Attitude of Thai Merchant Marine Student Toward Mariner Profession

Sarawut Luksanato*·✝ *Dong-Keun Ryoo*

**Division of Shipping Management, Korea Maritime University, Busan, Korea*
✝ *Associate Professor, Division of Shipping Management, Korea Maritime University, Busan, Korea*

Abstract : *The objective of this study was to compare the attitude of merchant marine student of Thailand in 3 aspects; cognitive, affective and behavioral classified by institutes, domiciles, parent's occupation, parent's income per month, motivation and information receiving concerning mariner profession. The sample used in this study consisted of 867students in maritime institutes of Thailand. The instrument implemented in collecting data was a set of 30 five rating scale questionnaires. The statistical methods applied in analyzing the data were mean, standard deviation, t-test and one way analysis of variance and fisher's LSD. The results of this research shows that the attitude in vocational education of Thai merchant marine student was of the high in every aspect. Attitude for mariner profession of Thai merchant marine student in terms of different institutes had different in all aspects. In terms of different domiciles, it shows different attitude in affection and similar attitude in cognition and behavior. In terms of parent's occupation, it shows similar in all aspects. In terms of parent's income per month, it shows different attitude in cognition and affection and similar attitude in behavior. In terms of motivation, it shows similar in all aspects. In terms of information receiving concerning mariner profession, it shows different attitude in all aspects.*

Key words : *Merchant marine student, Attitude for mariner profession, One way analysis of variance, Attitude in cognition, affection and behavior*

1. Introduction

Thai merchant fleet is small-sized and small portion comparing to world merchant fleet (Review of maritime transport, 2010). Thai government realizes the role and importance of ocean transport because 90% of estimated quantity of commodity and 80% estimated value of commodity are relied on import and export by ocean transport. Thus, Thai government tries to develop and enhance competitiveness policy of Thai merchant fleet. Personnel working on merchant vessel especially officer level, plays a key role in the development and enhancement of competitiveness of Thai merchant fleet.

Three maritime institutes for officer level education in Thailand are Merchant Marine Training Center (Marine Department, Ministry of Transport), Logistics Faculty (Burapha University), and International Maritime College (Kasetsart University). When addressing to mariner profession, it is not interested and popular of Thai youth even high remuneration and high demand in the labor market compared to other careers. Therefore, the research needs to study the attitude of Thai merchant marine student toward the mariner profession and compare the attitude of merchant marine student of Thailand in 3 aspects; cognitive, affective and behavioral classified by institutes, domiciles, parent's occupation, parent's income per month, motivation and information receiving concerning mariner profession. This study will lead the maritime institutes to the ways of development and improvement, to form action plan in encouraging high potential Thai youth into mariner profession, to get mariner quality to initiate the development and enhance competitiveness of Thai merchant fleet in future.

2. Literature review

Zimbardo, (1999) defined an attitude as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in your environment.

Patton and McMaho, (1999) The systems theory framework of carrier development as a dynamic process, depicted through its process influences, recursiveness, change over time and chance. Fundamental to understanding the STF is the notion that each system is open system. An open system is subject to influence from outside and may also influence that which is beyond its boundaries. Such interaction is term recursiveness in the STF, which in diagrammatic form is depicted by broken lines that represent the permeability of the boundaries of

* toro3693@yahoo.com 051)405-0233
✝ Corresponding author, dkryoo@hhu.ac.kr 051)410-4381

each system. It is well acknowledge that influences on an may change over time. The final process influence, chance, is depicted on the STF diagram as lightning flashes, reflecting and increased recognition of the part chance plays in career development. All of the systems of influence are located within the context of time- pat, present and future- all of which are inextricably linked; past influences the present, and together past and present influence the future.

Vivatchanon, S. (1999) explained Ginzberg theory that vocational choice is influenced by four facts: the reality factor, the influence of the educational process, the emotional factor and individual values this theory proposes that it is a development path that leads to career choice. Starting in preteen and ending in young adulthood, individuals pass through three stages: fantasy, tentative and realistic. In the fantasy stage, the child is free to pursue any occupational choice. Through this process the child's preferred activities are identified and related to future career choices. Beginning in the preteen years and continuing through high school, the young person further defines their interests in, capacity for and values of an occupational choice. The cumulative effect of the process is the transition process in which the adolescent begins the career choice process, recognizes the consequences and responsibility of that choice.

Udomsuk, C. (2005) studied 120 merchant marine cadets of merchant marine training centre were studying in the second semester academic year 2004 about attitude toward profession found that the attitude of them was of the high level in every aspect. In cognition part, the attitude was found of being high affection and behavior part, it was found being very high. Mariner cadet of merchant marine training center who had difference background in term of years of study, domiciles, parent occupation and information of profession had similar attitude for profession in all aspects. The cadets had the similar attitude for profession in term of parent's income but difference in cognitive part.

Vandeveer, Menefee, and Sinclair, (2006) explained about attitude that it had three evaluative components: Firstly, cognitive component of an attitude is the opinion or belief segment of an attitude. Secondly, Affective component is the emotion or feeling segment of an attitude. Lastly, Behavioral component is the intention to behave in a certain way toward someone or something.

Tokuda Nursing School, (2007) studied attitudes of the students in high school towards nursing profession found that most of the student themselves choose their nursing profession, and because of their economic reasons which finally convinced students to choose the nursing profession with a strong belief that it was permanent job. Secondly, it had good income. Moreover their first social reasons were the belief that it was important profession in the society and requires a lot of sacrifices. The second was their education was their helpful personality as the most popular one. Secondly, nursing profession was able to help their parents and other fellow being during their illness. All attitudes were categorized into social value, characteristic of profession, practical works, and relationship with co-workers, patients, and relatives and also considered at "good level" (= 4.21, S.D. = 0.31)

Ra-op, M. (2007) explained the Ann Role' theory of occupational choice that was early childhood experiences are strongly related to occupational choices this theory is based on Maslow's hierarchy of needs. Needs that are not fully satisfied can be important motivators in our occupational choices. A person aware of a need for security, for example, is likely to search for work providing a safe environment. Roe notes early child-parent relationships in terms of needs being met or not (satisfaction or frustration). She believes there exists three basic attitudes children experience with their parents namely emotional concentration, avoidance, and acceptance of the child. Roe believed that a person chooses a career based on the psychological climate of the home in which one was raised.

3. Research Methodology

3.1 Population and Sample

The samples of the research questionnaire are Thai merchant marine students from three maritime institutes, by the stratified random sampling. Total 867 people responded the questionnaire survey.

3.2 Collecting Research Data

Based on a literature study from related document, textbook and research it created research variables and questionnaire. Likert scale is used to this study to express how much they agree or disagree with a particular statement. The format of a typical 5 levels Likert item is strongly disagree, disagree, neither agree nor disagree, agree and strongly agree. Questionnaire created by attitude components presented 5 levels of Likert rating scale of 60 items. It tries out the test to non-actual samples of 30 persons and evaluates discrimination value

of questionnaire in each item by applying t-test to select item which has discrimination higher than 1.734. It also evaluates reliability value of questionnaire by α-coefficient evaluation.

3.3 Statistic Applied for Data Analysis

It used basic statistical analysis such as mean and standard deviation. And then statistics applied for quality determination included discrimination evaluation by using t-test and reliability analysis by α-coefficient evaluation. Difference of mean test of two more samples was applied by One Way Analysis of Variance. When One Way Analysis of Variance gave a significant result or case of the differences were significant statistically. This indicated that at least one group differed from the other groups, therefore the test method of Fisher's Least significant difference (LSD) was examined.

4. Results of Data Analysis

4.1 Basic Statistic Analysis of Samples

From Table 1 most of student samples are from Merchant Marine Training Center (54.90%) and resident in east region (22.72%). Parent's occupations are government official/state enterprise employee/government employee (46.02%). Parent's income between 10,001 – 20,000 baht presents 30.91%. Motivation to study from earned income represented 62.28%. Mariner profession information acknowledgement from internet represented 47.06%.

Table 1. Basic statistic analysis of samples

Researched variables		Amount	Percentage
1. Institute	Merchant Marine Training Center	476	54.90
	Logistics Faculty, Burapha University,	64	7.38
	International Maritime College, Kasetsart University.	327	37.72
	Total	867	100.00
2. Domicile	Bangkok	148	17.07
	Central region and West region	191	22.03
	East region	197	22.72
	North region	95	10.96
	Northeast region	139	16.03
	Southern region	97	11.19
	Total	867	100.00

Researched variables		Amount	Percentage
3. Parent's occupation	Government official/ State enterprise employee/ Government employee	399	46.02
	Agriculturist	173	19.95
	Establishment employee	72	8.30
	Merchant / Private business	182	21.00
	Others	41	4.73
	Total	867	100.00
4. Parent's income	Not over 10,000 baht	119	13.73
	10,001 - 20,000 baht	268	30.91
	20,001 - 30,000 baht	245	28.26
	Over 30,000 baht	235	27.10
	Total	867	100.00
5. Motivation to study in merchant maritime	Earned Income	540	62.28
	Expectation and favorite profession	122	14.07
	Support by others	74	8.54
	Private reason	115	13.26
	Others	16	1.85
	Total	867	100.00
6. Mariner profession information acknowledgment	Internet	408	47.06
	Radio and television	31	3.58
	Various printing media	43	4.96
	Hearsay experiences of others	364	41.98
	Others	21	2.42
	Total	867	100.00

4.2 Attitude toward Mariner Profession

Thai merchant marine students have attitude toward mariner profession at high level ($\overline{X}$ = 4.01, S.D. =0.10). Considering each aspect it was found that cognition are at high level ($\overline{X}$ = 4.00, S.D. =0.37) followed by affection at high level ($\overline{X}$ = 3.92, S.D. =0.26), and behavior at high level ($\overline{X}$ = 4.12, S.D. =0.11).

Table 2. Attitude toward overall mariner profession.

Mariner profession attitude	N =867		Level
	$\overline{X}$	S.D.	
Cognitive	4.00	0.37	High
Affective	3.92	0.26	High
Behavioral	4.12	0.11	High
Total	4.01	0.10	High

Thai merchant marine students have attitude toward mariner profession in terms of cognition at high level ($\overline{X}$ = 4.00, S.D. =0.37). It was found that item 3, a well-known profession, ($\overline{X}$ = 3.15, S.D. =0.78) is at medium level.

Table 3. Attitude toward cognition

| Item | Mariner profession attitude | N =867 | | Level |
		$\overline{X}$	S.D.	
1	High income profession	4.37	0.58	High
2	Stable profession	3.52	0.75	High
3	Well-known profession	3.15	0.78	Medium
4	Progressive career path as others	3.95	0.55	High
5	Admirable profession	3.73	0.67	High
6	Driving force profession in nation economic development	4.30	0.62	High
7	Fundamental and useful knowledge in a higher level study.	3.77	0.67	High
8	Require discipline and high responsibility	4.4	0.61	High
9	Must endure the pressure in various aspects.	4.47	0.60	High
10	A profession that travel in foreign countries	4.34	0.62	High
	Average	4.00	0.37	High

Thai merchant marine students have attitude toward mariner profession in terms of overall affection at high level ($\overline{X}$ = 3.92, S.D. =0.26). Considering in each item it was found that medium level was item 5, a boring profession to work on ship ($\overline{X}$ = 3.47, S.D. =0.81).

Table 4. Attitude toward affection

| Item | Mariner profession attitude | N =867 | | Level |
		$\overline{X}$	S.D.	
1	To be proud in mariner profession	4.21	0.57	High
2	A profession with honor and dignity	4.11	0.54	High
3	Glad to decide to be mariner	3.99	0.56	High
4	A challenge profession for gentleman	4.16	0.60	High
5	A boring profession to work on ship	3.47	0.81	Medium
6	To be lonely and must be separated from family for a long time	3.74	0.78	High
7	A lack of independent profession, must comply with the order of the company or shipowner.	3.68	0.73	High
8	You still choose to study in mariner field even you can change your mind.	3.67	0.85	High
9	All subjects of mariner professions are difficult content.	3.75	0.70	High
10	To have English language skill are in career advancement than others.	4.41	0.66	High
	Average	3.92	0.26	High

Thai merchant marine students have attitude toward mariner profession in terms of overall behavior at high level ($\overline{X}$ = 4.12, S.D. =0.11). Considering each item it was found that students have attitude toward mariner profession in terms of behavior are at high level.

Table 5. Attitude toward behavior

| Item | Mariner profession attitude | N =867 | | Level |
		$\overline{X}$	S.D.	
1	To be a mariner who seek for knowledge to develop own potential	3.92	0.56	High
2	To be a mariner who is a role model for younger mariner	4.03	0.52	High
3	To be a mariner who has vision and creative thinking	4.02	0.53	High
4	To be a mariner who has good personality	4.04	0.50	High
5	To be a mariner who has leadership	4.04	0.51	High
6	To be a mariner who has discipline	4.14	0.53	High
7	To be a mariner who work with integrity	4.32	0.57	High
8	To be a mariner who has decisive thinking and determination	4.22	0.59	High
9	To be a mariner who is on time	4.25	0.58	High
10	To be a mariner who support and give advice to subordinate	4.26	0.60	High
	Average	4.12	0.11	High

4.3 Attitude Comparison

Thai merchant marine students from different institutes have different attitude toward mariner profession in terms of cognition, affection and behavior. The difference is statistically significant at the 0.05 level, therefore, the test method of Fisher's Least Significant Difference (LSD) are shown on table 6-9.

Table 6. Attitude comparison classified by institute

Variable	Sources of variance	SS	df	MS	F	Sig.
Cognitive	Between Groups	16.613	2	8.306	44.052	.000*
	Within Groups	162.917	864	.189		
	Total	179.530	866			
Affective	Between Groups	27.542	2	13.771	70.237	.000*
	Within Groups	169.399	864	.196		
	Total	196.941	866			
Behavioral	Between Groups	11.776	2	5.888	24.043	.000*
	Within Groups	211.581	864	.245		
	Total	223.357	866			

Note: Level of statistical significance at the 0.05 level

The attitude of students at Merchant Marine Training Center toward mariner profession in terms of cognition is different from students at Logistics Faculty, Burapha University statistically significant at the 0.05 level. The attitude of student at Merchant Marine Training Center toward mariner profession in terms of cognition is different from students at International Maritime College, Kasetsart University statistically significant at the 0.05 level.

It showed that the attitude of students at Merchant Marine Training Center toward mariner profession in terms of affection is different from students at International Maritime College, Kasetsart University statistically

significant at the 0.05 level. The attitude of students at Logistics Faculty, Burapha University toward mariner profession in terms of affection is different from students at International Maritime College, Kasetsart University statistically significant at the 0.05 level.

Table 7. Fisher's Least Significant Difference (LSD) test of cognition

Dependent Variable	(I) Institute		Merchant Marine Training Center	Logistics faculty, Burapha University	International Maritime College, Kasetsart University
		$\overline{X}$	3.8761	4.0703	4.1657
Cognitive	Merchant Marine Training Center	3.8761		*	*
	Logistics faculty, Burapha University	4.0703			
	International Maritime College, Kasetsart University	4.1657			

Table 8. Fisher's Least Significant Difference (LSD) test of affection

Dependent Variable	(I) Institute		Merchant Marine Training Center	Logistics faculty, Burapha University	International Maritime College, Kasetsart University
		$\overline{X}$	3.7704	3.8703	4.1462
Affective	Merchant Marine Training Center	3.7704			*
	Logistics faculty, Burapha University	3.8703			*
	International Maritime College, Kasetsart University	4.1462			

It showed that the attitude of students at Merchant Marine Training Center toward mariner profession in terms of behavior is different from students at Logistics Faculty, Burapha University statistically significant at the 0.05 level. The attitude of students at Merchant Marine Training Center toward mariner profession in terms of behavior is different from students at International Maritime College, Kasetsart University statistically significant at the 0.05 level. In the other comparisons are not significantly different.

Thai merchant marine students from different domiciles have attitude toward mariner profession in terms of cognition and behavior in the same way. Thai merchant marine students from different domiciles have different attitude toward mariner profession in terms of affection statistically significant at the 0.05 level. Therefore, the test method of Fisher's Least Significant Difference (LSD) is shown on table 10.

Table 9. Fisher's Least Significant Difference (LSD) test of f behavior

Dependent Variable	(I) Institute		Merchant Marine Training Center	Logistics faculty, Burapha University	International Maritime College, Kasetsart University
		$\overline{X}$	4.0202	4.1984	4.2627
Behavioral	Merchant Marine Training Center	4.0202		*	*
	Logistics faculty, Burapha University	4.1984			
	International Maritime College, Kasetsart University	4.2627			

Table 10. Attitude comparison classified by domicile

Variable	Sources of variance	SS	df	MS	F	Sig.
Cognitive	Between Groups	1.813	5	.363	1.756	.119
	Within Groups	177.717	861	.206		
	Total	179.530	866			
Affective	Between Groups	3.003	5	.601	2.667	.021*
	Within Groups	193.937	861	.225		
	Total	196.941	866			
Behavioral	Between Groups	2.798	5	.560	2.184	.054
	Within Groups	220.559	861	.256		
	Total	223.357	866			

Note: Level of statistical significance at the 0.05 level

According to Table 11 it showed that the attitude of merchant marine students domiciled in Bangkok is different from merchant marine students domiciled in the North toward mariner profession in terms of affection statistically significant at the 0.05 level. Attitude of merchant marine students domiciled in Central and West toward mariner profession in terms of affection is difference from merchant marine students domiciled in the North and Northeast statistically significant at the 0.05 level. The attitude of merchant marine students domiciled in the South toward mariner profession in terms of affection is different from merchant marine students domiciled in the North and merchant marine students domiciled in the Northeast statistically significant at the 0.05 level.

Table 11. Fisher's Least Significant Difference (LSD) test of emotion and classified by domicile

Dependent Variable	Domicile		Bangkok	Central region and West region	East region	North region	Northeast region	Southern region
		$\overline{X}$	3.8899	3.8660	3.9381	4.0337	3.9748	3.8412
Affective	Bangkok	3.8899				*		
	Central region and West region	3.8660				*	*	
	East region	3.9381						
	North region	4.0337						
	Northeast region	3.9748						
	Southern region	3.8412				*	*	

Note: Level of statistical significance at the 0.05 level

The attitude toward mariner profession of the merchant marine students whose parents have different occupation is not significantly different.

Table 12. Attitude comparison classified by parent's occupation

Variable	Source of variance	SS	df	MS	F	Sig.
Cognitive	Between Groups	.916	4	.229	1.105	.353
	Within Groups	178.614	862	.207		
	Total	179.530	866			
Affective	Between Groups	.351	4	.088	.384	.820
	Within Groups	196.590	862	.228		
	Total	196.941	866			
Behavioral	Between Groups	.461	4	.115	.445	.776
	Within Groups	222.896	862	.259		
	Total	223.357	866			

Note: Level of statistical significance at the 0.05 level

Thai merchant marine students whose parent's income per month are different have different attitudes toward mariner profession in terms of cognition and affection. It is statistically significant at the 0.05 level.

Table 13. Attitude comparison classified by total parent's income per month

	Sources of variance	SS	df	MS	F	Sig.
Cognitive	Between Groups	2.003	3	.668	3.245	.021*
	Within Groups	177.527	863	.206		
	Total	179.530	866			
Affective	Between Groups	2.548	3	.849	3.770	.010*
	Within Groups	194.393	863	.225		
	Total	196.941	866			
Behavioral	Between Groups	.396	3	.132	.511	.675
	Within Groups	222.961	863	.258		
	Total	223.357	866			

Note: Level of statistical significance at the 0.05 level

Table 14 showed that merchant marine students whose total parent's income per month 10,001 – 20,000 baht have attitudes toward mariner profession in terms of cognition different from merchant marine students whose total parent's income per month 20,001 – 30,000 baht. It is statistically significant at the 0.05 level.

Table 14. Fisher's Least Significant Difference (LSD) test of cognitive classified by total parent's income per month

Dependent Variable	Total family income per month		Not over 10,000 baht	10,001 - 20,000 baht	20,001 - 30,000 baht	Over 30,000 baht
		$\overline{X}$	3.9731	3.9429	4.0645	4.0102
Cognitive	Not over 10,000 baht	3.9731				
	10,001 - 20,000 baht	3.9429			*	
	20,001 - 30,000 baht	4.0645				
	Over 30,000 baht	4.0102				

It showed that merchant marine students whose total parent's income per month not over 10,000 baht have attitudes toward mariner profession in terms of affection different from merchant marine students whose total parent's income per month 20,001 – 30,000 baht. It is statistically significant at the 0.05 level.

Merchant marine students whose total parent's income per month 10,001 – 20,000 baht have attitudes toward mariner profession in terms of affection different from merchant marine students whose total parent's income per month 20,001 – 30,000 baht. It is statistically significant at the 0.05 level.

And merchant marine students whose total parent's income per month 20,001 – 30,000 baht have attitudes toward mariner profession in terms of affection different from merchant marine students whose total parent's income per month over 30,000 baht. It is statistically significant at the 0.05 level.

Table 15. Fisher's Least Significant Difference (LSD) test of affection classified by total parent's income per month

Dependent Variable	Total family income per month		Not over 10,000 baht	10,001 - 20,000 baht	20,001 - 30,000 baht	Over 30,000 baht
		$\overline{X}$	3.8664	3.8892	4.0049	3.8919
Affective	Not over 10,000 baht	3.8664			*	
	10,001 - 20,000 baht	3.8892			*	
	20,001 - 30,000 baht	4.0049				*
	Over 30,000 baht	3.8919				

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Thai merchant marine students who have various motivations to study in merchant marine have similar attitude toward mariner profession.

Table 16. Attitude comparison classified by motivation to study in merchant marine

Variable	Sources of variance	SS	df	MS	F	Sig.
Cognitive	Between Groups	1.076	5	.215	1.038	.394
	Within Groups	178.454	861	.207		
	Total	179.530	866			
Affective	Between Groups	1.528	5	.306	1.347	.242
	Within Groups	195.413	861	.227		
	Total	196.941	866			
Behavioral	Between Groups	1.055	5	.211	.817	.538
	Within Groups	222.302	861	.258		
	Total	223.357	866			

Note: Level of statistical significance at the 0.05 level

Thai merchant marine students whose acknowledgment of mariner profession information is different have various attitudes toward mariner profession in terms of cognition, affection and behavior. It is statistically significant at the 0.05 level.

Table 17. Attitude comparison classified by mariner profession information acknowledgment

Variable	Sources of variance	SS	df	MS	F	Sig.
Cognitive	Between Groups	6.201	4	1.550	7.710	.000*
	Within Groups	173.328	862	.201		
	Total	179.530	866			
Affective	Between Groups	6.603	4	1.651	7.476	.000*
	Within Groups	190.338	862	.221		
	Total	196.941	866			
Behavioral	Between Groups	4.580	4	1.145	4.512	.001*
	Within Groups	218.777	862	.254		
	Total	223.357	866			

Note: Level of statistical significance at the 0.05 level

It showed that merchant marine students who acknowledged mariner profession information from internet have attitudes toward mariner profession in terms of cognition different from merchant marine students who acknowledged mariner profession information from hearsay experiences of others.

It showed that Thai merchant marine students who acknowledged mariner profession information from internet have attitudes toward mariner profession in terms of affection different from merchant marine students who acknowledged mariner profession information from hearsay experiences of others.

Merchant marine students who acknowledged mariner

profession information from various printing media have attitudes toward mariner profession in terms of affection different from merchant marine students who acknowledged mariner profession information from hearsay experiences of others.

Table 18. Fisher's Least Significant Difference (LSD) test toward cognition classified by mariner profession information acknowledgment.

Dependent Variable	Mariner profession information acknowledgment		Internet	Radio and television	Various printing media	Hearsay experiences of others	Others
		$\overline{X}$	4.0801	4.0710	4.0163	3.9099	3.8524
Cognitive	Internet	4.0801				*	
	Radio and television	4.0710					
	Various printing media	4.0163					
	Hearsay experiences of others	3.9099					
	Others	3.8524					

Table 19. Fisher's Least Significant Difference (LSD) test toward affection classified by mariner profession information acknowledgment

Dependent Variable	Mariner profession information acknowledgment		Internet	Radio and television	Various printing media	Hearsay experiences of others	Others
		$\overline{X}$	3.9907	3.9645	4.0674	3.8225	3.8476
Affective	Internet	3.9907				*	
	Radio and television	3.9645					
	Various printing media	4.0674				*	
	Hearsay experiences of others	3.8225					
	Others	3.8476					

Thai merchant marine students who acknowledged mariner profession information from internet have attitudes toward mariner profession in terms of behavior different from merchant marine students who acknowledged mariner profession information from hearsay experiences of others.

Table 20. Fisher's Least Significant Difference (LSD) test toward behavior classified by mariner profession information acknowledgment

Dependent Variable	Mariner profession information acknowledgment		Internet	Radio and television	Various printing media	Hearsay experiences of others	Others
		$\overline{X}$	4.1885	4.1258	4.2209	4.0415	4.1333
Behavioral	Internet	4.1885				*	
	Radio and television	4.1258					
	Various printing media	4.2209					
	Hearsay experiences of others	4.0415					
	Others	4.1333					

4.4 Implications

This study show the attitude of Thai merchant marine student toward mariner profession still be high level, main variable influence to approach in vocation is high income variable after they graduated from marine institute, conform with the result of this study to show that the background of them come from relatively low and medium of parent's income. As for attitude in aspect of cognitive, though is high level in all but item of well-know of profession is only medium level. Furthermore, this study gives to confirm that the information technology affect to the behavior of new generation of Thai youth because mariner profession information acknowledgement item, approximately half from internet. From mention above, imply Thai government should to realize the matter of fact especially the new policy regarding seafarer development needs to perform base on the result of this study.

In part of marine institutes policy, this study show two core variables are differ on institutes as well as mariner profession information acknowledgement which affect directly to attitude of Thai merchant marine student in all aspects. On the contrary, parent's occupation and motivation to study in merchant maritime, come to nothing to attitude. This results imply to have the differences in each marine institutes in Thailand. In addition, mariner profession information acknowledgement is the critically issue for consideration in order to attract the high potential youth in every region of Thailand become the mariner profession for marine institutes as well.

This study was aim to study the attitude of Thai merchant marine student in order to support the data for development in the future. The study needs to integrate perspectives from merchant marine institutes and also government. Although this study was the first of Thailand for study all marine institutes, there are some recommendations for the next study. First, comparative study with another countries. Second, comparative study with another profession.

5. Conclusion

The study showed that Thai merchant marine students have attitudes toward mariner profession at high level both in overall and each aspect which are cognitive, affective and behavioral. In the comparison of this attitude are as follows.

Thai merchant marine students from different institutes have different attitude toward mariner profession in cognitive, affective and behavioral terms.

Thai merchant marine students from different domiciles have attitude toward mariner profession in cognitive terms and behavioral term in the same way. Thai merchant marine students from different domiciles have different attitude toward mariner profession in affective terms. The merchant marine students whose parents have different occupation have similar attitude toward mariner profession.

Thai merchant marine students whose total parent's incomes per month are different have similar attitudes toward mariner profession in behavioral aspects. Thai merchant marine students whose total parent's incomes per month are different have different attitudes toward mariner profession in cognitive and affective terms.

Thai merchant marine students who have different motivations to study in merchant marine have similar attitude toward mariner profession in all aspects.

Thai merchant marine students whose acknowledgment of mariner profession information is different have various attitudes toward mariner profession in cognitive, affective and behavioral terms.

This study implies to Thai government and marine institutes in Thailand that they need to consider the students from different institutes variable and mariner profession information acknowledgement which affect directly to attitude of Thai merchant marine student in all aspects. This implication will support the achievement of new policy regarding seafarer development and attraction the high potential youth become the mariner profession.

Acknowledgement

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