonging to different groups of monthly income.

1.7.25 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teachers and educational personnel belonging to different groups of work experience.

1.7.26 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (power and duties) rated by teachers and educational personnel belonging to different groups of work experience.

1.7.27 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (teachers council board and committee for promotion of the benefits and welfare of teachers and educational personnel) rated by teachers and educational personnel belonging to different groups of work experience.

1.7.28 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (qualification and characteristics of applicants for licenses to practice a licensed profession) rated by teachers and educational personnel belonging to different groups of work experience.

1.7.29 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (fees rate and revenue of Teachers Council) rated by teachers and educational personnel belonging to different groups of work experience.

1.7.30 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (benefit of teachers and educational personnel gain form Teachers
Council) rated by teachers and educational personnel belonging to different groups of work experience.

1.7.31 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teachers and educational personnel belonging to different groups of position.

1.7.32 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (power and duties) rated by teachers and educational personnel belonging to different groups of position.

1.7.33 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (teachers council board and committee for promotion of the benefits and welfare of teachers and educational personnel) rated by teachers and educational personnel belonging to different groups of position.

1.7.34 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (qualification and characteristics of applicants for licenses to practice a licensed profession) rated by teachers and educational personnel belonging to different groups of position.

1.7.35 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (fees rate and revenue of Teachers Council) rated by teachers and educational personnel belonging to different groups of position.

1.7.36 There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (benefit of teachers and educational personnel gain form Teachers Council) rated by teachers and educational personnel belonging to different groups of position.
1.8 LIMITATIONS OF THE STUDY

8.1 The present study is confined to study only the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003.
8.2 The study is further delimited to the sample in the year 2008-2009.
8.3 There are 1,040 teachers and educational personnel who is working under the supervision of Ministry of Education.

1.9 IMPORTANCE OF THE STUDY

The results of the present study will be useful for the revise of the teachers and educational personnel council act to consort with the attitude of teachers and educational in the globalization era. The finding of the study will leads to right direction of decision making of the current situation of Thailand which is facing a lot of changes such as the knowledge, attitude, culture as well as the way of lives of the world population. This also results in the reorganization of the whole world, economically, socially, politically and internationally. There is also more of the transmittal and the cooperation in technological use, with rapid information connection and transfusion, resulting in the change of life, social, and world wide. The results of the research will fulfill the expectation of the teachers and educational personnel in developing of the professional standards and the provision of professional leadership in teaching to contribute to high quality of teaching and learning environments for learners and further the educational quality of Thailand.

1.10. CHAPTERIZATION

The researcher had planed to divide the present study into five chapters as follow:

The first chapter deals with the introduction, statement of the problem, definition of the important terms, objectives of the study, variables of the study, questions to be answered, hypotheses of the study, limitation of the study, importance of the study and chapterization.

The second chapter concerned to the theoretical orientation i.e. definition of psychology, type of psychology, definition of attitude, measuring of attitude, teachers and educational personnel council act A.D. 2003, and review of the past studies.
The third chapter mainly described about the plan and procedure i.e. technique of the study, characteristics of the tools, construction of the tool, establishment of item analysis (validity, discrimination, and reliability), administration of the tool, scoring of the tool, population and selection of the sample, technique of analysis of data, and statistics to be used.

The fourth chapter indicated the results of the study in various topics according to the data i.e. the analysis of the level of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D.2003, the comparison between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D.2003 in the context of gender (sex), age, level of education, monthly income, experience of work, and position.

The last chapter was given the review, major findings, conclusion as well as the suggestions and recommendation for further study. The frequency distributions, tables and figures also prepared and placed in the report comprehensively.
References


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