

**Policy Evaluation on Promotion Projects
Implemented by the Public Relations
Department's Regional Offices**

By

Jitraporn Sudhivoraseth

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย
A Dissertation Submitted in Partial
Fulfillment of The Requirements for The Degree of
Doctor of Philosophy (Development Administration)
School of Public Administration
National Institute of Development Administration

ISBN 974-231-423-3

2002

**POLICY EVALUATION ON PROMOTION PROJECTS
IMPLEMENTED BY THE PUBLIC RELATIONS
DEPARTMENT'S REGIONAL OFFICES**

**Jitraporn Sudhivoraseth
School of Public Administration**

The Examining Committee Approved This Dissertation Submitted in Partial Fulfillment of The Requirements for the Degree of Doctor of Philosophy (Development Administration).

Professor *S. Thamrong* Chairperson
(Sombat Thamrongthanyawong, Ph.D.)

Assistant Professor *Anchana Na Ranong* Committee
(Anchana Na Ranong, Ph.D.)

..... *Bonlert Supadiloke* Committee
(Bonlert Supadiloke, Ph.D.)

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

ABSTRACT

Title of Dissertation : Policy Evaluation on Promotion Projects Implemented by
The Public Relations Department's Regional Offices

Author : Mrs. Jitraporn Sudhivoraseth

Degree : Doctor of Philosophy (Development Administration)

Year : 2002

This research aims to study the achievement or failure of the promotion projects implemented by the Public Relations Department's Regional Offices. The objectives of this study are two fold. First, to evaluate the three promotion projects: Democracy Promotion Project, Drug Prevention and Solution Promotion Project, and AIDS Prevention and Solution Promotion Project under the Action Plan of the Public Relations Department, fiscal year 2000. Second, to investigate the factors relating to the achievements or failures of these three promotion projects under study.

The conceptual framework is developed by applying the Mazmanian and Sabatier' criteria conditions for policy evaluation. As policies are interpreted in terms of promotion projects, the output is the dissemination of knowledge and information to the target groups. In order to find out whether and how the knowledge and information effect the target audiences in their implementation, Rogers's theory of Diffusion of Innovations is used to support the study.

The research methodology is an integration of qualitative and quantitative approached. In the conceptual framework there are two sub-models of study. The qualitative approach for data analysis based on Mazmanian and Sabatier's criteria conditions for policy evaluation is one part of the framework. The variables for the qualitative data analysis are commitment and skills of the officials, hierarchical integration, changing socioeconomic conditions, diversity of target groups, level of clarity of the objectives of projects, causal theories of projects, and budget and resources. They are the causes of the outputs which are types of media, frequency of message and

characteristics of message. The quantitative approach for data analysis, the other part of the model, is based on Rogers's theory of Diffusion of Innovations. The sub-model of the quantitative approach is at the other side of the general conceptual framework. The variables of the quantitative data analysis are knowledge, comprehension, attitude, decisions and implementation.

The research results indicate that the officials have moderate commitment and skills in attaining the target goals of the policy of the promotion projects. By having commitment and skills, especially skills in communication and media selection they can implement the promotion projects under the constraint of budget and resources, as well as under the political interference. The level of clarity of the objectives of the promotion projects is perceived as moderate and the causal theories are perceived as highly significant by the public relations officials and frontline implementors. This enables them to understand how to select the type of media use which is moderately successful in disseminating the knowledge of the promotion projects and their activities appropriate to the target groups who are upper secondary students. In summary, the implementation of the policies which are interpreted in terms of promotion projects and activities are moderately successful. Two factors are found. They are political interference and the constraint of broader participation. They are significant to the success or failure of an implementation of policy in the Thai bureaucracy.

Based on the findings, the researcher suggests that at the policy level, the National Public Relations Policy should be more recognized in its importance by the top executives and should be implemented more frequently than it is actually at present. The National Public Relations Policy should be put in every national economic and social development plan. In the past, it was put in the Sixth National Economic and Social Development Plan only. At the implementation level, training courses in public relations campaign planning are particularly needed. There should be also more participation from the frontline implementors in decision making at the national level because they are the persons who are close to the local situation.

ACKNOWLEDGEMENTS

The researcher would like to express her deepest appreciation to Professor Dr. Sombat Thamrongthanyawong, Chairperson, Professor Dr. Anchana Na Ranong, and Professor Dr. Boonlert Supadhiloke, for their guidance and support throughout the conduct and writing of the dissertation. This dissertation would not be possible without their precious assistance, constructive comments and valuable suggestions.

The researcher would like to convey her gratitude to all professors at the School of Public Administration, National Institute Development Administration, for their giving her knowledge and inspiration for the achievement of the doctoral degree during her study in this program.

The researcher wishes to convey her gratitude to the Directors and officials, Public Relations Department's Regional Offices 1, 3, 5, 7, and 8 and school directors and teachers in their kind cooperation and assistance by giving necessary information and data for her research study. She would like to extend her thanks to her colleagues who always encourage her during her hard working for her study.

The researcher owes special thanks to Professor Dr. Brian Sheehan for his kindness and prompt assistance in editing this dissertation.

Last but not least, she is thankful to her husband and children for being so supportive and understanding. She is also thankful to her students, Miss. Supawadee Wangchalaborwon, Miss. Tipmanee Chaipaiboonwong and Miss. Pimpen Phanakhun in their helping her as research assistants.

In fact, there are many people to whom she would like to extend her thanks to them but it is impossible to list all of their names here. However, their best wishes and encouragement would always be remembered by the researcher.

Jitraporn Sudhivoraseth

October 7, 2002

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

TABLE OF CONTENTS

	Page
ABSTRACT	iii
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER 1 INTRODUCTION	1
1.1 Statement and Significance of the Problem	1
1.2 Objectives of the Study	4
1.3 Scope of the Study	5
1.4 Limitation of the Study	5
1.5 Benefits of the Study	6
CHAPTER 2 THE PUBLIC RELATIONS DEPARTMENT'S REGIONAL OFFICES	7
2.1 The Public Relations Regional Offices	7
2.2 The Three Main Projects	13
2.2.1 Democracy Promotion Policy	13
2.2.2 Drug Prevention and Solution Promotion Project	29
2.2.3 AIDS Prevention and Solution Promotion Project	36
CHAPTER 3 THEORETICAL FRAMEWORK	41
3.1 Mazmanian and Sabatier's Theoretical Framework for the Project Evaluation	41
3.2 Rogers's Theory of Diffusion of Innovations	52
3.3 Related Literature	62
3.4 The Proposed Conceptual Framework	88
CHAPTER 4 RESEARCH METHODOLOGY	105
4.1 Research Procedure and Sampling	105
4.2 Qualitative Approach	105
4.2.1 Target Population and Unit of Analysis	105
4.2.2 Sample Selection	106
4.2.3 Qualitative Data Collection	107
4.2.3.1 Research Instruments	107
4.2.3.2 Qualitative Analytic Technique for Data Analysis	108
4.3 Quantitative Approach	110
4.3.1 Target Population and Unit of Analysis	110
4.3.2 Sample Selection	110

4.3.3 Quantitative Methods for Data Collection	113
4.3.3.1 Research Instruments : Questionnaires	114
4.3.3.2 Response Rate	115
4.3.4 Quantitative Analytic Technique	115
4.3.5 Research Hypotheses	116
4.4 Operational Definitions	117
4.4.1 Variables in the Qualitative Approach	117
4.4.2 Variables in the Quantitative Approach	122
4.4.2.1 Dependent Variables	122
4.4.2.2 Independent Variables	124
4.5 Validity and Reliability	128
4.5.1 Validity	128
4.5.2 Reliability	129
CHAPTER 5 RESULTS AND DISCUSSIONS	133
5.1 Qualitative Approach	134
5.2 Quantitative Approach	159
5.2.1 Democracy Promotion Project	160
5.2.1.1 The General Characteristics of the Sample	160
5.2.1.2 Correlation Matrix of Variables	162
5.2.1.3 The Relationships between Independent and Dependent Variables	164
5.2.2 Drug Prevention and Solution Promotion Project	167
5.2.2.1 The General Characteristics of the Sample	167
5.2.2.2 Correlation Matrix of Variables	169
5.2.2.3 The Relationships between Independent and Dependent Variables	171
5.2.3 AIDS Prevention and Solution Promotion Project	174
5.2.3.1 The General Characteristics of the Sample	174
5.2.3.2 Correlation Matrix of Variables	175
5.2.3.3 The Relationships between Independent and Dependent Variables	177
5.3 Hypotheses Test	180
5.3.1 Democracy Promotion Project	180
5.3.2 Drug Prevention and Solution Promotion Project	184
5.3.3 AIDS Prevention and Solution Promotion Project	187
5.4 Comparison of the three Promotion Projects	190
5.4.1 Qualitative Analysis	190
5.4.2 Quantitative Analysis	216
5.4.3 Comparison of the Three Promotion Projects Using Path Analysis	219
5.5 Discussion of the Findings	219
5.6 Summary	221

CHAPTER 6	CONCLUSIONS, CONTRIBUTIONS, AND RECOMMENDATIONS	225
6.1	Conclusions	225
6.2	Contributions	235
6.2.1	Theoretical contributions on policy evaluation in the field of public relations	236
6.2.2	Contribution to Measurement	238
6.2.3	Contribution to governmental public relations particularly on regional public relations as well as a development communication	241
6.2.4	Contribution to an understanding of factors relating to the success and failure of the promotion projects	241
6.2.5	Contribution to a reference for further studies in policy evaluation and public relations planning and campaign	242
6.3	Problems and Obstacles in the Study	242
6.4	Recommendations	244
6.4.1	At the Policy Level	244
6.4.2	At the Implementation Level	246
BIBLIOGRAPHY		248
APPENDIX		257
BIOGRAPHY		305

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

LIST OF TABLES

Tables	Page
3.1 Some Important Characteristics of Interpersonal and Mass Media Channels	79
4.1 The response rate for the three promotion projects	115
4.2 The scale to measure knowledge for the three projects	130
4.3 The scale to measure comprehension for the three projects	131
4.4 Reliability of the questionnaires for the three promotion projects	132
5.1 The Number of Respondents of the Democracy Promotion Project Classified by Region	161
5.2 Characteristics of Respondents of the Democracy Promotion Project Classified by Gender	162
5.3 Correlation Matrix of Variables of Democracy Promotion Project	163
5.4 The Summary of Path Analysis Model of the Democracy Promotion Project	165
5.5 The Total Effect Size of Variables on Implementation in the Democracy Promotion Project	166
5.6 The Number of Respondents of the Drug Prevention and Solution Promotion Project Classified by Region	167
5.7 Characteristics of Respondents of the Drug Prevention and Solution Promotion Project Classified by Gender	169
5.8 Correlation Matrix of Variables of the Drug Prevention and Solution Promotion Project	170
5.9 Summary of Path Analysis Model of the Drug Prevention and Solution Promotion Project	172
5.10 The Total Effect Size of Variables on Implementation in the Drug Prevention and Promotion Project	173
5.11 Number of Respondents of the AIDS Prevention and Solution Promotion Project Classified by Region	174
5.12 Number of Respondents of the AIDS Prevention and Solution Promotion Project Classified by Gender	175
5.13 Correlation Matrix of Variables of the AIDS Prevention and Solution Promotion Project	176
5.14 Summary of Path Analysis Model of the AIDS Prevention and Solution Promotion Project	178
5.15 The Total Effect Size of Variables on Implementation in the AIDS Prevention and Solution Promotion Project	179
5.16 Comparison of the Three Promotion Projects Modified by Applying Mazmanian and Sabatier's Policy Evaluation Criteria on Conditions of Successful Implementation	215
5.17 Comparison of the Three Promotion Projects under Study Using the Quantitative Approach	217

LIST OF FIGURES

Figures	Page
2.1 Organizational Structure of the Public Relations Department	9
3.1 Criteria for Evaluating Policy Success	42
3.2 A model of stages in the innovation – decision process	58
3.3 Proposed Conceptual Framework	90
5.1 The qualitative side of the conceptual framework	134
5.2 The quantitative side of the conceptual framework	159
5.3 Path Analysis Model of the Democracy Promotion Project	164
5.4 Path Analysis Model of the Drug Prevention and Solution Promotion Project	172
5.5 Path Analysis Model of the AIDS Prevention and Solution Promotion Project	178



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

CHAPTER 1

INTRODUCTION

1.1 Statement and Significance of the Problem

Due to the adjustment of the Eighth Economic and Social Development concept, shifting from a growth orientation to people-centered development, and in order to attain the objectives and targets of development, the Eighth Plan initiates, for the first time, two new sets of key strategic approaches. The first is the establishment of good governance. This involves the strengthening of truly harmonious relationship between the government and the people, through collaborative and participatory efforts of all parties in the society, the provision of guarantees for freedom, human rights and equity, and the settlement of conflicts through peaceful means. The second strategy is the reform of development administration for effective translation of the plan into action.

Public relations is thus a channel of two-way communication between the government and its public. As a developing country, public relations in rural areas is thus a grass roots mechanism of the government for an achievement of public policy and national development. This is because people living upcountry are the largest-segment of the population of the country. Public relations is so important to the government that it was convinced by the statement of Luang Chartrakarnkosol, a former Permanent Under Secretary of the Ministry of Interior Affairs made at a seminar of provincial governors:

Public relations is so closely related to the government and administration that wherever there is a government, there must be public relations as its shadow. Therefore, at present, public relations is counted to be an issue in the study of public administration in order that the students in this field can apply for their fruitful performance. This is simply because good government must have public relations as

its essential component for government. (Suchart Panbromp, 1978: 53-61)

Currently, public relations becomes a new tool important to development administration. It functions in promoting, disseminating news and information, and communicating with different publics on a number of developing projects viable to the development administration. The main projects are as follows: Democracy Promotion Project, the Drug Prevention and Solution Promotion Project and the AIDS Prevention and Solution Promotion Project.

Democracy promotion is a primary duty of the regional public relations. This is because the regional public relations is an administration under the jurisdiction of the Public Relations Department. In fact, since the establishment of the Public Relations Department in 1932, it has functioned in promoting democracy. The Royal Decree, March 27, 1997, stated that the Public Relations Department has its primary duty to promote democracy. Consequently, the Public Relations Department set up the Democracy Promotion Program to correspond to the Adjusted Eighth National Economic and Social Development Plan which involved the strengthening of a truly harmonious relationship between the government and the people, and the reform of development administration development for effective translation of the plan to action.

Thailand has been a democracy since 1932, i.e. for 70 years. The problems of Thai democracy are the participation of the people and the political institution. This is because the participation of the people is limited to certain scope. This can be seen from the general voting or applying for membership of a political party, or expression on political issues as well as an aggregation of interest groups. There is a lack of unity and strength. On the political institution, the function of the political institution is ineffective. There is a lack of sincerity of people in the political environment that is needed to develop an ideal democracy.

In 1997, Thailand promulgated its New Constitution. It gives more opportunities to people to participate in government activities. Section 68 of the New Constitution, states that an individual has the duty to exercise his rights to vote. An

individual who does not go to vote without prior reporting will lose his rights as prescribed by law. This is new to Thai people. It resulted in exploitation of individual rights in various forms. Vote-buying is an example. A violation of voting against the voting law is another. Meantime, a misunderstanding of using the rights to vote is a confusing problem to many people. This can be seen from the voting behavior for senators all over the country recently. Some people think that they cannot reimburse their health care costs from the government. Some people think that they or their children cannot enroll in a public school if they do not go to vote, etc.

As individual rights are important to a democracy, and a democracy is important to development administration, it is the duty of the Public Relations Department to raise the awareness, understanding and the realization of the importance of democracy to an individual's ways of living. Without steering the understanding and the realization of the importance of democracy, how can a harmony between the government and its people develop and how can a development administration policy be successful?

As AIDS has spread rapidly throughout the country in many levels of the society, the AIDS prevention program is a continuing effort of the government. The Public Relations Department set the AIDS Prevention and Solution Promotion Project to correspond to the National AIDS Policy. The duty of offices of public relations, therefore, is to promote and publicize the activities pertaining to the AIDS prevention promotion in accordance with the National AIDS Prevention Policy. They also have the duty in disseminating information and data and coordinating with other organizations concerned. Even though the program was supported by an allocation of budget, it does not mean that the program was conducted at the same time over the country. There was a selection of potential provinces to implement the policy as well. In 1999, there were only ten provinces, which were selected with the available budget to conduct the program. They were Udon Thani, Loei, Kalasin, Krabi, Phangnga, Kanchanaburi, Rayong, Petchaburi, Suphan Buri, and Nakhon Sawan. In each province, a village was selected for the implementation of the program. In this sense, the budget was not thoroughly allocated to every village in the selected province. This was because the budget was very small. It was 1,900,600 baht for a region which

consisted of six to nine provinces (Public Relations Department, Action Plan 2000: 32).

The drug problem is also important to national development and security. It is a continuing program of the Public Relations Department from 1995 to 2001 to resolve the problem and to eliminate the national undermining in every system of the social structure. There are four strategies to solve the problem. They are prevention, elimination, rehabilitation, and control of addictive plants. The regional public relations offices, as a means between the government and its public, have the duty in promoting a good understanding of the public on the drugs by providing correct information and data in order to create and motivate self prevention from drugs. In order to solve the problem and to achieve the targeted goals of the prevention policy, an integration of media as well as a participation of families is needed.

As there are many developing projects, office of the public relations will act as mediator, coordinator, consultant to other organizations, and for bridging the gap between the policy makers and the public. For this reason, office of the public relations is an important governmental organization to bridge and facilitate a two-way communication between the government and its people as well as to respond to the provincial economic, social and political development. Therefore, it is important to observe the implementation of developing projects carried out by five regional public relations offices to ascertain whether they can meet the objectives and the targeted goals of the policies successfully. If not, what are the factors affecting their action ? An achievement of a policy thus depends on the functioning of that policy

1.2 Objectives of the Study

This research study has two major objectives as follows:

1. To evaluate the three main promotion projects: the Democracy Promotion Project, the Drug Prevention and Solution Promotion Project, and the AIDS Prevention and Solution Promotion Project.

2. To investigate the factors relating to the achievements or failures of the projects mentioned earlier.

1.3 Scope of the Study

The scope of this research study is confined in terms of three aspects: specific areas, specific organizations, and specific populations.

1. The Public Relations Department's Action Plan outlines several areas of promotion activities. The study will focus on only the three main projects, which are the Democracy Promotion Project, the Drug Prevention and Solution Promotion Project, and the AIDS Prevention and Solution Promotion Project. Moreover, the researcher will evaluate the three projects conducted under the Action Plan of the Public Relations Department Fiscal Year 2000.

2. A number of organizations carry out promotion activities under the supervision of Public Relations Department. The study will focus on the evaluation of activities of the promotion projects carried out by Regional Public Relations Offices only.

3. Promotion messages disseminated by Regional Public Relations Offices may reach many groups of people. The researcher, however, will evaluate the promotion projects with respect to specific populations of people directly involved in the activities, such as officials who carry out the projects and students who participate in the promotion activities.

1.4 Limitation of the Study

Two factors pose limitation of the study: time and resources.

1. Due to the time limitation, the researcher concentrates on activities under the Action Plan Fiscal Year 2000 only. Typically, promotion activities of the projects are conducted only once a year. Time does not allow the researcher to wait for the next activities to be conducted.

2. Owing to resource limitation, it is not possible to investigate all regions of the Regional Public Relations Offices. The researcher therefore uses the purposive sampling technique to collect data from five regions only. The regions selected are Region 1 (Khon Kaen) to represent the Northeast, Region 3 (Chiang Mai) to

represent the North, Region 5 (Surat Thani) to represent the South, Region 7 (Chanthaburi) to represent the East, and Region 8 (Kanchanaburi) to represent the West.

1.5 Benefits of the Study

This research study generates the following benefits:

1. The study contributes to an understanding and the study of government public relations, particularly of the regional public relations. This also is a guideline in the development of the study of governmental public relations and development communication.
2. The study is a reference and gives some information and data for regional public relations planning and strategy as well as for National Public Relations Policy_ making in the future.
3. The study contributes to an understanding of factors relating to the promotion of projects related to the National Public Relations Policy.
4. The study expands the knowledge base of the importance of the regional public relations in national development.
5. The study contributes to the study of policy evaluation in the field of public relations.

CHAPTER 2

THE PUBLIC RELATIONS DEPARTMENT'S

REGIONAL OFFICES

2.1 The Public Relations Department's Regional Offices

The Public Relations Department's Regional Offices are central administration under the jurisdiction of the Public Relations Department, Prime Minister's Office. In 1954, the first regional public relations office was established in Surat Thani. In 1960, the public relations offices in Khon Kaen and Lampang were established, as well as the office of public relations in the south at Songkla, and an additional office of public relations to the Surat Thani public relations office, was established. They function as a branch of the department in the northeast, the north, and the lower south (The Public Relations Department, Annual Report, 1997: 13). By the provision of the Royal Decree on Organization of Public Relations Department, dated August 7, 1986, the administration was divided into central and regional administration. There are 20 working units of central administration and regional administration. In 1997, there was a reorganization of the department. By virtue of the Royal Decree dated March 26, 1997, section 4, the organization of the Public Relations Department is as follows (The Public Relations Department, n.d.: 10-11)

A. Central Administration consists of:

1. Office of the Secretary
2. Finance Division
3. Personnel Division
4. Legal Division
5. Broadcasting Directing Board Division
6. Public Information Center
7. Radio Thailand

8. Television of Thailand
9. Office of Foreign Relations
10. Office of News
11. Office of the Information Counselor
- 12-19 Offices of the Regional Public Relations, Regions 1-8
20. Office of Public Relations Development
21. Office of Public Relations Policy and Planning Development
22. Office of Technical Promotion and Development

B. Regional Administration:

Provincial Public Relation Offices.

The organizational structure of the Public Relations Department is shown in figure 2.1:



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

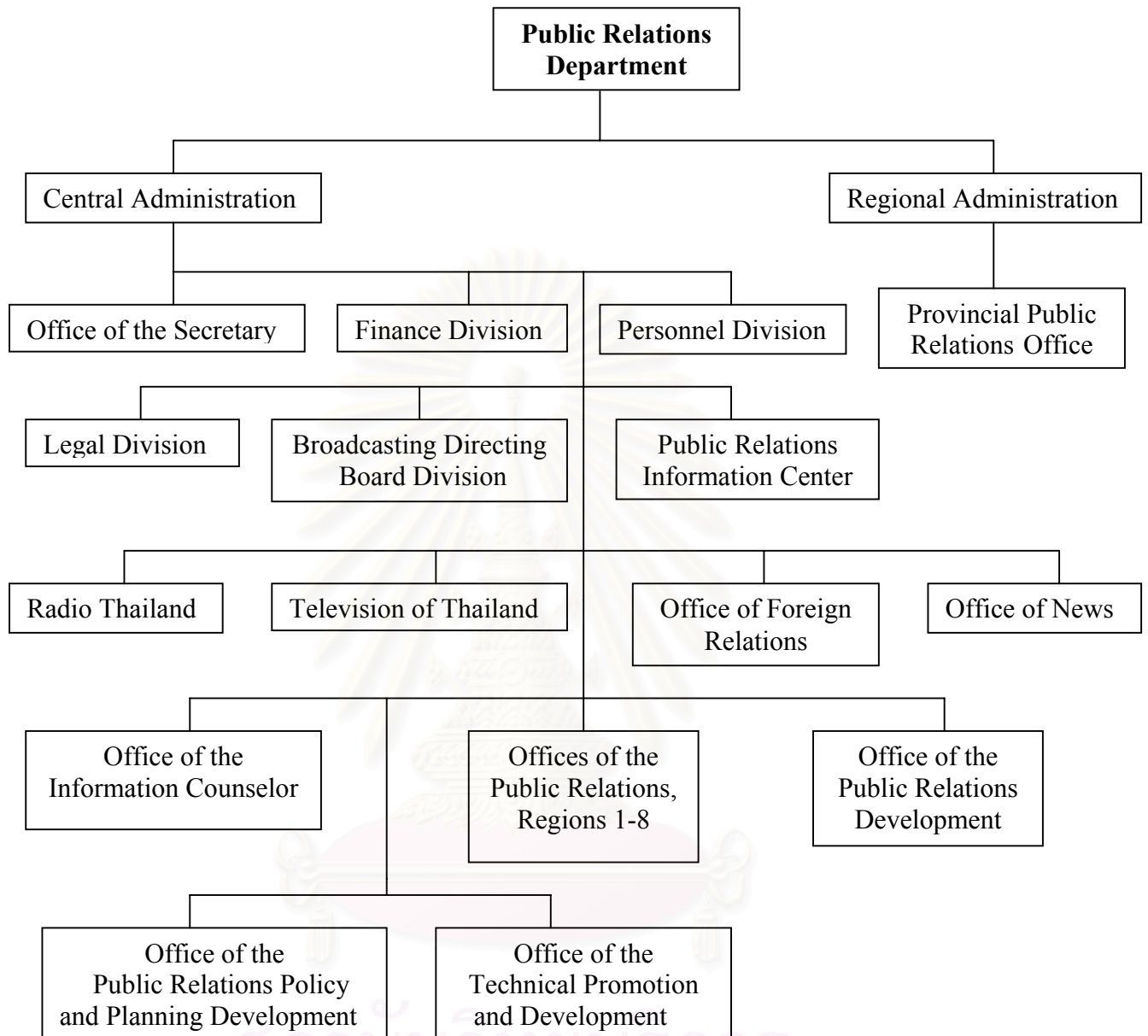


Figure 2.1 Organizational Structure of the Public Relations Department

Source: 1997. **Public Relations Department Annual Report: 5-7**

From figure 2.1, Offices of the Public Relations, Regions 1-8, are central administration.

Currently, there are 8 Offices of the Public Relations under the administration of the Public Relations Department throughout the country. As a central administration, they report directly to the Director General of the Department.

The duties and responsibilities of the Offices of the Public Relations are representative of the Public Relations Department upcountry by coordinating and cooperating with other departments and organizations in disseminating news and policies to be known and understood by the public. Each region covers some certain provinces. It has television and radio broadcast stations to be public relations media.

Under the Public Relations Department administrative and organizational structure, the administration of the Offices of the Public Relations is divided into 6 sections as the follows:

1) The General Administration

The General Administration is responsible for:

- General administrative work, personnel, conferencing of the office.
- Controlling and administering in permitting the registration of trading radios and television receivers.
- Coordinating with other departments and organizations within the Public Relations Department and other organizations both in central and regional offices.

2) Public Relations Planning and Developing

The Public Relations planning and Developing is in charge of:

- Planning and carrying out public relations programs for radio and television.
- Studying, analyzing, planning of plans and projects as well as coordinating with provincial public relations.
- Controlling and coordinating with central and regional departments and organizations.
- Studying, analyzing, and evaluating the results of public relations projects and programs.
- Being an academic source of and giving information on public relations.
- Training for governmental employees on mobile public relations within the region.
- Coordinating with local mass media.

- Giving advice on public relations.

3) Technical Section

The duties and responsibilities of the Technical Section are as follows:

- Studying, analyzing, checking and planning for radio and television development program.
- Being a center of administration on tools and equipment supporting the operation of the Public Relations Department.
- Being an academic source and giving advice on radio and television technique.
- Directing and supervising and developing information and communication for public relations.
- Directing, supervising, inspecting and evaluating radio and television programs.
- Studying, developing and bringing modern technology into use.

4) Regional News and Program

The duties and responsibilities of the Regional News and Program are as follows:

- Being an academic center on news and programs of the region.
- Studying, analyzing, conducting research on media use for public relations.
- Being a center of statistics on news and programs on radio and television in the region.
- Coordinating plans and projects on news and programs.
- Being a developing human resources center on news and program production.
- Advising on the production of radio/television news and programs.
- Listening to public opinion and other media.

5) Radio Broadcast Administration

The duties and responsibilities of the Radio Broadcast Administration are as follows:

- Using the radio broadcast to be a public relations tool for national development.
- Disseminating the governmental policies, news and information on the operation of governmental agencies to the public.
- Promoting a good understanding between the governmental agencies and the public.
- Supporting, promoting, and disseminating cultural education within and outside the country.
- Strengthening national stability and a correct understanding of democracy.
- Cooperating with other organizations or supporting their operations as assigned.

6) Television Administration

The duties and responsibilities of the Television Administration are as follows:

- Using television to be a public relations tool for national development.
- Disseminating governmental policies, news and the operation of the governmental agencies.
- Promoting good understanding between the governmental agencies and the public.
- Supporting, promoting, and disseminating art and cultural education.
- Strengthening national stability and correct understanding of the Constitutional Monarchy of which the King is head of state of democratic parliamentary government.
- Being an educational and developing center for tools and equipment on television.
- Cooperating with or supporting the operation of other organizations.

2.2 The Three Main Projects

2.2.1 Democracy Promotion Policy

2.2.1.1 Definition of Democracy

The term “democracy” comes from the Greek vocabulary “*demokratia*.” “Demo” means people, “kratos” means power and “kratien” means government (Buri Rangsan, 1985: 2). Therefore the term democracy means the power of governing of people or the supreme power of governing belongs to the people. President Lincoln of the United States of America defined “democracy” as the government of people, by the people, and for the people. There are more than two hundred definitions of democracy (Vinai Tiyanon, 1988: 7). However, most political scientists have typified democracy into three main types. Firstly, democracy is apolitical ideology. Secondly, democracy is a form of government. Thirdly, democracy is a way of life (Kramol Thongthamchat, et.al., 1978:139; Kramol Thongthamchat, 1976: 257).

Democracy is defined in many ways. It appears to be an immensely popular political theory nowadays. In the 1930s two large European countries—Germany and Italy—proclaimed their adherence to theories that were elitist, authoritarian, and violently anti-democratic. Hitler called his system “real” democracy, and Mussolini once described Fascism as “an organized, centralized, and authoritarian democracy,” but these atypical remarks need not confuse us; for the most part, the Nazis and Fascists rejected democracy, and boasted of doing so. Today nearly all the world, including a number of communist countries, have kind words for democracy.

After the Second World War, UNESCO sponsored a study, which obtained the views of more than a hundred scholars, both East and West, on democracy. Surprisingly enough:

...there were no replies adverse to democracy. Probably for the first time in history, democracy is claimed as the proper ideal description of

all systems of political and social organization advocated by influential proponents (UNESCO quoted in Mayo, 1960: 21).

Some argue that democracy is a social and economic, as well as a political system and theory. Some defend what they regard as more basic philosophic beliefs—moral or metaphysical or theological—on which their theories of democracy are built, or thought to be built.

Words sometimes have more than one meaning, and meanings alter through time. The common or lexicographic meaning of “democracy” which it has had since the days of Athenian greatness is ‘government or rule by the people.’ It refers to a method of governing, and does so by specifying who rules, or makes the binding policy decisions in a state (Mayo, 1960: 23).

“Democracy” is much abused in this private and stipulative fashion. To one, “democracy” means a Christian society; to another, a society with liberty and justice for all; to still others, an economic system of private enterprise or of socialism; while to others it may stand for an attitude toward life, or even something called a “way of life.” In all these usages “democracy” may or may not have anything to do with a specific type of government or method of arriving at public policies.

People who define “democracy” in this stipulated way often use the words “true” or ‘real as prefixes. Thus: “Democracy is commonly taken to mean government by the people, but of course ‘true’ democracy is.” and then follow the rest of the unique and persuasive definition (Mayo, 1960: 23-24).

In the 17th century, “democracy” began to be used again, with favorable connotations, for example by the Levelers. Yet even as late as the latter part of the 18th century, democracy was not thought well of by most people, and certainly not by most of the educated or ruling classes. For the most part, it was also used with disapproval by the founding Fathers of the American Constitution, who preferred republicanism as a word and a theory of government, though some of them occasionally gave the name “republicanism” to what would often be called

“democracy” today. But during the 19th century, democracy—both the word and the political system it stood for—largely overcame its ill repute, and grew rapidly in public esteem (Mayo, 1960: 25).

Democracy became popular around the world during and after the First World War (Mayo, 1960: 25). This was to be the century of the common man, of popular influence upon government, and of the self—determination of nations. Today democracy is almost universally popular again. It generally arouses a favorable if vague reaction, and hence the widespread use of the word in political speeches, on ceremonial occasions, and in daily life.

According to Mayo (1960: 33), all theories of democracy can be divided into two classes. One class refers chiefly to the form or method of government, what we are calling the system of political policy making; the other kind refers to the quality of life, the moral purposes, or the content of political policies. Although, the two classes have been closely intertwined, it is possible to separate them for purposes of analysis. They must be separated if we are to understand the working of any existing democratic system.

Shumpeter (quoted in Mayo, 1960) defined the term democracy to be referred to as a political method. That is to say, a certain type of institutional arrangement for arriving at political-legislative and administrative-decisions and hence incapable of being an end in itself, irrespective of what decisions it will produce under given historical conditions. And this must be the starting point of any attempt at defining it.

According to the Royal Decree on the Organization of the Public Relations Department, dated March 26, 1997, section 3, the Public Relations Department, Prime Minister’s Office, shall have the duties and responsibilities as follows:

1. To enhance and disseminate news and knowledge on democracy of which His Majesty the King is the ultimate chief of state as well as on public policy and the performance of the government, culture, ethics, good values and supports non—formal education to people.

2. To carry out public relations in order to enhance a good understanding between public organizations and the people and among the people themselves.

3. To carry out inbound and outbound public relations for the benefits of national security and promoting a good relationship with foreign countries.

4. To give support and academic assistance on public relations and mass communication to both public and private sectors.

5. To study and make survey research on public opinion to be an information and data for policy making and public relations planning.

6. To carry on the Radio Broadcast of Thailand and Television Broadcast of Thailand.

7. To supervise the operation of the radio broadcast and the television broadcast to be in accordance with the law and regulations.

8. To develop tools and equipment to be used for the purposes of the mass communication of the department.

9. To produce, and give services on publications, audio—visual aids to governmental agencies for the purpose of public relations.

10. To carry on any other duties in accordance with the law is the authority of the Department or by assignment of the Prime Minister or the Cabinet.

From the Royal Decree on the organization of the Public Relations Department, it is clear that one of the most important duties of the Public Relations Department is to enhance and give knowledge on democracy to the people. Consequently, the Public Relations Department initiated a public relations plan on democracy as a political development to correspond to the Eighth National Economic and Social Development Plan and the New Constitution promulgated in 1997, section 68, stating that an individual has the right to vote, an individual who does not use his right in voting without prior reporting loses his legal rights.

Based on this background, the Public Relations Department formulated the Democracy Promotion Policy. The policy states that Thailand has been under a democratic system since 1932. In fact, the concept of using democracy has existed for 70 years. However, problems with democracy still exist. One is the problem of people, and the other is on the political institution.

Participation of the people is limited to a certain scope which can be seen from the general voting or applying to be a member of a political party as well as an expression of political opinion and aggregation of interest groups which still lack unity and strength. The political institution is ineffective in its duties. The development of ideal democracy is minimal due to the lack of sincerity.

The Public Relations Department thus initiated the Democracy Promotion Policy in order to enhance democracy.

2.2.1.2 Details of the project are as follows:

The Promotion of Democracy is a continuing project. It is a five-year plan from 1996 to 2000. The present Constitution is the Constitution which allows public participation most. Its essence is to promote and protect the rights and freedom of the people to more participation in the administration and the use of governmental authority as well as to improve the stability and effectiveness of political structure.

Concerning the rights and freedom, the Constitution accounts human resource development as central to all aspects of development that apply in Thailand. In addition, it also gives importance to the rights and benefits of the disabled persons and public participation in politics. People can propose new laws or demote ministers. However, the most important thing is that the Constitution prescribed in Section 68 stating that an individual has a duty to use his/her rights to vote. An individual who does not go to vote shall lose his/her legal rights.

The Public Relations Department is assigned by the government to be in charge of promoting democracy from the beginning of using democracy in the country and also is reinvented to correspond to the National Public Relations Policy 1997-2001. Meanwhile the promulgation of the New Constitution

1997 provides the basic rights of individuals, especially the duty of an individual to use his rights to go to vote which is new to Thai people. So the Public Relations Department realizes the importance and essential need to promote the knowledge and understanding of people on democracy by initiating a five year project on democracy. It proceeded from 1996-2000 and was targeted at young people and the general public. The promotion project also corresponds to the Eighth National Economic and Social Development Plan strategy on human resource development and the political and administrative policies of the government stated in the parliament in developing the stability of democracy in Thailand where the King is the supreme sovereign.

The objectives of the Democracy Promotion Project are as follows:

1. To develop the young people who have the rights to vote to know and to understand democracy and their rights stated in the New Constitution;
2. To make young people know and understand the ways of living in a democracy within school, family and society.

The goals of the Democracy Promotion Policy are as follows:

1. The youth who have the rights to vote will have the knowledge and understanding on democracy including their rights and duties, which are stated in the Constitution.
2. The youth who are significant to the developing of democracy will live in accordance with a way of living in a democratic society.

The target group of the Democracy Promotion Project:

The major target group of the promotion project is a sample of the youth in the central and regional educational system of the country, totally 2,010 individuals.

Operation procedures of the Democracy Promotion Project are as follows:

The operation of the project will follow the policy of the Public Relations Department on reaching out the knowledge on politics to the target groups.

There is a committee from both central and regional administration joining together in order to set appropriate activities, to analyze the problem and obstacles in the past for improving the operation of the next year.

The public relations plan of activities and budget for year 2000 is as follows:

1. There will be an answer to questions on democracy competition of the upper secondary school students throughout the country organized by Offices of the Public Relations, Regions 1-8. The first runner-up was present at the television channel 11. Each office of the Public Relations received 100,000 Baht for the operation of the project. The total number of the target group is 900 students whereas the total budget for the operation of the project is one million Baht for the selected provinces.

2. Democracy Camping for the Youth organized in every region. There were 18 camps. The budget for each camp was 54,000 Baht, or the total budget of the project was 872,000 Baht. The Offices of the Public Relations authorized the Provincial Public Relations Offices to be in charge of the activity. The total number of the target group was 990 people, which were selected from students in schools by asking for co-operation from the Provincial Public Relations Offices.

3. Mobile Camping on Democracy for the Youth. The youth who had already been in the camping on democracy project in the provinces throughout the country participated in the Mobile Camping on Democracy for the Youth in Bangkok with the youth who were the winners in the regional academic competition on democracy. The purpose of this activity is to increase an experience as well as to strengthen the development of democracy. The duration lasted for four days and three nights. The total number of the youth who participated in this activity is 120. The total budget is 600,000 Baht.

4. An overview and a following-up and an evaluation of the project was carried out by the central administration using a total budget of 103,800 Baht.

Areas of operation: The operation of the Democracy Promotion Project was carried out throughout the country.

Period of the operation. The period of the operation lasted from October 1999 to September 2000.

Budget Allocation for 2000. The allocation of the budget for the Promotion of Democracy Project was 2,675,800 Baht.

Personnel who are in charge of the operation of the project. Personnel who are in charge of the operation of the project are the personnel at the central and regional administration.

Outcome of the Project.

The outcome of the project is the strengthening of the development of democracy and national stability. It was intended to be the foundation of national development relevant to other developed countries.

Correspondence to the Overall Targeted Goals

The project corresponded with the National Public Relations Policy 1997-2001 which emphasized knowledge, an understanding on the political process, duty of an individual to use his/her rights to vote as well as a strengthening of public participation. The project was also in agreement with the government's policy on politics and administration section 1.1.4 which stated the promotion of knowledge, understanding, and duties of the people prescribed by the Constitution 1997.

A Following-up and an Evaluation

There was a following up and an evaluation of the overall project. The evaluation focused on the knowledge and understanding of the targeted youth in the areas where the project was launched. Problems and obstacles were also evaluated in order to improve the operation and cooperation with other organizations concerned.

Expected Results of the Promotion of Democracy Project:

1. The youth have the knowledge and understanding on democracy where the King is the supreme sovereign. They know the rights and duty of individuals prescribed in the Constitution.
2. The youth have a model for their way of living in a democracy which they can apply to be used in their school, family and society.

Activities of the project

The Office of the Public Relations was assigned the task of holding an academic competition. Questions used in the competition were created by scholars of local universities. Contents of the questions mainly concerned three topics or dimensions: History of administration, Facts on the New Constitution, and Facts on general democracy. Twenty questions were asked in each session. Some questions seemed to tap respondents' knowledge whereas other questions appeared to test their comprehension. Respondents were required to choose one of the best answers among four choices.

2.2.1.3 Research on Democracy Promotion

The Office of the Permanent Secretary for Interior the Ministry of Interior Affairs conducted an evaluation on Democracy Promotion at the Village Level from May 1991 to March 22, 1992 which was the final stage of the project. The project was conducted in Chiang Mai, Roi Et, Chon Buri, and Trang. It consisted of 62,373 villages altogether. The promotion was divided into three stages. The objectives of the first stage which was during May 15, 1991 to September of the same year, were:

1. To educate the people and make them understand about the democracy where the King is the supreme chief of state, as well as to create a correct consciousness on politics.
2. To encourage the people to vote regardless to the commission or to be under other individual's influence.
3. To eliminate vote-buying at every level.

To apply democracy to personal ways of living.

At the second stage, October 1, 1994 to the Election Day (March 22, 1991), the aims of the promotion were:

1. To enhance and generate a consciousness as well as to solicit an attitude of the people against the vote-buying.
2. To expand the ideal of democracy to the ways of living in family, community and village.
3. To promote the election to be held on March 22, 1992.
4. To prevent all forms of vote-buying and selling.

At the third stage, January 1992 to the Election Day, March 22, 1992, the emphasis was on public relations on:

1. The participation of using an individual's rights to vote.
2. A demonstration of how to mark and use individual's rights to vote.
3. A resistance of all forms of vote buying and selling.

In the operation of the project, the activities included :

1. A training program for the officers of each level in the areas.
2. A continuous public relations program using all forms of public relations media corresponding to the current situations of operating organizational unit of every level. This included also an education on the Constitution, election laws, and characteristics of a good political candidate, etc.

As the project was an inter-organizational cooperation, the Public Relations Department was one whose functions were:

1. To release radio broadcast spots, interview, in the "Kao-yam chow" or (Early Morning News Broadcast Program), " Rug-mueng Thai" (Loving Thailand), "Kao-duan"(Express News), news and music program, and local news, etc.

2. To launch television spots against vote-buying and selling. This included the production of slogans, intermission message, “Our Country Program,” and local news.

3. To visit people by using mobile public relations units during the daytime and distribute publications. At night, an interchange of film show and intermission on democracy talk by officers were presented.

4. To present democracy using folklore media which was in charge of the Offices of the Public Relations and television channel 11. The broadcast was interchanged in the seven broadcast stations. This made 49 broadcast altogether.

The findings of the evaluation were:

1. Most people agreed that vote-buying and selling were not good. They disagreed with the exchange of objects and voting.

2. Some people not only agreed that vote buying was not good. They also said that the vote-buying would bring bad consequences.

3. People in some areas denied completely to the buying and selling of votes for example, in Amphoe Pone Thong in Roi Et province. The people brought the money given by the candidate to the officers. At Amphoe Phrao, in Chiang Mai province, people expressed not only a resistance to the vote-buying, but also installed a cutout announcing “No Vote-Selling Here”. If Buying Is Needed, Buy It in Other Places”. From interviewing, it became noticeable that teachers were influential figures in promoting and inculcating an awareness of people in anti-vote buying and selling behaviors. This was because teachers had more opportunities to meet people. They were also competent to transfer knowledge to the people. In addition, they were more accepted by the community than other people in the operating team.

On voting public relations, people knew the information on voting mostly from mass media and from a persuasion of the project to use the rights to vote respectively. However, some people received some instruction from the operating team on their marking for the voting. It can be said that the project was successful in preparing people for exercising their voting rights as well as the bad

consequences of vote-buying. In addition, the Thairath Daily Newspaper conducted a research and the findings were that there were 80 per cent of the people in all regions watching the television program on the policy statement of the political parties organized by the government. They were more interested in politics and attentive to the movement and exchange of their ideas on politics.

In 1994, the Office of Local Administration, Department of Administration, The Ministry of Interior, evaluated training on Democracy Development at Village Level. The areas for the study were in Prachuap Khiri Khan, Phuket, Phatthalung, Surin, Maha Sarakham, Uthai Thani, Nakhon Sawan, Sukhothai, and Chiang Mai. The content analysis was also used for an evaluation of the AIDS training, handbook, videotape and flippers. The objectives of the evaluation were to evaluate the knowledge, attitude, and behavior of the participants towards the democracy and the media used in the training. The findings of the evaluation were:

1. There are 98.3, 97.9, and 94.6 per cent of participants who were mostly opinion leaders of the villages, villagers, and agriculturists said that they received more knowledge, especially on the role, authority and importance of the candidates, constitution laws and election in democracy, respectively.

2. There were 91.4 per cent of the participants who said that they would apply the knowledge to their community and family while there were 7.8 per cent who said that they were not certain to.

3. The attitudes of the participants towards the training procedures. This included the competence of the resource person or experts, publications, videotape, flippers, and places. The findings were:

- 3.1 There were 50.2, 46.2, and 3.6 per cent of the participants who said that the presentations of the experts were excellent, good or should be improved, respectively. There should be an application of psychological method of teaching and an increased number of lecturers.

- 3.2 Publications used in the training. There were 56.7, 39.8, and 3.5 per cent of the participants who said that the publications were excellent, good, or should be improved, respectively. There were 63.6 of the 3.5 per cent who

said that the clarity of the publication should be improved, while there were 27.3 percent who said that the content was too heavy.

3.3. Videotape presentation. There were 68.4, 29.1 and 2.5 per cent of the participants who thought that the videotape presentation was excellent, good, or should be improved respectively. However, there were 28.5 percent of the participants who said the videotape was excellent or good or said that the clarity of content of the videotape presentation should be improved.

3.4. On the use of flippers in the training, there were 20, 22.9, and 3.3 per cent of the participants who said the use was excellent, good, or had no opinion respectively. However, there were 53.8 per cent of the total participants who said that there was no use of flippers in their training. This was because there were many training sessions and those were condensed into one. This resulted in having too many participants which affected the use of flippers.

3.5 Places for training. There were 52.3 and 42.3 per cent of the participants who agreed that the place of training was excellent, or good. The training place of each amphoe varies depending on its environment.

4. On the part of the experts' opinions on teaching method, problems and guidelines for a correction and an improvement of the training program, most experts agreed that most participants could apply the democracy to their life. They knew the structure and working method of the village committee, the importance of the candidates and the knowledge on the people's rights and the Constitution laws (21, 18, and 16 per cent respectively).

5. On the curriculum of the training, 93.4 per cent and 6.6 per cent of the 76 total experts agreed that the curriculum was good and should be corrected and improved respectively. They contended that there should be a course on laws dealing with daily life delivered to the participants. There should also be various activities in the training which relaxed the participants and were applicable to the lessons learned.

6. The experts and the participants agreed that the training should be arranged in a suitable way for each region. Young participants would be important to the development of democracy in the near future.

According to the Evaluation Report on Knowledge on Democracy Dissemination Project at the Village Level conducted by the Office of Policy and Planning, Ministry of Interior Affairs in 1992, the emphasis was on the impact of the project on the behavior of the people including the study on how strategies of each area in its project operations were different from each other. The findings of the project to the Village Project launched in 1991 in ten provinces using a stratified random sampling by selecting two provinces in each region, can be summarized as follows:

1. Vote-Buying and Selling Issue

1.1 One hundred per cent of the population agreed that vote-buying was not right corresponding to the process of democracy. It would cause political corruption.

1.2 Ninety per cent of the population confirmed that in the future election, they will neither receive money nor objects from any candidates, while ten per cent of the population said that they would receive the money from the candidate under the condition that they do not have to vote for them.

1.3 There were seventy per cent of the population who confirmed that villages, temples “wats”, and schools should not receive a donation for public utilities development, while thirty per cent agreed that they should. This is because it is a common benefit. However, this is not a condition that the members of the villages have to vote for the candidate who gave the money and objects to the village.

1.4 It cannot be concluded that the confirmation of the population saying they would not sell their vote was from the political consciousness on democracy and see the values of individual's rights. This was due to:

1) The political atmosphere and environment during which the data was collected made the people afraid of the power of the National Peace-Keeping Council government whose policy on eliminating the vote-buying was clearly announced. Therefore, there might not be anyone who dared to say other things.

2) The duration of training was too short to change the attitude of the people. In the meantime, people were still used to the long lasting habit of vote buying and selling. Therefore, the vote-buying and selling was likely to be only a temporarily suspended behavior.

3) From an observation in an election of provincial candidates, it was found that the former canvassers were self-protected in dealing with the politicians because they thought that the team of democracy dissemination watched them. Subsequently, vote-buying, and selling were not clearly apparent. In addition, the politicians who had ever had the behavior of buying votes stopped this during the political campaign for their election. Therefore, it is difficult to know the direction between the people and the opinion leaders of the villages and the power of the state and the politicians.

2. Democracy Dissemination Issue

2.1 Education and understanding of people on democracy and methods of living in a democracy and a clear understanding of candidates of their authority were not achieved due to the following factors:

1) There was a limitation of knowledge, understanding and transferring of knowledge of the team of democracy dissemination.

2) The concept of democracy is too abstract and difficult for the people to understand.

3) The team of democracy dissemination was lacking in experience and clear guidelines in strengthening the ways of living in a democracy in their villages.

2.2.1.4 Some Problems in the Operation of the Democracy Dissemination :

1. There was no cooperation from different governmental officers and agencies in many areas of the province where the project was implemented.

2. Teachers were the most influential individuals who were most accepted by the people in the community in their transferring knowledge, thus in certain areas where there were teachers who were active, the operation of the democracy dissemination was more successful. Therefore, in an amphoe, if the head of the amphoe could coordinate with the head of elementary education, the project was often successful. If not, there would be a burden to the operation of the teachers and the Team of Democracy Promotion.

In terms of public relations, it was concluded as follows:

1. The majority of the people in the villages knew the information on democracy campaign and anti-vote buying and selling from mass media: radio and television, more than from the operations of the team of democracy dissemination. It was also proposed that the operation would be a targeted audience oriented to people living in the villages.

2. The content on the democracy dissemination delivered to the audience should be corrected and improved appropriately given the time limitation the time limitation.

3. The format and methods of public relations should be organized into two levels:

3.1 National Level. At the national level, it is the general public relations whose objectives are to reach the public at large and all occupations;

3.2 Provincial Level. It is the public relations in specific areas. The target audiences are the people living in the villages who have their rights to vote. This can be done by an allocation of budget to the province and amphoe to organize the public relations programs appropriately.

3.3 Provide every amphoe with a mobile public relations unit to support the operation of the team of democracy dissemination by supplementing the content and useful activities relevant to the project. There should be a brainstorming of human resources or experts of the village to participate and share their ideas contributing to the public relations planning and programming.

3.4 In any village where there is *village loudspeaker system* or “*Hor-kra-jai-kao*”, there should be cooperation between the team of democracy dissemination and the village head and the village committee in order that the use of the village loudspeaker system can be used as much as possible for public relations.

3.5 On the information and data of the candidates, people did not know much about the candidates or their belonging to a political party. This was because the candidate never visited the village. There was only a mobile vehicle advertising the candidate. It was proposed that the team of democracy dissemination should access some information pertaining to the candidate and political party in order that the people can decide for their voting. However, they should be careful on this matter in order that they will not be under the guidance of some other groups (vote keepers, or village leaders).

In order to improve the operation of the team of democracy dissemination at the village level, it can be summarized that the team should specify goals, plans and activities clearly. How do they do it? With whom? The emphasis should also focus on how to solve the election problem and the influence of influential individuals as a primary objective. However, in some areas where there is a high rate of vote-buying, there should be strong legal support to the Team of Democracy Dissemination in order that they can work with confidence and eliminate or reduce the influence of influential individuals as much as possible.

2.2.2 Drug Prevention and Solution Promotion Project

The Drug Prevention and Solution Promotion is a continuing project. Due to the concept and direction of the Eighth National Economic and Social Development Plan on the development of full potential human resources important to the survival of the national economic and social system in the future, and the continuing effort of the government to eliminate the drug problems which undermine the nation and every social system, no matter whether it is family which is the smallest and most important social unit, drug consumption of family members affects the mental health, family economic stability and the behavior of the family members. Drug consumption brings

a means-end chain of problems in education, religion, public health, culture and politics.

An important strategic integration to resolve the drug problem is using public relations in the four measures: the drug protection, the elimination of the drugs, the treatment and rehabilitating of the addicted, and controlling the plants. In addition, public relations has to deal with the participatory strategy of members of the society.

In order to make people aware of the danger of addictive drugs and also to motivate them to prevent themselves from drug addiction, the Public Relations Department, as a governmental agency, functions as a mediator in promoting a good understanding between the government and the people, especially in informing them of accurate information on drugs. Consequently, the Public Relations Department initiated the Promotion of Drug Prevention and Solution Promotion Campaign as a continuing project using an integration and multi media to achieve the targeted goals.

The objectives of the project are:

1. To give knowledge and a correct understanding and attitudes on the danger of drugs to the people, and how to protect themselves from addictive drugs;
2. To strengthen the families, schools and communities to be major supports for drug prevention;

The Goals of the Project:

A 30 % reduction of the addiction.

The Targeted Groups :

The major targeted groups :

1. Children and the youth in non formal education.
2. Laborers.
3. The people who are at risk to the drug addiction.

The minor targeted groups :

1. The families.

2. The community opinion leaders.

Operational Plan

1. The nature and methods of operation.

1.1 An integration of multimedia which is under the responsibility of the Public Relations Department is used. These are radio and television whose coverage is more capable to reach out to the target group more widely. In order to achieve the targeted goals, the provincial public relations mechanism and the village public relations volunteers are used to reach the people in the areas.

1.2 There is coordination with educational institutes and other organizations both in the public and private sectors in campaigning as well as an evaluation of the operation at the beginning, during and at the end of the project by cooperating with experts from government universities.

2. The Action Plan for the Fiscal Year 2000

In order to achieve the targeted goals of the project, the action plan and activities were as follows:

2.1 Training for radio program announcers. There were nine training sessions with total budget of 740,000 Baht. The budget for each office of the Public Relations was 80,000 Baht.

2.2 Training for the program announcers for the youth (Young DJ). There were nine training sessions. The total budget was 740,000 Baht. The budget for each Regional Public Relations Office was 80,000 Baht.

2.3 A special activity on the Drug Day. There were ten provinces which were selected to organize the activities: Chiang Rai, Tak, Chon Buri, Sing Buri, Suphan Buri, Mukdahan, Chaiyaphum, Chumphon and Narathiwat. The activity was in the responsibility of the provincial public relations office. The budget for each province was 25,000 Baht, the total budget was 250,000 Baht.

2.4 Reaching out to the targeted areas by joining the village public relations volunteers. The total areas were in the 33 provinces. The activity was

conducted only once in each province with the budget for each province of 10,000 Baht. The total budget for this activity was 330,000 Baht.

2.5 A radio program on folk songs on drug prevention. The program was on five days a week and allowed the trainees in 2.1 and 2.2 to produce the program too. The total program production was 200 with the total budget of 150,000 baht.

2.6 An evaluation of the project for which the budget was 165,000 Baht. Therefore the grand total of budget of the Promotion on Drug Prevention and Solution Promotion Project was 2,375,000 Baht.

Areas of the operation

The areas of the operation of the project were throughout the country.

Period of the operation

The period of operation was from 1995 to 2001. In the fiscal year 2000, the project began in October 1999 to September 2000. Allocation of the financial support for the fiscal year 2000 was 2,375,000 Baht.

The outcome of the project:

The public relations campaign on Drug Prevention and Solution Promotion Project emphasizing the information dissemination broadcast through radio and television was making an awareness to the public and the targeted group in the specific areas to dangers of drugs. It was a motivation to a behavioral change leading to a reduction and elimination of drug addiction in Thai society.

Correspondence to the Target Goals:

This project corresponded to the Eighth National Economic and Social Development Plan (1997- 2001) in terms of:

Strategy 1: the potential development of Thai people, especially mentally, intellectually, and health. The emphasis of the project was on prevention rather than solution.

Strategy 2: giving the importance of family strengthening and the community to be available to the development of the potentiality of Thai people in all aspects relevant to the drug prevention and a solution strategy and plan and corresponding to the standard of drug prevention focussing on individual development by giving education on prevention and mental development.

Following Up and Evaluation of the Project

1. Following up and evaluating the progress of the project every six months or twice a year from the report of various organizational units of the Public Relations Department.

2. Cooperating with experts from public universities in following up and evaluating the project and bringing the results into use and finding some methods for development of the project.

Expected Results of the Drug Prevention Project:

1. The targeted groups have knowledge, understanding, and right attitudes on the danger of drugs. They will know how to avoid drug addiction.

2. Family will have an important role in participating in the drug prevention and solution of the problems of drug addiction.

3. There will be more cooperation between community and various organizations concerned contributing to the carrying out and achievement of the drug prevention and correction project.

4. The public will be informed of the activities on drug prevention and solutions from various organizations.

Activities of the project:

The Offices of the Public Relations carried out two main activities using the same type of media. Training was used as a promotion tool to disseminate messages. The first activity was training for radio program announcers of local provinces in each region. The other activity was training designed for high-school students who served as radio announcers in their school or the so-called young DJs. Not only do the topics of training concern radio programming techniques but the

contents also involved knowledge on drugs. In addition, trainees are given printed media regarding drugs such as general facts on drugs, cause of addiction, drug prevention, drug treatment, and disadvantages of drugs.

2.2.2.1 Drug Prevention and Solution Promotion Policy

Addictive drugs have long been a very serious problem of Thai society. This spreads rapidly throughout the world especially to the youth. According to the report of the Ministry of Public Health in cooperation with the Ministry of Education and the Office of the Narcotics Control Board on a survey of drug use in educational institutes during October 1995 to February 1996, the 118, 375 students nationwide were sampled. It was found that there were 1,375 students or 1.16 per cent using amphetamines. In terms of drugs spreading in schools, the students in the central, the northeastern and the southern part of the country used amphetamines most, or 2.08, 0.13, and 0.30 per cent respectively. Among the group of students who have the highest rate of using amphetamines was the vocational students. It was 2.3 per cent. They were students in the Bangkok metropolis area. It was also found that there was a use of the drugs in the primary and secondary schools and universities. That is among the 362,744 governmental vocational schools, there were 8,706 students or 2.04 per cent, who used amphetamines (The Office of the Narcotics Control Board, 1996 quoted in Chonlada Samutpong, 1998: 3).

Drug using became a serious problem in educational institutes. Currently, the problem is not only addiction, but also trading through an agent in the classroom. The purpose of selling is multiple. Therefore the drug problem is important at the national level. This is because the danger is much too big to be accepted.

Recently, there were a number of projects and campaigns on drug prevention. They can be classified according to the role and duties of each project as follows:

1. The role of preventing drug production, for example, Drug Problem Solving among the Hill Tribes conducted by the Department of Public Welfare.

2. The role of preventer and therapist on the drug addicted, for example, the Athlete Campaign for Drug Prevention conducted by the Office of the Narcotics Control Board, the “Just Say No!” campaign conducted by the Grammy Entertainment, Co. Ltd. (Public Company), The “White School Project,” conducted by the Ministry of Education where the R.S Promotion (1992) gave support in various forms of activities, and the Drug Prevention and Solution Promotion Project conducted by the Public Relations Department.

3. The role of drug eliminator of producers, dealers and consumers, for example, the Drug Prevention and Elimination Plan conducted by the Department of Police.

4. The role of treatment and rehabilitation, for example, the “New World Project” conducted by the Thanyaruksa Hospital (Chonlada Samutpong, 1998: 4).

According to the New Constitution, the basic policy of the state, Section 82, provides that the state has to provide basic standards and effective public health care to the people, therefore, to correspond to the policy, the project and activities and campaign on drug prevention are carried out. The objectives of the policy were to 1) to give correct knowledge and make campaigns on drugs among the youth both in formal and non-formal education; 2) to build up new program announcers to be the communication network of the Public Relations Department.

Concerning the type of media exposure, Chonlada Samutpong (1998), in her study on the Influence of Communications Upon Drugs Prevention Among Vocational Students in the Bangkok Metropolis, found that the vocational students were exposed to television most on drug prevention. Other media were posters, parents, peers and close friends who were the most important influencing people respectively. The sample thought that the media have a moderate to high effect in not dealing with drugs.

The sample under study was 420, using a questionnaire, frequency, mean, t-test, Pearson’s Product Moment Correlation Coefficient and Multiple

Regression Analysis and the SPSS for windows as tools for processing and analyzing the data.

However, Varisara Varalaksana (1995) in her research on Mass Media and Interpersonal Communication Exposure on Narcotics and the Prevention Among Students of Lower Secondary Education in Muang District, Chiang Mai Province, contended that the sample under study have their own source of information on the dangers of drugs and knowledge in preventing themselves from drugs. Their important sources of information are their teachers, parents, and peers, and by themselves. The mass media have the least effect on them. On the media exposure, the researcher found that the sample received the most knowledge on how to prevent the drug from television, newspapers, and magazines, respectively.

As the Eighth National Economic and Social Development Plan (1997-2001) emphasized human potential and intellectual development to be a strategy to strengthen the community, drug addiction, however, affects mental health, and the economic stability of the family which results in the behavior of family members. It also causes social problems in various aspects no matter what the educational, religious, public health, culture and political system. The provincial public relations offices, such as at Ang Thong province, as a governmental organization, was assigned by the Public Relations Department to carry out the policy on drug prevention. The appropriate strategy of solving drug addiction is the use of the four measures: a) preventing the spread of drugs; b) eliminating drugs; c) treating and rehabilitating the addicted, and d) controlling the drug producing plants of. Besides, public relations strategy to cope with the problems is the participation of members.

2.2.3 AIDS Prevention and Solution Promotion Project

2.2.3.1 AIDS Prevention and Solution Promotion Policy

The New Constitution 1997, section 82 states that the state has to provide a standard and effective public health care services to the people. The objectives of the AIDS prevention policy are 1) to give a correct knowledge and understanding on the AIDS to the people until they can avoid and ensure safety of

their family from the disease; 2) to develop an attitude of acceptance of the AIDS patients as normal members of the society; 3) to develop a support network for AIDS prevention campaigns and solving problems.

2.2.3.2 The Promotion on AIDS Prevention and Solution Project carried out by the Public Relations Department

According to the Action Plan 2000 of the Public Relations Department, the Promotion Project on AIDS Prevention and Solution Campaign has been a continuing project. Even though the implementation of the AIDS prevention and solution project in Thailand involves intensive cooperation by organizations in both public and private sectors, the numbers of the AIDS patients are still unsatisfactory. Consequently, the National Policy on AIDS Prevention and Solution, 1997- 2001, prescribed some ideas and guidelines focusing on the potential of individuals, families and communities in protecting themselves from AIDS. This includes also the developing of environment contributing to AIDS prevention.

The Public Relations Department as the center of governmental public relations, has its duties and responsibilities in creating a good understanding and a means of coordination information between the government and its people. Using many forms of public relations media made it possible to reach the target groups throughout the country appropriately contributing to the learning of prevention and treatment of the AIDS problem resulting in reducing the spread of AIDS.

Objectives of the Project:

1. To give knowledge and understanding of AIDS correctly until he/ she can protect himself /herself and his/her family from the dangers of AIDS.
2. To formulate the acceptance of attitudes towards AIDS patients in their normal living in society.
3. To create support for campaigns on AIDS prevention and solutions.

Goals of the Project :

A reduction of AIDS patients not less than 20 percent.

Project Implementation:

1. Cooperation on information for the campaign to be made with other organizations both in public and private sectors.
2. Integration of media used for public relations. They are:
 - 2.1 radio broadcasts
 - 2.2 television broadcasts
 - 2.3 publications
 - 2.4 mediated persons
 - 2.5 folk media
3. A following up and evaluation of the progress of project from the beginning, during and ending of the project was made with the cooperation of the governmental universities.

Target Groups :

The main target groups were housewives, laborers, fishermen, the youth, especially in the north, the northeast and the south.

The minor groups were the general public.

Areas of Project Implementation:

The areas for intensive implementation were in the northeastern and the southern parts of the country in order to be able to reach the targeted group throughout the country. An intensive implementation was also made in the risky areas.

Budget :

The budget in the fiscal year of 2000 for the implementation was 1,900,600 Baht.

The Benefits of the Project:

1. In public health, the people would have a better quality of life. They would know how to take care of themselves to be healthy and to prevent themselves from contacting AIDS as well as from other diseases.

2. In the social dimension, the project would contribute to ethics and towards monogamy of married couples.

3. In economics and development, an infection, sickness, death, and the spreading of the disease would be decreased in every age, group occupation, and area contributing to economic growth and national development at large.

Correspondence to the Main Goals:

1. The project was relevant to the National Plan on AIDS Prevention and Solution 1997-2001.

2. The project was relevant to the National Economic and Social Development Plan emphasizing the developing and social services, promoting the roles of the family institution, and community in the AIDS problem and patients instead of leaving them to be the responsibility of nursing homes.

Following up and Evaluation:

A following up and evaluation of the project was made from the beginning, during, and ending of the project. It was also made from the report, observation, interview, questionnaire and the practice of the officers in the field.

Expected results of the AIDS Prevention and Solution Promotion Project were:

1. The target groups would have accurate knowledge and understanding of AIDS prevention.

2. The spread of the AIDS disease in the target groups would decrease.

3. The AIDS patients can live with other people in the society as normal. They would have an encouragement to do things useful to their community and society.

Activities of the project:

The Offices of the Public Relations chose to utilize seminars and exhibitions as the main media to disseminate messages. In the seminar or exhibition, guest speakers such as distinguished doctors from the Provincial Public Health Office, lecturers from local universities, and representatives of AIDS patients were invited to provide AIDS-related information; such speakers were technically regarded as mediated persons. Brochures, booklets, posters, T-shirts, and the like were given to those attending the seminars or exhibitions. Each office was allowed to select a target group as appropriate for its circumstances. That is to say, the Office of Public Relations could focus on students only even though the Action Plan specifies the project's target group as housewives, laborers, fishermen, youngsters, and people in general. Typically, contents of the messages concerned facts on AIDS, disadvantages of AIDS, risk behavior and AIDS prevention, and AIDS treatment.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

CHAPTER 3

THEORETICAL FRAMEWORK

In this study, the researcher uses Mazmanian and Sabatier's theoretical criteria for evaluating the policy to support the policy evaluation under study. As the policies are interpreted in terms of promotion projects, the output is the dissemination of knowledge and information to the target audiences. In order to find out whether and how the knowledge and information effect the target audience in their implementation, Rogers's theory of Diffusion of Innovations is used to support the study. The theoretical frameworks for this study are presented as follows:

3.1 Mazmanian and Sabatier's Theoretical Framework for the Project

Evaluation

According to Mazmanian and Sabatier (1983), implementation is the carrying out of a basic policy decision, usually incorporated in a statute but which can also take the form of important executive orders or court decisions. Ideally, that decision identifies the problem(s) to be addressed, stipulates the objective(s) to be pursued, and, in a variety of ways, "structures" the implementation process. The process normally runs through a number of stages beginning with passage of the basic statute, followed by the policy outputs (decisions) of the implementing agencies, the compliance of target groups with those decisions, the actual impacts—both intended and unintended—of those outputs, the perceived impacts of agency decisions, and finally, important revisions (or attempted revisions) in the basic statute.

The criteria for evaluating policy according to Mazmanian and Sabatier can be depicted in figure 3.1 as follows:

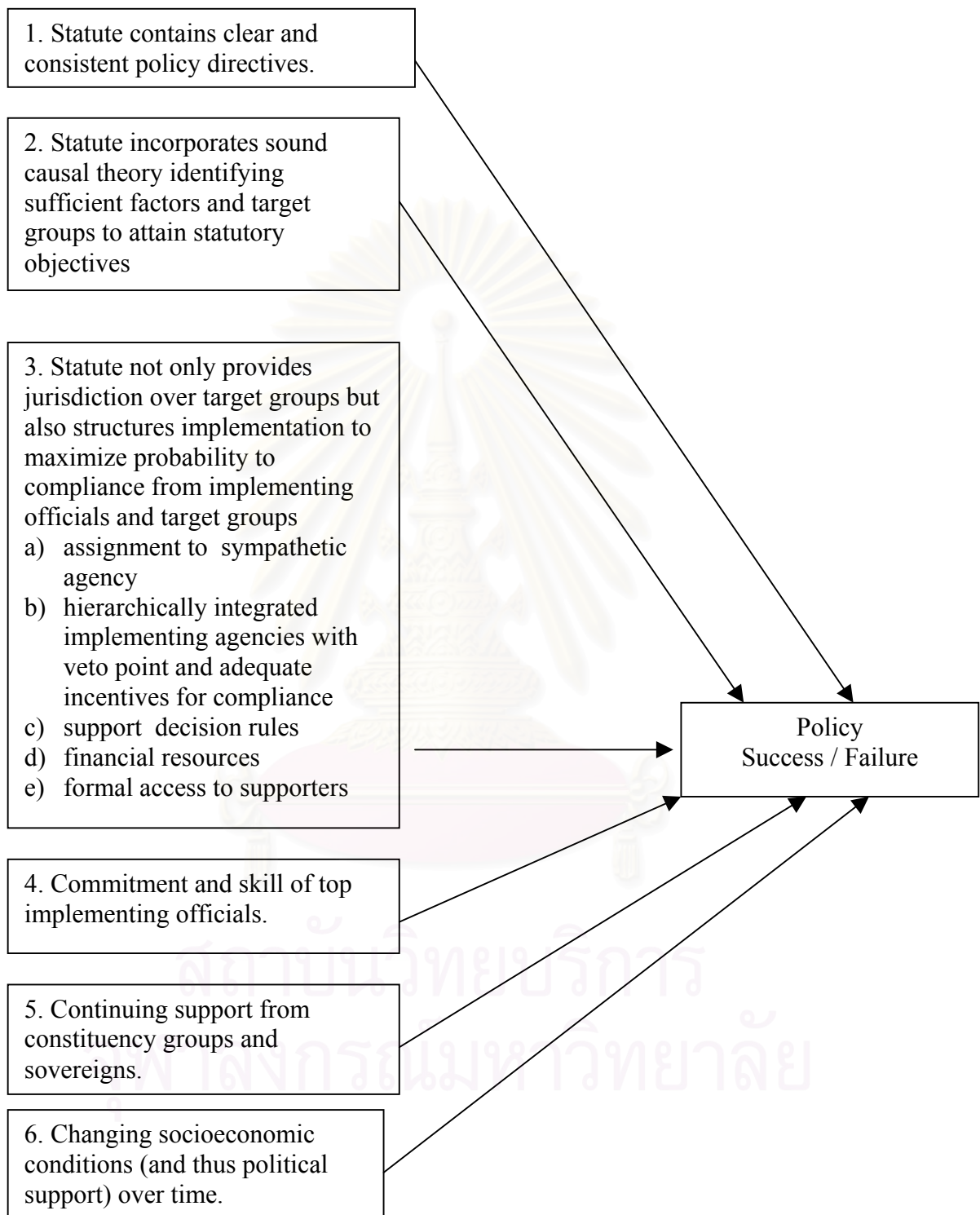


Figure 3.1 Criteria for Evaluating Policy Success

Source: Mazmanian and Sabatier, 1983: 258 - 260

The framework of evaluating policy success proposed by Mazmanian and Sabatier (1983) distinguishes the three categories of variable thought of as independent variables from the stages of implementation thought of as the dependent variables in the process. Each of these stages affects subsequent ones.

1. Tractability of the Problem(s)

It must be admitted that some social problems are simply much easier to deal with than others. The tractability of social problems involves four types of factors: 1) technical difficulties; 2) diversity of target group behavior; 3) target group as percentage of the population; and 4) extent of behavioral change required.

Thus, social problems are most tractable if 1) there is a valid theory connecting behavioral change to problem solution, the requisite technology exists, and measurement of change in the seriousness of the problems is inexpensive; 2) there is minimal variation in the behavior which causes the problem; 3) the target constitutes an easily identifiable minority of the population within the jurisdiction; and 4) the amount of the behavioral change required modest. The four factors are described in detail as follows:

1.1 Technical Difficulties

The achievement of a program goal is contingent on a number of technical prerequisites, including an ability to develop relatively inexpensive performance indicators and an understanding of the principal causal linkages affecting the problem.

Moreover, many programs are predicted upon the availability or development of specific technologies. The absence of requisite technology for carrying out new programs poses a number of difficulties for the successful implementation of statutory objectives.

1.2 Diversity of Proscribed Behavior

The more diverse the behavior being regulated or the service being provided, the more difficult it becomes to frame clear regulations and thus the greater discretion which must be given to field-level implementors. Because of the differences in their commitment to statutory objectives, discretion is likely to result in considerable variation in program performance.

1.3 Target Group as a Percentage of the Population

In general, the smaller and more definable (capable of being isolated) the target group whose behavior needs to be changed, the more likely the mobilization of political support in favor of the program and thus the more probable the achievement of statutory objectives.

1.4 Extent of Behavioral Change Required

The amount of behavioral modification required to achieve statutory objectives is a function of the number of people in the ultimate target groups and the amount of change required of them. In other words, the greater the amount of behavioral changes, the less likely that the implementation will be successful.

2. Ability of Policy Decision to Structure Implementation

In principle, any statute, court decision, or executive order can structure the implementation process through its delineation of legal objectives, through its selection of implementing institutions, through the provision of legal and financial resources to those institutions, through biasing the probable policy orientations of agency officials, and through regulation of the opportunities for participation by nonagency actors in the implementation process. A carefully drafted statute (or other basic policy decision) can substantially affect the extent to which its objectives are attained.

More specifically, legislation which seeks to significantly change target group behavior in order to achieve its objectives is most likely to succeed if (a) its objectives are precisely and clearly ranked; (b) it incorporates an adequate causal theory; (c) it provides adequate funds to the implementing agencies; (d) there are few veto points in the implementation process and sanctions or inducements are provided to overcome resistance; (e) the decision rules of the implementing agencies are biased toward the achievement of statutory objectives; (f) implementation is assigned to agencies which support the legislation's objectives and will give the program high priority; and (g) participation by outsiders is encouraged through liberalized rules of standing and through provisions for independent evaluation studies. These seven factors are further described as follows:

2.1 Precision and Clear Ranking of Legal Objectives

Legal objectives which are precise and clearly ranked in importance serve as an indispensable aid in program evaluation, as unambiguous directives to implementing officials, and as a resource to supporters of those objectives. Clear objectives can also serve as a resource to actors both inside and outside the implementing institutions who perceive discrepancies between agency outputs and those objectives.

2.2 Validity of the Causal Theory

Every major reform contains, at least implicitly, a causal theory of the manner in which its objectives are to be attained. An adequate causal theory requires (a) that the principal causal linkages between governmental intervention and the attainment of program objectives be understood; and (b) that the officials responsible for implementing the program have jurisdiction over a sufficient number of the critical linkages to actually attain the objectives. It has been found that inadequate causal theories lie behind many of the cases of implementation failure.

2.3 Initial Allocation of Financial Resources

Money is obviously critical in any social services program. It is also required in classical regulatory programs to hire the staff and to conduct the technical analyses involved in the development of regulations, the administration of permit programs, and the monitoring of compliance. In general, a threshold level of funding is necessary if there is to be any possibility of achieving statutory objectives, and the level of funding above this threshold is proportional to the probability of achieving those objectives.

2.4 Hierarchical Integration within and among Implementing Institutions

One of the best-documented findings in implementation literature is the difficulty of obtaining coordinated action within any given agency and among the numerous semiautonomous agencies involved in most implementation efforts. One of the most important attributes of any statute is the extent to which it hierarchically integrates the implementing agencies. To the extent that the system is only loosely integrated, there will be considerable variation in the degree of behavioral compliance among implementing officials and target groups as each responds to the incentives for modification within their local setting. The degree of hierarchical integration among

implementing agencies is determined by (a) the number of veto/clearance points involved in the attainment of legal objectives; and (b) the extent to which supporters of those objectives are provided with inducements and sanctions sufficient to ensure acquiescence among those who have a potential veto.

2.5 Decision Rules of Implementing Agencies

A statute can further influence the implementation process by stipulating the formal decision rules of the implementing agencies. In addition, when multi-membered commissions are involved, the statute can stipulate the majority required for specific actions.

2.6 Officials' Commitment to Statutory Objectives

No matter how well a statute or other basic policy decision structures the formal decision process, the attainment of legal objectives which seek to significantly modify target group behavior is unlikely unless officials in the implementing agencies are strongly committed to the achievement of those objectives. Any new program requires implementors who are sufficiently persistent to develop new regulations and standard operating procedures and to enforce them in the face of resistance from target groups and from public officials reluctant to make the mandated changes.

2.7 Formal Access by Outsiders

Another factor affecting implementation is the extent to which opportunities for participation by actors outside the implementing agencies are biased toward supporters of legal objectives. Just as a statute can influence the implementation process through design characteristics of implementing agencies, it can also affect the participation of two groups of actors external to those institutions: (a) the potential beneficiaries and/or target groups of the program; and (b) the legislative, executive, and judicial sovereigns of the agencies.

3. Nonstatutory Variables Affecting Implementation

While a statute establishes the basic legal structure in which the politics of implementation take place, implementation also has an inherent dynamism driven by at least two important processes: (1) the need for any program which seeks to change behavior to receive constant or periodic infusions of political support if it is to overcome the delay involved in seeking cooperation among large numbers of people, many of whom perceive their interests to be adversely affected by successful

implementation of statutory objectives; and (2) the effect of changes in socioeconomic and technological conditions on the support for those objectives among the general public, interest groups, and sovereigns.

The major nonlegal variables affecting the policy implementation can be classified into (1) external variables, e.g., changes in socioeconomic conditions; (2) intervening variables, e.g., attitudes of sovereigns and constituency groups; and (3) immediate variables, e.g., the commitment and leadership skill of agency officials.

3.1 Socioeconomic Conditions and Technology

Variations over time and among governmental jurisdictions in social, economic, and technological conditions affect the attainability of statutory objectives. There are at least four ways in which variation in such conditions can substantially affect the political support for statutory objectives and, hence, the policy outputs, and, eventually, the achievement of those objectives. First of all, variation in socioeconomic conditions can affect perceptions of the relative importance of the problem addressed by a statute. Secondly, successful implementation is rendered more difficult by local variation in socioeconomic conditions and in the seriousness of the problem being addressed. Thirdly, support for regulation aimed at environmental or consumer protection seems to be correlated with financial resources of target groups and the groups' relative importance in the total economy. Finally, in the case of policies directly tied to technology, changes or the lack of changes in the technological state of the art over time are very important.

3.2 Public Support

Variations over time and jurisdiction in public support for legal (statutory objectives) is a second variable affecting implementation. The episodic or cyclical nature of public concern creates difficulties for the successful implementation of any program requiring periodic infusions of support from sovereigns, either in the form of large budgetary allocations or protection from opponents' counterattacks. Variation among political jurisdictions in public support for a particular program is likely to result in pressures for ambiguous regulations and considerable discretion to local officials. Public support for a program will almost invariably decline over time.

3.3 Attitudes and Resources of Constituency Groups

Changes in the resources and attitudes of constituency groups toward statutory objectives and the policy outputs of implementing institutions play a part in the implementation process. Constituency groups interact with the other variables in the framework in a number of ways. First, their membership and financial resources are likely to vary according to public support for their position and the amount of behavioral change mandated by statutory objectives. Second, constituency groups can intervene directly in the decisions of the implementing agencies by commenting on proposed decisions and by supplementing the agency's resources. Finally, such groups have the capacity to affect agency policy indirectly through publishing studies critical of the agency's performance, through public opinion campaigns, and through appeals to the agency's legislative and judicial sovereigns.

3.4 Support from Sovereigns

Sovereigns of implementing institutions provide support for statutory objectives through (a) amount and direction of oversight; (b) provision of financial resources; and (c) the extent of new and conflicting legal mandates. The sovereigns of an implementing agency are those institutions, which control its legal and financial resources. Normally, the sovereigns include the legislature, the chief executive, the courts, and hierarchically superior agencies. One of the major difficulties in the implementation of intergovernmental programs is that implementing agencies are responsible to different sovereigns who wish to pursue different policies.

3.5 Commitment and Leadership Skill of Implementing Officials

The commitment of agency officials to the realization of statutory objectives is the variable that most directly affects the policy outputs of implementing agencies. This factor comprises at least two components: 1) the direction and ranking of those objectives in officials' priorities; and 2) officials' skill in realizing those priorities. Commitment to statutory objectives will contribute little to their attainment unless implementing officials display skill in using available resources to that end. The skill comprises both political and managerial elements. The former refers to the ability to develop good working relationships with sovereigns in the agency's subsystems, to convince opponents and target groups that they are being treated fairly, to mobilize support among latent supportive constituencies, to present effectively the

agency's case through the mass media, etc. Managerial skill involves developing adequate controls so that the program is not subject to charges of fiscal mismanagement, maintaining high morale among agency personnel, and managing internal dissent in such a way that outright opponents are shunted to noncrucial positions.

4. Stages in the Implementation Process

The implementation process must be viewed in terms of stages: (1) the policy outputs (decisions) of the implementing agencies; (2) the compliance of target groups with those decisions; (3) the actual impacts of agency decisions; (4) the perceived impacts of those decisions; and finally (5) the political system's evaluation of a statute in terms of major revisions in its content.

Each stage can be thought of as an end point or dependent variable. However, each stage is also an input into successive stages.

4.1 Policy Outputs of Implementing Agencies

Statutory objectives must be translated into substantive regulations, standard operating procedures for processing individual cases, specific adjudicatory decisions, and enforcement of those adjudicatory decisions. The translation of statutory objectives into the policy decisions of implementing agencies is an exceedingly problematic process.

4.2 Target Group Compliance with Policy Outputs

Behavioral compliance is generally related to individuals' assessment of the relative costs and benefits to them of following legal directives. The probability that substantial sanctions will follow noncompliance is affected by the variety and magnitude of sanctions provided by statute; the resources available to implementing agencies to monitor noncompliance; the ability of constituency groups to supplement agency resources in monitoring compliance and bringing enforcement actions; the commitment of agency officials to prosecuting noncompliance; and the number of veto points involved in actually bringing enforcement actions.

4.3 Actual Impacts of Policy Outputs

A statute will achieve its desired impacts if: (a) the policy outputs of the implementing agencies are consistent with statutory objectives; (b) the ultimate target groups comply with those outputs; (c) there is no serious subversion of policy outputs or impacts by conflicting statutes; and (d) the statute incorporates an adequate causal theory linking behavioral change in target groups to the achievement of mandated goals.

4.4 Perceived Impacts of Policy Outputs

Although policy analysts and administrators may be primarily interested in the actual impacts of the policy outputs of implementing agencies, these are often very difficult to measure in a comprehensive and systematic fashion. Furthermore, what may be of most concern in the evaluation of the program by the political system are the impacts perceived by constituency groups and sovereigns in the policy subsystem. Perceived impacts will be a function of actual impacts as mediated by the values of the perceiver.

4.5 Major Revision in Statute

Just as the passage of a statute (or other basic policy decision) should be viewed as the starting point for an analysis of implementation, so the revision/reformulation of that statute should be viewed as the culminating stage of the process. The amount and direction of changes in the legal mandates of implementing agencies will be a function of the perceived impacts of past agency activities, changes in policy priorities among the general public and policy elites as a result of changing socioeconomic conditions, the political resources of competing groups, and the strategies positions of supportive and opposing sovereigns.

Although the full framework is designed to be useful to both practitioners and social scientists, Mazmanian and Sabatier (1983) recognized that many students and practitioners would also like a checklist of specific factors to be considered in estimating the likelihood that a particular program will achieve its legal objectives. The statutory and political variables can be organized into a set of six sufficient conditions of effective implementation. In other words, a statute or other policy

decision seeking a substantial departure from the status quo will achieve its desired goals if:

1. The enabling legislation or other legal directive mandates policy objectives which are clear and consistent or at least provide substantive criteria for resolving goal conflicts.

2. The enabling legislation incorporates a sound theory identifying the principal factors and causal linkages affecting policy objectives and gives implementing officials sufficient jurisdiction over target groups and other points of leverage to attain, at least potentially, the desired goals.

3. The enabling legislation structures the implementation process so as to maximize the probability that implementing officials and target groups will perform as desired. This involves assignment to sympathetic agencies with adequate hierarchical integration, supportive decision rule, sufficient financial resources, and adequate access to supporters.

4. The leaders of the implementing agency possess substantial managerial and political skill and are committed to statutory goals.

5. The program is actively supported by organized constituency groups and by a few key legislators (or a chief executive) throughout the implementation process, with the courts being neutral or supportive.

6. The relative priority of statutory objectives is not undermined over time by the emergence of conflicting public policies or by changes in relevant socioeconomic conditions which weaken the statute's causal theory or political support.

From Mazmanian and Sabatier's criteria for evaluating policy, the researcher will apply some criteria which are relevant to the Thai bureaucratic system. To mention one, commitment and skill of officers effect hierarchical integration and clear objectives of the projects. Whereas, changing socioeconomic conditions have an effect on hierarchical integration, both of them also effect budget and resources. According to Mazmanian and Sabatier, diversity of target groups effects the success and failure of the policy. In this study, diversity of the target groups effects types of media. In order to achieve the target goals of the policy, it is the responsibilities of the public relations officers to select an appropriate type of media to disseminate knowledge and information of the three promotion projects as innovations to the

target groups. As to causal theories of the projects, clear objectives of the projects, and budget and resource, they are the variables which directly effect types of media use. Meanwhile, budget and resource also directly effects frequency of message since more frequency of messages means more expense.

3.2 Rogers's Theory of Diffusion of Innovations

Even though there are many communication theories and models, according to Denis McQuail and Sven Windhal (McQuail & Windhal, 1993) each model has its advantages and disadvantages. One of the early concerns of communication researches was the diffusion of news events carried by the mass media. (Rogers, 1983: 72-74) Diffusion research began before the academic field of communication as a scientific field of study was not fully appreciated until an influential book, **The Mathematical Theory of Communication**, was published by Claude Shannon and Warren Weaver (1949). These scholars identified the key concept of information and proposed a simple model of communication. Then the field of communication research, organized especially around studying the effects of mass communication, began to grow.

In the early 1960s, communication researchers also began to investigate the transmission of technological ideas, especially agricultural, health, educational, and family-planning innovations in developing nations. Paul J. Deutchmann's study of the diffusion of innovations in a Colombian village stands as a landmark and led to a focus of several communication researches upon peasant audiences in the 1960s. During the 1970s communication scholars began to investigate the diffusion of technological innovations in the United States, sometimes when communities or organizations were the adopting units. One of the special advantages of the communication research tradition is that it can analyze any particular type of innovation. There are no limitations, such as the education tradition's focus on educational innovations, the rural sociologist's main emphasis upon agricultural ideas, or the medical sociologist's concern with family-planning methods. This lack of a message-content orientation perhaps allows the communication researcher to concentrate on the process of diffusion. Further, the communication tradition has an

appropriate toolkit of useful concepts and methods (for example, credibility, network analysis, and the semantic differential) for studying diffusion. The multidisciplinary backgrounds of communication research help this tradition integrate the work of various other diffusion research traditions.

According to Rogers (1983: 77), geography is a factor affecting the diffusion of innovations. He found that in 1961, there were only three diffusion publications in geography, all by Dr. Torsten Hägerstrand at the University of Lund in Sweden (Rogers, 1962). By 1968, there were only seven publications in this tradition (0.6 percent of the total), with the four new studies being conducted in the U.S. (Rogers with Shoemaker, 1971). In 1981, there were 130 diffusion publications by geographers, representing about 4 percent of the total. Space is, however, the crucial variable for geographers, and they specialize in investigating how spatial distance affects all other aspects of human existence. Professor Hägerstrand (1952, 1953 quoted in Rogers 1983: 77) pioneered a simulation approach to investigating how spatial distance-affected diffusion. Hägerstrand's model contained, as one of its elements, the "neighborhood effect," which expressed the tendency for an innovation to be more likely to spread from an adopter to another adopter (in the next unit of time) who was close by, rather than far away. This neighbor effect was built into Hägerstrand's computer model of diffusion by means of mathematical probabilities (of adoption) that decision with distance away from the adopter. Not until the mid-1960s did a set of quantitative geographers in the United States begin to pick up on the simulation approach and carry it forward in a series of research studies.

American geographers also began to pursue nonsimulation diffusion research, but always with emphasis on the spatial variable. The results show clearly that space is important in determining the adoption of an innovation.

According to Rogers, there are eight different types of diffusion analysis as follows:

1. Earliness of knowing about innovations. Greenberg (1964 quoted in Rogers, 1983: 79) determined what, when, and how people first learned about the news of the assassination of President Kennedy. The respondents were classified as "early knowers" or "late knowers". Most of the early knowers reported that they had heard of

Kennedy's death by radio or television, whereas most of the late knowers first learned of the assassination by means of interpersonal communication channels.

2. Rate of adoption of different innovations in a social system. Fliegel and Kivlin (1966b quoted in Rogers, 1983: 82) conducted personal interviews with 229 Pennsylvania dairy farmers. The investigation used farmers' perceptions of fifteen attributes of each thirty-three dairy innovations to predict the rate of adoption for this sample. Innovations perceived as most economically rewarding and least risky were adopted more rapidly. The complexity, observability, and trialability of the innovations were less highly related to the rate of adoption, but innovations that were more compatible with farmers' values were adopted more rapidly.

3. Innovativeness. Deutschmann and Fals Borda (1962b quoted in Rogers 1983: 82) conducted a diffusion survey in a Colombian village to test the cross cultural validity of correlates of innovativeness derived from prior U.S diffusion research whereas Rogers conducted a research on farmers in Ohio, the results are striking similar. That is the characteristics of innovators such as greater cosmopolitanism, higher education, and larger-sized farms were remarkably similar to each other. Morh also conducted a variant of the correlates-of-innovativeness study on the directors of county departments of public health in Michigan, Ohio, and Ontario (Canada). The findings were the most innovative health departments were characterized by more financial resources, a director who was more highly committed to innovation, and larger size.

4. Opinion leadership. The success or failure of diffusion programs rests in part on the role of opinion leaders and their relationships with change agents. Rogers and van Es found that opinion leaders, when compared to their followers in both modern and traditional systems, were characterized by more formal education, higher levels of literacy, larger farms, greater innovativeness, higher social status, and more mass-media exposure. In the modern villages, however, the opinion leaders were young and innovative, reflecting the norms, whereas in the traditional systems the leaders were older and not very active in adopting new ideas (Rogers with Svenning, 1969). Thus, the leaders tended to reflect the norms of their village.

5. Who interacts with whom. Rogers and Kincaid (1981: 303-305) conducted personal interviews with the sixty-nine married women in a Korean village in order to

determine the role of interpersonal networks in the diffusion of family planning innovations. Each respondent was asked which other women she talked with about contraceptive methods. A general conclusion from who-to-whom studies is that space and social distance (that is, heterophily/homophily) are the main determinants of who talks to whom in diffusion networks.

In addition, Coleman et al. (1966 quoted in Rogers 1983: 83) studied the drug diffusion. The researchers asked their respondents to name the other doctors who were their best friends. Coleman et al then determined the main variables that explained who talked to whom in network links. The most important variables determining who-to-whom links the medical community were such professional affiliations as practicing in the same clinic, hospital, or office partnership. Doctors were more likely to talk about the new drug if they worked together.

6. Rate of adoption in different social systems. Rogers and Kibcaid (1981 quoted in Rogers, 1983: 83) study the rate of adoption of family planning innovations in twenty-four Korean villagers. The purpose of the study is to explain why some innovations have faster rate of adoption than others. In this type of research the researchers study why the same innovation is adopted more rapidly in certain systems than it is in others. The findings were the Korean villagers with the fastest rates of family – planning adoption were composed of families with higher mass- media exposure to family planning, had leaders with more highly connected networks in their village, and were villages with more change agent contact. The economic resources of the village were less important in explaining rate of adoption.

7. Communication channel usage. The Ryan and Gross (1943 quoted in Rogers, 1983: 84) investigation of the diffusion of hybrid-seed corn in Iowa found that the typical Iowa farmer first heard of hybrid seed from a commercial salesman but that neighbors were the most influential channel in persuading a farmer to adopt the innovation (although later research has generally shown that salesmen are not the most important channel at the knowledge stage). Ryan and Gross were the first researchers to suggest that an individual passes through different stages in the innovation-decision process. Salesmen were more important channels about the innovation for earlier adopters, and neighbors were more important for later adopters.

The findings suggest that communication channel behavior is different for the various adopter categories, a proposition that is supported by later diffusion researches.

8. Consequences of innovation. Sharp (1952 quoted in Rogers, 1983: 84) studied the consequences of the use of a steel ax by a tribe of aborigines. The Yir Yoront were relatively unaffected by modern civilization, owing to their isolation in the Australian bush, until some missionaries moved in nearby. They distributed steel axes among the Yir Yoront as gifts and as pay for work performed. Before the introduction of the steel ax the stone ax had served as the Yir Yoront's principal tool and as symbol of masculinity and respect. Only men could own stone axes, so the women and children, who were the main users of these tools, borrowed them according to a system prescribed by custom. But the missionaries gave axes to anyone. The steel axes caused a major disruption of Yir Yoront culture, and a revolutionary confusion of age and sex roles. Elders, once highly respected, now became dependent upon women and younger men for steel axes. The consequences of the steel ax were anticipated, far reaching, and disruptive.

According to Rogers, the Innovation-Decision Process is the process through which an individual (or other decision-making unit) passes from first knowledge of innovation, to forming an attitude toward the innovation, to a decision to adopt or reject, to implementation of the new idea, and to confirmation of this decision. This process consists of a series of actions and choices over time through which an individual or an organization evaluates a new idea and decides whether or not to incorporate the new idea into ongoing practice. This behavior consists essentially of dealing with the uncertainty that is inherently involved in deciding about a new alternative to those previously in existence. It is the perceived newness of the innovation, and the uncertainty associated with this newness, that is a distinctive aspect of innovation decision making (compared to other types of decision making).

According to Rogers, (1983: 163-164), decision about an innovation is not instantaneous act. It is a process that occurs over time and consists of a series of actions. Rogers presented a model of the innovation-decision process, which consists of five stages as the followings:

1. Knowledge occurs when an individual (or other decision-making unit) is exposed to the innovation's existence and gains some understanding of how it functions.
2. Persuasion occurs when an individual (or other decision-making unit) forms a favorable or unfavorable attitude toward the innovation.
3. Decision occurs when an individual (or other decision-making unit) engages in activities that lead to a choice to adopt or reject the innovation
4. Implementation occurs when an individual (or other decision-making unit) puts an innovation into use.
5. Confirmation occurs when an individual (or other decision-making unit) seeks reinforcement of an innovation-decision already made, but he or she may reverse this previous decision if exposed to conflicting messages about the innovation.

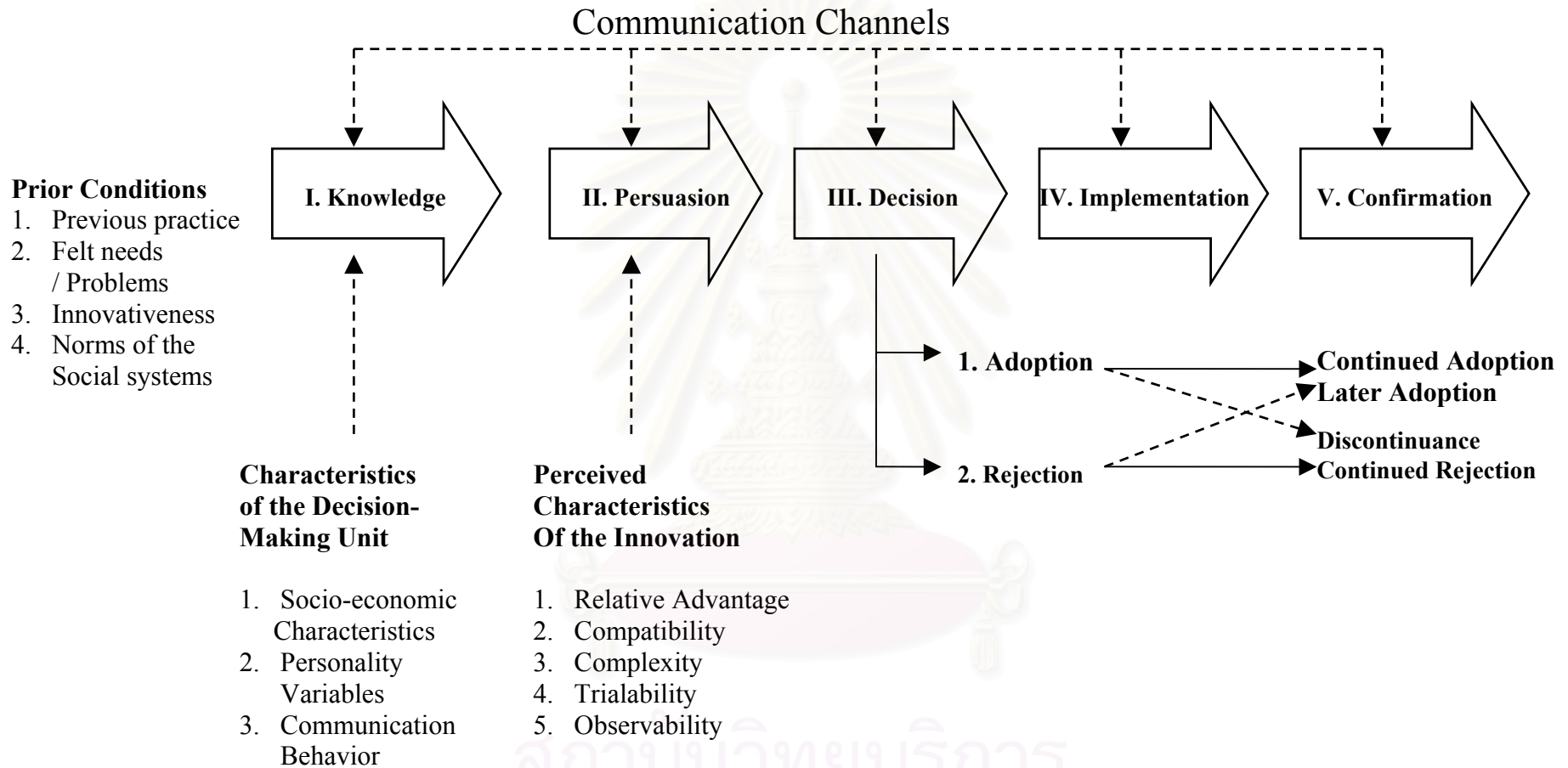


Figure 3.2: A model of stages in the innovation – decision process.
Source : Rogers, 1983: 165

Figure 3.2 depicts the innovation-decision process. According to Rogers, it explained as follows: (Rogers, 1983: 164-186)

1. Knowledge Stage

Rogers proposed three types of knowledge of innovation as follows:

1.1 Awareness-knowledge motivates an individual to seek “how to” knowledge and principles knowledge. This type of information seeking is concentrated at the knowledge stage of the innovation-decision process, but it may also occur at the persuasion and decision stages.

1.2 How-to-Knowledge consists of information necessary to use information properly. The adopter must understand what quantity of an innovation to secure, how to use it correctly, and so on.

1.3 Principles knowledge consists of information dealing with the functional principles underlying how the innovation works. It is usually possible to adopt an innovation without knowledge, but the danger of misusing the new idea is greater, and discontinuance may result.

2. Persuasion Stage

At the persuasion stage in the innovation-decision process the individual forms a favorable or unfavorable attitude toward the innovation and the individual becomes more psychologically involved with the innovation. Here the important behaviors are where he or she seeks information, what messages he or she received. Thus, selective perception is important in determining the individual’s behavior at the persuasion stage, for it is at the persuasion stage that a general perception of the innovation is developed. Such perceived attributes of an innovation as its relative advantage, compatibility, and complexity are especially important at this stage.

In developing a favorable or unfavorable attitude toward the innovation, an individual may mentally apply a new idea to his or her present or anticipated future situation before deciding whether or not to try it. This is the kind of vicarious trial. The main outcome of the persuasion stage in the decision process is either a favorable or an unfavorable attitude toward the innovation. It is assumed that such persuasion

will lead to a subsequent change in overt behavior (that is, adoption or rejection) consistent with the attitude held.

Perhaps the important point here is that formation of a favorable or unfavorable attitude toward an innovation does not always lead directly or immediately to an adoption or rejection decision, that is, for attitudes and behavior to become more consistent.

A preventive innovation is a new idea that an individual adopts in order to avoid the possible occurrence of some unwanted event in the future. The undesired event may, or may not, occur if the innovation is not adopted. So the desired consequence of a preventive innovation are uncertain. Under such circumstances, the individual's motivation to adopt is rather weak.

The persuasion-adoption discrepancy for preventive innovations can sometimes be closed by a cue-to-action, an event occurring at a time that crystallizes a favorable attitude into overt behavior change. Some cue-to-action occur naturally, some are created by a change agency.

3. Decision Stage

The decision stage in the innovation-decision process occurs when an individual (or other decision-making unit) engages in activities that lead to a choice to adopt or reject the innovation. *Adoption* is a decision to make full use of an innovation as the best course of the action available. *Rejection* is a decision not to adopt an innovation.

It is important to remember that the innovation-decision process can just as logically lead to a rejection decision as to adoption. In fact, each stage in the process is a potential rejection point. In addition, of course, rejection can occur even after a prior decision to adopt. This is discontinuance, which can occur in the confirmation function. Two different types of rejection can be distinguished (Eveland, 1979 quoted in Rogers, 1983: 173).

3.1 Active rejection, which consists of considering adoption of the innovation (including even its trial) but then deciding not to adopt it.

3.2 Passive rejection (also called nonadoption), which consists of never really considering use of the innovation.

4. Implementation Stage

Implementation occurs when an individual (or other decision-making unit) puts an innovation into use. Until the implementation stage, the innovation-decision process has been a strictly mental exercise. However, implementation involves overt behavior change, as the new idea is actually put into practice. Implementation usually follows the decision stage rather directly unless it is held up by some logistical problem, like the temporary unavailability of the innovation.

Problems of implementation are likely to be more serious when the adopter is an organization rather than an individual. In an organizational setting, a number of individuals are usually involved in the innovation-decision process, and the implementers are often a different set of people from the decision-makers. Also, the organizational structure that gives stability and continuity to an organization, may be a resistant force to implementation of an innovation.

The end of Implementation. It may continue for a lengthy period of time, depending on the nature of the innovation. But eventually a point is reached at which the new idea becomes an institutionalized and regularized part of the adopter's ongoing operations. The point is usually considered the end of the implementation stage, and is often referred to as routinization or institutionalization. Even though the routinization or institutionalization may represent the termination of the innovation-decision process, for some others, a fifth stage of confirmation may occur. However, at this stage, re-invention is often one important part of the implementation stage.

According to Rogers and diffusion scholars, (1983: 175-176), *Re-Invention* is defined as the degree to which an innovation is changed or modified by a user in the process of its adoption and implementation. Adoption is a decision to make full use of an innovation as the best course of action available. Until very recently we assumed that adoption of an innovation meant the exact copying or imitation of how the innovation had been used previously in a different setting. Sometimes the adoption of an innovation does indeed represent identical behavior. In many other cases, however, an innovation is not invariant as it diffuses.

5. Confirmation Stage

At the confirmation stage, the individual (or other decision - making unit) seeks reinforcement for the innovation decision already made, but he or she may reverse this decision if exposed to conflicting messages about the innovation. The confirmation stage continues after the decision to adopt or reject for an indefinite period in time. Throughout the confirmation stage the individual seeks to avoid a state of dissonance or to reduce it if it occurs. At the confirmation stage in the innovation-decision process, the change agent has a special role. This means that in the past, the change agents have primarily been interested in achieving adoption decisions, but at the confirmation stage they have the additional responsibility of providing supporting messages to individuals who have previously adopted.

By applying Roger's theory of Diffusion of Innovations to criteria of policy evaluation, it will clarify how the promotion policies are interpreted and carried out into practice. This is because the success of a policy depends on how the message is interpreted and communicated to the target groups. If the students who are the target groups have a correct and appropriate knowledge and comprehension about the message disseminated by the Regional Public Relations Office, they will have some attitudes towards the message which will result in their decision. Such a decision affects the success of the policies and promotion projects implemented by the Regional Public Relations Office.

3.3 Related Literature

Although Mazmanian and Sabatier conceptualized variables affecting success and/or failure of implementation, they did not explain each factor in detail. For instance, they argued that commitment of agency officials to statutory objectives is directly related to the probability of successful implementation. However, they did not explain what they meant by the term "commitment." The researcher therefore has to review the related literature regarding to the concepts or factors applied but undefined in the model proposed by Mazmanian and Sabatier.

In the same manner, the promotion projects specify what their objectives are but do not define the terms mentioned in the objectives. For example, the goal of the Democracy Promotion Project includes the provision of knowledge on democracy. What the project means by “knowledge” is unidentified. Therefore, the research has to review the literature concerning concepts mentioned in objectives of the promotion projects.

Thus, in this section, relevant concepts will be explained. Only their conceptual definitions will be explained, as their operational definitions will be defined along with other terms in a later section.

3.3.1 Knowledge

According to Bloom, Hastings, and Madaus (1971), knowledge refers to the ability to recall or recognize. Knowledge involves the recall of specifics and universals, the recall of methods and processes, or the recall of patterns, structures, and settings. For measurement purposes, the scholars argued, the recall situation involves little more than bringing to mind the appropriate material. Admittedly, some alteration of relevant material may be required, but such adaptation is a relatively minor part of the measurement. To measure knowledge is to measure the psychological processes of remembering.

Knowledge encompasses the behaviors of remembering, recalling, and recognizing those things which were present during an original learning situation. Bloom classified knowledge as follows; knowledge of terminology which refers to the ability to remember definitions of the terms. Knowledge of these terms is basic to many aspects of further inquiry.

Knowledge of facts involves remembering dates, names, locations, information and other sources of information.

Knowledge of conventions includes familiarity with the meaning of conventional signs, symbols, and allegories—knowing. Also included under knowledge of conventions is recall or recognition of the objects, themes, and events traditionally have drawn upon for the subject matter.

Knowledge of trends and sequences refers to such things as the recalling of relationships among periods and movements in the history of subject-matters. It is knowing that impressionism preceded cubism and surrealism, and that the pop and minimal-art movements followed abstract expressionism.

Knowledge of classifications and categories refers to recognizing the works, major styles, periods, and geographical regions. It also includes a familiarity with the different forms of the objects and their distinguishes these forms from one another.

Knowledge of criteria refers primarily to the standards by which the aesthetic quality of works might be evaluated and to the standards by which the function of aesthetic objects might be assessed.

Knowledge of methodology refers to the ability to recall the procedure. In most cases knowledge of methodology is no end in itself, but it is merely a necessary intermediate step to have acquired before actually performing the process.

Knowledge of theories refers to philosophical understanding and to the understanding of theories which have guided to production of work.

In other words, knowledge indicates recall or recognition of specific details in a given subject, with no understanding or systematization of the details. As such, knowledge appears to deal with behavior that may be mere rote learning or verbalization.

In addition, knowledge is considered to be the first stage of behavior which learners only remember or recall after they have seen or heard about something. At this stage of knowledge, the learners can give definition of terms, meanings, facts, theories, laws, structures, problems, and standards (Noppasiri Daecharux, 1996: 22).

3.3.2 Comprehension

Comprehension, which can be used interchangeably with understanding, refers to the ability to know what is being communicated and to use the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications (Bloom, Hastings, and Madaus, 1971).

That is to say, comprehension indicates internalization and systematization of knowledge. Comprehension may be measured in terms of three different operations. The lowest order of comprehension is translation, which means that concepts or messages are put in different words or changed from one kind of symbology to another. The next level of comprehension is interpretation, which means the ability to see the interrelations among parts of messages. The essentials of the messages are differentiated from the nonessentials. The third and highest level of comprehension is extrapolation, which means the ability to make inferences about consequences and extend the time dimensions, the sample, or the topic.

Translation is dependent upon knowledge of the objects, themes, events, symbols, and allegories which are found in works. It involves verbal descriptions of these visual subject-matter elements usually as isolated bits of meaning. Occasionally, however, the meanings that these subject-matter aspects impart may be determined by the context in which they appear. The essential element of this behavior is that the individual is able to translate meaning from a visual to a verbal form.

Interpretation includes the determining of which aspects are essential to meaning and which are less essential or irrelevant.

By interpretation, the learners try to comprehend, relate various parts, reorder, rearrange, and describe the meaning of the subject matter. Whereas translation is generally concerned with an accounting of the obvious literal and convention subject matter in the context work.

3.3.3 Attitude

According to a classical explication on attitude (Garrison, et al., 1997: 137-138; Kiesler, 1971: 4), attitude is composed of three principal components: affective component (feelings), cognitive component (thoughts), and behavioral component (predispositions to act).

Ajzen and Fishbein (1980) argued against the three-component view of attitude, which portrays attitude as composing of 1) cognitive (perceptual responses and verbal statements of belief), 2) affective (sympathetic nervous responses and verbal statements of affect) and 3) behavioral or conative (overt actions and verbal statements concerning behavior).

Ajzen and Fishbein (1980) found that the three-component view of attitude cannot provide an adequate explanation of the low attitude-behavior relation. They restricted the term “attitude” to a person’s evaluation of any psychological object and drew a clear distinction between attitude and intention. An attitude toward any concept is simply an individual’s general feeling of favorableness or unfavorableness for that concept. They suggested that attitude be viewed as overall evaluations and be measured by a procedure which locates respondents on a bipolar evaluative dimension. Thus, an individual’s attitude toward an object means the individual’s judgment that the object is good or bad and that the individual is in favor of or against the object. As an example, Ajzen and Fishbein demonstrated that a person’s attitude toward an institution or event is the person’s positive or negative evaluation of the institution or event in question.

Ajzen and Fishbein (1980) concluded that an individual’s attitude is an index of the degree to which the individual likes or dislikes an object, where the “object” is used in the generic sense to refer to any aspect of the individual’s world.

The perspective of Ajzen and Fishbein is supported by explanation of other scholars, such as Secord and Backman (1964 quoted in Kiesler, 1971: 4), who defined attitude as certain regularities of an individual’s feelings, thoughts, and predispositions to act toward some aspect of the individual’s environment. The principal aspect of attitude is the degree to which it is positive or negative toward something. By something Kiesler meant almost anything which may be a group of

people, economic position, vocation, education, physical proximity, or a single person. It can be inanimate or animate. Thus, attitude is composed of feelings, retention, or thoughts about other people, about one's self, about situations, or about events.

Unlike the two perspectives above, Allport (1935 quoted in Prapaphen Suwan, 1977: 1) defined attitude as a mental readiness and nerves derived from experiences which will determine the direction or have influence in response to an individual's situation. In the same manner, Baldwin (1901 quoted in Paiboon Indaravicha 1974: 12) defined attitude as readiness to pay attention or response to a particular subject. Similarly, Thurstone defined attitude as predispositions to respond in a particular way toward a specific class of objects (Milton et al., 1966: 1).

Likewise, attitude may be viewed as a feeling an individual has for something or many things (Kattiya Karnasuta, 1973: 3-4). Moreover, attitude may be perceived in terms of guidelines for actions toward an environment (Phaibul Changrien, 1972: 41).

The synthesis of the various perspectives and explanation with respect to attitude points out that attitude refers to a psychological aspect which an individual has toward a thing, object, or environment around the person. An expression of attitude derives from an individual's experiences influencing a response to circumstances. For measurement purpose, attitude may be examined in terms of a degree to which an individual likes (or dislikes) or agrees (or disagrees) a particular aspect.

3.3.4 Skill

Henry Mintzberg (1973: 194) defined skill as a specific behavior that results in effective performance. Mintzberg argued that successful managers are likely to demonstrate a special ability to operate in peer relations, to lead other in subordinate relationships, to resolve interpersonal and decisional conflicts, to deal in a verbal media, to make complex, interrelated decision, to allocate resources (including their own time), and to innovate.

According to Mintzberg (1973: 189–192), there are eight basic categories of managerial skills.

1. *Peer skill.* The peer skills deal with the manager's ability to enter into and effectively maintain peer relations. The manager must know how to develop implicit contacts with other parties to serve mutual needs. He/she must know how to build up and maintain an extensive network of contacts to bring him/her favors and information, and he/she must know how to communicate with equals on a formal and informal basis.

2. *Leadership skill.* This second type of skill focuses on the manager's ability to deal with his/she subordinates, to motivate and train them, provide help, deal with problems of authority and dependence, and so on.

3. *Conflict-Resolution Skills.* Included here are the personal skill of mediating between conflicting individuals and the decisional skill of handling disturbances. In using both these skill, the manager must work under stress.

4. *Information-Processing Skills.* The manager should learn how to build informal information networks, find sources of information and extract what they need, validate information, assimilate it and build effective mental models. Furthermore, managers should learn how to disseminate information, express their ideas effectively, and speak formally as representatives of organizations.

5. *Skills in Decision-Making under Ambiguity.* The manager must first decide when a decision must be made; he/she must then diagnose the situation and plan as approach to it; they must search for solutions and evaluate their consequences; finally, he/she must select an alternative. Furthermore, the manager does not handle decisions one at a time; he/she juggles a host of them, dealing with each intermittently, all the while attempting to develop some integration among them.

6. *Resource-Allocation Skills.* Managers are required to choose among completing resource demands; they must decide how to allocate their own time, determine what their subordinates must do and in what formal structure they must work, and pass judgments, sometimes very quickly, on projects that require organizational resources.

7. *Entrepreneurial Skills*. This set of decisional skills involves the search for problems and opportunities and controlled implementation of change in organizations.

8. *Skills of Introspection*. The manager should thoroughly understand his/her job; he/she should be sensitive to his/her own impact on his/her organization; he/she should be able to learn by introspection.

By contrast with Mintzberg's eight types of skill, Hill (1992: 279) contended that skill can be divided into three types: technical skill, human skill, and conceptual skill.

Technical skill involves specialized knowledge, analytical ability within that specialty, and facility in the use of tools and techniques of the specific discipline.

Human skill is the executive's ability to work effectively as a group member and to build cooperative effort within the team leads. As technical skill is primarily concerned with working with 'things' (processes and physical objects), so human skill is primarily concerned with working with people. This skill is demonstrated in the way the individual perceives (and recognizes the perceptions of) his/her superiors, equals, and subordinates, and in the way he/she behaves subsequently.

Conceptual Skill involves the ability to see the enterprise as a whole. It includes the recognition of how the various functions of the organization depend on one another, and how changes in any one part affect all the others. Conceptual skill also extends to visualizing the relationship of the individual business to the country, the community, and the political, social, and economic forces of the nation as a whole.

It can be concluded that definition and concept of the term "skill" is an ability of an individual to work with others, to work with things and tools, to visualize the relationship of individual business, to perceive and behave subsequently, to lead others in subordinate relationship, to resolve interpersonal and decisional conflicts, to deal in a verbal media, to make complex, interrelated decision, to allocate resources (including their own time), and to innovate.

3.3.5 Commitment

Commitment refers to the relative strength of an individual's identification with, and involvement in, a particular organization (Mullins, 1999: 812-819). Organizational commitment is typically conceived of as an individual's psychological bond to the organization, including a sense of job involvement, loyalty, and a belief in the values of the organization.

A high degree of commitment implies willingness to work for the organization's benefit. Its continuation, however, depends on the reciprocal commitment by the organization to its members. In the current work environment, there needs to be not only a concern for producing goods and services but also an encouragement of innovative or creative ideas that go beyond what can be prescribed for the job.

Commitment is also viewed as encapsulating 'giving all of yourself while at work'. This entails such things as using time constructively, attention to detail, making that extra effort, accepting change, cooperation with others, self development, respecting trust, pride in abilities, seeking improvements and giving loyal support.

There are three processes or stages of commitment:

1. Compliance, where a person accepts the influence of others mainly to obtain something from others, such as pay; this is followed by
2. Identification, in which the individual accepts influence in order to maintain a satisfying relationship and to feel pride in belonging to the organization; which leads to
3. Internalization, in which the individuals finds the values of the organization to intrinsically rewarding and compatible with personal values.

Similarly, Porter, et al. (1974) defined commitment in terms of the strength of an individual's identification with and involvement in a particular organization. Such commitment can generally be characterized by at least three properties:

1. A strong belief in and acceptance of the organization's goal and values;
2. A willingness to exert considerable effort on behalf of the organization;
3. A definite desire to maintain organizational membership.

Adding fun to the components of commitment, Martin and Nicholls (in Mullins, 1999: 813) proposed a model of commitment based on three pillars:

1. A sense of belonging to the organization
2. A sense of excitement in the job
3. Confidence in management

Explicated in another manner, commitment may also be viewed in terms of feelings. Whites asserted that three kinds of feelings denote commitment to the organization a person works for (Mullins 1999: 815):

1. Belief in and acceptance of the organization and/or its goals and values
2. Willingness to exert effort on behalf of the organization above contract of employment
3. Desire to remain with the organization

A set of different yet similar components of commitment is presented by Buchanan (1974: 533-546):

1. Identification—adoption the organizational goals and values as one's own
2. Involvement—psychological immersion or absorption in activities of one's role
3. Loyalty—a feeling affection for and attachment to the organization

By contrast, a somewhat differing perspective on commitment emphasizes consistency in one's actions. Becker (1970: 263) contended that

commitment is in fact synonymous with consistent behaviors. As a person works in the same position, he or she may engage in many kinds of activity in the course of working. The diverse activities have in common the fact that they are seen by the actor as activities which, whatever their external differences, serve the person in pursuit of the same goal. Consistent lines of activities also imply the actor's rejection of feasible alternatives. An individual may see several alternative courses open to him/her, each having something to commend it, but choose one which best serves his purposes

3.3.6 Types of Public Relations Media

A large number of media are used to send promotion messages. The most frequently used media are identified as follows (Vijit Arvakul, 1998: 140):

- | | |
|---|----------------------------|
| 1. Newspaper | 2. Radio |
| 3. Television | 4. Magazine |
| 5. Journal | 6. House journal |
| 7. Loud speaker system | 8. Posters |
| 9. Folders | 10. Leaflets |
| 11. Publicized documents | 12. Video tape |
| 13. Newsletter | 14. Mobile unit |
| 15. Monthly conference | 16. Mediated person |
| 17. Cloth banners | 18. Mailing letters |
| 19. Stickers | 20. Joining in activities |
| 21. Meeting | 22. News release |
| 23. Corporate calendar | 24. Photography |
| 25. Contacting the Ambassador | 26. Slides |
| 27. Organizing charity activities | 28. Postcard |
| 29. Participation in various activities | 30. Bus side ads |
| 31. Advertising banners along highway | 32. Advertising in stadium |
| 33. Telephoning | 34. Press Meeting |

The aforementioned media are diversely classified into categories, depending upon scholars. Bowman and Ellis (1969 quoted in Sirilux Ariyabanyothai, 1997: 21) divided public relations media into 5 types as follows:

1. Personal Communication. It is a communication from one person to another person. The success of the communication depends on the knowledge and communication skills of the communicator. This type of communication covers spoken words, interviewing, visiting, and formal and informal discussion.

2. Printed Communication. It is a communication using publications as vehicles bringing message from a communicator to receivers. These media are direct mail, books, folders, newspapers, magazines, and other publications for instance announcement, leaflets, posters, and etc.

3. Visual Communication. It is a communication using pictures to be vehicles in bringing message from a communicator to receivers. These media are, for instance, pictures, motion pictures, television, exhibition, and identity of organizations which include the products, packaging, advertising, corporate automobiles, corporate buildings, etc.

4. Audio Communication. It is a communication using sending and receiving radio broadcasting system to be transmitter from a communicator to a receiver.

5. Specialized Communication. It is a communication which is far beyond other types of communication mentioned earlier. The specialized communications are activities supporting charitable activities, community relationships, customer relationships, employee relationships, dealer relationships, governmental officers and politician relationships, and shareholder relationships, international relationships, and seminar etc.

However, Porntip Vorakijpokarthorn (quoted in Kasem Chandranoi, 1994: 25) found that the public relations media used by public relations officials in Thailand can be summarized into 7 types as follows:

1. Newspapers and Magazines

2. Radio and Television broadcast
3. Printed media, folders, house journal and leaflets
4. Radio Broadcast
5. Mediated person
6. Motion Pictures and Video
7. Social Activities

The same media may also be alternatively classified in to four main types as follows (Vijit Arvakul, 1998: 103-135)

1. Spoken words which include speech delivery, discussion, training, various types of meeting, and conference, etc.

2. The printed words which are divided into 3 types: house journal, external publications and combination of both The printed words media can also be divided into leaflets, folders, pamphlets, newsletter, correspondence, newspaper, supplement, manuals, and annual report.

3. Light and Sound. This includes radio, television, telephone, press illustrations, slide, film, public address system, tape recorder, video, and other audio-visual aids.

4. Activities. This includes the activities on community relations such as education, religion, occupational training, seminar, and academic competition.

Using channels of communications as a criterion, the promotion media may be divided into 3 types: spoken words, printed media, and sight and sound media. For public relations activities, they are excluded from other media because activities are combinations of media using. (Kasem Chandranoi, 1994: 18)

Unlike other scholars, Frank Jefkins (1974: 43-193; Kasem Chandranoi, 1994: 24-25) sometimes categorized media into either twelve or ten types, depending on contexts. The twelve-type media are as follows:

1. The Press, magazines, books, reference books
2. Broadcasting

3. Documentary films, slides, videotapes and audio-visual aids
4. Television
5. Exhibitions
6. Folders and manuals
7. External house journals
8. Direct mail
9. Sponsorships
10. Seminars and Conferences
11. Printed literature and Printing
12. Metamarketing: a marketing of non-business products, the furthering of organizations, persons, places and causes including things such as travel, celebrity, and nation promotion.

By contrast, the twelve categories above are alternatively divided into 10 types are as follows:

1. Newspapers and Magazines
2. Pictures and Broadcasting
3. Motion Pictures
4. Journals
5. Logos
6. Documents and publications
7. Corporate Advertising
8. Sponsorships
9. Conference and Seminars
10. Exhibitions

Rather than focusing on spoken words, printed media, audio and visual media and broadcast media may be divided into 8 types by adding graphic art (which

means photos, drawings, charts, color illustrations, paintings, and pictures), three dimensional media (models, symbols, exhibition) and integrated media using activities such as, public address, interviewing, open house, meeting, conference, presenting in mass media program, etc., sponsorships, and educational activities (Wood quoted in Kasem Chandranoi, 1994: 23).

Classification of public relations media may be further classified into two categories: controlled and uncontrolled (Peeriya Hanpongpan, 1999: 105). However, an integration or media mix is often used in public relations practice.

The controlled media/specialized media means the media produced by public relations practitioners and organizations. They have full authority to control the content, format in presenting and frequency in presenting. These types of media are used with a small target groups, or limited numbers of target groups.

The uncontrolled media/mass media are the media, where the public relations practitioners cannot control time, format, frequency, in presenting, or can control it to only a certain limit. This is because the use of this category of public relations media depends on “the cooperation or assistance from the mass media” in disseminating the news and information. Therefore, this category of media is called “mass media”.

But if emphasis is placed on “who” or “what” sends a promotion message, the different media may be divided into two types (Joompol Rodkumdee, 1985 quoted in Wipapan Pradubtong, 1996: 21):

1. The communication media which uses a person to be a vehicle for communication. This type of media is called “mediated person.”
2. The communication media which use electronic and mechanical vehicles for communication is called “electronic and mechanical media.”

Although a large number of media exists, public relations officials or practitioners in general do not use all of them. Typically, public relations officials tend to select certain media to suit a particular purpose.

In public relations, an understanding of the characteristics of each type of media is necessary. It is an important foundation of decision making in the selection of which media to be used appropriately.

Criteria for selecting media to be used in public relations are identified as follows (Peeriya Hanpongpan, 1999: 107):

1. Speed. The public relations practitioners have to think of how fast is the information to reach the target groups by using a certain type of media.

2. Permanence. Each criterion has unique characteristics. Printed words are more permanent than spoken words broadcast on radio or television. Museum arrangement is more permanent than an exhibition. Therefore, the public relations practitioners have to understand which type of media to be used in order to be appropriate to the objectives, budget and duration of the policy.

3. Space and Time. Each type of media has its certain limit such as in time, space, and content. If the content is too long, it will consume much time and it might be cut off and the listener will not pay attention. If it is too short, the listener may not understand, and the message cannot reach the target groups effectively.

4. The participation. A participation of receivers of the message, such as a demonstration, and an exhibition, a response from radio programming from the receivers, etc will affect the achievement of public relations goals.

In addition, some considerations in using the public relations media include economic expense, flexible to every target group, coverage, and easy to disseminate without limit.

Another consideration of choosing media in public relations is the one of Berlo (1960: 65). Berlo, an influential pioneer in communication, suggested that a lot of things determine media selection. Selection is limited by:

- a) What is available,
- b) How much money can be spent,
- c) What are the source's preferences.

Other determinants of channel selection are

- a) Which channels have the most impact.
- b) Which channels are most adaptable to the content of the message.

From another perspective, characteristics affecting the choice of media use may be considered in terms of the following factors (Kasem Chandranoi quoted in Peeriya Hanpongpan, 1999: 107).

1. Factors pertaining to the goals of the policy to be carried out, duration, budget, the situation of the problems, which media are appropriate to the target groups.

2. Time. Time is another factor affecting the carrying out of a policy. It deals with budget and media planning. This is because each medium has its unique characteristics.

3. Objectives of carrying out the policy.

4. The unique characteristics of each medium to be used in public relations. Its CPM (cost per minute) means why, when, and how to use them effectively in order to reach the target groups in order to obtain the desired behavior or the desired goals.

5. The target groups. The target groups will reflect which media to be used.

6. Personnel. A well trained personnel in media, and behavioral science is important to a carrying out of a policy.

7. Tools and instruments. A well-equipped instrument in communication is necessary for current public relations where high information technology results in its achievement.

In summary, it can be seen that public relations media can be divided in various ways. Public relations media can be categorized into controlled and uncontrolled. Both categories of media can be divided into spoken words, printed words, audio and visual communications or according to the channels of communication. *The spoken words* are word-of mouth communication from family members, neighbors, and friends, storeowners and salespeople, schoolteachers,

extension agents, and others. They are classified as interpersonal communication. *The printed words* include printed media which are publications, newspapers, magazines, journals, newsletters, leaflets, brochures, folders, annual reports, handbooks, manuals, etc. *The audio-visual media* include pictures, sight and sound media, radio, television, videotape, films and motion pictures, photos, slides, graphic art, computer and internet, etc. Therefore, each category of media has its uniqueness. All types of printed and electronic channels are considered mass media.

Different media have different attributes. Rogers (1969: 125) distinguished some important characteristics of interpersonal and mass media channels as follows:

Table 3.1 Some Important Characteristics of Interpersonal and Mass Media Channels

Communication Characteristics	Interpersonal Channels	Mass Media Channels
1.Direction of message flow	Two-way	One-way
2.Speed to a large audience	Slow	Rapid
3.Message accuracy to a large audience	Low	High
4.Ability to select receiver	High	Low
5.Ability to overcome selectivity process	High	Low
6.Amount of feedback	High	Low
7.Possible effect	Attitude change	Increase knowledge

Source: Rogers, 1969: 125

Rogers also explained that it is obvious that two types of channels function (efficiently) in different ways. Interpersonal channels provide for two-way interaction and feedback, which make them more effective when the goal is persuasion; whereas mass media channels provide a potent means of spreading information quickly. Mass media communication is more important in changing cognitions (that is, in increasing knowledge of ideas), whereas interpersonal communication is more likely to cause attitude change. When the object is persuasion, therefore, word-of-mouth channels would seem preferable to the mass media. Besides, it is also known

that the mass media are usually perceived and used in a very selective manner. Only messages that reinforce prevailing attitudes and beliefs are likely to “get through,” while conflicting messages are shut out by the individual’s mental screens of selective exposure and selective perception. Selective exposure is the tendency to attend to a communication message that is consistent with one’s existing attitudes and beliefs; selection perception is the tendency to interpret communication messages in terms of one’s existing attitudes and beliefs.

Similarly, Joompol Rodkumdee (1989: 20-23) analyzed strengths and weaknesses of media. The comparison of media used reveals the following characteristics:

1. Mass media is a one way communication. Therefore the feedback is slow or there is no feedback at all. At the same time the communication having a mediated person is a two-way communication. It has an immediate and instant response.

2. With a communication using mass media, the receivers are mass and scattered, while with the mediated person communication, the receivers of the message are small.

3. In mass communication, we are unable to know who are the receivers, but we can know only which groups the receivers are, whereas with the use of a mediated person, we can know who the receivers of the message are.

4. In mass communication, we can send the message to a large group of people scattered far away and even to the people living in remote areas in order to disseminate the knowledge and attitude widely. It is economic, and instant that a mediated person communication cannot do.

5. In sending a message to the large group of people, the expense of communication using mass media is less than using a mediated person.

6. The advantage of mass media communication is its capacity in transmitting the same messages to a large group of people, while the mediated person communication cannot do this.

However, the mediated person communication is a process of human communication which deals with the selection of the messages, the selection of retention and transmission of the messages depending on the attitude and opinion of the senders.

3.3.7 Training

Training is a public relations tool. It has a structured content, spoken words and controlled medium (Thorne & Mackey, 1997: 2; Vijit Arvakul, 1998: 104, 136; Seree Vongmontha, 1999: 318). Training is a process whose objectives are to have the trainees to gain knowledge, skills or expertise, good attitudes and ethics in working, including a behavioral change appropriate to the individual's roles and responsibilities. Training (Roger Buckley and Jim Caple, 1990: 13) is a planned and systematic effort to modify or develop knowledge/skill/attitude through a learning experience, to achieve performance in an activity or range of activities. Its purpose is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job. Training can be divided into two main parts (Somchart Kityanyong , et al.,1996: 3, 9-10) :

1. Off the Job Training or public training. This type of training is training with other organizations which have various forms of training.

2. On the Job Training (OJT). This type of training will have the supervisors to train their subordinates. There are also various forms of on the job training.

No matter what they are off the job training or on the job training, the factors necessary to the training are:

1. The policy of the organization. This means that how important is the training as seen by the administrators of the organization.

2. The method of selecting individuals appropriate to be trainees in the project.

3. The organization must analyze and plan the direction of the organization.

4. The trainees can apply the knowledge they obtain from the training appropriately successful.

Vijit Arvakul (1998: 136) classified training to be a tool of public relations media in the form of educational activities. Training is an effective method in disseminating an innovation. Wipapan Pradubtong (1996: 26-27) anticipated this because the trainees or receivers of the message can bring the knowledge into use immediately. Training helps the trainees know and understand clearly about the subject matter. It is also an effective method in lessening an incorrect use of the innovation. However, there are some disadvantages of the training as Wipapan Pradubtong (1996: 27) comments that training can work well only with a small number of trainees, but not with a large number of trainees simultaneously. Besides, training costs much more money than other forms of meeting while the training moderator must prepare the training program well. Nongluxna Sinsuebbhol (1989: 34) suggested good characteristics of training are as follows:

1. Training must have a clear objective.
2. The language to be used in training must be easy to understand for the trainees and the public.
3. The objective of the training should identify or determine the desired behavioral change or what problem is to be solved.
4. There must be the possibilities to bring the knowledge into use effectively.
5. A measurement and an evaluation of the training result is possible.
6. The training objectives must correspond to the organizational policy.

Nongluxana Sinsuebbhol also emphasized that most training aims at behavioral change. She argued that by training, the trainees will learn new things and have skills in order that they can carry out that innovation successfully.

From the related literatures on public relations media use, it can be summarized that there are various ways of media classification. However, the researcher will divide the public relations media into 4 types, as follows:

1. Spoken Words. They include interpersonal communication, mediated person communication, discussion, etc.

2. The Printed Words. These media are the written letters or alphabets on paper. They are newspapers, magazine, folders, house journal, leaflets, and other media which have the characteristics of printed words or alphabets, or symbols.

3. The Electronic and Mechanical Media. They include sight and sound media which are, for example, radio receiver, television and computer.

4. The Combination with other media. This includes special events, training, seminar, conference, and meeting, academic competition and other activities contributing to education and community social activities.

In the Democracy Promotion Project, the Regional Public Relations Office used the public relations media as follows:

1. Academic Competition. The academic competition is a combination with other public relations media. The Regional Public Relations Offices used the academic competition to promote democracy to the target groups who are higher secondary students and having their rights to vote. The objectives of the project are to give knowledge and to make students know and understand democracy in order that they exercise their rights as good citizens in the democracy. Using the academic competition, therefore, is a direct method to reach the target groups.

2. *Mediated Person*. In the project, the Regional Public Relations Office also use *mediated person*, (spoken words) by inviting the Provincial Election Committee and professors in the colleges and universities to give knowledge to the students who were participants in the academic competition. They also invited the professors to be advisors and to act as committees in the academic competition.

3. *“Likae”*- a Thai classical play. the Regional Public Relations Office invited the local actors to present their show by using local plays, such as “Likae”, on the election.

4. *Folk songs*. Folk songs were also used to be tools for the promotion of the election. The Regional Public Relations Office invited the folk song singers using dialect to sing the songs at election time.

5. *Printed Media*. The Regional Public Relations Office used printed media such as duplicated copies of the Constitution 1997 to be distributed to the participants of the project. Cloth banners are also used

6. *Electronic and Mechanical Media*. The Regional Public Relations Office produced tape cassettes on election songs and radio spots, and distributed them to radio announcers in the provinces in order that they would be broadcast through out the region under their administration. They also broadcast special articles on democracy through the Radio Thailand Broadcast Station and its network. Besides, the Offices produced a videotape on the election to be broadcast on television channel 11. It is expected that the target groups who were higher secondary students would obtain knowledge and understand democracy, the constitution, and be able to apply what they have known about the democracy to their daily life effectively. This is because the Constitution 1997 is an innovation of an administration in democracy of the country. It allows more public participation, the rights to know and the rights and freedom to inspect the performance of the government which they did not have before. Therefore, to give knowledge and an understanding to the higher secondary students on the constitution, election, the rights and duties of citizens and democracy in order that they can apply to their life is needed for the effective administration in the democracy of the country.

In the Drug Prevention and Solution Promotion Project, the Regional Public Relations Office used the public relations media as follows:

1. *Training*. Training is a public relations activity. It is a tool of public relations to reach the target group. The Regional Public Relations Office organized a “Young DJ Training” on the drug prevention project. The target groups were the

higher secondary students who were school announcers and the professional radio program announcers in the provinces under their administration. The objectives of the project were to give knowledge on drugs and to know the danger of the drugs as well as the correct attitude towards the drugs and drug prevention. The goals of the training project were to have the target group know and understand how to protect themselves from drugs as well as to function as an information agent on drugs by disseminating the knowledge they obtained from the training to their audience, and friends. They can also apply knowledge to their daily life. The methods of giving knowledge and making the participants understand and have a correct attitude towards drugs were not only training, but also a combination with the media.

2. *Mediated Person.* A combination of public relations media in a training is a mediated person. The Regional Public Relations Office invited resource persons and experts in the drug prevention as mediated persons by inviting and coordinating with the Provincial Drug Center to give the facts on drugs to the participants of the project and to make them understand the danger of drugs and how to protect themselves from drugs as well as having an appropriate attitude towards the addicted. They invited academics and practitioners in mass media to be lecturers in the project on how to produce radio programs and spots.

3. *Printed Media.* In the Drug Prevention and Solution Promotion Project, the Regional Public Relations Office used some publications in promoting the Project by coordinating with the organizations concerned, for example, the Provincial Public Health Center in providing the publications on drug, etc.

4. *Electronic and Mechanical Media.* The Regional Public Relations Offices used Radio Thailand and its network to disseminate the information on drugs to their audience. They used tape cassettes which have the content on drug prevention and radio spots in persuading the young people to stop consuming drugs.

In the AIDS Prevention and Solution Promotion Project, the Regional Public Relations Offices used the public relations media as follows:

1. *Seminar.* The Regional Public Relations Offices used a seminar as a tool of promotion on AIDS prevention. As a seminar is a combination with other

media, therefore, the Regional Public Relations Offices used other media together with the seminars. The objectives and goals of the seminars were to give knowledge and understanding on AIDS and the prevention from the disease as well as an appropriate attitude towards the AIDS patients. The goal of the seminar is also focused on the target groups to be an agent in disseminating the knowledge they obtained from the seminar to their peers and family members.

2. *Mediated Person.* In the seminar, the Regional Public Relations Offices also use the mediated person as a spoken word tool of public relations in promoting the prevention of AIDS by inviting physicians and experts on AIDS to give knowledge to the participants who were the higher secondary students in the seminar as well as to make the students understand the danger, how to protect themselves from AIDS as well as an appropriate attitude to the AIDS patients.

3. *Printed Words.* Printed words were used in the promotion of prevention campaign on AIDS. The Regional Public Relations Offices used the publications, such as booklets, handbooks or manuals, stickers, etc. provided by the Ministry of Public Health.

4. *Electronic and Mechanical Media.* In cooperation with Radio Thailand in the region, the radio program announcers broadcast the knowledge and information as well the radio spots on AIDS through out Radio Thailand and its network and other broadcast stations, such as the military broadcast station, throughout the region of which individual the Regional Public Relations Offices are in charge. The tools for broadcast were tape cassettes in the form of songs, and radio spots, short articles during the news and song programs. In television, the Regional Public Relations Offices used the television channel 11 to broadcast the promotion of the AIDS prevention campaign by using TV spots, and videotapes illustrating the risk behavior to AIDS and its dangers to an individual's physical and mental health which affect family life and happiness. The spots also tried to motivate the audience to know how to protect themselves from AIDS. They also gave knowledge on the appropriate attitude towards the AIDS patients.

3.3.8 Characteristics of Messages

According to Monroe, et al. (1967), the basic types of messages' contents involve the contents to entertain, the contents to inform, the contents to convince, the contents to stimulate, and the contents to actuate. Contents of messages disseminated by the Regional Public Relations Offices cover only the last four types of speech, therefore, only contents to inform, convince, stimulate, and actuate will be reviewed here.

An important function of contents is to provide people with a means of communicating knowledge. Through messages, one person is able to give others the benefit of his learning and experience. The purpose of informing is to secure understanding. In informing, the good characteristics of content follow the guidelines below:

- Clear organization is the first essential.
- Use concrete data; do not be abstract.
- Connect the unknown with the known. People learn new things by associating them with what they already know.

In convincing, Monroe explained that the good characteristics of content are based on the following properties:

- Concrete facts and vivid illustrations are necessary. By using facts and figures that are within the experience of the audience, incidents that are recent, common, or particularly striking, are most powerful in attaining conviction. No other single factor is so important than presenting facts, pertinent facts- and then more facts.
- Sound, logical reasoning. Descriptions which are grounded on reasonable explanation are more likely to convince message receivers of the acceptance of messages.

In stimulating, the purpose of communicating is to stimulate the audience in the hope that they will enter upon a prescribed course of action. People need to be inspired to do their part. For instance, during any campaign—political, sales, membership, or financial—the staff of workers must be inspired frequently if

they are to carry through their work to a successful conclusion. The content in stimulating includes the following characteristics:

- Using striking phraseology
- Whenever possible, use a slogan as a keynote. Even though slogans are not always appropriate; but if the gist of the speech can be expressed in a slogan, use it to dramatize the central idea or to tie together the subordinates points. To be effective, the slogan must have alliteration, contrast, and strong suggestion.
- Be concrete and specific
- Use contrast
- Use strong motivation. Be striking and colorful. Build it upon the foundation of a strong appeal to fundamental human desires.
- Use vivid imagery. In every way possible, stir the imagination of the audience. Especially, use vivid descriptions which call up sharp, compelling images in your listeners' minds.

In actuating, the purpose is to call for immediate action, rather than mere mental resolution or intention to act in the indefinite future. Therefore, the characteristics regarding immediacy of overt action by the audience distinguish the speech to actuate. The characteristics of content of the speech to actuate is closely related both to the speech to convince and the speech to stimulate, differing only in the fact that it attempts to translate belief or feeling into immediate overt behavior. For this reason, its content will be similar to the contents of those types of speeches. Therefore, it contains strong evidence and sound logical reasoning, striking phraseology, and concrete language are essential.

3.4 The Proposed Conceptual Framework

The researcher applies and synthesizes Mazmanian and Sabatier's criteria for evaluating policy success and failure and Rogers's theory of Diffusion of Innovations for evaluating the implementation of the messages of the three promotion projects

disseminated by the Regional Public Relations Offices to develop the conceptual framework. Details of the proposed conceptual framework are as follows:



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

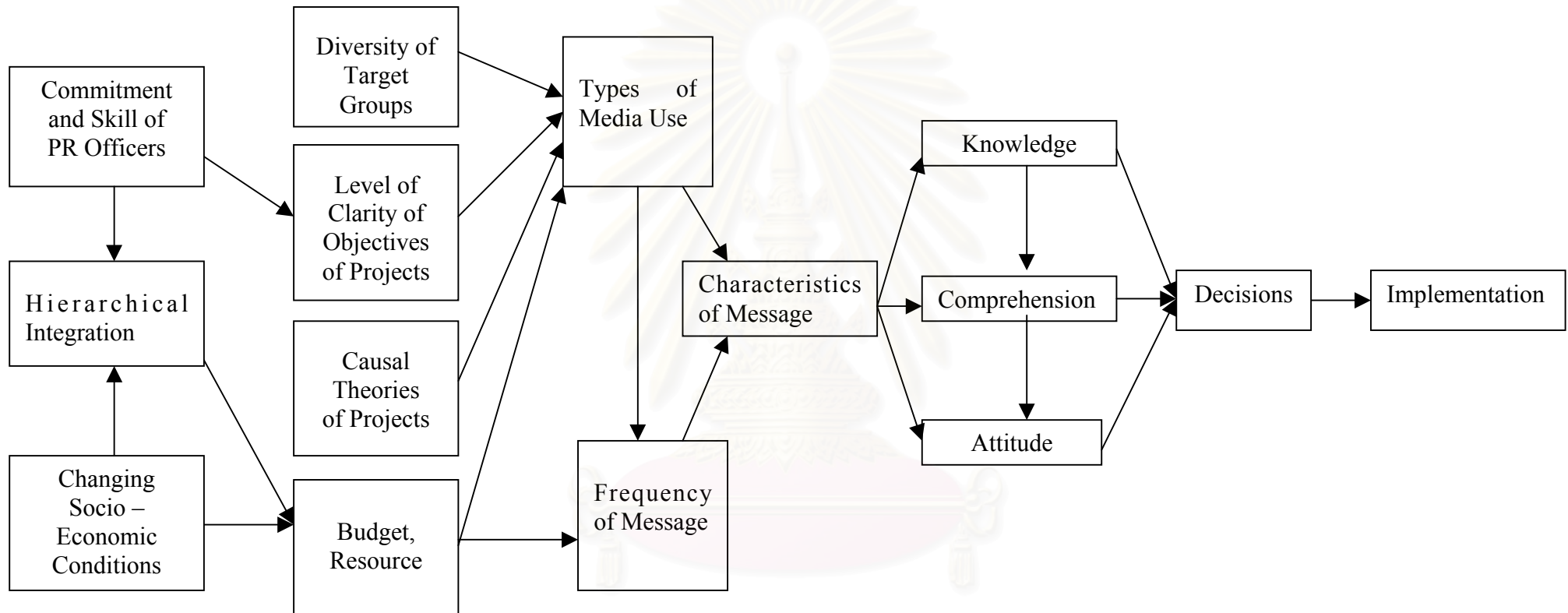


Figure 3.3 Proposed Conceptual Framework adapted from Mazmanian and Sabtier's Policy Evaluation criteria for successful implementation and Rogers' s Theory of Diffusion of Innovations.

Source: own data

From figure 3.3, the conceptual framework shows the causal relationships of variables. In this study qualitative and quantitative data analysis are used. For the qualitative data analysis, *commitment and skills of public relations officers* is a variable which effects not only the hierarchical integration, but also effects clear objectives. Hierarchical integration is also affected by changing socioeconomic conditions, for example when there is a change of government or a variation in the economic situation, such a change will result in the interest of the government to support the promotion project and will effect hierarchical integration. In promotion projects, commitment and skills of public relations officials will effect the level of clarity of the objectives of projects. The more commitment and skills the public relations officials have, the more achievement of the target goals is possible when they have higher level of clarity of the objectives of projects. The promotion projects can be possible when there is available budget and resources. The availability of budget and resources can be obtained by hierarchical integration. However, hierarchical integration is also affected by changing socio-economic conditions, both hierarchical integration and changing socio-economic conditions effect budget and resources resulting in the types of media the public relations officials use to disseminate information and knowledge on the promotion projects. This is because whenever there is a change of socio-economic conditions, such change will result in the interest and support of government to the promotion projects. This will result in budget and availability of resources and the selection of types of media to be used and the frequency of messages appropriate to the target groups to be disseminated by the public relations officials. Causal theories of projects is another variable which have a direct effect on types of media used. By causal theories of the projects, the public relations officials can know and understand the importance and the background of the promotion projects needed to be implemented and handled. Therefore it is the responsibilities of the public relations officials to select not only which type of media to be used and how frequent the message is to be disseminated, but also what content is appropriate to be disseminated to the target groups. When the information and message are disseminated to the target groups through promotion activities, it is expected that the target groups will obtain a correct and appropriate knowledge. They will have a correct comprehension which will be a basis for a correct attitude towards

the knowledge they have obtained. Then they can decide whether to adopt or reject such knowledge and implement of the knowledge in their daily life.

The relationships of variables by applying Mazmanian and Sabatier criteria for policy evaluation and Roger's theory of diffusion of innovations for evaluation can be summarized in terms of cause and effects in such a way that commitment and skills of public relations officials, hierarchical integration, changing socio-economic conditions, diversity of target groups, level of clarity of the objectives, causal theories of projects, and budget and resources are the input variables which cause the output variables. They include types of media use, frequency of message and characteristics of message. These variables cause outcomes which are knowledge, comprehension and attitude which effect the decision to implementation.

According to Mazmanian and Sabatier (1983: 198), an evaluation of whether a project is a success or failure may be determined in terms of the consistency between the project results and the project objectives. Therefore, what merits an examination first is the objectives of the three projects.

The objectives of the three projects mainly concern *knowledge, comprehension, attitude and the desired behavior* of the target groups. In the Democracy Promotion project, the objectives of the project were to have its target group, who are upper-secondary students in both public and private schools in regions, not only to gain *knowledge* and *comprehension* on democracy but also to behave according to the *democratic way of life*.

Similarly, in the AIDS Prevention and Solution Promotion, the objectives of the project were to have the target group, which included laborers, not only to gain *knowledge* and *comprehension* on AIDS and its problems but also to develop a *proper attitude* toward AIDS patients. Moreover, the project aimed to have its target group cooperate with the dissemination of knowledge on AIDS prevention in order to decrease the rate of AIDS patients.

In the Drug Prevention and Solution Promotion, the objectives of the project were to have the target groups, who were upper-secondary student announcers in the school-wired system and were radio program announcers in regions, to gain *knowledge* and *comprehension* on drugs and *skill* in disseminating the knowledge to

their audiences. The project also aimed at developing a *proper attitude* towards drug prevention.

In the field of communication theory, a behavioral change or the desired behavior is referred to as an implementation of innovation. Innovation in this case is the knowledge, comprehension, and attitude. For example, when knowledge on democracy is diffused to the target group who eventually incorporate the knowledge into their daily activities, it can be said that the target group implements the innovation in their actual life.

Consider a concrete example. A student may be exposed to the dissemination of democracy. He may know that it is now a duty, not a right, to vote. Besides, the campaign may inform the student that he is entitled to propose an impeachment of a corrupt minister. Chances are the student will finally behave according to the democratic way of life. For example, he may go out to exercise his right in an election. He may become more open-minded and thus willing to listen to other people's ideas. In this case, when the student gains knowledge and changes his behavior accordingly, it is said that there is an implementation of knowledge to overt behavior which is the desired behavior promoted by the Democracy Promotion Project.

Thus, in this research, knowledge, comprehension and attitude are considered as antecedent variables leading to a decision of whether or not to effect behavioral change. According to the diffusion theories of communication (Rogers, 1983: 14-16 and 1995: 15-17), five factors determine an adoption of innovation. The five factors are: 1) relative advantage, 2) compatibility, 3) complexity, 4) trialability, and 5) observability. These factors are in the innovation-decision process, which can lead to either adoption or rejection (Rogers, 1983: 21). For example, when people know that AIDS is infected by blood, not the breath, they will know that it will be no use in discriminating against AIDS patients. They may know that they can live healthfully and harmoniously with AIDS patients without problem. The people will use such knowledge to decide on how to deal with AIDS patients. Eventually, the people may make a decision to live normally with AIDS patients. In this case, knowledge on AIDS is an innovation, decision about the innovation must be made, and the desired behavior is the intention to implement the innovation.

Therefore, knowledge, comprehension, and attitude are antecedents, which lead to decision, which in turn results in an implementation of the innovation. According to Rogers (1983: 15), a decision to adopt or reject an innovation in order for them to implement the innovation is largely based on the five factors.

By relative advantage, Rogers (1983: 15, 1995: 21) means the degree to which an innovation is perceived as better than the idea it supersedes. The degree of relative advantage may be measured in economic terms, but social-prestige factors, convenience, and satisfaction are also often important components. It does not matter so much whether an innovation has a great deal of “objective” advantage. What does matter is whether an individual perceives the innovation as advantageous. The greater the perceived relative advantage of innovation, the more rapid its rate of adoption is going to be. For example, in the Democracy Promotion Project, students may learn that vote buying is corruption. If they go to vote in an election, it means that they exercise their rights as promoted by the project. Besides, going to vote is a prevention of political corruption and a method of democracy development where they can share ideas with other people. By obtaining knowledge and comprehension on democracy, they may also learn that democracy is not only beneficial to their own lives, but also advantageous to the society as a whole. The students will be able to behave on the basis of the democratic lifestyle.

Similarly, in the Drug Prevention and Solution Campaign Project, if the target groups, who were upper-secondary student announcers in school wired system (or Young DJ) and radio program announcers in regions, know that drugs are dangerous to their health and family. Drugs also undermines their family economy as well as national security. By obtaining the knowledge and having a comprehension of drugs, the target groups will think that there is no relative advantage for them in drug consumption. As announcers, they will use the knowledge and the skill of dissemination to further promote knowledge of drug to their audiences.

In the AIDS Prevention and Solution Campaign project, the target group is laborers. By obtaining knowledge and comprehension of AIDS and its subsequent problems as well as the method of disseminating the knowledge, the target group may know that AIDS is transmitted by blood, they may have a proper attitude toward AIDS patients. They may also think that it is not worthy to themselves and family

members, if any member of a family is polygamous, but it would be worthier if they disseminate the knowledge to their peers and audiences which will be a way of prevention and decrease of AIDS patients. Thus, the knowledge has a relative advantage to them.

In summary, relative advantage is expected to have a positive relationship with an implementation of innovation. The more individuals think that an innovation benefits them, the more likely the individuals will adopt the innovation for their implementation.

By compatibility, Rogers (1983: 15) means the degree to which an innovation is perceived as being consistent with the existing values, past experiences, and needs of potential adopters. An idea that is not compatible with the prevalent values and norms of the social system will not be implemented as rapidly as an innovation that is compatible. The implementation of an incompatible innovation often requires the prior adoption of a new value system. An example of an incompatible innovation in democracy is the non-democratic way of living for some people. Another example of incompatible innovation in AIDS prevention is polygamy for some groups of people. Therefore, the compatibility of the innovation affects the implementation of an innovation. The proposition is that if individuals feel that an innovation is compatible with their circumstances, the individuals will be very likely to decide to implement such an innovation.

By complexity, Rogers (1983: 15) means the degree to which an innovation is perceived as difficult to understand and use. Some innovations are readily understood by most members of a social system; others are more complicated and will be adopted more slowly. In general, new ideas that are simpler to understand will be adopted more rapidly than innovations that require the adopter to develop new skills and understanding. An example of complexity is innovation of drug prevention. Some people may think that it is difficult for them to quit using drugs completely. This is because once they do not consume the drug, they will not have energy to work or study. Besides, drug prevention is an innovation seen as unnecessary to students who have to work hard. Therefore, the complexity of an innovation may result in the rejection. A reasonable hypothesis is that individuals who think that it will be difficult

to put an innovation into use will be unlikely to implement the innovation. That is to say, complexity has a negative relationship with an implementation of innovation.

By trialability, Rogers (1983: 15) refers to the degree to which an innovation may be experimented with on a limited basis. New ideas that can be tried on the installment plan will generally be adopted more quickly than innovations that are not divisible. An innovation that is trialable represents less uncertainty to the individual who is considering it for adoption, as it is possible to learn by doing. An example of trialability is in AIDS prevention. If there is a dissemination of AIDS prevention, there will be a discussion among peers or among close friends and acquaintances about the prevention. At the same time there is a trial and an evaluation of the results of the prevention, asking opinions and experiences from other people. Then, the individual will evaluate or judge whether the prevention is appropriate to him/her in terms of economic and social values. If the prevention as innovation is incorporated with his/her actual life, it is then said that he/she adopts the innovation. With a positive relationship, the trialability therefore leads to a decision to implement the innovation. If an individual can try an innovation on a partial basis, it will be likely that the individual will implement the innovation.

By observability, Rogers (1983: 16) defined it as the degree to which the results of an innovation are visible to others. The easier it is for individuals to see the results of an innovation, the more likely they are to adopt the innovation. Such visibility stimulates peer discussion of new ideas, as friends and neighbors of an adopter ask him or her for innovation-evaluation information about it. For example, an individual may observe that some persons can successfully quit using drugs. The individual may concretely learn how the persons quit drugs. Based on the observation, the individual may think that he or she can quit drug too. The decision will finally lead to the individual's attempt to quit drugs. Thus, observability is positively related to an implementation of innovation. The researcher hypothesizes that individuals who observe an innovation practice will be more likely to implement the innovation than those who do not see an innovation usage.

In general, an innovation that is perceived as having greater relative advantage, compatibility, trialability, observability, and less complexity will be adopted more rapidly than other innovations. Note that these are not the only factors

that individuals use to determine adoption, but past research indicates that the five factors are the most important characteristics of innovations in explaining the rate of adoption which is a decision leading to an implementation (Rogers, 1983: 16)

Considering AIDS Prevention and Solution Promotion Project, for example, if the target group obtains knowledge on AIDS through public relations, the knowledge will lead them to a decision-making process. They will think of the relative advantage of prevention, its compatibility to their health, its difficulty for practice, its trialability to determine its merit, and its visible results on other people. These factors will shape the target group's decision of whether to adopt the innovation. If the target group thinks that the prevention is beneficial, is consistent with existing values, is not complicated to use, can be tried partially, and is visible to observe its results, the target group will be very likely to make a decision in favor of the innovation. That is to say, the target group will use or implement AIDS prevention practice in their daily life.

Now that the objectives of the promotion projects have been explained, it is appropriate to investigate actual activities implemented by the Regional Public Relations Offices. Such activities may be construed in terms of outputs of the projects. For instance, in the Democracy Promotion Project, an academic competition is conducted and can be regarded as an output of the project. Videotapes, posters, stickers, banners, and radio spots may also be considered as outputs of the project.

In general, promotion outputs may be classified into three main categories. The first one is the type of media used for promotion. The second one is the frequency of using such media to send messages to receivers or audiences. The third and final one is the characteristics of the messages. These three factors are explained in detail below.

Regional Public Relations Offices used a variety of media to send messages to their target receivers. Examples of the media used were brochures, publications, tape cassettes, videotapes, posters, banners, and persons who were vocal in the region or community. An academic competition was a principal activity conducted to promote democracy. A training course was a main campaign activity provided for radio announcers to learn skill to promote drug prevention. A seminar was also held to inform students of the dangers of drug. Similarly, a seminar was conducted to

disseminate knowledge of AIDS. In addition to these major activities, radio spots on Radio Thailand and television spots on Channel 11 were developed to disseminate relevant information.

Regarding the frequency of sending designed messages to receivers, different media call for differences in variation of media use. A television spot on Channel 11 may not be broadcast so frequently as a radio spot on Radio Thailand. In the same manner, an academic competition cannot be conducted as often as desired. By contrast, stickers used to send desired messages to receivers or target groups can be relatively easily distributed far more frequently. For example, students may be able to participate in an academic competition on democracy only once a year, but they can receive different stickers and brochures several times a year. A seminar on drug prevention may be conducted every two or three months, but the target group may listen to many radio spots on drug prevention several times a week. Training courses on skills of promotion on drug for the Drug Prevention and Solution Promotion Project were organized and provided rather frequently because Office of the Public Relations has its own media type—its own radio stations and equipment.

Messages sent through different channels also have different characteristics. The most important characteristics of promotion messages are simplicity, attentiveness, need, satisfaction, visualization, action, superseded attitude towards the message of the receivers, relative advantage of the content to the receivers, interest, and credibility of the source of the message (Monroe, Alan, 1975 quoted in Oravan Pilundhaovart, 1994: 84-87, 124, 130). For instance, an academic competition for Democracy Promotion Project may be less entertaining than other promotion activities because of its formality. By contrast, a training course provided by the Office of the Public Relations for the Drug Prevention and Solution Promotion Project may be more satisfying than distributing stickers and brochures because senders and receivers of messages can have actual interaction during the training course. A television spot on AIDS for the AIDS Prevention and Solution Promotion Project may be more attractive than brochures because people may not be bothered to read.

In terms of the relationship among the three types of activity output, the researcher hypothesizes that different types of media use will result in different frequency of messages sent. The different types of media use will also affect the

characteristics of messages in terms of, for example, attractiveness, simplicity, and credibility. Moreover, frequency of messages sent to receivers will shape quality of characteristics of the messages. Such messages, the researcher argues, will contribute to knowledge, comprehension, and attitude. The researcher's proposition is that if receivers or target groups perceive messages of having high quality, it will be likely that they will gain knowledge, comprehension, and attitude as expected by the promotion messages consistent with the objectives of the projects carried out by the Office of the Public Relations.

Mazmanian and Sabatier (1983: 35) identified factors affecting policy outputs of implementing agencies. Their theory is applied here to investigate factors affecting the promotion project outputs of the Office of the Public Relations.

According to Mazmanian and Sabatier (1983: 23), *diversity of target group behavior* is a major determinant of project outputs. The more diverse the behavior being regulated or the service being provided, the more difficult it becomes to frame clear regulations and thus the greater discretion which must be given to field level implementors. Offices of the Public Relations conducted the three promotion projects, which had different target groups. For instance, the target group of the Democracy Promotion Project was upper-secondary students in public and private schools in regions. By contrast, the Drug Prevention and Solution Promotion Project was intended to serve two target groups. The first one was upper-secondary students who were announcers in their school wire system, and the second target group was radio program announcers in regions. Furthermore, the AIDS Prevention and Solution Promotion Project set laborers as its target group. As there were different target groups, implementors (in this case, the Regional Public Relations Office) had to carry out different project activities (in this case, types of media use) to suit the different target groups (in this case, students, radio announcers, and laborers). Therefore, the researcher hypothesizes that there is a relationship between diversity of target groups and types of media use.

Clear Objectives of the Project is another factor affecting project outputs. According to Mazmanian and Sabatier (1983: 25), legal objectives which are precise and clearly ranked in importance serve as an indispensable aid in project evaluation, as unambiguous directives to implementing officials, as a resource to supporters of

those objectives. Although the three projects of the Regional Public Relations Office had identical objectives, their implementing officials did not necessarily understand the objectives equally. Some officials may have understood the objectives of the projects whereas other officials might have thought that the same objectives appear ambiguous to them. The former group of the officials may have known what to do for their promotion projects. The latter group may not have had a clue of what to do and consequently had to think by themselves what they should do in order to meet the goals of the projects. For instance, they may have had to think which type of media should be used in order that they could carry out the project successfully, since there were no guidelines for them regarding the use of media for the projects. Thus, the researcher postulates that promotion officials who have a clear understanding of project objectives will be able to use types of media more appropriately than those officials who feel that the objectives are ambiguous.

The third factor affecting policy outputs identified by Mazmanian and Sabatier (1983: 25-26) is *causal theory of the projects*. Every major reform contains, at least implicitly, a causal theory of the manner in which its objectives are to be attained. In implementing a project, an adequate causal theory requires a) that the principal causal linkages between governmental intervention and the attainment of project objectives be understood; and b) that the officials responsible for implementing the project have jurisdiction over a sufficient number of the critical linkages to actually attain the objectives. Thus, if promotion officials understand the reasons or rationales underlying the projects they carry out, the officials will be able to decide at ease what type of media to be used. Accordingly, the researcher expects that the more the promotion officials understand causal theories of their projects, the more appropriate the officials will use types of media to disseminate information stipulated by the projects.

Budget and resource is undoubtedly a determinant of project outputs (Mazmanian and Sabatier, 1983: 26). Money is obviously critical in any social services program. In implementing a project, it is necessary to hire the staff and to conduct the technical analyses involved in the development of the regulations the administration of permit programs, and the monitoring of compliance. For the implementation of the three projects, all of eight Regional Public Relations Offices

were allocated an equal amount of money regardless of the size of their regions. Some regions are geographically bigger than some others. Hence, the availability of budget and resource would affect the types of media the promotion officials can use to carry out the projects. For example, for the AIDS Prevention and Solution Promotion Project, each the Regional Public Relations Office was allocated 30,000 baht to carry out the project. Therefore, each the Regional Public Relations Office had to select which type of media to be used under the constraints of limited budget and resource in order to have the target groups gain knowledge and proper attitude toward the AIDS and behave in the desired behavior. The same situation also occurred in the other projects. Each the Regional Public Relations Office was allocated 100,000 baht and 80,000 baht to carry out the Democracy Promotion Project and the Drug Prevention and Solution Promotion Project respectively. Therefore, the Regional Public Relations Office has to consider which types of media to be used for the project in order to achieve the desired goals. As such, the researcher argues that budget and resource have an association with types of media use.

Furthermore, *commitment and skill* of promotion officials is another crucial factor. No matter how well a statute or other basic policy decision structures the formal decision process, the attainment of legal objectives which seeks to significantly modify target group behavior is unlikely unless officials in the implementing agencies are strongly committed to the achievement of those objectives (Mazmanian and Sabatier, 1983: 28). If officials of the Regional Public Relations Office have commitment and skill, they would try to understand the objectives of the projects. For example, if officials felt that they were not certain about the objectives of the projects or think that the objectives appear ambiguous, the officials with commitment and skill may hold an informal meeting to consult each other about the problem. That is to say, the officials will not just ignore the problems. Rather, they will try hard to clarify the objectives of the projects in order that they will be able to carry out the projects to bring about the desired results. Accordingly, the researcher expects a relationship between commitment and skill of promotion officials and the level of clarity of the objectives of projects.

According to Mazmanian and Sabatier (1983: 27), *hierarchical integration* is another important factor. One of the best-documented findings in implementation

literature is the difficulty of obtaining coordinated action within any given agency and among the numerous semiautonomous agencies involved in most implementation efforts. The degree of hierarchical integration among implementing agencies is determined by a) the number of veto/clearance points involved in the attainment of legal objectives; and b) the extent to which supporters of those objectives are provided with inducements and sanctions sufficient to ensure acquiescence among those who have a potential veto. The Regional Public Relations Officials have to coordinate both with other officials in the same workplace and with officials in other departments or agencies, and if promotion officials can achieve great coordination and cooperation, i.e., hierarchical integration, the officials will be able to obtain support in terms of, for instance, budget and resource. A private company may help by providing refreshments during a seminar. A public department may send experts in relevant fields to help develop promotion messages to satisfy academic correctness. Therefore, the researcher hypothesizes that there is an association between hierarchical integration and budget and resource.

Changing socio-economic conditions are also important (Mazmanian and Sabatier, 1983: 30-31). Variations over time and among governmental jurisdictions in social, economic, and technological conditions affect the attainability of statutory objectives. There are at least four ways in which variation in such conditions can substantially affect the political support for statutory objectives, and hence, the project outputs of implementing agencies and eventually the achievement of those objectives. First, variation in socioeconomic conditions can affect perceptions of the relative importance of the problem addressed by a statute. To the extent that other social problems become relatively more important over time, political support for allocating scarce resources to the original statute is likely to diminish. Second, successful implementation is rendered more difficult by local variations in socioeconomic conditions and, as indicated previously, in the seriousness of the problem being addressed. Such variation produces enormous pressures for “flexible” rules and considerable administrative discretion by local units. In such cases, the project outputs of implementing agencies are likely to mirror the degree of local support for statutory objectives. Any attempt to impose uniform standards on jurisdictions with widely different situations will only increase opposition from those who must bear costs

which appear unjust. In either cases, statutory objectives are less likely to be achieved. Third, support for regulation aimed at environmental of consumer protection or worker safety seems to be correlated with financial resources of target groups and their relative importance in the total economy. The more diverse an economy and the more prosperous the target groups, the more probable the effective implementation of statutes imposing nonproductive costs on them. The lower the target groups' economic diversity and prosperity, the more likely the substitution of subsidies for policing regulation. Finally, in the case of polices (such as pollution control) which are directly tied to technological change or the lack of changes in the technological state of the art over time are obviously crucial.

In short, social, economic, and technological conditions are some of the principal external variables affecting the project outputs of implementing agencies and ultimately the attainment of legal objectives. These conditions are linked to implementation through changes in interest group and public support for those objectives or through the legislative and executive sovereigns of the implementing agencies. Implementing officials may also respond directly to changes in environmental conditions, particularly if they perceive that those changes support their programs or preferences.

When circumstances change, attention also changes. For example, when AIDS is a hot issue in society, many parties in society will try to help solve the problem. Thus, it will not be difficult for promotion officials to ask for cooperation for related agencies, such as the Ministry of Public Health. Similarly, promotion officials are likely to receive welcome assistance regarding the promotion of democracy by the Election Commission. Thus, the researcher anticipates a relationship between changing socio-economic conditions and hierarchical integration.

Moreover, changing socio-economic conditions are expected to affect budget and resources. When serious attention is placed on how to prevent drug addiction, the promotion officials are likely to gain support in terms of budget and resources from groups in society. Non-government organizations (NGOs) may want to help provide resources in terms of providing relevant brochures and related materials. Hotels may give a special discount to conduct a seminars, etc. Accordingly, the researcher expects

an association between changing socio-economic conditions and budget and resources.

Lastly, the researcher contends that there is a relationship between commitment and skill of promotion officials and hierarchical integration. Promotion officials who have a high degree of commitment and skill are expected to obtain coordination and cooperation from involved agencies. They will develop hierarchical integration with both intra- and inter-organizations to help carry out the promotion projects to bring about the desired results.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Research Procedure and Sampling

Ideally, an evaluation of a policy should be conducted by a longitudinal study in order to comprehensively investigate its eventual long-term impacts. The time constraint, however, compels the researcher to examine the implementation of promotion projects carried out by the Public Relations Offices, Regions 1-8 at one point in time. Therefore, this research follows a cross-sectional research design.

This research focuses on the promotion projects implemented by the Regional Public Relations Offices, Region 1-8. The conceptual framework is comprised of two sub-models. One of the framework focuses on the work process carried out by the officials, the Regional Public Relations Office with which a qualitative approach is used. The other side of the framework concerns the outputs and outcomes of public relations activities of the promotion projects with which a quantitative approach will be used. Therefore, the qualitative and quantitative approach is used in the conceptual framework of this research study as follows:

4.2 Qualitative Approach

4.2.1 Target Population and Unit of Analysis

In conducting this research study, one side of the conceptual framework focuses on the work process carried out by Regional Public Relations officials. The target population are the public relations officials who carried out activities of the three main promotion projects under study.

All officials of Regional Public Relations Offices constitute the population of those who carried out activities of the three main projects. Thus, the population under study were directors and public relations officials who were in charge of and carrying

out of the activities of each of the promotion projects of the five Regional Public Relations Offices.

These officials included directors, heads of sections, and frontline implementors. They are regarded as key informants to provide relevant data which will be analyzed by the qualitative approach.

Currently, there are eight the Regional Public Relations Offices throughout the country from which five offices are purposively selected to be the unit of analysis. The five selected units of analysis are:

- Region 1- Konkaen,
- Region 3 - Chiang Mai,
- Region 5- Surat Thani,
- Region 7 - Chanthaburi, and
- Region 8 - Kanchanaburi.

As for the units of observation, they are public relations officials and secondary school directors and teachers who were in charge of the students participated in the promotion projects' activities carried out by Regional Public Relations Offices and can provide relevant data needed which is analyzed by the qualitative approach.

4.2.2 Sample Selection

Currently, there are eight Regional Public Relations Offices throughout the country, due to the time and budget constraint, the purposive sampling is used. The researcher selected The Regional Public Relations Office, Region 1- Khon Kaen to represent the northeast, Region 3 Chiang Mai to represent the north, Region 5- Surat-Thani to represent the south, Region 7- Kanchanaburi to represent the west, and Region 8- Chanthaburi to represent the east.

For the sample selection for the qualitative analysis approach, the purposive sampling technique is used to select those who can be regarded as key informants to provide relevant data. For this research study, the samples are divided into two main groups. One group samples are purposively drawn from the five Regional Public Relations Offices under study. They are directors, public relations, heads of sections' and frontline implementors

The other group samples are secondary school directors and teachers drawn from the list of schools suggested by the Regional Public Relations Office. They are in an urban area in the province where the Regional Public Relations Office is located.

The total sample under study for the qualitative approach is 29 which includes 9 directors and frontline implementors officials, the Regional Public Relations Offices, and 20 directors and teachers of the secondary schools participated in the promotion projects. They are key informants to provide relevant data needed.

4.2.3 Qualitative Data Collection

Both primary and secondary data is collected to yield rich data for the understanding of the promotion projects' activities carried out by Regional Public Relations Offices.

4.2.3.1 Research Instruments

1) The researcher along with some research assistants recruited from the Regional Public Relations Office and the Rajabhat Institute in the provinces where the data is collected are the main instrument used to gather qualitative data by using an in-depth interview technique. The researcher conducted in-depth interviews to explore issues in detail. Moreover, the researcher carried out non-participant observation in order to further investigate the activities carried out by Regional Public Relations Offices.

2) A hired vehicle was used for each trip to each province and destination. Sometimes, the researcher asked for help from some officials in the Regional Public Relations Office whom the researcher knows and from some colleagues who are working in some governmental agencies there.

3) Tape recorders. Besides a handwritten note of an interview, the interview is also tape recorded to be an aid for the researcher in order to be certain that the researcher obtained the correct data needed.

Guidelines for an in-depth interview. The interview was mostly conducted by the researcher and tape-recorded.

4) The guidelines for an in-depth interview with Regional Public Relations directors include 17 questions. They consist of the questions asking about their experience of working in public relations, years of working, and their responsibilities, their opinions towards the carrying out of the policy into practice, problems and obstacles in carrying out the policy, how they coped with the problem and obstacles, their commitment to work and duties, their cooperation with other agencies, their attitude towards public relations and duties as well as responsibilities.

The guidelines for an in-depth interview for school directors and teachers include 10 questions consisting of the questions asking about their opinions and attitude towards the promotion projects implemented by the Regional Public Relations Office, their support of the promotion projects at schools, the benefits the school received, the time most available for the promotion activities, the problems and obstacles which they think need to be corrected and improved, and their suggestions.

The guidelines of the in-depth interviews in detail conducted with Regional Public Relations Officials, heads of sections, and frontline implementors and that of the secondary school directors and teachers are in the appendix.

4.2.3.2 Qualitative Analytic Technique for Data Analysis

One of the proposed conceptual framework is analyzed by using a causal networking, a qualitative data analysis technique. The qualitative analytic technique is used because it explains the phenomenon under study in terms of causal-effects and relationship of the phenomenon in their actual situation. Thus causal networking, a qualitative data analysis technique proposed by Miles and Huberman (1994), is used to analyze the qualitative data collected by in-depth interview and participant observation. The causal networking technique was especially developed for explaining a phenomenon by the qualitative approach.

Miles and Huberman (1994) described the causal networking technique as a comparative analysis of all cases in a sample which uses variables estimated to be the most influential in accounting for the outcome or criterion. For each outcome measured, the stream of variables leading to or determining the outcome is examined.

Streams that are similar or identical across cases and that differ in some consistent way from other streams are extracted and interpreted. The basic principle is that of developing one or more meta-networks that respect the individual case networks from which they have been derived.

Cross-case causal networking involves manipulating several sets of boxes and arrows at the same time. Its process can be broken down into successive analytic steps as follows:

1. Assemble the causal networks.
2. Isolate the causal “streams” for each case that lead to the dependent variable being analyzed.
3. Match the variable streams to other cases with the same outcome.
4. Verify the scenarios for similar and contrasting outcomes.

Seven decision rules are applied to decide whether two streams belong in the same scenario or have “matched” patterns:

1. All (or all but one or two) of the core predictor variables on the stream are the same.
2. The most immediate predictor variables—the two or three closest to the outcome measure—are the same and are in the same sequence.
3. The common predictors have the same ratings (high, moderate, low).
4. The outcome theme is the same.
5. The narrative confirms the similarity or identity of the outcome theme derived from the stream of variables in the network.
6. The outcome themes are different (or absent) in cases with a differently rated outcome variable.
7. In these differently-rated cases, the predictor variables closest to the outcome variable are different or, if the same, are rated differently.

4.3 Quantitative Approach

4.3.1 Target Population and Unit of Analysis

Due to the budgetary constraint, the researcher uses a purposive sampling technique to collect data to evaluate the implementation of promotion projects implemented by the Regional Public Relations Offices. Of all eight public relations regions, the researcher purposively selects only five regions limiting in the scope of the study. The five regions are as follows:

- 1) Region 1 Khon Kaen
- 2) Region 3 Chiang Mai
- 3) Region 5 Surat Thani
- 4) Region 7 Chanthaburi
- 5) Region 8 Kanchanaburi

In the same manner, all target groups of the three main projects carried out by Regional Public Relations Offices constitute the population of those who receive promotion messages of the projects. Although the Action Plan spells out specific target groups, officials of the each region were allowed to adjust or change the target groups as appropriate depending on circumstances. The target groups of each project might vary from one region to another or from year to year. In the AIDS Prevention and Solution Project, for example, the target group of Region 8 was upper secondary school students for a year but became laborers for the other. As the target groups were flexible, the researcher defines the target groups as the individual who were intentionally and directly exposed to the public relations officials' activities. The units of observation are thus individuals who were exposed to the message and activities carried out by the officials, the Regional Public Relations Office. They were the upper secondary students.

4.3.2 Sample Selection

As there was a diversity of target groups and as activities of the projects were conducted at different time ,the purposive sampling technique is used. More often than not, promotion activities were carried out only once a year. Therefore, the researcher could not help but resort to some past activities. For example, academic

competitions of the Democracy Promotion Project were frequently held in May and June of the last year. By contrast, the seminar for the AIDS Prevention and Solution Promotion Project was held in the last December. Specific details of sampling are further described below.

In the Democracy Promotion Project, the main type of media the public relation officials used was the academic competition. The total number of students participating in the project carried out by the Regional Public Relations, Regions 1-8 and Central Office was a total of nine hundred students. Therefore, there were a hundred students in each region who participated in the activities. Both students who were competitors and spectators were considered participants of the Democracy Promotion Project. The researcher uses the purposive sampling technique to select fifty competitors and fifty spectators for each public relations region, ie. one hundred students from five regions result in a five hundred-case sample for evaluating the Democracy Promotion Project.

The students participating in the Democracy Promotion Project were from the upper secondary schools in the provinces where the Regional Public Relations Office is located. Actually, not all high-schools can participate in the project. Some schools are in remote areas, and it takes too much time for travelling and joining the academic competition. In practice, the Regional Public Relations Offices normally invited the schools which have never joined the project before. The researcher requested the list of the schools and students attending the competition. These students were regarded as representatives of all schools in the region.

In the Drug Prevention and Solution Promotion Project, the Regional Public Relations Offices organized training in radio programming for students. Also called "Young DJ", radio announcer students, which were the target group, came from upper secondary schools. Accordingly, the population to be used for data collection was the upper secondary school students who were school wired-system announcers in their schools.

In order to have the students join the project, the Regional Public Relations Offices invited and asked for cooperation from the local schools in selecting and sending the students to be representatives joining the project. Actually, however, only the schools not so far away from where the Regional Public Relations Offices are

situated participated in the promotion activities. An uncertain number of students participated in the training program carried out by the Regional Public Relations Offices. Sometimes as few as forty-five students joined the project, but the number might be as high as one hundred. A total of five regions resulted in a total of at least two hundred and twenty-five students. The researcher used the purposive sampling technique to select fifty of them to be a sample.

In the AIDS Prevention and Solution Promotion Project, the Regional Public Relations Offices invited schools to participate in a seminar on AIDS. Typically, a total of one hundred students joined the seminar and might be construed as the target group. The students came from the upper secondary schools from the urban areas. Sometimes, the seminar was held for laborers instead of students. That is to say, the activities organized depended on the circumstances of each area where the Regional Public Relations Offices were in charge. Therefore, the population to be used for collecting the data might be students and/or laborers who were exposed to the facts and information on AIDS prevention carried out by the Regional Public Relations Offices.

Such samples are intentionally selected in order to prevent confounding effects regarding the result of promotion campaigns carried out by Regional Public Relations Offices. The researcher collects data from individuals who participated in the projects only.

For example, other agencies such as the Election Commission also disseminate information on the constitution and democracy. If the researcher collects data from an individual who was exposed to a democracy campaign carried out by the Election Commission, it is difficult to determine whether the individual had knowledge and understanding because of promotion implemented by the Regional Public Relations Offices or the Election Commission.

By the same token, other agencies such as the Office of the Narcotics Control Board also disseminate information on drug and some schools also carry out a drug prevention campaign. If the researcher collects data from a student who was exposed to such a drug prevention campaign, it is difficult to determine whether the student has knowledge and understanding because of promotion implemented by the Regional Public Relations Offices.

It would be also in the same in the AIDS Prevention and Solution Promotion Project. Other agencies such as the Ministry of Public Health also disseminate information on AIDS prevention. If the researcher collects data from an individual who was exposed to an AIDS campaign carried out by the Ministry of Public Health, it is difficult to determine whether the student has knowledge and understanding because of promotion implemented by the Regional Public Relations Offices.

In summary, quantitatively-oriented data are composed of the three promotion projects. Data were collected from 427, 214, and 412 samples of students for the Democracy project, Drug project and AIDS project respectively.

4.3.3 Quantitative Methods for Data Collection

Data are obtained by means of mailed questionnaires to the schools suggested by the Regional Public Relations Office. There are 14 schools from which the data are collected. The researcher asked for cooperation from secondary school directors and teachers to gather the questionnaires which were filled in by the students who were exposed to the message and promotion activities carried out by the Regional Public Relations Office.

For Region 1 (Khon Kaen) and Region 7 (Chanthaburi), the questionnaires of each project were dispatched to schools. The questionnaires were distributed and collected by teachers who were responsible for each project. After that, the researcher brought back when going there to conduct in-depth interviews. Consequently, the researcher had to interview headmasters and teachers as well as officers of the Regional Public Relations Offices. The researcher travelled around each province to gather the questionnaires from school-to-school. Moreover, a few schools were not ready to return the questionnaires at that time.

In other regions, due to convenience and the budgetary constraint, the questionnaires were mailed to schools. With the cooperation and assistance of school directors and teachers, they distributed and collected the questionnaires to the students and mailed them back to the researcher in the prepared envelope with pre-paid postage. The collecting of data in five regions was made during November 2001 to January 2002.

4.3.3.1 Research Instruments : Questionnaires

The questionnaires were designed by the researcher and pretested in some schools in urban areas at Kanchanaburi and Chanthaburi. After the pretest, they were reviewed and approved by the dissertation advisory committee. The purpose of the questionnaires was to collect data from the target groups who are upper secondary students on knowledge, comprehension and attitude towards the message and activities of the promotion projects to which they are exposed (Democracy Promotion Project, Drug Prevention and Solution Promotion Project, AIDS Prevention and Solution Promotion Project). The questionnaires consist of 7 parts: part one contains demographic data of the respondents, part two data of opinions of the respondents on the promotion activities, part three knowledge on the specific promotion projects under study, part four attitudes towards the issues of the specific promotion projects, part five the attitudes towards the characteristics of the message and information the respondents, part six the opinion of the respondents in applying the knowledge into use or to an implementation in their daily lives, and part seven a confirming of using the knowledge in their daily lives for a confirmation that there is an implementation of knowledge obtained from the promotion projects.

For quantitatively-oriented data, such as attitudes, knowledge, comprehension, decision, and implementation, the researcher developed an appropriate questionnaire under the framework consistent with Roger's theory of Diffusion of Innovations to measure the variables in question. Six scales are developed to measure six variables: 1) Characteristics of message, 2) Knowledge, 3) Comprehension, 4) Attitude, 5) Decisions to adopt or to reject, and 6) Implementation.

As to the secondary data, the researcher will collect necessary data from agencies involving in the implementation of promotion projects carried out by Regional Public Relations Offices. For instance, data about rates of drug addiction will be requested from Ministry of Public Health. Likewise, data concerning rates of voting will be collected from Ministry of Interior.

4.3.3.2 Response Rate

The return rate of the questionnaire responses for three promotion projects is shown in the Table 4.1.

Table 4.1 The response rate for three promotion projects.

Region	Democracy % (no. of respondents)	Drug % (no. of respondents)	AIDS % (no. of respondents)
Region 1	80.0 % (80)	91.1 % (41)	82.0 % (82)
Region 3	70.3 % (102)	73.1 % (49)	67.5 % (79)
Region 5	63.8 % (74)	46.7 % (28)	77.0 % (77)
Region 7	87.3 % (96)	85.1 % (57)	82.0 % (82)
Region 8	75.0 % (75)	86.7 % (39)	92.0 % (92)
Total	74.8 % (427)	84.9 % (214)	79.7 % (412)

Source: own data

Table 4.1 depicts the response rate of the three promotion projects source in five regions under study. It shows that among the three projects, the highest response rate is the Drug Prevention and Solution Promotion Project, which is 84.9 percent of the total 214 respondents. Whereas the response rate of the AIDS Prevention and Solution Promotion is 79.7 percent of the total 412 respondents, and the response rate of the Democracy Promotion Project is 74.8 percent of the total 427 respondents.

4.3.4 Quantitative Analytic Technique

Thomas R. Dye (1978: 79) asserted that in his judgment, one of the more promising methods of clarifying causal thinking about the causes and effects of public policy is path analysis. Path analysis is a technique that enables policy scientists to portray ideas about the causes and effects of public policy in a diagrammatic manner.

Like regression analysis, path analysis provides an overall estimate of the explanatory value of a proposed model. Path analysis also assists in identifying spurious relationships. More importantly, path analysis permits the researcher to test both direct and indirect causal paths in the determination of a dependent variable. Through this analytic technique, the researcher can ascertain whether an independent variable acts on a dependent variable directly or through an intervening variable, or

both. Furthermore, the relative influence of direct and indirect causal paths can be compared.

Schumacker and Lomax (1996) described the history of path analysis and pointed out the solution of its limitation with respect to measurement errors in independent variables. To resolve the problem of measurement errors, which tend to overstate or understate the disturbance term of dependent variables, the technique called “structural equation modeling” or SEM was developed.

In order to analyze data and to test the conceptual framework under the quantitative approach, path analysis is used.

4.3.5 Research Hypotheses

The research hypotheses for this particular sub-model of the conceptual framework are :

Hypothesis 1: Knowledge positively effects comprehension leading to an implementation of the knowledge through decisions.

The more appropriate knowledge, the more comprehension the students have leading to an implementation of the knowledge on promotion projects disseminated by the Regional Public Relations officials through decisions.

Hypothesis 2: Comprehension positively effects attitude leading to an implementation of the knowledge through decisions

The more comprehension of the knowledge, the more favorable attitude towards the knowledge on promotion projects the students have leading to an implementation of the knowledge disseminated by the Regional Public Relations officials through decisions.

Hypothesis 3: Attitude positively effects decisions to implement the knowledge.

The more favorable attitude towards the knowledge on the promotion project, the more favorable decisions the students have leading to an implementation of the knowledge disseminated by the Regional Public Relations officials.

Hypothesis 4: Decisions positively effect implementation.

The more positive decisions on the knowledge on promotion project, the more implementation of the knowledge the students have on the promotion project disseminated by the Regional Public Relations officials.

Hypothesis 5: Knowledge, comprehension, attitude positively effect decisions leading to implementation of the knowledge

The more appropriate knowledge, the more comprehension, and the more the favorable attitude the students have towards the knowledge on the promotion projects positively effect the decisions of students leading to an implementation of knowledge disseminated by the Regional Public Relations officials.

4.4 Operational Definitions

4.4.1 Variables in the Qualitative Approach

4.4.1.1 Commitment

Commitment refers to the extent to which officials of the Regional Public Relations Office are willing to work hard to achieve organization goals, accept organizational goals, believe in organizational values, desire to maintain organizational membership, perform consistent behaviors to carry out activities, give loyal support to the organization, feel excited and enjoy doing tasks, have confident in management, and want to continue working for the organization.

Measurement: Commitment is measured by observing personal experience such as years of working in public relations, present job and responsibilities, (question 1), the opinion about the support from executives, and cooperation with different levels of officials in the organization and other organizations outside (question 2), personal competence and skill in resolving problems, as well as self devotion to work for the success or failure of the policy and the work on public relations (question 10), their opinions toward public relations as professional (question 16), and their opinions on improving the administration of the Regional Public Relations Office and the Public Relations Department (question 17) from the in-depth interview questions for the Regional Public Relations Officials.

4.4.1.2 Skill

Skill is defined as the degree to which officers of the Regional Public Relations Office have abilities to maintain friendly relationships with co-workers, to cooperate with peers, to work as team members, to utilize relevant tools and equipment, to lead subordinates, to resolve conflicts, to seek information, to tolerate ambiguity, to make decisive judgment, to devise initiatives, to reflect on activities, and to visualize the relationship of individual business.

Measurement: Skill is measured by observing personal experience, years of experience (question 1), skill in cooperation and communication with different levels both in the organization and other organizations outside (question 2), the method of resolving the problems they are facing (question 4), their opinions about the factors including personal skill in communication concerning the success or failure of the promotion projects (question 9), and the participation in decision making (question 14) from the in-depth interview questions for the Regional Public Relations Officials. Question 7 of the in-depth interview questions for school directors also measures this variable asking them about their opinions on the Regional Public Relations officials working on the promotion projects of which they are in charge.

4.4.1.3 Hierarchical integration

Hierarchical integration is operationalized as the degree to which implementors of both Regional Public Relations Offices and other related agencies carry out tasks in the manner consistently with the projects' specifications and/or requirements. Hierarchical integration is therefore assessed in terms of 1) how implementors give a priority to their tasks; 2) how willing implementors are to work with others 3) how implementors comply with their orders; 4) whether implementors can argue against their directives; 5) how implementors accept the assigned tasks as their routines; 6) whether implementors have authority to assume the assigned responsibilities; 7) whether implementors can require others to perform necessary tasks; 8) whether implementors can bring about penalties to discourage noncompliance by relevant persons; 9) whether implementors can enforce agreement on decisions.

Measurement: Hierarchical integration is measured by observing the opinions about the problems and obstacles in promoting the promotion projects under study (question 3), how to solve the problems (question 4), how good the cooperation is and which organization gives best cooperation (question 5), how they think the promotion projects can be successful (question 9), and how they communicate with the schools which were used to participate in the promotion activities (question 15) from the in-depth interview questions for the Regional Public Relations Officials.

In order to cross check on integration, question numbers 4, 5 and 7 from the in-depth interview questions for school directors also measure this variable. Question 4 asked the school directors and teachers how they give cooperation to the Regional Public Relations Office in participating in the promotion projects. Question 5 asks about whether the schools used to ask for cooperation or any assistance from the Regional Public Relations Office or other organizations concerning the promotion of knowledge on democracy, drug prevention and AIDS prevention.

4.4.1.4 Changing socioeconomic conditions

Changing socio-economic conditions are operationalized as the variations over time and among governmental jurisdictions in social, economic, and technological conditions that affect the attainability of the three promotion projects carried out by the Regional Public Relations Officials in terms of perception of the relative importance of problems and interest in solving the problems.

Measurement: Changing socio-economic conditions is measured by observing the answer of question 11 from the in-depth interview questions for the Regional Public Relations Officials. The question asks about the opinion of what the officials think about the current political and economic situation affecting the implementation of the promotion projects of which they are in charge.

4.4.1.5 Diversity of target groups

Diversity of target groups refers to the number of types of individual target groups to whom the Regional Public Relations Office wants to send promotion messages.

Measurement: Diversity of target groups is measured by observing from the answers of questions 7 and 8 from the in-depth interview questions for the Regional Public Relations Officials. Question 7 asks about the opinion of the

officials' expectations on the behavior of the target groups. Question 8 asks about the opinions of the officials on how the target groups apply the knowledge obtained from the promotion activities.

4.4.1.6 The level of clarity of the objectives of projects

The level of clarity of the objectives of projects refers to legal objectives which are precise and clearly ranked in importance serving as an indispensable aid in program.

Measurement: The level of clarity of the objectives of projects are measured by observing the answer to question 12 from the in-depth interview questions for the Regional Public Relations Officials. Question 12 asks the opinions about the clarity of the objectives of the policy for which they are assigned.

4.4.1.7 Causal theories of projects

Causal theories of projects are rationales and reasons underlying relationships between activities and objectives of the projects.

Measurement: Causal theories of projects is measured by the observation and analysis of the researcher, as well as the answer from question 13 from the in-depth interview questions for the Regional Public Relations Officials. Question 13 asks about the opinions toward the promotion of projects and activities which were organized by the Regional Public Relations Office. There is also questions from the in-depth interview questions for school directors which also measures this variable and asks about the opinions of the school directors and teachers concerning the promotion projects and activities implemented by the Regional Public Relations Officials.

4.4.1.8 Budget and resources

Budget and resources are properties that can be used to finance the promotion projects such as money, personnel, tools, and equipment.

Measurement: Budget and resources is measured by observing the answer from questions 3 and 11 from the in-depth interview questions for the Regional Public Relations Officials. Question 3 asks about the problems and obstacles in implementing the promotion projects. Question 11 asks whether the current political and economic situation affects the implementation of the promotion activities

(in terms of budget and resources). Measurement is also obtained by examining the allocation of budget stated in the Action Plan, 2000, Public Relations Department.

4.4.1.9 Type of Media Use

Type of Media Use refers to the nature of promotion messages the Regional Public Relations Office uses to be tools for communication with their target groups such as television, radio, newspapers, seminars, academic competitions, training, brochures, leaflets, mediated persons, Likae, posters, stickers, and exhibitions.

Measurement: Type of media use is measured by observing type of media use in the promotion projects. They are the promotion activities, such as an academic competition, a training course for radio announcers in the Yong DJ project, exhibitions, seminar, radio spot, mediated person, and other materials such as publications, tape cassettes of folk songs, videotape, and from the answer obtained from question 13 from the in-depth interview questions for the Regional Public Relations Officers. Question 13 asks about the opinions of the officials of how they think of the promotion activities of the promotion projects.

In order to cross check about the type of media use including the period of time in organizing the promotion activities, the school directors and teachers are also asked for their opinions. Questions 3, 8 and 9 from the in-depth interview questions for school directors also measure this variable. Question 3 asks whether and how the schools use which type of media in promoting knowledge on promotion projects. Question 8 asks about the opinions of the school directors and teachers on the advantage of their participating in the promotion activities. Question 9 asks how appropriate is the period of time during which the Regional Public Relations officials organized the activities.

4.4.1.10 Frequency of message

Frequency of message refers to the number of times the Regional Public Relations Office sent promotion messages to target groups.

Measurement: Frequency of message is measured by observing the frequency of organizing the promotion activities as stated in the Action Plan and the allocation of budget for each fiscal year, and by examining the materials on promotion

projects and by interviewing. Question 13 from the in-depth interview questions for the Regional Public Relations Officials covers the issue.

4.4.2 Variables in the Quantitative Approach

4.4.2.1 Dependent Variables

1) Decisions

Decisions refers to an individual's perceptions regarding the five characteristics of an innovation: Relative Advantage, Compatibility, Complexity, Trialability, and Observability. It is a mental exercise in the innovation-decision process

Measurement: The scales for measuring decisions appear in section 5. Decision, defined as the perception of an innovation's characteristics, is composed of five dimensions: relative advantage, compatibility, complexity, trialability, and observability. The scoring schemes have five possible answers: strongly agree, agree, undecided, disagree, and strongly disagree. The score format runs from one to five points for positive items and is reversed for negative items.

The decisions scale for the Democracy Promotion Project, is as follows: the first and the second items measure relative advantage; the fourth measures compatibility; the fifth and the sixth measures complexity; the third, the seventh, and the eighth measure trialability; and observability is measured by the ninth and the last item of this scale.

The decisions scale for the Drug Prevention and Solution Promotion Project, relative advantage is measured by the first and the second items. Compatibility is measured by the third and the fifth items. Complexity is measured by the eighth and the ninth items. The sixth, the seventh, and the eleven items measure trialability; and observability is measured by the tenth and twelfth items.

The decisions scale for the AIDS Prevention and Solution Promotion Project, the first, the second, and the thirteenth items measure relative advantage. The third, the fourth, and the fifteenth items measure compatibility. The fifth, the sixth, and the fourteenth items measure complexity. The eleventh item measures trialability. The ninth, the tenth, and the twelfth measure observability.

2) Implementation

For the Democracy Promotion Project, implementation means the target groups' decision to live their lives according to the democratic system in their family, school, and society. For the Drug Promotion Project, implementation is defined as the target groups' decision to protect themselves from drugs. For the AIDS Promotion Project, implementation refers to the target groups' decision to protect themselves and their family from AIDS dangers.

Measurement: The last scale for this questionnaire is the scale for measuring implementation, which is classified into two categories: 1) intention to make full use of knowledge obtained and 2) implementation appearing in section 6 and 7 respectively. The scale also measures the implementation when the target groups decide to make full use of the knowledge in their actual lives which is the implementation stage.

The scoring scheme of intention to implement scales has five possible answers: most possible, rather possible, possible, hardly possible, and impossible. The scores of answers run consecutively from one to five points but is reversed for negative items.

The scale of intention to implement the knowledge obtained for the Democracy Promotion Project consists of eleven items based on two content dimensions: 1) general knowledge on democracy composed of items 1, 4, 8, 11, and 12, and 2) general knowledge on new Constitution comprising six items: 2, 3, 6, 7, 9, and 10.

The scale of intention to implement the knowledge obtained for the Drug Prevention and Solution Promotion Project consists of ten items based on two dimensions: 1) drug prevention and 2) addiction treatment. The first dimension is made up of eight items: 1, 2, 3, 4, 6, 7, 8, and 9 whereas the other consists of two items: 5 and 10.

The scale of intention to implement the knowledge obtained for the AIDS Prevention and Solution Promotion Project consists of seven items based on two dimensions: 1) AIDS prevention and 2) AIDS treatment. The first dimension is captured by four items: 1, 4, 6, and 10. Items 7, 8, and 9 measure the second dimension.

The scoring schemes of implementation scales for the three promotion projects are different. The scoring scheme for the Democracy Promotion Project has three possible answers: not have the rights yet, using the rights to vote, neglecting to use the rights to vote. The score format runs from one to three points. For the Drug Prevention and Solution Promotion Project, the scoring scheme has four possible answers varying in each item. The scores of the answers run from one to four points. The scoring scheme for AIDS Prevention and Solution Promotion Project has three possible answers: never, seldom /sometimes, always/every time. The score format runs from one to three points and is reversed for negative items.

The implementation scale for the Democracy Promotion Project consists of three items based on general knowledge on democracy. The intention of the implementation scale for the Drug Prevention and Solution Promotion Project is based on drug prevention which comprises five items. The full implementation for the other scale, AIDS Prevention and Solution Promotion Project, comprised of three items is based on AIDS prevention.

4.4.2.2 Independent Variables

1) Characteristics of message

Characteristics of message refers to the three projects' promotion activities that are clear, concrete, reasonable, well-designed, credible, striking, vivid, appropriate, relevant, understandable, inspiring, interesting, and convincing.

Measurement: Characteristics of message is measured by the scales in section 2 consisting of twenty items. They have five possible answers: Very low, Low, Moderate, High, and Very high. The scores of the answers run consecutively from one to five.

The characteristics of message scale for each promotion project is composed of five content dimensions. Understandability, which is the first dimension, consists of three items: 5, 6, and 15. The second dimension, appropriateness which is made up of six items: 1, 3, 7, 8, 12, and 14. The third dimension, relevance, comprises six items: 9, 11, 13, 16, 19, and 20. The fourth

dimension is credibility which is captured by only item 4. The fifth and last content dimension is inspiration composed of four items: 2, 10, 17, and 18.

2) Knowledge

Knowledge refers to an ability to recall or recognize the contents and facts disseminated through the promotion projects' messages. For the Democracy Promotion Project, the messages' contents concern History of administration, Facts on New Constitution, and General facts on Democracy. For the Drug Promotion Project, the messages' contents concern Facts on Drugs, Drug Situation, Cause of Addiction, Drug Prevention, and Drug Treatment. For the AIDS Prevention and Solution Promotion Project, the messages' contents concern Facts on AIDS, Risk behavior and Prevention, AIDS Treatment, and Disadvantage of AIDS.

Measurement: The scales for measuring knowledge appear in section 3. Contents of knowledge disseminated for each project are different. Therefore, question items for the scales of the three projects are arranged differently. Their scoring scheme, however, is identical. A correct answer of the knowledge scale is assigned the score of one whereas an incorrect answer is given the score of zero.

The knowledge scale for the Democracy Promotion Project consists of fifteen items, which are based on three content dimensions. The first content dimension, history of administration, comprises four items: 10, 13, 19, and 20. Facts on the new Constitution, the second content dimension, is composed of five items: 2, 7, 9, 18, and 21. The third and last dimension, general facts on democracy, consists of five items: 1, 4, 11, 12, and 14.

The knowledge scale for the Drug Prevention and Solution Promotion Project consists of nine items, which are based on five content dimensions. The first content, facts on drug, comprises three items: 1, 9, and 17. The second dimension is drug situation, made up of one item: 13. The third dimension is cause of addiction which is captured by item 10. The fourth dimension is drug prevention which is measured by item 3. The fifth and last dimension is addiction treatment. It is composed of three items: 5, 15, and 23.

The knowledge scale for AIDS Prevention and Solution Promotion Project consists of nine items, which are based on four content dimensions. The first content dimension, facts on AIDS, comprises five items: 2, 9, 11, 14, and 15.

The second dimension is risk behavior and AIDS prevention, made up of two items: 1 and 18. AIDS treatment, the third dimension, is captured by items 8, and 10. The fourth and last dimension, disadvantage of AIDS, is made up of only item 5.

3) Comprehension

Comprehension means a behavioral response of the learners to the meaning and is operationalized by an ability to translate, summarize, or expand the meaning of contents and facts disseminated through the promotion projects' messages. For the Democracy Promotion Project, the messages' contents concern History of administration, Facts on New Constitution, and General facts on Democracy. For the Drug Promotion Project, the messages' contents concern Facts on Drugs, Drug Situation, Cause of Addiction, Drug Prevention, and Drug Treatment. For the AIDS Promotion Project, the messages' contents concern Facts on AIDS, Risk behavior and Prevention, AIDS Treatment, and Disadvantage of AIDS.

Measurement: Comprehension is measured by the scales in section 3. Contents of comprehension disseminated for each project are different. Therefore, question items for the scales of the three projects are organized accordingly. Their scoring scheme, however, is identical. A correct answer of the comprehension scale is assigned the score of one whereas an incorrect answer is given the score of zero.

The comprehension scale for the Democracy Promotion Project consists of twelve items, which are based on two content dimensions. The first content dimension, facts on new Constitution, is composed of three items: 17, 22 and 31. The other dimension, general facts on democracy, consists of nine items: 5, 24, 26, 28, 29, 31, 32, 33, and 35.

The comprehension scale for the Drug Prevention and Solution Promotion Project consists of six items, which are based on five content dimensions. The first content, facts on drug, comprises items 18. The second dimension is drug situation, made up of one item 4. Cause of addiction, the third dimension, is captured by items 2, and 21. The fourth dimension, drug prevention, is measured by items 20. The fifth and last dimension, addiction treatment, is composed of only item 12.

The comprehension scale for AIDS Prevention and Solution Promotion Project consists of eight items, which are based on four content

dimensions. The first content dimension, facts on AIDS, comprises item 12. The second dimension is risk behavior and AIDS prevention, made up of item 19. AIDS treatment, the third dimension, is captured by items 6, 20, and 22. Items 1, 7 and 20 comprise the fourth and last dimension, disadvantage of AIDS.

4) Attitude

Attitude refers to the degree to which a person likes or agrees with contents and messages of the promotion projects. For the Democracy Promotion Project, attitude is operationalized as the degree to which the target groups like or agree with democracy. For the Drug Promotion Project, attitude is defined as the extent to which the target groups perceive drugs. For the AIDS Promotion Project, attitude is defined as the extent to which the target groups accept AIDS patients.

Measurement: The scales for measuring attitude appear in section 4. Their scoring schemes have five possible answers: Strongly agree, Agree, Undecided, Disagree, and Strongly disagree. The scores of the answers run consecutively from one to five points for positive items. For the negative items, the scoring format is reversed.

The attitude scale for the Democracy Promotion Project is based on two dimensions. The first dimension is general knowledge on the democracy system consisting of three items: 17, 22, and 23 while the other dimension, knowledge on the new Constitution, is composed of item 8 and 9.

The attitude scale for the Drug Prevention and Solution Promotion Project is based on five content dimensions. Item 1 and 10 make up of the first dimension, facts on drugs. Drug situation is the second dimension which comprises three items: 8, 12, and 13. The third dimension, cause of addiction, is captured by four items: 4, 5, 6, and 17. Drug prevention, the fourth dimension, consists of only item 15 and addiction treatment, the fifth and last dimension, is composed of item 3.

The attitude scale for the AIDS Prevention and Solution Promotion Project consists of twenty items based on five dimensions. The first dimension is facts on AIDS consisting of three items: 4, 5, and 13. Risk behavior and AIDS prevention, the second dimension, is captured by item 10. The third dimension, AIDS treatment, is made up of three items: 3, 9, and 18. Item 15 composes the fourth

dimension, disadvantage of AIDS. The fifth and last item is misunderstanding of AIDS which consists of four items: 2, 8, 11, and 12.

4.5 Validity and Reliability

This research study focuses on the three main projects: the Democracy Promotion Project, the Drug Prevention and Solution Promotion Project, and the Aids Prevention and Solution Promotion Project. Thus, three sets of questionnaires are developed for each project. Each type of questionnaire is composed of six scales for measuring the following six variables: 1) characteristic of message, 2) knowledge, 3) comprehension, 4) attitude, 5) decisions, and 6) implementation.

The measuring scales of this research may be classified into two main types. The first type is objective scaling which by nature has a correct answer. By contrast, the second type is subjective scaling which in essence has no right or wrong answer. Knowledge and comprehension are measured by objective scales because correct answers exist. All the remaining variables, such as attitude, characteristic of message, and implementation, do not have a correct answer in an absolute sense. Thus, they are measured by subjective scaling. All measuring scales will be assessed for their validity. In addition, knowledge and comprehension measured by objective scaling call for the test of item difficulty whereas the other variables measured by subjective scaling require the reliability test.

Both reliability and validity of the questionnaire are pre-tested prior to its administration in order to ensure that the questionnaire is psychometrically sound. Reliability of the scales is tested by Cronbach's Alpha; their validity is assessed by content-validity analysis.

4.5.1 Validity

Validity is the extent to which any measuring instrument measures what is intended to measure (Carmines and Zeller, 1979: 17-23). The three most basic types of validity are criterion-related validity, construct validity, and content validity. Criterion-related validity is at issue when the purpose is to use an instrument to

estimate some important form of behavior that is external to the measuring instrument itself (Nunnally, 1978 quoted in Carmines and Zeller, 1979: 17). Construct validity is concerned with the extent to which a particular measure relates to other measures consistent with theoretically derived hypotheses concerning the concepts (or constructs) that are being measured. Construct validation involves three distinct steps. First, the theoretical relationship between the concepts themselves must be specified. Second, the empirical relationship between the measures of the concepts must be examined. Finally, the empirical evidence must be interpreted in terms of how it clarifies the construct validity of the particular measure. Lastly, content validity refers to the extent to which an empirical measurement reflects a specific domain of content. Content validity has played a major role in the development and assessment of various types of tests used in psychology and especially in education.

In this research, only content validity is examined. The researcher specifies the full domain of content that is relevant to the particular measurement situation in order to create a valid scale. All question items are devised on the basis of the identified domain of content. Accordingly, a scale is assessed for its content validity by determining whether or not the scale representatively covers the full domain of content. All measuring scales of the variables are subjected to content validity tests.

The content-validity analysis of the created scales for each promotion project is assessed by concerned experts. The validity of the questionnaire for the Democracy Promotion Project is examined by my advisor. The validity of questionnaire for the Drug Prevention and Solution Promotion Project is examined by the Director, Training Division, the Narcotics Control Board. The AIDS Prevention and Solution Promotion Project is examined by the Director, Disease Control Promotion Division, Ministry of Public Health. After the examination, the researcher had the questionnaires of the three promotion projects corrected and pretested with the sample at the Kanchananukror School, Kanchanaburi. Finally, they were approved by my advisor.

4.5.2 Reliability

After conducted a pretest on June 14, 2001, the questionnaires for the three promotion projects were developed anew using a few techniques: 1) Delete bad items,

2) Clarify ambiguous items in terms of wording, and 3) Add more items. The revised questionnaires for each promotion project were used in collecting the data. The following result presents the item difficulty and reliability of the test of the revised questionnaires.

As mentioned earlier, the objective scales measuring knowledge and comprehension require further item difficulty tests. Item difficulty serves to show how a respondent can answer a hard question correctly. In such item analysis, the difficulty level of an item refers to the proportion of the individuals passing the item (i.e., answering correctly). The proportion “passing” item i , symbolized as p_i , is the item mean. Note that the scale of difficulty is reversed. That is, the larger the p_i , the easier the item (Guildford, 1965: 494).

The data presented in Table 4.2 show the item difficulty of the knowledge scale for the three promotion projects.

Table 4.2 The scale to measure knowledge for the three projects:

ρ	Democracy Item No.	Drug Item No.	Aids Item No.
ρ_i (0.20 – 0.80)	1, 2, 4, 7, 9, 10, 11, 12, 13, 14, 16, 18, 19, 20, and 21	1, 3, 5, 9, 10, 13, 15, 17, and 23	1, 2, 5, 8, 10, 11, 14, 15, and 18
Total No.	15	9	9

Source: own data

From Table 4.2, the scale to measure the knowledge of democracy is composed of 15 items while the knowledge scale for the Drug Prevention and Solution Promotion Project and the AIDS Prevention and Solution Promotion Project, each has a total of nine questions. The data presents those item numbers which are suitable and not too difficult or too simple for students to answer.

The comprehension scale is then examined in terms of its questions' difficulty. The analysis result of item difficulty is presented in Table 4.3.

Table 4.3 The scale to measure comprehension for three projects:

ρ	Democracy Item No.	Drug Item No.	Aids Item No.
ρ_I (0.20 – 0.80)	5, 17, 22, 23, 24, 26, 28, 29, 31, 32, 33, and 35	2, 4, 12, 18, 20, and 21	3, 6, 7, 12, 19, 20, 21, and 22
Total No.	12	6	8

Source: own data

The comprehension scale has twelve, six and eight items for the Democracy Promotion Project, the Drug Prevention and Solution Promotion Project and the AIDS Prevention and Solution Promotion Project respectively. The proportions of all questions are between .20 to .80 so they are useable questions.

After the researcher considered the difficulty of the questions and dropped some questions whose proportions are too low or too high, the useable questions of each project are shown in Table 4.2 and Table 4.3 and have a high distribution.

Unlike the objective scales: the knowledge scale and the comprehension scale, the subjective scales measuring attitude, characteristics of message, decision, and implementation additionally require reliability tests. Many methods of assessing reliability exist, but Cronbach's alpha seems to be the most popular. As an internal consistency method of assessing reliability, Cronbach's alpha is an excellent technique for assessing reliability. It is particularly easy to use because it requires only single test administration. Carmines and Zeller (1979) suggested that the reliability estimate of a measuring scale should not be below .80. The reason is that at the .80 level, correlations are attenuated very little by random measurement error. At the same time, it is often too costly in terms of time and money to try to obtain a higher reliability coefficient.

The reliability and analysis result of each variable of three promotion projects are presented in Table 4.4.

Table 4.4 Reliability of the questionnaires for the three promotion projects.

Variables	Democracy		Drug		Aids	
	No. of items	Cronbach's alpha	No. of items	Cronbach's alpha	No. of items	Cronbach's alpha
Characteristic of Message	19	.8781	20	.8905	18	.8897
Attitude	8	.7017	11	.7827	12	.8034
Decisions	10	.7501	11	.7199	13	.7243
Intention to implement	11	.7202	10	.7902	7	.7127

Source: own data

The results of the reliability test presented in Table 4.4 confirm that all the scales used in this study have high reliability coefficients with alpha values ranging from .7017 to .8897.

For the Democracy Promotion Project, the Cronbach's Alpha of Characteristic of message is .8020. In order to improve the reliability of the whole scale, the researcher decided to delete item 14 so that the Cronbach's Alpha becomes .8781. Similarly, in the attitude scale, the researcher discarded four items: 1, 2, 3, and 11 thus the Cronbach's Alpha becomes .7017. For the decisions scale the Cronbach's Alpha is .7501 which is not too low, the researcher decided not to eliminate any items. The researcher deleted only item 5 with the intention to implement a scale to improve the Cronbach's Alpha.

For the Drug Prevention and Solution Promotion Project, there is only attitude scale which can enhance the scale score by dropping four items: 2, 9, 11, and 14 so that the Cronbach's Alpha becomes .7827.

For the AIDS Prevention and Solution Promotion Project, all scales were improved by deleting bad items. The researcher discarded items: 13 and 16 in characteristic of message scale, items: 1, 6, 7, 14, 16, 17, 19, and 20 in attitude scale, and items: 7 and 8 in decisions scale, as well as items: 2, 3, 5, and 11 in the intention to implement scale.

Before deleting all bad items, the researcher considered thoroughly and seriously that the scale score would improve and the dimensions of domain of content are still complete.

CHAPTER 5

RESULTS AND DISCUSSIONS

In this research, the analysis of the data obtained are divided into qualitative and quantitative approach. In the qualitative approach, an in-depth interview is conducted with the Directors and public relations officials, Regional Public Relations Office in five areas under study. They are Region 1 at Kon Kaen, Region 3 at Chiang Mai, Region 5 at Surat Thani, Region 7 at Chanthaburi, and Region 8 at Kanchanaburi, The five areas represent the northeast, the north, the south, the east and the west respectively. An in-depth interview is also conducted with the directors of upper secondary schools whose students joined the promotion activities of the promotion projects organized by the Regional Public Relations Offices. The results of analysis of the data obtained are as follows.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

5.1 Qualitative Approach

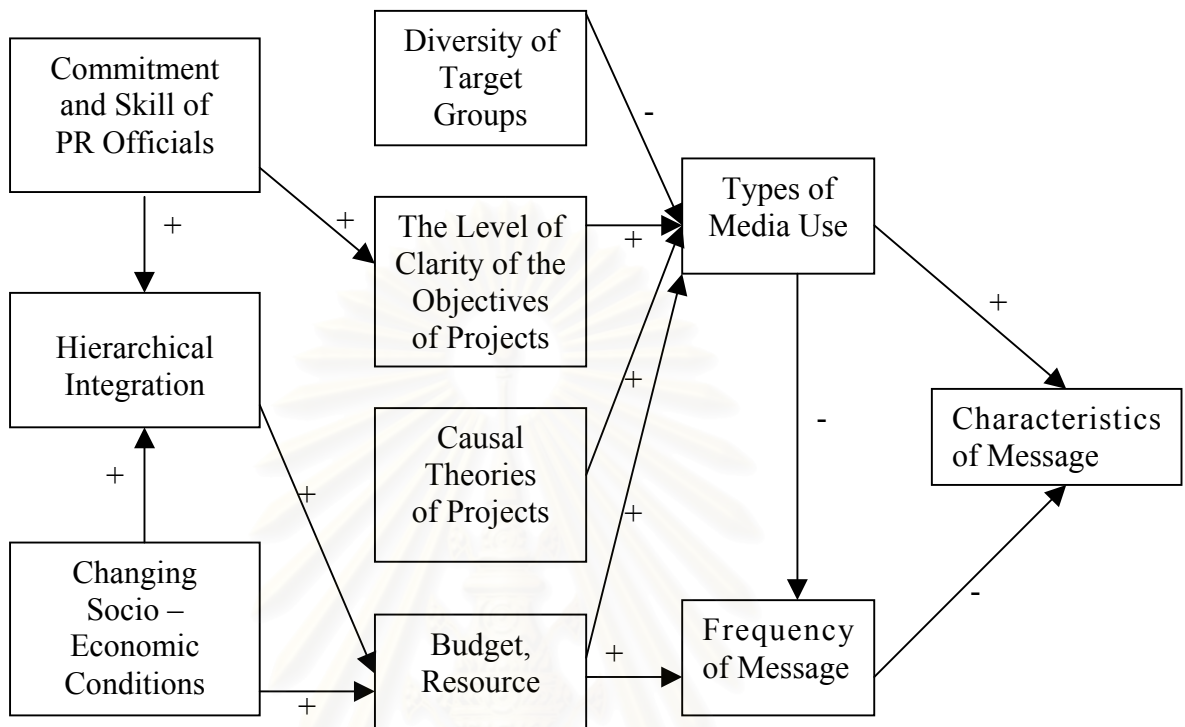


Figure 5.1 The qualitative side of the conceptual framework adapted from Maxmanian and Sabatier's criteria for Policy Evaluation
Source: own data

The variables for the qualitative approach are commitment and skills of Public Relations officials, hierarchical integration, changing socioeconomic conditions, diversity of target groups, clear objectives of the projects, causal theories of projects, budget and resources, types of media use, characteristic of message. The report of the results of an in-depth interview is as follows:

5.1.1 Commitment

From an in-depth interview with the Public Relations officials, it can be summarized that commitment is not only to carry out the work done by having long time experience in the organization. As public relation officials, they can work under pressure and commit themselves to the success of the assigned project. It is also their duty and responsibilities in having the work completed. They have to be ready to act and to serve the objectives of the policy. Personal characteristics such as personal

creativity, talent, as well as the individual's effort to manage and handle the projects especially when there are immediate encountered problems which there is an urgent need to solve is essentially needed. According to Regional Public Relations Directors at Kon Kaen and Chiang Mai, the government officials must "be alert" to all situations. The public relations officials also have to search for information for the betterment of the country. At present, the Regional Public Relations Office has to create its own plan to be a supplement for local wisdom and regional culture. This is because the ways of living vary from region to region. Besides, constant coordination and following up the progress of work with different levels of officials are essential and useful to carry out the promotion projects successfully. Thus, it is necessary for the Regional Public Relations Office to have a plan which suits local needs and interests. These are reasons why commitment is very important and essentially needed in carrying out the promotion projects. Without these qualities, Public Relations officials and even the executives and administrators cannot work successfully. Such qualities are the qualities of commitment which the executive and administrator should also have. As Public Relations Directors, they commented that executives should not only have academic, but also have technical knowledge. These qualities will yield good results in carrying out the policy.

Even though the Regional Public Relations officials said that they commit themselves to the work and consistently coordinate with other units of organizations, the school directors and the teachers who took care of the upper secondary students who participated in the promotion activities think that the Regional Public Relations officials hardly coordinated with them. Instead, it is other organizations such as The Provincial Public Health, the police, and the Provincial Election Committee who coordinated more. They think that the public relations officials were ineffective. However, they commented that the officials were good team-work. They worked very hard in spite of the fact that there was a budgetary constraint for implementing the promotion projects. Only the officials who knew and understood the work and have long been working in this field will work as hard as they can in order to achieve the target goals. Therefore, by having working experience in public relations, the officials will commit themselves to their duties and to the promotion projects and try to understand their objectives clearly so that they are able to work in attaining the

target goals of the promotion projects. From the in-depth interview, asking about the commitment, it can be summarized that most answers said the commitment of the public relations officials is moderately necessary.

5.1.2 Skill

From an in-depth interview conducted with the Public Relations directors, Regional Public Relations Office, skill in coordination is necessary for Public Relations officials in carrying out the promotion projects. As public relations is teamwork oriented, skill in communication and constant coordination and following up the work is necessary and very important to the public relations work, along with good human relationships, self-devotion and responsibilities are essential qualities of public relations officials. Moreover, skill in media selection or “sense of media selection” and being ponderous correspond to the situations which are also necessary to promote projects. As regional public relations officials, they have to coordinate both with other officials in the same workplace and with other officials in other departments or agencies for cooperation and assistance. If the public relations officials can achieve great coordination and cooperation, i.e., hierarchical integration, they will be able to obtain support in terms of, for instance, budget and resources, facilities in organizing the promotion activities from both public and private organizations, and experts in relevant fields to help develop promotion messages and activities which will result in attaining the target goals of the projects and policy.

In summary, from an in-depth interview, commitment and skill are moderately important to public relations officials and frontline implementors. This is because it is simply not only their duty in promoting good understanding between the government and the public, but also their sense of organization involvement as public relations and project implementors devoting their time and responsibilities to their work. For example, the public relations officials think that public relations is a kind of vocation. An individual, who works in public relations, must be a person who loves to work in this field. A successful public relations operation, thus, depends on personal skill and willingness to devote time to concentrate on the work which will reflect the intention of the officials.

5.1.3 Hierarchical Integration

There is a moderate hierarchical integration. For example, there is hierarchical integration between the office and headquarters as well as a hierarchical integration with the local government agencies in the region. There are two working groups on planning and developing public relations which are the academic working group and the promotion working group. The academic working group is in charge of planning and management. The promotion working group is in charge of project promotion.

The main organizations with which the Regional Public Relations Office coordinates are provincial Public Relations and Radio Thailand. It depends also on the subject matter with which organization is suitable to coordinate. The hierarchical integration with provincial public relations is in areas, such as, a selection of secondary schools to participate in the academic competition in the Democracy Promotion Project and with the Radio Thailand and TV channel 11 which are also governmental units in the Regional Public Relations administration where the activities are broadcast.

At Chiang Mai, the public relations officials coordinate with each other, and with provincial public relations as well as with other agencies and organizations. For example, in the Democracy Promotion Project, the Regional Public Relations Office coordinated with the Provincial Public Relations Office in coordinating and inviting secondary schools to participate in the academic competition. The Office also coordinated with the Provincial Election Committee to be a guest lecturer on democracy and to be on a committee for academic competition. Sometimes they ask for advice from experts in the subject matter concerned, such as in drugs and AIDS from the Provincial Office of Narcotics Control Board and Provincial Public Health respectively, Public relations officials think that hierarchical integration is important to them to understand the direction of the action plans to serve the target goals of the policy. However, how successful is the hierarchical integration, depends on the ability of officials to coordinate and exchange ideas between them and Public Relations Director as well as with other units. For example, at Public Relations Office, Region 3 at Chiang Mai, the Public Relations Planning and Development

Section is divided into 2 working groups. One is academic, which is concerned with planning and development, the other is in charge of promotion. These two working groups coordinate with each other and with other units of organizations and agencies as well.

From the data obtained, the Regional Public Relations Office received good coordination from other agencies such as from Provincial General Education, in inviting secondary schools in the area to participate in the academic competition in democracy. In the Drug Prevention project, the Regional Public Relations Office received good coordination from the provincial Office of the Narcotics Control Board by having guest lecturers for the training activities on the Drug Prevention and Solution Promotion Project organized by the Regional Public Relations Office for the secondary students. Besides, there is coordination with the Bank Club for an award of support presented to the participants.

The Regional Public Relations Office also always received cooperation from Radio Thailand in the province in broadcast the activities and disseminating the message. This is not only because of its duties and responsibilities, but it is the policy of the government to promote and broadcast the information useful to the public. It also received good cooperation from the original agencies of the promoted projects by sharing a portion of available budget and facilitating some necessary materials, such as publications, videotapes, posters, publications, and guest lecturers, and so, to the Regional Office in organizing the activities.

At Region 7, Chanthaburi province, there is a complexity of coordination with the Central Administration in Bangkok. The communication with the Director General is difficult because it has to pass through the hierarchical process.

At Region 8, Kanchanaburi, the coordination between Regional Public Relations Office and the Provincial Public Relations is minimal. The officials are not active. They are inattentive. Sometimes the Regional Public Relations Office allocates a budget for them to carry out the activities, instead of carrying out the activities, they return the budget to the Regional Public Relations Office by informing that they do not have time to do the project. Sometimes the Regional Public Relations Office asked for cooperation from Provincial Public Relations in selecting schools to participate in the academic competition and the Provincial Public Relations just have

the list of schools which they can contact. They did not screen the students who are competent and well prepared to answer the questions in the academic competition. This resulted a failure in the competition. That is the students who are competent and well prepared for the academic competition can answer the questions more than the students who are not.

At Trad, a province under the administration of Public Relations Office, Region 7, the official said that they received good cooperation from the provincial health unit whereas the police gave a cooperation by being a guest lecturer on drug criminal issues; the local intellectual organization helped disseminate news and information on drug. The restaurant helped in providing food for participants who are students, and the provincial public health agency is responsible for knowledge on drug. However there is a hierarchical constraint due to the lack of human resources. Connection is thus important for executives in carrying out the policy. For example, the Public Relations Director, Region 1 (Kon Kaen) has a connection with other organizations in the area under her responsibility by contributing academic services such as being a guest lecturer in public relations as well as participating in community and provincial activities. By doing such thing, when the office asks for help or support and participation, they will support the activities of the Public Relations Office in return. This results in easier working. Such organizations are for example, The Provincial Public Relations Office, The provincial public health agency, academic institutes, (e.g. Rajabhat Institute, secondary schools in the provinces under their responsibilities) banks, the provincial public prosecutor, Provincial Development Office, Provincial Agricultural Office and other units. These organizations give good cooperation in return by giving support and participating in the activities organized by the Regional Public Relations Office.

Even though the Regional Public Relations Offices have an hierarchical integration with other government agencies and units and related organizations, the secondary school directors commented that there is a lack of hierarchical integration between the Regional Public Relations Offices and the organization concerned with the particular issues because there are many similar projects coming to the school. This caused a time constraint problem for regular learning and teaching because the

students have to participate in the activities requested by the government organizations.

From an in-depth interview, it can be summarized that there is a moderate hierarchical integration among government agencies and other related organizations.

5.1.4 Changing Socioeconomic and Technology Conditions

Changing socioeconomic and technology conditions affect the target goals of policy and promotion projects at a moderate level. Socially, there is a social variation. For example, there is an increase of serious social problems such as a spread of drug addiction among the youths particularly at schools, a spread of the HIV disease and an increase of the AIDS patients. There is a social change particularly in the information technology.

To mention, the society was changed from the first stage which is agricultural society to second stage which is industrial society and to the third stage which is the information age which is called globalization. (Toffler, 1980 quoted in Sukanya Teeravanich, et.al., 2001: 20). This is because there is a rapid development of information technology. The result of the progress of the information technology enables the people to know more about the social movement globally. From the data obtained from an in-depth interview conducted with the directors, public relations officials, Regional Public Relations Offices, perceive that information technology grows very fast. Information technology is a necessary tool and equipment to Regional Public Relations Offices. It is a means of communication between the offices and their public. The progress of the information technology effects the policies which are translated into action. The officials have to be information-oriented and keep alert to the flow of information which will result in the social change and affect the behavior and actual life of the people as well as their implementing of the promotion projects. This is because not only people but also the officials need rapid and up-to-date information on current situation of phenomenon, particularly on the issues which are in their interest. Therefore, it is the duty and responsibilities of the Regional Public Relations Offices in providing and disseminating the information on such particular issues to the public to serve the goals of national development policy on human resource development and to correspond to the Constitution on the right to

know. Due to the rapid social change, particularly in information technology where interactive communication is needed, and due to the lack of well equipped efficient facilities for a communication system between the headquarters in Bangkok and the offices as well as for an access of current information and preparation in advance to cope with the social change, resulted in a delay of decisions to an implementation of promotion projects and in the public participation with which the Regional Public Relations Offices have to deal.

Economically, the changing socioeconomic conditions affects the budgetary support for an implementation of promotion projects. To mention, when there is an economic crisis such as in 1997, the government gives priority to the economic problems such as the devaluation of the baht, unemployment, trade cooperation, and tourism in order to activate the flow of national income. Thus, the social issues and support are minor resulting in reduction of the budget for implementing the promotion projects. The implementation can be done only in some provinces as assigned by the headquarters. Besides there are additional works to do such as “The Village Fund” to activate the community economy and the national economy as a whole. Consequently, the Regional Public Relations Offices on behalf of Public Relations Department has its commission to coordinate and broadcast the progress of the project through mass media to the public.

Even though the primary duty of the Regional Public Relations Offices is to promote democracy and other public policies as stated in the Royal Decree, March 27, 1997, when there are socioeconomic changing conditions, such change politically affects the interests of each government and their perception of the importance of particular social issues. For example, during the period of the Minister of Prime Minister’s Office, Supatra Massadith, public relations was put as a national agenda. There were workshops and seminars for government officials of the Public Relations Department and government public relations was strongly encouraged. On another aspect. The promulgation of the Constitution, section 40 stated that the frequency of radio broadcast, television and telecommunication is a national resource. The use of the resource is for public benefits. There must be an independent organization functioning in managing the frequency with regard to the ultimate benefits of people, nationally and locally, in terms of education, culture, national security and other

public benefits, including the justice in liberal competition. This change has direct effects on income of the Regional Public Relations Office and the Public Relations Department. Accordingly, the Regional Public Relations Offices have to adapt themselves in selecting which media they will use for the benefits of the public. Consequently, the Regional Public Relations Offices have to be more prudent in the selection of media use and the expense to be followed in the future.

Due to the changing socioeconomic conditions, especially the economic crisis, there are additional works to do, for example, One Tambol, One Product Project, Thirty Baht Health Care Project and the Village Fund Project, which the Regional Public Relations Office on behalf of Public Relations Department has its commission to coordinate and broadcast the progress of the fund and project on television channel 11 and on Radio Thailand. Socioeconomic thus affects the operation of the promotion projects. The budget was less than it is used to be formerly. However, since the Office is assigned to carry out the projects, it is thus its duty and responsibility and commitment to do so to its full capacity. Socioeconomic conditions thus affect their operation moderately.

5.1.5 Diversity of Target Groups

In the Action Plan, the target audiences of The Democracy Promotion Project are the people who are having their rights to vote in a political election. According to the Constitution, people who have their rights to vote are at least 18 years old. In the promotion activities, the target group focused on the upper secondary students. These groups of students are 17 to 18 years old attending formal education. Therefore, the Regional Public Relations Office can organize the promotion activities with only the young people who are having their formal education and having their rights to vote. Such activities thus disseminate mostly among secondary schools. They cannot be well known by others who do not participate in the activities. Besides, it is obvious that the upper secondary schools whose students joined the promotion activities are mostly in urban areas. According to the Director, Regional Public Relations Office at Kanchanaburi, some schools are in remote areas, such as at Amphoe Sungklaburi which takes much time and money for transportation. Due to the inconvenience in transportation, unfortunately the students cannot have an opportunity to participate in

the activities and even to have information on democracy disseminated by the Regional Public Relations Office. This may result in a failure of dissemination of information and the democracy.

In the Drug Prevention and Solution Promotion Project, even though the target audiences as stated in the Action Plan include young people who do not attend formal education, the participants who attend the promotion activities organized by Regional Public Relations Office are upper secondary students who are attending formal education. The activity which The Regional Public Relations Office organized is the Young DJ Project. In the AIDS Prevention and Solution Project, the target groups are housewives, laborers, fishermen, and young people. In the project organized by the Regional Public Relations Office, the target groups are upper secondary students.

From an in-depth interview, the Public Relations Director gave the reasons that, the target groups are flexible depending on the situations and geographical environment of each region. The reasons why the Regional Public Relations Office selected the upper secondary students to be participants in the promotion project is the expectation of students being an important source of information and multiplier of the promotion projects, especially on information and knowledge to their peers and family.

Even though there are geographic differences of the target audiences of the Promotion projects, they are based on upper secondary students whose average age is 17 years old. They are expected as being important source of disseminating the knowledge and information they obtained from the training courses they attended to their peers and family. The reason why the upper secondary students are selected to be the target groups is because they are mature and start to have a sense of being responsible for their surroundings.

In summary, there is a low diversity of population because the Regional Public Relations Offices focused on the upper secondary students as their target groups of the promotion project.

5.1.6 Causal Theories of Projects

The causal theories of projects are perceived by the Regional Public Relations Officer as at high level of importance. Currently, the Constitution gives the priority to

the rights of people in participating in the political issues especially in the enhancement and protection of the rights and freedom of the people. People can have more opportunity to participate in administration and check the performance of the government in using their power. The most important thing in this Constitution prescribed the individuals' duty in Section 68 that voting is the individuals' duties. Those who do not exercise their rights in voting without prior informing will lose their rights prescribed by law. This is new to Thai people. Therefore, the primary duty of the Public Relations Department, as a government agency that is in charge of promoting the democracy prescribed in the Royal Decree dated March 26, 1997, is to promote democracy by educating, enhancing and publicizing knowledge and information on democracy to people contributing to the political development and to the democracy.

In the Democracy Promotion Project, the total number of target groups is two thousand and ten students attending formal education in both central and regional. Such a number of students for all over the country is too small to serve the objectives of the project in motivating the people in the community to know and understand the importance of their rights and duty in the democracy.

In the Drug Prevention and Solution Project, due to the spreading of the drug addiction in schools and among laborers, it is thus a policy of the government to eliminate drug addiction and to reduce by 30 percent the rate of the addicted. As there is an increasing rate of drug addiction, it is necessary to promote drug prevention and solutions. The Public Relations Department is a mechanism of the government in disseminating correct information and the dangers of drugs to the people and motivating the people to self-protection from drug addiction for a betterment of the community and nation as a whole. The project was continuously carried out for five years as indicated in the Action Plan 2000 (from 1995 to 2001). Consequently, the Regional Public Relations Office organized "Young DJ Project" targeted at the upper secondary students. The objectives of this project by having the upper secondary students as target group was to have the students to be a source of information on drugs for families and community. Even though the project was as important as the Democracy Promotion Project, the Regional Public Relations Office could organize only once a year for each office. Other activities on the Drug

Prevention and Solution Promotion Project, who organized by the Regional Public Relations Office with the cooperation of provincial Office of the Narcotics Control Board.

As to the AIDS Prevention and Solution Promotion Project, due to the spreading of AIDS, the AIDS problem has been addressed continuously by public and private organizations. Even though the effort has been made to resolve the problem for years, the rate of the patients is still serious. Consequently, the national policy on AIDS prevention and solution 1997 – 2001, prescribed the development of individual, family, and community capacity to understand how to prevent themselves from AIDS. As the Public Relations Department is the central organization for governmental public relations that has the primary duty in making a good understanding between the government and its public, the utilization of various media in disseminating the information to the public correspond to the situation of each area would result in the learning process on AIDS prevention and solution and in the reduction of the rate of AIDS patients. Consequently, to enhance the national policy on AIDS prevention, the Public Relations department organized the AIDS Prevention and Solution Promotion Project.

The objectives of the AIDS Prevention and Solution Promotion Project were 1) to give not only knowledge and correct comprehension on the AIDS to the public so that they can prevent themselves and their family from AIDS, 2) to create a correct acceptance of attitude towards AIDS patients in order for them to live in society comfortably, and 3) to search for the public support in the AIDS Prevention and Solution campaign.

Even though the Public Relations Department prioritized high importance to the National AIDS Prevention Policy by organizing a promotion project in various forms of activities, It was still carried out in a small scale. The audience of the AIDS Prevention and Solution Project were specifically the upper secondary students mostly in urban areas. They were hardly organized in remote areas. However, at Kon Kaen, they organized the AIDS prevention and solution activities at Phuwiang School, in Amphoe Phuwiang. The participants were mostly students in Amphoe Phuwiang. There were only small numbers of participants in the promotion project because the Regional Public Relations Office focused on upper secondary students. These

students were going to finish their studies in secondary school, and began to continue their studies in university. Besides the activities were free. The participants, thus, just dropped in. Therefore, the implementation of the promotion projects did not correspond to the objectives of the projects.

In summary, the causal theory of the three promotion projects is perceived by the Regional Public Relations officials as being highly important to the success of the policy of the promotion projects. They are perceived as underlying factors to national development which emphasizes human resource development.

5.1.7 Budget and Resources

The Regional Public Relations Officials perceive that the budget and resources are low. For example, the allocation of budget for the academic competition of Democracy Promotion Project organized by Regional Public Relations Offices 1-8 throughout the country is one million Baht. Each Regional Public Relations Office can have only about 10,000 Baht for organizing activities. By having such a small budget to support the activities of the eight Regional Public Relations Offices resulted in inability of the Regional Public Relations Offices to operate the promotion project on a large scale successfully. In other words, the limitation of the ability to broader urban participation is so small that the promotion activities could only be organized on a small scale whereas people participation and support are needed

Besides, the resources are also limited. For example, human resources, most public relations officials are from technicians without a public relations background, but they are promoted to a public relations position. Consequently, there are few specialists or experts in the specific area.

In the Drug Prevention and Solution Promotion Project, the allocation of the budget was 740,000 baht for carrying out the promotion activities of the eight Regional Public Relations Offices for the Young DJ project, a one-day (or six hours) training. The target group was upper secondary students in formal education. Each Regional Public Relations Office organized the activity only once a year. There were not more than fifty trainees in each training course due to the availability of tools and equipment and place for the training even though the Regional Public Relations Offices have adequate program producers and technicians to train the students. The

financial support is so small that they can carry out the project only on a small scale meanwhile the goal of the operation of the Drug Prevention and Solution Promotion Project covers all over the country especially in the areas which have drug problems. This obstructs the expected goal achievement of the project in extending knowledge and comprehension on drug prevention extensively.

Similar to the Drug Prevention and Solution Promotion Project, the budget and resource of the AIDS Prevention and Solution Promotion Project was so small. The total allocation of the budget was only 240,000 baht. Each Regional Public Relations Office received 30,000 baht for carrying out the promotion activities on the AIDS Prevention and Solution Promotion Project. While the Action Plan indicates housewives, laborers, fishermen and students as target groups, in practice the Regional Public Relations Offices chose only students from the upper secondary schools to be the target audience due to the small budget given and the convenience to organize such an activity having students participating in the promotion activities.

Similar to the Drug Prevention and Solution Project, the Regional Public Relations Office does not have either personnel with a public health background or experts in public health; it is thus necessary to invite guest lecturers from the Ministry of Public Health. There are various promotion activities such as concerts, seminars, academic competitions, debates, AIDS exhibition, ect and in order to attract the target audiences, they invited movie stars, famous singers to be Master of Ceremony (MC) for the promotion project organized in department store by asking for assistance from private sector to support the activities.

In summary, even though the Regional Public Relations Offices received a small budget to carry out the promotion projects, they used the available resource in terms of personnel, tools and equipment, and other facilities provided by other related organizations in the area. With such a small budget and resource constraint, the Regional Public Relations Offices used the available resource in order to serve the commitment and responsibilities to achieve the target goals of the projects. Consequently, it affects the use of media and types of media to be used and in terms of frequency to promote the knowledge and making and understanding of democracy, drug prevention and solution and on the AIDS Prevention and Solution Promotion. For example, TV channel 11 is used less than radio due to high. By the same token,

printed media such as brochures and leaflets which are conventional media are still used most to promote knowledge and understanding on democracy, drug prevention and solution as well as on the Aids prevention and solution. In addition, individuals are also important media in disseminating information and knowledge and as a source of information in motivating the target groups to support the activities. According to Rogers and Svenning, (quoted in Rogers, 1969: 125) individuals as media will have more chance of feedback and have more effects towards the attitude of the receivers of a message than the mass media. Different media have different attributes. Rogers distinguished some important characteristics of interpersonal and mass media channels that interpersonal channels which is two way communication will have a possible effect on attitude change because interpersonal communication has a high amount of feedback, while mass media was possible effect on increasing knowledge, but the amount of feedback is low.

Rogers explained also that it is obvious that two types of channels function (efficiently) in different ways. Interpersonal channels provide for two way interaction and feedback, which make them more effective when the goal is persuasion; whereas media channels provide a potent means of spreading information quickly. Mass media communication is more important in changing cognition (that is, in increasing knowledge of ideas), whereas interpersonal communication is more likely to cause attitude change. When the object is persuasion, therefore, word-of-mouth channels would seem preferable to the mass media in attitude change and on implementation.

That is why the Offices of the Public Relations have been trying to use upper secondary students to be a type of media. They expect that the students who participated in the promotion activities will function in their assigned duties as mediated persons after they have already completed their activities organized by the Regional Public Relations Office no matter whether they are academic competition, seminars, training (Young DJ Project), concert, or a study tour.

5.1.8 The Level of Clarity of the Objectives of Projects

From the data obtained from an in-depth interview, Public Relations Directors said that the objectives of the projects are moderately clear. However, there are no

directions and clearly ranked of the objectives. The project implementation varies depending on what each office considers are appropriate to the local situation.

There is no clear assignment what is to be done and there is no evaluation of the outcome. Despite being assigned by receiving commands from a higher level of administration to implement the project, the Regional Public Relations Office simply has to set the activities of the projects. Some policies are difficult to be carried out, such as the policy on eliminating of corruption in the cable business up country. The Regional Public Relations Office at Kanchanaburi is assigned to be an examiner of the corruption. The Regional Public Relations Office cannot function because most businessmen are those who are influential in the province. The Regional Office has no power or weapons to do the risky work assigned. To have a policy, there must be an acceptance that such a policy can be carried out in practice otherwise it fails. How clarity of the objectives depends on the degree of understanding of promotion projects objectives and of the commitment the public relations officials have to their duty and responsibilities. That is the Regional Public Relation officials who have more working experience know what to do, how they should do their best in order to achieve the target goals, and why they have to do this. The level of clarity of the objectives of the promotion projects also relates to the consequent outputs which are types of media, frequency of message and characteristics of message.

In summary, most public relations officials think that the objectives of the projects were moderately clear even though they think that there were inadequate directions for them to implement the promotion projects. They were to adjust the plan in order to resolve the immediate problems by themselves.

5.1.9 Types of Media Use

The researcher hypothesized that the different types of media use will result in different frequency of messages sent. Types of media use refers to the nature of promotion messages the Regional Public Relations Office uses to be the tool for communication with their target groups. They are television, radio, newspapers, seminars, academic competitions, training, brochures, leaflets, mediated persons, "Likae" and other folk media, poster, videotape, and exhibitions. In the Democracy Promotion, the academic competition is the major activity to present the message to

the upper secondary students. They also broadcast the activities on television channel 11 and Radio Thailand. Besides, there is a study tour by visiting important places such as parliament, The Prime Ministers Office and some other important places in Bangkok to widen their experience.

In the Drug Prevention and Solution Promotion Project, the Young DJ project is a tool for promoting the drug prevention and solution by having the students as announcers to be a mediated person. They use radio as a channel of communication in reaching out to the target audiences who are mostly young people. The message is on air provided time for the students who attended the training project by Radio Thailand in the province. Besides, they also use the students to be mediated persons in schools by using the school radio wired system as a channel of communication to their peers and the community. The students who participated in the training project are also invited to be the MC of other schools' activities where the students can insert information on drug to the audiences. Besides, they also use other media such as brochures, leaflets, stickers, posters, videotapes, and exhibitions to be used as media for publicizing information and knowledge on drugs. Some media such as printed media or videotapes are from the National Narcotics Control Board, and Minister of Public Health, etc. Most media are from the organization concerned or sometimes duplicated by the Regional Public Relations Offices.

In the AIDS Prevention and Solution Promotion Project, they publicize news and information on AIDS through TV channel 11, and by Radio Thailand. They organized an academic seminar for upper secondary students by inviting a guest lecturer from the Provincial Public Health Unit. Besides they held a concert in order to interest the students on AIDS. Not only did they use the organized activities, printed media such as publications, posters, videotape, folk media such as "Likae", folk songs were also used. Besides, they also used football match to be an activity for promoting AIDS prevention such as at Kaowsaminkwithayakom School (Chanthaburi) and Tradsunsern School (Trad). This is based on the assumption that sport is a drug prevention method. However, the most important media are persons. Mediated persons are so important and effective that the Regional Public Relations Office expected from the participants in the promotion project to be a source of information on AIDS to their peers, family, and their community.

Types of media use are affected by budget and resources which were so limited that the Public Relations officials can implement the promotion projects and activities on only a small scale. Therefore, the Regional Public Relations Office has to consider which type of media to be used for the project in order to achieve the desired goals under the budget constraint.

From the data obtained from in-depth interviews, the types of media use are moderate.

5.1.10 Frequency of Message

Frequency of message is low. The three promotion projects under study are five-year consecutive projects (fiscal year 1996 – 2000). However, the projects were implemented only once a year such as in the Democracy Promotion Project, the academic competition was held only once. In the Drug Prevention and Solution Promotion Project, training called ‘Young DJ Project’ was organized only once a year. However, with the cooperation of Radio Thailand, the information on drug prevention was inserted after radio news broadcasts. Besides, Radio Thailand also provides a radio program on drug prevention campaign for the students who have been trained as radio announcers in the Young DJ Project.

The AIDS Prevention and Solution Promotion Project is also held only once a year. Each Regional Public Relations Office organized the promotion activities on AIDS differently depending on the target groups and the situation in each region. Unlike other regions, in the north, especially at Chiang Mai, the AIDS patients are well accepted by the community to the extent that they are working and find the money for their families to live. They are treated as other patients. Besides in the promotion of the AIDS Prevention and Solution Project, the Regional Public Relations Office publicized the information on AIDS at the Chiang Mai airport by holding a concert. Instead of the students and the general public as the target groups, it became soldiers and passengers at the airport who watched the concert. These groups are not the target groups stated in the objectives of the AIDS Prevention and Solution Promotion Project. Even though it is a five-year long promotion project, the activities on AIDS were held and emphasis on the World AIDS Day which is on December 1 of every year or the AIDS Prevention Week.

In conclusion, there are moderate differences in the frequency of media use depending on the types of media used. A television spot on channel 11 may not be broadcast so frequently as a radio spot on Radio Thailand. In the same manner, an academic competition cannot be conducted as often as desired. It can be conducted only once a year. By contrast, stickers used to send desired messages to receivers or target groups can be distributed far more frequently. A seminar on drug prevention may be conducted not very often, but the target group may listen to radio spots on drug prevention several times a week. Training courses on skill of promotion on drugs for the Drug Prevention and Solution Promotion Project are organized and provided more frequently because the Regional Public Relations Office has its own media type-its own radio stations and equipment. Besides the frequency of message depends on the budget and resources available. As the budget is so limited, the frequency of message is often low. However, as Radio Thailand and TV channel 11 are under the administration of the Regional Public Relations Offices, the message of the promotion projects can be disseminated through radio and television more frequently than by using other media. .

5.1.11 Characteristics of Message

Characteristics of message refers to the three projects' promotion activities that are clear, concrete, reasonable, well designed, credible, striking, vivid, appropriate, relevant, understandable, inspiring, interesting, and convincing. In this research the characteristics of message are categorized into 5 domains of content. They are the question items in Part 2 of the questionnaires of the three promotion projects under study.

In the three projects under study: the Democracy Promotion Project, the Drug Prevention and Solution Promotion Project as well as the AIDS Prevention and Solution Promotion Project, the characteristics of message is divided into five domains of content which includes 1) *understandability*, 2) *appropriateness*, 3) *relevance*, 4) *credibility*, and 5) *inspiration*. The scales to measure the characteristics of message appear in section 2 and consist of twenty items, which have five possible answers: Very low, Low, Moderate, High, and Very high. The score of the answers

run consecutively from one to five. The explanation of the characteristics of message of each project is as follows:

5.1.11.1 The Democracy Promotion Project

1) Understandability

To the questions 5, 6, and 15 asking about the understandability of the content disseminated, there are 57.4%, 25.3% and 10.5% of the respondents saying that the clarity of the questions is high, very high and moderate respectively. The result shows that most respondents perceived the clarity of the questions as high. There is no answer of very low and low.

2) Appropriateness

To the questions 1, 3, 7, 8, 9, 11, and 12 asking about the appropriateness of the promotion activities such as the content and questions asked in the academic competition, appropriateness of the place of organizing the activities, of the comfortable atmosphere in the competition and the adequacy of tools and equipment for the competition, there are 5.6, 58.1, and 28.8 percent of the respondents who perceived the appropriateness of the promotion activities as moderate, high, and very high respectively. There is no answer of very low and low. In summary, the appropriateness of the content is high (58.1%)

3) Relevance

To the questions asking about the relevance of the promotion activities in terms of the relevance of content of the message to the objectives of the Democracy Promotion Project, the usefulness of the message, the ability of transmitting the message of the lecturers, the accuracy of questions asked in the ? competition, and the coverage of content of the questions designed, as in items 13, 16, 19 and 20, there are 10.5, 55.0, and 28.8 percent of the respondents, who perceived the relevance of the content to the objectives of the project as moderate, high and very high respectively. In summary, the results show that the relevance of the promotion activities is mostly perceived as high (55.0%).

To the questions asking about how relevant the questions are to the objectives of the Democracy Promotion Project, such as in item 16 of Part 2, there are .2, 2.8, 29.3, 43.1 and 19.7 percent of respondents who said that the

questions are relevant to the objectives of the Democracy Promotion Project as Very low, Low, Moderate, High, and Very high, respectively. In summary, the relevance of the questions to the objectives of the Democracy Promotion Project is high (43.1%).

This implies that the content as well as the questions in the academic competition and the ability of transmitting the message of the lecturers to the participants of the promotion activities are relevant to the objectives of the Democracy promotion objectives at the average of 55 percent. Therefore, the relevance of the content is high.

4) Credibility

Credibility is another characteristics of message disseminated to the respondents of the Democracy Promotion Project. The respondents are asked to rate their opinion on the expertise of the master of ceremony (MC) in the Democracy Promotion Project, as in question item 4. There are .7, 18.3, 56.7, and 19.4 percent of the respondents who said the credibility of the promotion activities is low, moderate, high and very high, respectively.

In summary, the credibility of the source of information is high (56.7%).

5) Inspiration

Inspiration is the last domain of the characteristic of message which refers to the promotion activities of the Democracy Promotion Project. The respondents are asked to rate their opinion on how the promotion activities are inspiring, interesting, vivid, striking, and convincing. There are 1.2, 10.3, 60.6 and 23.0 percent of respondents answered that promotion activities are low, moderate, high, and very high, respectively. From the data obtained, it implies that most respondents (60.6 percent) think that the promotion activities are inspiring, striking, interesting, and convincing.

In summary, the respondents perceived the inspiration of the message and promotion activities which are the characteristics of the message in the Democracy Promotion Project as high (60.6%).

5.1.11.2 Drug Prevention and Solution Promotion Project

Similar to the Democracy Promotion Project, the characteristics of the message in the Drug Prevention and Solution Promotion Project is divided into five domains: understandability, appropriateness, relevance, credibility, and inspiration.

1) Understandability

The promotion activity of the Drug Prevention and Solution Promotion Project implemented by the Regional Public Relations Office is training designed for high school students who served as radio announcers in their school or the so-called “Young DJ”. The emphasis of the training is the dissemination of information on drugs to the students in formal education, specifically, the high school students. The office hoped that the information would be passed on through their peers and family as well as to their community.

To the issue of understandability, the respondents are asked about the clarity of the content, examples, and an explanation of drugs. To the question asking about the clarity of the content on drugs, the respondents said they could understand the content. The examples given and the explanation about drugs are also clear. The results show that there are 1.0, 6.5, 51.4 and 38.5 percent of the respondents who perceived the understandability of the content as low, moderate, high and very high, respectively. In summary, the understandability of the content is high (51.4%).

2) Appropriateness

The appropriateness is concerned with the availability and adequacy of tools and equipment used in the training, the convenience received such as the place for organizing the activity, the atmosphere of the training, tools and equipment used in and the prioritizing of the related content. There are the question items 3, 7, 8, 12, and 14. The answers shows that there are 4.2, 65.0, and 29.0 percent of the respondents who perceived that the appropriateness of training as moderate, high and very high, respectively. In summary most respondents answer that the appropriateness of the activity on Drug Prevention and Solution Promotion Project organized by the Regional Public Relations Office is high (65.0%).

3) Relevance

To the issue of relevance, the respondents are asked to rate their opinion on the relevance of publications distributed to the participants, the content presented in the training, the usefulness of the content, the expertise in transmitting the message, the relevant content to the objectives of the project and to the given subject matter. The questions are items 9, 11, 13, 16, 19, and 20. From the data obtained, there are 4.2, 47.7, and 45.8 percent of the respondents who perceived the relevance of the content in the training to the objectives of the project as moderate, high and very high, respectively. The result shows that most respondents think that the relevance of content to training to the objectives of the project is high. In summary, the relevance of the content is high (47.7%).

4) Credibility

The respondents are asked to rate the credibility of the lecturers on their expertise as a source of information on drugs (question items 1 and 4), there are 4.2, 50.0, and 45.8 percent of the respondents who perceived the credibility of the lecturers as a source of information as moderate, high and very high, respectively. The results show that 50 percent of the respondents perceived the credibility of the lecturers as expert in drugs as high, even though there is a small difference between the high and very high perception of the credibility of the lecturer as the source of information and there is only 4.2 percent of the respondents who perceived the credibility of the source of information as moderate. In summary, the credibility of the lecturers on their expertise as a source of information is high (47.7%).

5) Inspiration

The respondents are asked to rate their opinion on how the activity is inspiring, interesting, striking, in terms of presentation of the content of the message, the capability of the lecturers in creating a joyful climate of activity and motivating the participants to think and follow up (question items 2,10,17, and 18). From the data obtained, there are 7.9, 44.4, and 47.2 percent of the respondents who perceived the activity as inspiring, interesting, striking, etc. as moderate, high, and very high, respectively. The result shows that most respondents perceived the

inspiration of the activity of the drug prevention and solution promotion activity as very high.

5.1.11.3 AIDS Prevention and Solution Promotion Project

In the AIDS Prevention and Solution Project, the characteristics of message of the project are the promotion activities carried out by the Regional Public Relations focusing in a seminar, and exhibition as the main media to disseminate messages on AIDS. Other media such as brochures, booklets, posters, T-shirts, and the like were given to those attending the seminar or exhibition. Similar to the other two promotion projects above, there are five domains of content of the characteristics of message in the AIDS Prevention and Solution Promotion Project. They are 1) Understandability, 2) Appropriateness, 3) Relevance, 4) Credibility, and 5) Inspiration.

1) Understandability

The questions asking about the understanding of the respondents are the question items 5,6, 15 of Part 2 of the questionnaire. From the data obtained, there are 5.8, 57.3, and 32.8 percent of the respondents saying that the understanding of content of the message of the Drug Prevention and Solution Promotion activities are moderate, high and very high, respectively. It is obvious that there are 57.3 and 32.8 percent of the answers to the understanding of the questions which are high and very high, respectively. The results thus show that most respondents (57.3%) perceived the understanding of the content of the message disseminated in the project as high.

2) Appropriateness

The appropriateness of the promotion activities covered the question items 3, 7, 8, 12, and 14 in the questionnaire in Part 2 on the appropriateness of the invited guest speakers, readiness and adequacy of tools and equipment used, the convenience and facilities of the place for organizing the activities, the seminar atmosphere, and the arrangement of content into order. From the data, there are 0.2, 2.4, 57.5, and 34.5 percent of the respondents saying that the appropriateness is low, moderate, high and very high, respectively. It is obvious that 57.5 percent of the

respondents perceived the appropriateness as high and 34.5 percent of them perceived the appropriateness of the promotion activities as very high. It can be summarized that most respondents perceived the appropriateness of the promotion activities as high (57.5%).

3) Relevance

The questions on relevance covered items 9, 11, 19, and 20 in the questionnaire in Part 2. They include the relevance of publications, the usefulness of the content in the seminar, the relevant content to the objectives of the project, and the overall given domain content coverage. The respondents are asked to rate their opinion on the relevance of the promotion activities to the objectives of the promotion project in terms of content and its usefulness of the knowledge in the seminar. The statistical results show that there are 2.9, 46.3, and 44.9 percent of the respondents perceiving the relevance of the promotion activities to the objectives of the project as moderate, high, and very high, respectively. Accordingly, the relevance of promotion activities as the characteristics of the message to the objectives of the promotion project is high (46.3%).

4) Credibility

The questions on credibility as characteristics of message covered in the items 1 and 4, in Part 2 of the questionnaire on AIDS Prevention and Solution Promotion Project. The question asked about the credibility in the expertise of the guest speakers invited to the seminar. The data showed that there are .2, 5.3, 48.1, and 42.7 percent of the respondents who perceived the expertise of the guest lecturers as very low, moderate, high and very high, respectively. The statistical results show that even though there are some respondents perceiving the credibility of expertise of the guest lecturers as very low, most of them still think that the credibility of expertise of the guest lecturers is high and very high. In summary the credibility of lecturers as a source of information is high.

5) Inspiration

The issue of how inspiring is the message in the promotion activities of the AIDS prevention and Solution Project covers the items 2,10, 17 and 18 of the questionnaire. The questions ask the respondents to rate the method of

presentation of the guest lecturers whether it is interesting, and whether the guest lecturers can create a joyful atmosphere and motivate the participants to think thoroughly. The statistical results showed that there are 0.2, 5.3, 50.2, and 38.8 percent of the respondents perceiving the inspiration as very low, moderate, high and very high, respectively. The result implies that the most respondents perceived the inspiration of message and the promotion activities as high.

5.2 Quantitative Approach

Figure 5.2 depicted the application of Rogers' theory of Diffusion of Innovations. The figure depicts the relationship of variables resulting in the implementation.

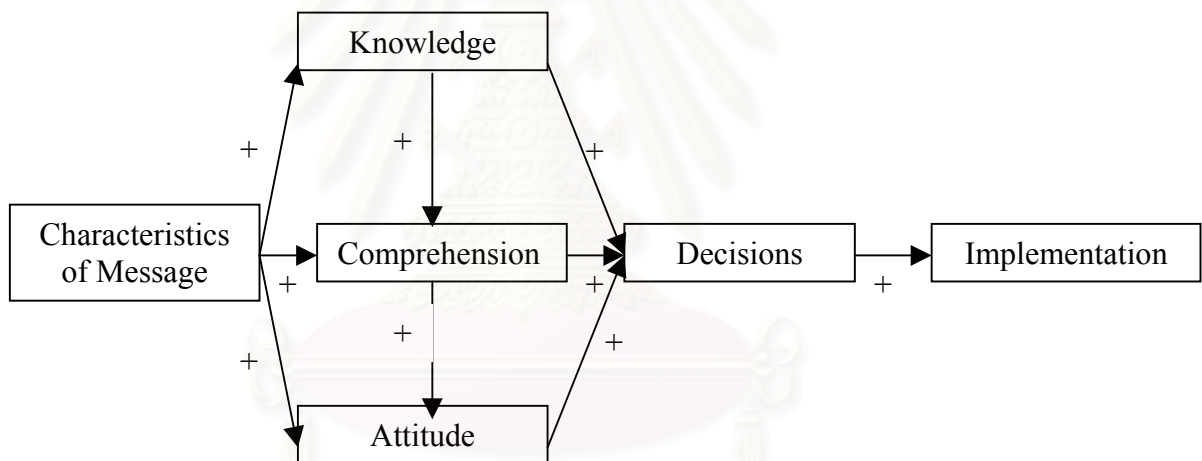


Figure 5.2 The quantitative side of the conceptual framework adapted from Roger's Diffusion of Innovations.

Source: own data

The data obtained from respondents who are upper secondary students participating in the promotion projects implemented by the Regional Public Relations Offices are processed through a personal computer for statistical analysis. The research hypotheses for the quantitative analytic approach of the sub-model of conceptual framework are:

Hypothesis 1: Knowledge positively effects comprehension leading to an implementation through decisions in such a way that the more appropriate knowledge on promotion projects the Regional Public Relations officials disseminated, the more

comprehension the students have leading to decisions to implementation of the knowledge.

Hypothesis 2: Comprehension positively effects attitude through decision to an implementation through a decision in such a way that the more comprehension on the knowledge of the promotion projects the Regional Public Relations officials , the more favorable attitude the students have towards the knowledge on promotion projects leading to decisions to the implementation of the knowledge.

Hypothesis 3: Attitude positively effects decisions to an implementation of the knowledge in such a way that the more positive attitude towards the knowledge on promotion projects, the more positive decisions the students have leading to an implementation of the knowledge disseminated by the Regional Public Relation Officials.

Hypothesis 4: Decisions positively effect implementation of the knowledge in such a way that the more positive decisions, the more the students tend to implement the knowledge.

Hypothesis 5: Knowledge, comprehension, and attitude effect decisions leading to an implementation in such a way that the more appropriate knowledge, the more comprehension, and the more positive attitude will positively effect implementation of knowledge disseminated by the Regional Public Relations officials through decisions.

Results of the study as well as discussion of findings are presented project by project as follows:

5.2.1 Democracy Promotion Project

5.2.1.1 The General Characteristics of the Sample

Frequency statistics reveal that samples taken from the target population who are students consisting of general characteristics as specified in Table 5.1.

Table 5.1 The Number of Respondents of the Democracy Promotion Project Classified by Region. (427 cases)

Region	Number of Respondents	Percent
Region 1	80	18.7
Region 3	102	23.9
Region 5	74	17.3
Region 7	96	22.5
Region 8	75	17.6
Total	427	100.0

Source: own data

The data in table 5.1 shows the total number of respondents from the five regions under study. The data indicate that 427 out of 571 mail questionnaires or 74.78 percent were returned by the schools which were recommended by the Regional Public Relations Offices. Most respondents are from Region 3 (the north), Region 7 (the east), Region 1 (the north-east), Region 8 (the west), and Region 5 (the south), which are 23.9, 22.5, 18.7, 17.3, 17.6, and 17.3 percent respectively. It is obvious that the rate of upper secondary students in Region 3 (the north) is the highest among other regions. This is because there are many schools in the north participating in the Democracy Promotion Project carried out by the Regional Public Relations Office. In other regions, the schools also participated in the Democracy Promotion Project, but some students who participated in the promotion project had already left the schools to continue their study in the university. Consequently, the students who answered the questionnaire are those who participated in the promotion project and are still studying in the schools. Besides, most upper secondary students who answered the questionnaire are female as shown in Table 5.2 below.

Table 5.2 Characteristics of Respondents of the Democracy Promotion Project Classified by Gender. (427 cases)

Gender	Number of Respondents	Percent
Male	140	32.8
Female	283	66.3
No Identification	4	0.9
Total	427	100.0

Source: own data

The demographic data presented in Table 5.2 reveal the proportion of female over male students which is 67: 33. There is only 0.9 percent with no identification of gender. The data reflects that female students are more cooperative than male students. As they are upper secondary students, their average age is 16.882 year or almost 17 years old.

5.2.1.2 Correlation Matrix of Variables

The results obtained from correlation analysis in revealing the correlation coefficients among all independent variables included in the model in order to investigate the multicollinearity problem are presented in Table 5.3.

Table 5.3 Correlation Matrix of Variables of Democracy Promotion Project.

Variables	Knowledge	Comprehension	Attitude	Decisions	Implementation
Knowledge	1.000	.491**	.349**	.280**	.268**
Comprehension		1.000	.293**	.230**	.203**
Attitude			1.000	.409**	.399**
Decisions				1.000	.523**
Implementation					1.000
Mean	8.3934	6.1077	31.2412	34.8361	40.7190
Std. Deviation	2.8891	1.9362	4.7600	3.9772	5.8048
Minimum	.00	.00	18.00	22.00	26.00
Maximum	14.00	10.00	40.00	45.00	55.00
N	427	427	427	427	427

** Correlation is significant at the 0.01 level (2-tailed test).

Source: own data

Table 5.3 reveals that there is no multicollinearity problem when using all independent variables in path analysis to be followed.

The correlation among variables presented in Table 5.3 are rather low. The highest correlation is that of the intention to implement the knowledge and decisions which is at an acceptable coefficient level of .523. The lowest correlation is that of the correlation between the intention to implement and comprehension which is .203. The second highest is the correlation between knowledge and comprehension which is at the coefficient level of .491. Besides, the correlation between attitude and decisions is .409, which is still low compared to other pairs of variables. In summary, it can be explained that even though there are certain levels of coefficient which is low, such coefficient does not affect the multicollinearity problem of the independent variables, meanwhile there is a higher coefficient between implementation and decisions.

Table 5.3 also shows that most respondents are homogeneous in knowledge because the mean score (8.3934) is approximately half of the total of 15.00 scores. The maximum score is 14.00 indicating that some students have satisfactory knowledge about democracy.

The level of comprehension perceived by respondents is moderate but the maximum score indicates that some students perceive comprehension extensively from the academic competition. The standard deviation of 1.9362 indicates that most respondents are homogeneous.

Most respondents are homogeneous and they have high scores on attitude. The average score is 31.2412 when the accumulated score of eight items measuring attitude yields 40.

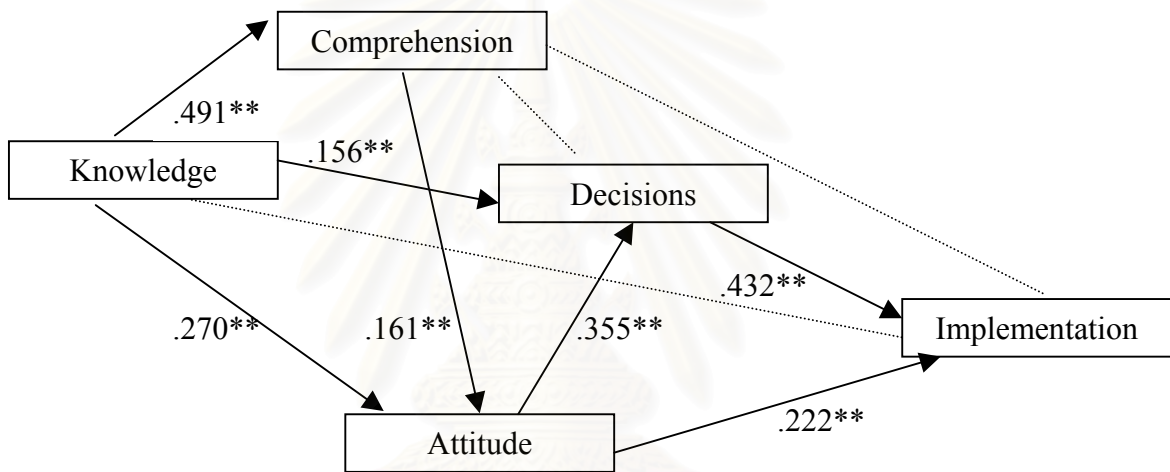
Similarly, most respondents perceive a relatively high level of decisions of the total of 50 scores (the summed up score from 10 scale item measured). The minimum score is 22.00 while the maximum score is 45.00. The standard deviation (3.9772) shows that most respondents are homogeneous.

The respondents are homogeneous in their implementation. The mean score is 40.71 which more than half of the total of 55.00 scores and the maximum score is at 55.00 indicating that most students highly implement the innovation.

5.2.1.3 The Relationships between Independent and Dependent Variables

The data obtained from the upper secondary schools were processed through quantitative technique using path analysis to identify direct and indirect effects among variables in the model. The results of path analysis technique are presented in Figure 5.3

Figure 5.3 Path Analysis Model of the Democracy Promotion Project as follows:



**P < .01

Note: —▶ = significant relationship,
 = non-significant relationship

Source: own data

Figure 5.3 depicts the path analysis model of the Democracy of independent variables on dependent variables. The model depicted includes only path coefficients found to be significant at the .01 level.

Table 5.4 Summary of Path Analysis Model of the Democracy Promotion Project.

Independent Variables	Dependent Variables	R	R²	P_{ij}	t
Knowledge	Comprehension	.491	.241	.491**	11.617
Knowledge	Attitude	.376	.141	.270**	5.221
Comprehension	Attitude			.161**	3.111
Knowledge	Decisions	.434	.189	.156**	3.341
Attitude	Decisions			.355**	7.600
Attitude	Implementation	.561	.315	.222**	5.048
Decisions	Implementation			.432**	9.814

**P < .01

Source: own data

In Figure 5.3, the coefficient of determination of the model for a path analysis is 63.8 percent at .01 level of significance. By using the path analysis technique, the effects of the independent on dependent variables are depicted. That is there is a significant effect between knowledge and comprehension at .491, and knowledge and attitude at .270. There is also a significant effect of knowledge on decisions at .156, and attitude on decisions at .335. Besides, there is a direct effect of attitude on implementation at .222, and decisions on implementation at .432. In Figure 5.3, there are four paths where knowledge has indirect effects towards implementation as follows:

The first path is knowledge has an indirect effect towards implementation via decisions (Beta = .067).

The second path is knowledge has an indirect effect on implementation via comprehension, attitude, and decisions (Beta = .460).

The third path is knowledge has an indirect effect on implementation via attitude and decisions (Beta = .041).

The fourth path is knowledge has an indirect effect on implementation via attitude. Its indirect effect size equals .059.

It can be summarized that the total effect size of knowledge on implementation is .198. That is knowledge is as indirect source of causation.

For comprehension, there is no direct cause of effect of comprehension on implementation. Comprehension is an indirect effect of causation to implementation. The total effect size of comprehension on implementation is .060. Meantime, attitude is a direct source of causation to implementation. The total effect size of attitude on implementation equals .222. Attitude also has an indirect effect on implementation via decisions. The total effect size of attitude on implementation equals .375. The sources of causation of independent variables to dependent variable are depicted in Table 5.5 as follows:

Table 5.5 The Total Effect Size of Variables on Implementation in the Democracy Promotion Project.

Variables	Sources of Causation		
	Direct	Indirect	Total
Knowledge	-	.198	.198
Comprehension	-	.060	.060
Attitude	.222	.153	.375
Decisions	.432	-	.432

Source: own data

Table 5.5 summarizes the total effect size of independent variables on implementation that is according to the path analysis model. The total effect size of knowledge on implementation, comprehension on implementation, and attitude on implementation is .198, .060, and .375 respectively. It can be seen that there is only one variable, decisions, which has a direct effect on implementation. Its effect size is .432. While attitude has both direct and indirect effects on implementation, its effect size equals .222 and .153 respectively. This means that attitude has significant direct effects on decisions and indirect effects on an implementation of students who are the target population of the Democracy Promotion Project carried out by the Regional Public Relations Office. Such an implementation is possible, it depends on the degree of attitude the students have towards the message they receive from the activities of

the promotion project. In Figure 5.3, knowledge as well as comprehension do not have direct effects on implementation, but they have indirect effects on implementation through attitude and decisions. Besides, there is no significant direct effect of comprehension on decisions. This shows that implementation cannot occur by having knowledge and comprehension alone. Implementation can occur when students have knowledge and comprehension and this is mediated through attitude and decisions towards the messages they obtained and accessed in order for them to decide to implement or not implement them.

The path analysis model depicted in Figure 5.3 proposed by the researcher has considerable explanatory power as it explains 63.8 percent of variations in implementation of total samples as shown in the equation as follows:

$$R^2_m = 1 - (1 - .241) (1 - .141) (1 - .189) (1 - .315) = .638$$

When R^2_m = coefficient of determination

5.2.2 Drug Prevention and Solution Promotion Project

5.2.2.1 The General Characteristics of the Sample

Frequency statistics reveal that samples taken from the target population who are students consists of general characteristics as specified in Table 5.6.

Table 5.6 The Number of Respondents of the Drug Prevention and Solution Promotion Project Classified by Region. (214 cases)

Region	Number of Respondents	Percent
Region 1	41	19.2
Region 3	49	22.9
Region 5	28	13.1
Region 7	57	26.6
Region 8	39	18.2
Total	214	100.0

Source: own data

The data in Table 5.6 shows the total number of respondents who are upper secondary students of the schools recommended by the Regional Public Relations Office in five regions under study. The data indicate that out of 284, there

are 214 students who answered the questionnaire or equal to 75.35 percent of the questionnaires returned by the schools to the researcher.

In Table 5.6, the 214 respondents equals 100 percent. The data shows that the highest rate of respondents is Region 7, Region 3, Region 1, and Region 8, which is 26.6, 22.9, 19.2, and 18.2 percent respectively. The smallest is Region 5 which is 13.1 percent. Due to the constraint of tools and place for the training, it is impossible for Regional Public Relations Offices to have a large number of students to attend the training program or Young DJ. project ,they can have only 50 to 60 participants. Therefore, it is necessary for them to ask the schools to select their students to attend the training program. Some of students were school wired radio system announcers too.

In the Drug Prevention and Solution Promotion Project, the Young DJ project was organized as a training for upper secondary students by the Regional Public Relations Office. The purpose of the project was to have the participants to publicize and reach out the knowledge on drug prevention and its danger that they obtained from the project to their peers and family. The implication of the data is that students who attended the Young DJ. Project are expected to be key persons in promoting the drug prevention and its danger to their peers, family, and community. As some of them are school wired radio system announcers, they will use the wired school radio system to be a channel of communication for the drug promotion to their peers. It is to be noted that the highest rate among other regions is Region 7. This is because there are many schools whose students wanted to attend the training program, unfortunately, there was a limitation of accepting the trainees due to the constraint of tools and equipment as well as budget. Region 7 offered time for the students who received high grades in the training to produce a radio program on drug prevention to be on air through local Radio Thailand during weekends. Consequently, the students was more opportunity to practice their skill on radio program production in a real situation and they enjoyed the activities. In other words there is a coordination and cooperation between the Regional Office and schools and other organizations concerned.

For Region 5 which is in Surat Thani, a southern province, the rate of returned questionnaires was small. It is only 13 percent. The data reveal that there are

not many students who attended the Young DJ project. The implication of the data is that the promotion program on drug prevention and its dangers are not well known by the sample. Besides, the schools are very far from Regional Public Relations Office and it is inconvenient for students to travel to attend the training activities. This resulted in the coordination and cooperation between schools and the Regional Public Relations Office and other agencies concerned.

In Table 5.7, the data reveal that, there are more female students than males attended the Young DJ project. The proportion of female over male students is 53.7: 46.3 percent respectively. The data implies that female students are more concerned on drug prevention and solution than males.

Table 5.7 Characteristics of Respondents of the Drug Prevention and Solution Promotion Project Classified by Gender. (214 cases)

Gender	Number of Respondents	Percent
Male	99	46.3
Female	115	53.7
Total	214	100.0

Source: own data

Table 5.7 shows the proportion of female over male students which is 54: 46.

5.2.2.2 Correlation Matrix of Variables

The results obtained from correlation analysis in revealing the correlation coefficients among all independent variables included in the model in order to investigate the multicollinearity problem are presented in Table 5.8.

Table 5.8 Correlation Matrix of Variables of the Drug Prevention and Solution Promotion Project.

Variables	Knowledge	Comprehension	Attitude	Decisions	Implementation
Knowledge	1.000	.372**	.261**	.234**	.149*
Comprehension		1.000	.461**	.334**	.331**
Attitude			1.000	.521**	.428**
Decisions				1.000	.564**
Implementation					1.000
Mean	3.8856	3.8159	42.9353	47.5920	41.7861
Std. Deviation	1.3935	1.4836	5.2935	5.4418	5.9957
Minimum	.00	.00	29.00	34.00	23.00
Maximum	7.00	6.00	50.00	60.00	50.00
N	201	201	201	201	201

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Source: own data

Table 5.8 reveals that there is no multicollinearity problem when using all independent variables in path analysis to be followed.

The correlation among variables presented in Table 5.8 is rather low. The highest correlation is that of decisions and implementation which is .564 significant at the 0.01 level (2-tailed). The second highest correlation is that of attitude and decisions which is .521. The third highest is that of comprehension and attitude which is .461. This implies that there are certain levels of coefficient among variables.

Table 5.8 also reveals that the level of knowledge perceived by respondents is moderate. The mean score is approximately one third of the total of 9.00 scores. The standard deviation of 1.3935 shows that most of respondents are homogeneous.

Similar to knowledge, respondents are homogeneous in their comprehension about drugs. The average score is approximately half of the total of 6

scores while the maximum score is 6.00. This indicates that some students highly comprehend about drugs after joining the seminar.

Most respondents have very high scores on attitude. The average score is nearly 43 (42.9353) when the accumulated score of eleven items measuring attitude yields 55.00. The maximum score is 50.00 and the minimum score is higher than half of the total score is. The students are homogeneous.

The respondents are homogeneous in their perceptions of decisions. Most of them have very high scores as well. The minimum score is 34.00 and the maximum score equals the total score of twelve items.

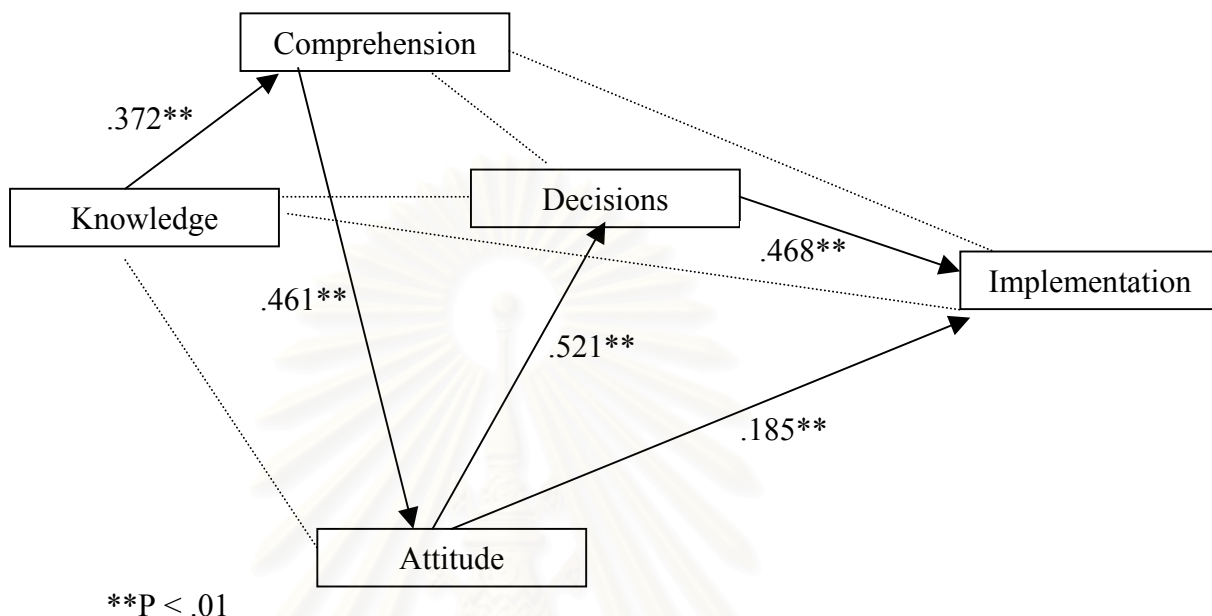
The level of implementation perceived by students is high. The maximum score is 50.00 when the total score of ten items yields 50.00 as well. This indicates that some students will fully implement the innovation. The respondents are homogeneous in terms of implementation.

5.2.2.3 The Relationships between Independent and Dependent Variables

The data obtained from the upper secondary schools were processed through quantitative technique using path analysis to identify direct and indirect effects among variables in the proposed model, The results of path analysis technique are presented in Figure 5.4

The model depicted in Figure 5.4 includes only path coefficients found to be significant at the .01 level.

Figure 5.4 Path Analysis Model of the Drug Prevention and Solution Promotion Project.



Remark: —▶ = significant relationship,
 = non-significant relationship

Source: own data

Table 5.9 Summary of Path Analysis Model of the Drug Prevention and Solution Promotion Project.

Independent Variables	Dependent Variables	R	R ²	P _{ij}	t
Knowledge	Comprehension	.372	.138	.372**	5.652
Comprehension	Attitude	.461	.213	.461**	7.335
Attitude	Decisions	.521	.271	.521**	8.611
Attitude	Implementation	.185	.034	.185**	2.734
Decisions	Implementation	.468	.343	.468**	6.929

***P < .01

Source: own data

From Figure 5.4, attitude and decisions directly influence implementation while other variables, knowledge and comprehension, have only

indirect effect on implementation. Knowledge effects comprehension directly. Its direct effect on comprehension is .372. Likewise, comprehension has the direct effect on attitude. Its direct effect size is .461. In the meantime, attitude has direct and indirect effects on implementation. The direct effect of attitude on implementation is .185, and the indirect effects on implementation is .244. Its direct effect size is .461. Therefore, according to the path analysis model, there are two paths by which knowledge has the effects on implementation. The first path is via comprehension, attitude, and decisions to implementation. The second path is via comprehension and attitude to implementation. The total effect size of knowledge on implementation is .074. Consequently, knowledge has an indirect effect on implementation.

The summary of direct and indirect effects of variables on implementation is exhibited in Table 5.10.

Table 5.10 The Total Effect Size of Variables on Implementation in the Drug Prevention and Promotion Project.

Variables	Sources of causation		
	Direct	Indirect	Total
Knowledge	-	.074	.074
Comprehension	-	.198	.198
Attitude	.185	.244	.429
Decisions	.468	-	.468

Source: own data

From Table 5.10, knowledge is found to be the lowest indirect effect on implementation. It indirectly effects on implementation via two paths: the first path is via comprehension, attitude, and decisions, another is via comprehension and attitude. The total effect size of knowledge on implementation is .074. Similarly, comprehension has only an indirect effect on implementation. The total effect size of comprehension on implementation mediated by attitude and decisions is .198.

Attitude, however, has both direct and indirect effects on implementation whose total effect size is .429. The effect is also mediated by decisions.

Among those variables, decisions is solely variable that does not have the indirect effect. It has only a direct influence on implementation which is the highest effect size (.468).

In summary, the path analysis model depicted in Figure 5.2 proposed by the researcher has considerable explanatory power as it explains 67.5 percent of variations in implementation of total samples as shown in the equation as follows:

$$R^2_m = 1 - (1 - .138) (1 - .213) (1 - .271) (1 - .343) = .675$$

When R^2_m = coefficient of determination

5.2.3 AIDS Prevention and Solution Promotion Project

5.2.3.1 The General Characteristics of the Sample

Table 5.11 Number of Respondents of the AIDS Prevention and Solution Promotion Project Classified by Region. (412 cases)

Region	Number of Respondents	Percent
Region 1	82	19.9
Region 3	79	19.2
Region 5	77	18.7
Region 7	82	19.9
Region 8	92	22.3
Total	412	100.0

Source: own data

As shown in Table 5.11, the demographic data present that an equal number of respondents from each region are attributed to sample selection covering all regions. The data reflect the students in terms of satisfactory sampling. The promotion project is emphasized by Regional Public Relations Offices in all five regions. Thus, students receive equal opportunity among various regions to implement the innovation.

Table 5.12 Number of Respondents of the AIDS Prevention and Solution Promotion Project Classified by Gender. (412 cases)

Gender	Number of Respondents	Percent
Male	166	40.3
Female	239	58.0
No Identification	7	1.7
Total	412	100.0

Source: own data

Table 5.12 shows the number of male students and female students who are not much different from each other in this study, even though the ratio of male students to female students is 166:239. The data imply that students, especially female students, pay attention in the issue considerably. Most of students (35.4%) are in Mathayom 5, and their average age is 17 year old.

5.2.3.2 Correlation Matrix of Variables

The results obtained from correlation analysis in revealing the correlation coefficients among all independent variables included in the model in order to investigate the multicollinearity problem are exhibited in Table 5.13. The descriptive statistics of mean, standard deviation, and minimum and maximum values of all the independent variables for the total samples in the study are also included in the study.

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Table 5.13 Correlation Matrix of Variables of the AIDS Prevention and Solution Promotion Project.

Variable	Knowledge	Comprehension	Attitude	Decisions	Implementation
Knowledge	1.000	.390**	.267**	.081	.265**
Comprehension		1.000	.399**	.213**	.330**
Attitude			1.000	.473**	.633**
Decisions				1.000	.498**
Implementation					1.000
Mean	4.3811	4.1359	44.4660	50.2816	26.9466
SD	1.5763	1.6422	7.0935	5.4459	4.5232
Min	.00	.00	28.00	38.00	16.00
Max	8.00	8.00	59.00	65.00	35.00
N	412	412	412	412	412

** Correlation is significant at the 0.01 level (2-tailed).

Source: own data

According to Table 5.13, there is no multicollinearity problem after using all independent variables in multiple (path) regression analyses to be followed.

The correlations among variables are obviously low. The lowest is at .081 which is the correlation between decisions and knowledge while the highest correlation is that of implementation and attitude which is at an acceptable coefficient level of .633.

Table 5.13 also indicated that most of the respondents are homogeneous in their knowledge. They have a moderate knowledge, the average score of knowledge is 4.38 when the accumulated score of nine items measuring knowledge yields 9.00. The maximum score of knowledge (8.00) indicates that some students obtained the knowledge extensively from the seminar in the promotion project.

Likewise, most of the respondents who perceive the moderate level of comprehension are homogeneous. But some students have the total of 8.00 scores. This indicates that some have utmost comprehension in the AIDS Prevention and Solution Promotion Project.

The mean score of attitude is 44.46 being over half of the total of 60.00 scores (the summed up score from twelve scale items measured). While the maximum score is 59.00, the minimum score is only 28.00. The standard deviation of 7.09 indicates that there is a difference of the attitude towards knowledge of the respondents.

Most respondents are homogeneous in their decisions. The average score of decisions is 50.28 when the maximum score and the total score of thirteen items is 65.00 which is equally the same.

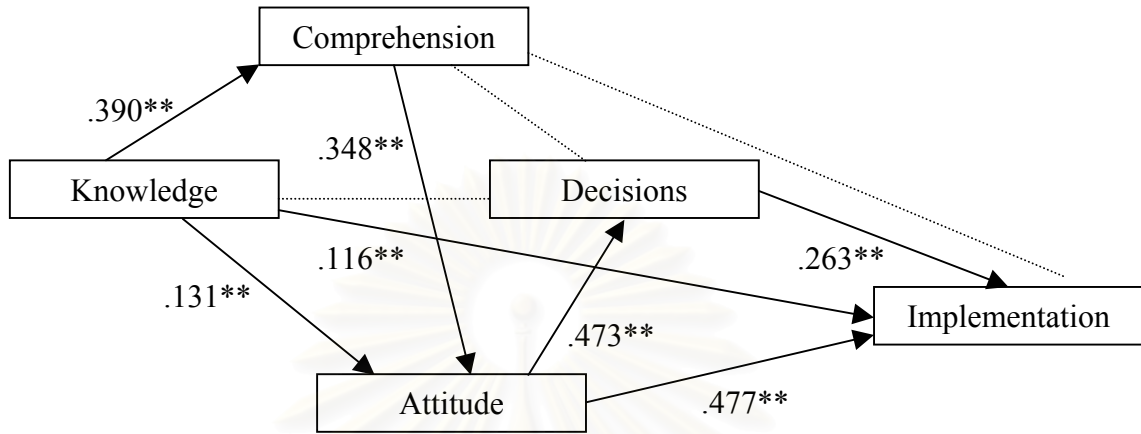
The level of implementation perceived by respondents is high. The maximum score is at 35.00 whereas the minimum score is only 16.00. This indicates that some students will implement the innovation since the total score of all seven items is 35.00.

5.2.3.3 The Relationships between Independent and Dependent

Variables

The data obtained from respondents to the questionnaire were processed through the quantitative technique using path analysis to identify direct and indirect effects among variables in the proposed model. The results of path analytical technique are exhibited in Figure 5.5.

Figure 5.5 Path Analysis Model of the AIDS Prevention and Solution Promotion Project.



** P < .01

Note: —▶ = significant relationship, = non-significant relationship

Source: own data

Figure 5.5 shows the direct and indirect effect of independent variables and dependent variables.

Table 5.14 Summary of Path Analysis Model of the AIDS Prevention and Solution Promotion Project

Independent Variables	Dependent Variables	R	R ²	P _{ij}	t
Knowledge	Comprehension	.390	.152	.390**	8.570
Knowledge	Attitude	.417	.174	.131**	2.692
Comprehension	Attitude			.348**	7.130
Attitude	Decisions	.473	.223	.473**	10.858
Knowledge	Decisions			.116**	3.075
Attitude	Implementation	.681	.464	.477**	11.206
Decisions	Implementation			.263**	6.398

**P > .01

Source: own data

Figure 5.5 presents the results of path analysis of the AIDS Prevention and Solution Promotion Project based on 412 respondents. The figure shows that knowledge, attitude, and decisions directly effect implementation. In contrast, comprehension has only an indirect effect on implementation through 2 paths. The first path is via attitude and decisions and another path is via attitude.

Table 5.15 The Total Effect Size of Variables on Implementation in the AIDS Prevention and Solution Promotion Project.

Variable	Sources of Causation		
	Direct	Indirect	Total
Knowledge	.116	.160	.276
Comprehension	-	.209	.209
Attitude	.477	.124	.601
Decisions	.263	-	.263

Source: own data

Table 5.15 shows the direct and indirect effects and total effects of each variable on implementation of students who joined the seminar on the AIDS Prevention and Solution Promotion Project. The effect size is significant at .01 level.

The data reveal that there are 5 paths where knowledge significantly effects implementation. The first path is that knowledge directly influences implementation. Its Beta is .116. The second path is that knowledge has an indirect effect on implementation through comprehension, attitude, and decisions. Its Beta is .016. The third path is that knowledge has an indirect effect on implementation through comprehension, attitude, and implementation. Its Beta is .064. The fourth path is that knowledge has an indirect effect on implementation through attitude. Its Beta is .062. The fifth path is that knowledge has an indirect effect on implementation through attitude and decisions. Its Beta is .016.

Comprehension does not have a direct effect on implementation, comprehension effects implementation indirectly via attitude and decisions. Comprehension, thus, has the lowest effect (.209) on implementation. Its total effect on implementation is .209.

Attitude is found to have a significant direct effect on implementation when compared to other variables in the path coefficient table. Its Beta of direct effect on implementation is .477, whereas its total effects on implementation is .601. Besides, attitude is also found to have indirect effects on implementation via decisions. Its beta (β) is .124.

Among these variables, decisions has a direct effect on implementation at .263. Unlike other variables, it does not have an indirect effect on implementation.

The path analysis model depicted in Figure 5.5 proposed by the researcher has considerable explanatory power as it explains 70.8 percent of variations in implementation of total samples as shown in the equation as follows:

$$R^2_m = 1 - (1 - .152) (1 - .174) (1 - .223) (1 - .464) = .708$$

When R^2_m = coefficient of determination

5.3 Hypotheses Test

5.3.1 Democracy Promotion Project

Hypothesis 1 : Knowledge has positive effects comprehension to implementation through decisions in such a way that the more appropriate knowledge, the more comprehension the students have leading to an implementation of the knowledge through decisions.

Thus in the Democracy Promotion Project, the more appropriate knowledge on the democracy, the more comprehension on democracy the students have leading to implementation through decisions.

The results indicate that knowledge positively, and directly significantly effects comprehension (Beta = .491**), but comprehension does not effect decisions leading to an implementation. This implies that only knowledge and comprehension cannot effect implementation so far as the students who are the target group consider the knowledge has a relative advantage to them corresponding to Rogers's theory of diffusion of innovations (1983:163-164). Knowledge can be implemented when it passes step-by-step from comprehension to decisions and implementation. According to Roger's theory of diffusion of innovations (1983:163-164), decisions about an

innovation is not instantaneous act. It is a process that occurs over time and consists of a series of actions. Decision occurs when an individual (not another decision making unit) engages in activities that lead to a choice to implement or reject the innovation. In the Democracy Promotion Project, knowledge is the message content concern with history of administration, facts on new Constitution, and general facts on democracy. Comprehension of the democracy is the learners' response to the meaning and is operationalized by an ability to translate, summarize, interpret, expand and make inferences the meaning of contents and facts disseminated through the promotion projects' messages. From the path analysis, it shows that knowledge which the students obtained from the Democracy promotion activities carried out by the Regional Public Relations Office is recognized, translated, summarized, and expanded the meaning in order that they can comprehend. Before the students can understand the democracy, it is necessary for them to have knowledge on democracy disseminated in the promotion activities organized by the Regional Public Relations Office. From in-depth interviews conducted with the secondary school directors, the students access knowledge on democracy from extra curriculum activities on democracy supported by the schools in various forms, including a daily insert knowledge on democracy in classroom, such as an election of a student committee. Such activities allow the students to participate and apply the knowledge on democracy they obtained from their participation in the Democracy Promotion Project into practice. Besides, to serve the policy of the government in promoting democracy, the schools organized public relations activities, for example, before an incoming general political candidate election, the school will demonstrate how to cast an election vote.

The schools also organized public relations campaign on democracy by inviting the community and students' parents to exercise their rights to vote, by placing billboards, transparencies, and using the mobile unit. The schools also organized an election simulation in order to let the students have the knowledge and understand the method of a general political election in the democracy in spite of some of them have not yet having the right to vote (are less than eighteen years old)

In conclusion, in the Democracy Promotion Project, hypothesis 1 is partially supported. This is to say that even though knowledge significantly and positively

effects comprehension, decision is an important leading variable to the implementation of the knowledge. As decision is a process, not an instantaneous act, therefore only knowledge and comprehension do not effect implementation.

Hypothesis 2 : Comprehension positively effects attitude to an implementation of knowledge through decisions.

Hypothesis 2 states that comprehension positively effects attitude to an implementation of the knowledge through decisions in such a way that the more comprehension of the knowledge, the more positive attitude the students have towards the knowledge on promotion project to an implementation of the knowledge disseminated by the Regional Public Relations officials through decisions. In the Democracy Promotion Project, comprehension significantly, positively, and directly effects attitude (Beta = .161**). When the students understand the knowledge on democracy, they will translate, summarize, and expand the knowledge they obtained to be their attitude, positively or negatively. They will decide to implement or not implement depending on their attitude towards knowledge. From the data obtained, it shows that the attitude towards the knowledge on democracy is high to very high. This may indicate that the dissemination of knowledge on democracy can make an understanding to the students. It implies that the Regional Public Relations officials have their commitment and attitude towards the projects of which they are in charge even though there are no directions or clear objectives for them to carry out the projects. By having the commitment and positive attitude towards the Democracy Promotion Project, this will result in the transferring of knowledge to the students successfully. Thus, hypothesis 2 is supported.

Hypothesis 3 : Attitude positively effects decisions leading to implementation of the knowledge.

Hypothesis 3 states that the more positive attitude towards the knowledge on promotion projects, the more positive decisions the students have leading to an implementation of the knowledge disseminated by the Regional Public Relations officials.

In the Democracy Promotion Project, attitude directly effects decisions in such a way that the more positive attitude towards the knowledge on democracy, the more positive decisions to implement the knowledge on democracy. The results

indicate that attitude significantly and positively effects decisions (Beta = .355**). It is obvious that attitude is essentially an important variable to decisions. As attitude is the mental readiness and nerves derived from experience which will determine the direction or have influence in response to an individual's situation (Allport, 1935 quoted in Propaphen Suwan, 1977: 1), they are predispositions to respond in a particular way toward a specific class of objects (Ajzen and Fishbein, 1980; Thurstone quoted in Milton, et al., 1966: 1). By this reason, attitude directly effects decisions. For example, if the students have a good attitude towards the democracy, they will behave according to their attitude in order that they can live as good citizens in the democratic society. The findings of attitude is high (41.7%) and very high (46.6%). Consequently, there is a high positive attitude towards democracy. It results in a desirable decision (96.7%). Thus, hypothesis 3 is supported.

Hypothesis 4: Decisions positively effect implementation.

Hypothesis 4 states that decisions positively effect implementation in such a way that the more positive decision, the more the students tend to implement the knowledge. The results indicate that decision directly and positively effects implementation. It is found that decision significantly and positively effects implementation (Beta = .432**). It is obvious that decision is the mediated variable for an implementation. An implementation can occur, when an individual thinks that the knowledge has relative advantage to him. He can benefit from such knowledge. The students who obtained the knowledge on democracy and participated in the promotion activities will access knowledge and information. If they think that such knowledge is useful and from which they can benefit, they decide to implement that knowledge for their daily life. Thus, hypothesis 4 is supported.

Hypothesis 5: Knowledge, comprehension and attitude effect decisions leading to implementation.

Hypothesis 5 states that knowledge, comprehension, and attitude effect decisions in such a way that the more the appropriate knowledge, the more comprehension and the more positive attitude positively effect decision to implement the knowledge on democracy. The results indicate that the decision of the new idea can be made when the students have appropriate knowledge to understand or comprehend. As comprehension is an internalization and systematization of

knowledge, the students will translate the meaning of knowledge, interpret the meaning of the knowledge they obtained from the promotion activities, then they will extrapolate in order to make inferences about the consequences (Bloom, 1971). By internalization, an individual will pass from first knowledge of innovation, to forming an attitude toward innovation. It will effect decisions of the students to reject or to implement the new idea (Rogers, 1983:84). When the students have appropriate knowledge, correct comprehension, and positive attitude, the appropriate knowledge, the more correct comprehension and the favorable attitude will effect positive decisions leading to an implementation of knowledge they obtained from the promotion activities. Thus, hypothesis 5 is supported.

5.3.2 Drug Prevention and Solution Promotion Project

Hypothesis 1 : Knowledge positively effects comprehension to implementation through decisions.

Hypothesis 1 states that knowledge positively effects comprehension in such a way that the more appropriate knowledge, the more comprehension the students have. The results indicate that knowledge on drug prevention and solution disseminated by the Regional Public Relations Office significantly and positively effects comprehension of the upper secondary students. That is they can understand the facts on drugs, the drug situation, cause of addiction, drug prevention, and drug treatment (Beta = .372**). By comprehension the learners will have a behavioral response to the meaning, translate, summarize, or expand the meaning of contents and facts disseminated through the promotion projects' message. Thus, after the students have participated in the promotion activity or Young DJ, they will summarize the knowledge they obtained from the promotion activity in order that they can expand the meaning of what they learned to their peers and family. The more knowledge they understand, the more they can expand their knowledge to their peers and family. Therefore, hypothesis 1 is supported.

Hypothesis 2 : Comprehension positively effects attitude to an implementation through decisions.

Hypothesis 2 states that comprehension directly effects attitude to an implementation of knowledge through decisions. The results indicate that comprehension is found to have significant and positive effects on attitude (Beta = .461**). When the students have more appropriate knowledge, they have more comprehension which will effect attitude towards the knowledge they obtained from the promotion activity. Thus the more comprehension on the drug prevention the students have, the more positive attitude they will have towards the knowledge on drug prevention and solution disseminated by the Regional Public Relations officials leading to the implementation through decisions. Thus, hypothesis 2 is supported.

Hypothesis 3 : Attitude positively effects decisions leading to an implementation of the knowledge.

Hypothesis 3 states that the more favorable attitude towards the knowledge on promotion projects, the more positive decisions the students have leading to an implementation of the knowledge. The results indicate that attitude directly effects decisions in such a way that a positive attitude towards knowledge will result in decision to implement that knowledge. Attitude is found to significantly and positively affect decisions (Beta = .521**). When an individual has an attitude, positively or negatively, towards something, it means that the individual is having his judgment to the object whether it is good or bad and that the individual is in favor of or against that object. Attitude is composed of feelings, retention, or thoughts about other people, about one's self, about situations or about events. In other words, the individual's attitude toward an object, an institution or event is the person's positive or negative evaluation of that thing, institution, or event in the question (Ajzen and Fishbein,1980). When the students have an attitude towards the knowledge they obtained from the promotion activity, or the Young DJ project, they, thus evaluate whether there is a relative advantage or it is useful to them, whether it is appropriate for them, whether it is difficult to follow, and what the result if he has a try. In the Drug Prevention and Solution Project, when the students have an access to knowledge and comprehend it, they perceive and evaluate the knowledge, meanwhile they are thinking or having a positive or negative attitude towards that knowledge. By having a good attitude, they will decide to be in favor of or against the knowledge. As attitude significantly and positively effects decisions, it means that a favorable attitude

towards knowledge they obtained from the promotion activity results in decisions leading to an implementation of knowledge disseminated by the Regional Public Relations officials. Thus, hypothesis 3 is supported.

Hypothesis 4 : Decisions positively effect implementation.

Hypothesis 4 states that decisions positively effect implementation in such a way that the more positive decision on knowledge or a promotion project will result in the more positive implementation. The results indicate that decisions is found to significantly and positively affect implementation at the moderate level (Beta = .468**). When an individual decides to do or not to do something, he/she will evaluate and make a judgment of the knowledge he/she obtained so that he decides to implement or reject. If he/she obtained appropriate and correct knowledge which he/she thinks it benefits him, he/she will implement that knowledge. In the Drug Prevention and Solution Promotion Project, when the students obtained solutions and can comprehend the knowledge on drug prevention they will form an attitude towards the knowledge which results in their decision whether to implement or not to implement the knowledge based on the perceived characteristics of the knowledge which includes relative advantage, compatibility, complexity, trialability and observability of that knowledge. As decision is found to have significant and positive effects the implementation, thus the students decide to implement the knowledge they obtained from the promotion activity. Therefore, hypothesis 4 is supported.

Hypothesis 5 : Knowledge, comprehension, attitude positively effect decisions leading to implementation.

Hypothesis 5 states that knowledge, comprehension, attitude positively effect decisions leading to implementation in such a way that the more appropriate knowledge, the more comprehension, and the more positive attitude the students have toward the knowledge result in the positive decisions to implement the knowledge they obtained from the promotion activities.

The results indicate that an implementation of the students on knowledge on drug prevention and solution can occur through decisions. From the path analysis, knowledge significantly, directly and positively effects comprehension at a moderate level (Beta = .372**). Comprehension positively effects attitude at a moderate level (Beta = .461**). Attitude directly and positively effects decisions at a high level

(Beta = .521**) and decisions directly and positively effect implementation at a moderate level (Beta = .468**).

The students will evaluate the knowledge they obtained whether it is useful to them, compatible, easy to understand and to use, and yields a good result to them to practice it. Besides they see that such practice yields a good result not only to their health, but also to others as well.

An implementation of knowledge on drug prevention and solution can occur when the knowledge is passed to comprehension. When there is comprehension, the students will think and form their attitude towards what they obtained from the promotion activities of the promotion project. Then it is translated to what value they will have if they decide to implement such knowledge. If they think that such knowledge yields good results to them, they implement the knowledge to their daily lives. In the Drug Prevention and Solution Project, knowledge, comprehension and attitude are positively related, they also positively effect decisions leading to an implementation of the knowledge disseminated by the Regional Public Relations Office. Thus, hypothesis 5 is supported.

5.3.3 AIDS Prevention and Solution Promotion Project

Hypothesis 1 : Knowledge positively affects comprehension to implementation through decisions.

Hypothesis 1 states that knowledge positively effects comprehension to implementation of knowledge through decisions in such a way that the more appropriate knowledge, the more comprehension the students have leading to an implementation of knowledge through decisions. The results indicate that knowledge significantly and positively effects comprehension (Beta = .390**). The students who participated in the AIDS Prevention and Solution Promotion Project activities will have knowledge on AIDS prevention, facts on AIDS, risk behavior, AIDS treatment, and disadvantages of AIDS. If the Regional Public Relations Office disseminated appropriate knowledge on AIDS to students, the students will have a correct comprehension of AIDS. As knowledge is considered to be the first stage of behavior which students only remember or recall after they have seen or heard about something

(Noppasiri Daecharux, 1996: 22), the more appropriate knowledge, the more comprehension on AIDS prevention the students have. The findings reveal that knowledge directly affects comprehension, but comprehension does not directly effect implementation through decisions. The non-existence of the effect of comprehension on decisions does not correspond to the expectation in hypothesis 1. Therefore, hypothesis 1 is partially accepted.

The reason for no effect of comprehension on decisions to an implementation of knowledge is because there is a non-significant relationship between comprehension and decisions. This implies that comprehension does not directly effect decisions. Comprehension indirectly effects implementation through attitude as supported by Rogers's model of stages in the innovation-decision process (Rogers, 1983: 165).

Hypothesis 2 : Comprehension positively affects attitude to implementation through decisions.

Hypothesis 2 states that comprehension significantly and positively affects attitude to implementation in such a way that the more comprehension, the more favorable attitude the students have toward the knowledge on promotion project leading to an implementation of knowledge disseminated by the Regional Public Relations officials through decisions. The results indicate that comprehension significantly and positively effects attitude (Beta = .348**). When the students participated in the AIDS prevention and solution promotion activities, they will respond to the knowledge by translating, summarizing, or expanding the meaning of content and facts disseminated by the Regional Public Relations officials. By translating, summarizing and expanding the knowledge to their peers and family, it means that they have comprehension. The comprehension includes the message about the facts on AIDS, risk behavior and prevention, AIDS treatment, and disadvantage of AIDS. By having correct comprehension, they will have a positive attitude towards knowledge they obtained. Besides, attitude also significantly and positively effects decisions (Beta = .477**) and decisions significantly, directly and positively effect implementation (Beta = .263**) which is rather low. This shows that comprehension, and attitude are positively related. Comprehension effects decisions indirectly through attitude and decisions leading to an implementation of the knowledge. Thus the more

comprehension the students have, the more positive attitude toward the knowledge, the more positive decision leading to an implementation of knowledge disseminated by the Regional Public Relations officials.

Thus, the more comprehension directly affects the attitude towards knowledge on AIDS, the more favorable attitude will effect decisions leading to an implementation of the knowledge on AIDS disseminated by the Regional Public Relations officials. Hypothesis 2 is supported.

Hypothesis 3 : Attitude positively affects decisions leading to an implementation of the knowledge.

Hypothesis 3 states that attitude positively effects decisions leading to an implementation of the knowledge in such a way that the more positive attitude toward the knowledge on promotion project, the more positive decisions the students have, leading to an implementation of the knowledge disseminated by the Regional Public Relations officials. The results indicate that attitude significantly and positively affects decisions (Beta = .473**). The higher positive degree of attitude, the better is the result of decisions. The results also indicate that decisions positively and directly affect implementation (Beta = .263**). If the students have positive attitude towards knowledge on AIDS, they will evaluate that knowledge whether it has relative advantages to them, whether it is compatible to them. They will be attentive to try and observe the result of other's usage. If they have negative attitudes, they will ignore and reject the knowledge. As the results indicate that attitude positively and directly affects decisions leading to an implementation of knowledge disseminated by the Regional Public Relations official, thus, hypothesis 3 is supported.

Hypothesis 4 : Decisions positively affect implementation.

Hypothesis 4 states decisions significantly effect implementation in such a way that the more positive decisions the students make, the more favorable implementation of the knowledge disseminated by the Regional Public Relations officials the students have. The results reveal that decision significantly effects implementation (Beta = .263**). It is positively and directly effects implementation. It can be explained that when the students receive an appropriate knowledge, they can comprehend that knowledge. Meanwhile they pass the first knowledge on the promotion project to form attitude such that they can access information for their

decisions to implement or reject the knowledge disseminated by the Regional Public Relations officials as supported by Rogers's theory of Diffusion of Innovations (Rogers, 1983:165). Thus, hypothesis 4 is supported.

Hypothesis 5 : Knowledge, comprehension and attitude positively affect decisions leading to an implementation of knowledge.

Hypothesis 5 states that knowledge, comprehension, and attitude effect decisions leading to an implementation of knowledge the students obtained from the promotion project disseminated by the Regional Public Relations officials. The results reveal that knowledge significantly and directly effects comprehension (Beta = .390**). Comprehension significantly and directly effects attitude (Beta = .348**). Attitude significantly and directly effects decisions (Beta = .473**), which leads to an implementation. From the analysis, an implementation of knowledge is mediated by decisions. It shows that decisions significantly effect an implementation of knowledge of the AIDS Prevention and Solution Project disseminated by the Regional Public Relations officials (Beta = .263**). In summary, knowledge comprehension, and attitude do not directly have influence on an implementation. They are mediated by decisions which correspond to Rogers' theory of Diffusion of Innovations (Rogers, 1983:165). Therefore, hypothesis 5 is supported.

5.4 Comparison of the three Promotion Projects

5.4.1 Qualitative Analysis Approach

In this study, three promotion projects under study are compared in order to find out how successful is the policy implemented by the Public Relations Offices. The comparison is conducted by using the criteria conditions for policy evaluation adapted from Mazmanian and Sabatier's criteria conditions for policy evaluation. The conditions include commitment and skills of public relations officers, hierarchical integration, changing socioeconomic conditions, diversity of target groups, level of clarity of objectives of the projects, causal theories of projects, budget and resources, types of media use, frequency of message, and characteristics of message. The data

are obtained by an in-depth interview with the directors, public relation officials and frontline implementors. The analysis of each condition is as follows:

5.4.1.1 Commitment.

From an in-depth interview with the director, public relations officials and frontline implementors, the Office of Public Relations, Region 1 at Kon Kaen, Region 3 at Chiang Mai, Region 5 at Surat Thani, Region 7 at Chanthaburi and Region 8 at Kanchanaburi, a commitment is the duty of officials, particularly of the public relations officials and frontline implementors to work for the well being of people or the betterment of the country. A commitment to the work assigned results in the attention of officials to work. It will result in the positive or negative outcomes.

Director, Office of Public Relations, Region 1, Kon Kaen, thinks that the public relations officials and frontline implementors have to be involved in all situations and information oriented especially in their area of responsibilities. They cannot sit in the ivory tower. Meanwhile, The Director, of the Office of the Public Relations, Region 8 thinks that the public relations officials have to compete with the change of information technology in order that they can access new information globally. Public relations is an art and science. She also said that public relations officials must well rounded, not only in breadth but also in depth, Loyalty, sincerity, and responsibility are very important to the public relations officials.

The Directors, Offices of Public Relations, Region 1,3, 5, 7, and 8, agreed that working experiences are also important to the success of policy so far as they are implementors of the policy. Even though the objectives of the policy are not clear they have to know and understand not only media but also the characteristics of media otherwise the target goals of the promotion project cannot be achieved. They have to improve self efficiency in working and have the skill in public relations planning and campaigns and making database. However, the Director, Office of Public Relations, Region 3 said that public relations is a kind of work which requires freedom of thought while Directors 1,5,7 and 8 said that the officials must be active and have creativity. Personal characteristics of public relations officials as frontline

implementors and promotion agents in having a connection with other people is also an important factor to the success of the policy.

On the issue of communication skills, the Directors, Office of the Public Relations, Regions 1,3, 5, 7 and 8 and public relations officials think that communication skill is important to public relations. In order to have the job completed, communication skill is needed. It will be helpful in asking for cooperation and coordination which will result in the integration within the organization and with related organizations outside. Even though the Public Relations Department has the policy in developing their human resources, in order to train and increase knowledge of communication skill in public relations planning, it is unsuccessful. The officials must be dexterous at their jobs.

The results of the in-depth interview imply that even though the directors and public relations officials think that commitment is significant to the success of policy, in practice they can work in accordance with the available limited resources, such as under the limited budget and capacity of the personnel some of whom have no background in public relations and are technicians but are promoted to public relations positions. Therefore, they lack of communication skill and skill in media selection.

5.4.1.2 Hierarchical integration.

The Director, Office of Public Relations, Region 1, said even though the office receives very good support from the top executive, there are some problems in asking for cooperation from headquarters. There is internal conflict and no direct coordination among different levels of officials on related issues. There is a hierarchical constraint. Thus, it results in their working as a routine. Whereas the public relations officials, Office of Public Relations Region 3, said the office receives good support from the executive, for example, the officials are encouraged to implement the promotion projects as planned. They receive good cooperation from within and from other related organizations outside, such as the Rajabhatra Institute, secondary schools, Provincial Public Relations Office, Provincial Public Health care unit, Provincial Drug and Narcotics Prevention unit, provincial election committee,

and the mass media. The Director, Office of Public Relations, Region 5, said that there are some problems in coordinating due to a misunderstanding of the objectives of the work to be done.

For the Office of Public Relations, Region 5, there are no problems on hierarchical integration. The office receives good cooperation from different levels of officials from various organizations, such as from the Provincial Education bodies in inviting the schools to participate in the promotion activities, from the Provincial Narcotics Prevention unit to be a guest lecturer in training on drug prevention, from bank club in providing a cup award for the winner in the promotion activities on drugs, etc. Besides, some of the officials are local people, therefore, it is convenient to have the officials to be mediated persons in coordinating with local organizations.

The Director, Office of the Public Relations, Region 5 at Surat Thani thinks that there is good cooperation in the promotion projects such as in the Drug Prevention and Solution Project because the presentation is interesting to the students to follow up. In the AIDS Prevention and Solution Promotion project there is also good cooperation from various organizations because the office has some officials who are local people and will be mediated persons in coordination. The AIDS Prevention and Solution Project is moderately successful. The project is a consecutive five-year project. They have implemented the promotion activities for three years already, but they are held only on the World AIDS Day. The students who participated in the promotion activities are interested in the knowledge for the presentation of the lecturers is interesting, joyful and has a good atmosphere. For the Office of the Public Relations, Region 7 and 8, there are some problems in coordinating with the central office in Bangkok. It has to pass the hierarchical system especially on the financial issue. They hardly can communicate with the Director General of the department. The Director, Office of the Public Relations, Region 5 also said that public relations is team work, the officials have to have human relationships including giving all his/her attention to the work in their responsibilities by communicating with other people, following up the work consistently. Skill in coordination as well as good human relationship is necessary.

From the interview, the data imply that the directors and officials of the five Regional Public Relations Offices think that they receive a moderate

hierarchical integration within the organization due to the bureaucratic system even though some offices receive full support from the top executives.

5.4.1.3 Changing Socioeconomic Conditions.

From an in-depth interview with the Director, Office of the Public Relations Region 1, the director thinks that the changing socioeconomic conditions affect the policy. However, the office receives some budget to implement the promotion projects to enhance the policy. As it is the duty of the office in making a good understanding between the public and people and to promote the public policies for a well being of people, therefore they try to work in order to meet the targeted goals of the policy under the socioeconomic constraint such as a small amount of budget, political support and interference particularly when there is a change of government and the Minister who will be in charge of the Public Relations Department. This will result in the change of interest in the policy and they have to adapt to the change. Besides, the Constitution, section 80, also affects the income of the office as the office used to have from the sound wave rental for radio broadcasts.

According to the Director, Office of Public Relations, Region 3 – Chiang Mai, even though it is a top-down assignment, the socioeconomic changing conditions affect the implementation of promotion projects moderately. The conditions affect the budget they receive for the implementation of projects, for example in the AIDS Prevention and Solution Promotion Project in such a way that the budget was reduced to 30,000 Baht. Besides, section 40 of the Constitution stating that the broadcast frequency management must be managed in terms of the benefits of the people and there must be an independent organization functioning in frequency management. Therefore, the income the Public Relations Office used to have from a rental of frequency in the pasts is also affected. This is because the office has its own media. When the Constitution is put into enforce, as a result, it also affects the implementation of the promotion projects, in terms of a reduction of budget.

According to the Director, Office of the Public Relations, Region 5, Surat Thani, socioeconomic change does not greatly affect the implementation of the promotion projects. The office still receives a budget to implement the promotion

projects, even though it is only, for example, 30,000 Baht for an implementation of the Drug Prevention and Solution Promotion Project. However, they solve the problem by combining the budget received to the budget of the related organizations on the subject matter of the promotion project, such as by combining the received budget for Drug Prevention and Solution Promotion Project with that of the Provincial Narcotics Prevention Commission. The director thinks that it is difficult to say how much the success of the promotion projects is. This is because there is no evaluation of the projects. Besides, it is hard to evaluate them because the students who participated in the promotion activities are mostly the upper secondary students and have gone on to continue their studies in higher education. After the participation has completed, some of them disperse. Due to the change of socioeconomic conditions, particularly in the economic crisis in 1997, the office has to concentrate more on the Village Fund Project, which is an immediate project to be implemented in order to help the economy of each community.

According to the promotion officials on behalf of the Director, Office of the Public Relations, Region 7, the change of socioeconomic conditions does not greatly affect their promotion project implementation. The reason is that the office is still allowed to implement the projects even though the budget is small, the same as other offices.

According to the Director, Office of the Public Relations, Region 8, the change of socioeconomic conditions affects the project implementation by having more work to do. Due to the change of socioeconomic conditions, the office has to concentrate on the Village fund Project which the promotion officials have to coordinate with other related organizations in the community such as the district administration council (or-bor-tor) and have to function in promoting the new project.

In summary the directors and public relations officials, perceive that the change of socioeconomic conditions moderately affect the promotion projects even though there is a budgetary constraint. They are still able to implement the projects as assigned.

5.4.1.4 Diversity of Target Group

According to the Director, Office of the Public Relations, Region 1, Kon Kaen, the target groups of the Democracy Promotion Project are the upper secondary students who are having their rights to vote. The average age of the target groups is 18 years old. For the Drug Prevention and Solution Promotion Project and AIDS Prevention Promotion Project, the target groups are also the upper secondary students. The director said that the target groups of the promotion projects are not much different. The reason why the office focuses on the upper secondary students is because they are mature enough to be mediated persons in disseminating the knowledge they obtained from the promotion activities to their peers and family.

According to the Director, Office of the Public Relations, Region 3, the office targets at the upper secondary students to be their target groups of the promotion projects. This is because they are mature enough to know and understand the knowledge and information of each particular promotion projects. They are the same as other offices.

From the data obtained by an in-depth interview, the target groups of the promotion projects have less affect to the policy of the three promotion projects under study.

5.4.1.5 Level of Clarity of the Objectives of the Projects

From the in-depth interview conducted with the Director, Office of Public Relations, Region 1, Kon Kaen, the director perceives the objectives of the policy as very clear. Whereas, the frontline implementors think that the policies are mostly clear, but there is still a discontinuance for implementation. For example, in an implementation of a project, the promotion activities are held only once in a year. There is some ambiguity which they have to coordinate with the Policy and Planning Development Division at the central office in order to find a correct answer for them to work. Besides, there are inadequate directions and strategic plan in spite of having adequate budget for the implementation of the project.

According to the Director, Office of the Public Relations, Region 3, the director perceives that the objectives of the policies of the promotion projects are not

clear at all. The office just receives the order to work without being given directions. As a result, this causes the problems of translating the policies into practice. The office has to solve the problem by themselves by finding some methods in order to be able to explain to the implementors until they can understand the objectives of the policies; otherwise the office will ask the central office for an answer and it never receives the answer from them. This might be because the central office may have so many things to be responsible for that they cannot answer the question asked from the Regional Offices. This results in a negative attitude of the regional officials toward the work to the extent that they are not given any attention from the central office and are not involved in the organization. However the office often resolves the problems by themselves when they encounter them.

According to the Director, Office of the Public Relations, Region 5, the clarity of the objectives of the policies of projects depends on the officials whether they did such work before. If they did such work before, they will understand the objectives of the policy which they implement.

According to the Office of Public Relations, Region 7, the official on behalf of the director, thinks that the objectives of the policy are not clear. Sometimes they have some problems and need to understand them correctly, so they have to ask the central office. Due to the hierarchical constraint, it is very hard for them to contact with the specific section, such as the problem on the policy of financial support for a particular project and its activities. Due to their effort to understand the objectives of the policy of the promotion projects along with their working experience results in an ability to translate the policies into practice.

According to the Director, Office of Public Relations, Region 8, the director perceives that the office is a policy implementing unit. The objectives of the policy are not clear and there are no directions. There is no unity of working. When the central office tells them what to do, the office will look at the concentration of what is to be done. For example, in the Drug Prevention and Solution Promotion Project, the central office will tell them to implement the project. The office thus has to reconsider which activities would correspond to the policy. Besides, when there is a policy from the central office, the order to implement the policy is not clear. There are no guidelines for the implementors to pursue the work. Sometimes, there is often a

change of order on implementing the policy. This results in a giving up or suspending of the work which has been already planned and coordinated previously with the related local organizations. Some policies are very difficult to implement, such as the policy on eliminating corruption in cable television business which is very dangerous to the implementors. To have a policy implemented, it must be accepted that such a policy can be put into practice.

The in-depth interview is also conducted with the official at the Office of the Public Relations, Region 8, the official perceives that in the fiscal year 1999 to 2000, the clarity of the policy is very broad, but in the fiscal year 2001, the objective of the policy is clear. It can be translated into practice, especially on the reimbursement.

From the in-depth interview, the clarity of objectives of the projects is perceived by the directors and officials of the Offices of the Public Relations as unclear and no directions for them to implement the project. They have to reconsider and try to understand the objectives by themselves. More working experience will be helpful for them to understand and know-how to implement the project. There is low clarity of the objectives of the project

5.4.1.6 Causal Theories of the Projects

The Director, Office of Public Relations, Region 1, perceives the causal theories of the projects that they are important to the implementors. The population of Kon Kaen is about 21 millions. There are many serious social problems, for example drug addiction problem among students in particular. Therefore, it is the duty of the office to promote a correct understanding on the danger of drugs to the people especially to the students. This is because there is wide spread drug addiction among school students.

To the public relations officials who work as frontline implementors or promotion officials, they perceive the causal theories of the projects as significantly important to an implementation of the projects. This is because so far as they can understand the causal theories of the project, they can select the type of media use in disseminating the information and message as well as designing the message

appropriately to the target groups to whom they want to reach. Besides, the officials perceive that the Promotion Project has not made much progress, such as the Democracy Promotion Project. They think that democracy is difficult to understand due to an interpretation of the content which has to be dealt with by law. Besides, the democracy is distant. To know and understand the causal theories of the projects enables them to know the directions and how to improve their work appropriately.

According to the Director, Office of the Public Relations, Region 3, the causal theories of the projects are perceived as being very important to an implementation of the promotion projects. Because public relations is a primary function of the regional public relations office, not only do the implementors have to understand the causal theories of projects, but also the executive has to understand them as well. Even though the causal theories of projects are important, sometimes, the implementors do not study and give attention to their importance. This results in the transmitting of the policy into practice. As director of the office, to solve such a problem is to try to find different methods in explaining to the officials in order that they understand. In order to confirm whether they understand what has been explained, there is an evaluation of the results. The office proposes the evaluation results and solution of the problems to the central office. Unfortunately, the central office never gives any answer back to the office. This discourages the Regional Public Relations Office who are the frontline implementors and also means the problems which are not corrected.

The Director, Office of Public Relations, Region 5, perceives that there is a misunderstanding of the causal theories of the projects. The officers and related organizations have to discuss in order to understand them correctly, for example, the office invites the radio broadcast and television channel 11 officials to discuss monthly in order that they can understand and interpret them in the same direction. If they do not agree with the results of the discussion, they will discuss until it is accepted and try to adapt themselves to the agreement and explain the results of the discussion to the director on the particular subject.

According to the Director, Office of the Public Relations, Region 7, the office was established in 1997, which is rather new. Some officials as frontline implementors are transferred from other provincial public relations offices, some are

technicians from Radio Thailand Broadcast Station and TV channel 11. It is like other regional public relations offices. Most of them do not understand or study the causal theories of the projects. They work by using their accumulated working experience in judging the importance of the causal theories of the projects. This results in a misunderstanding of the causal theories. The director perceives the causal theories as being very important to an implementation of the promotion projects because they imply a strategic plan as well as media strategy. Sometimes the causal theories of the projects are ambiguous and too broad to understand, and the officials as frontline implementors have to think and try to interpret the intention of the causal theories. They may ask the central office and colleagues in other regional public relations offices.

At Public Relations Office, Region 7, an in-depth interview was also conducted with two officials who work at Radio Thailand in Trad Province which is under the administration of the office, Region 7. The officials said that as implementors, sometimes they do not know or study the causal theories. They are assigned to work without knowing in-depth about the causal theories of the project. By having working experience, they think they know and understand how to implement the projects.

According to the Director, Office of the Public Relations Region 8, the causal theories of the projects are sometimes not clear. The officials have to think and interpret by themselves and set the plan by themselves. Sometimes the officials do not study the causal theories resulting in a misunderstanding or not understanding at all. At the Office of the Public Relations, Region 8, two officials were interviewed. They think that as a coordinator and implementor, it is necessary to understand the causal theories of the promotion projects in order that they can coordinate with and ask for cooperation from other people and related organizations successfully.

From the in-depth interview conducted with the director, public relations officials and frontline implementors, most interviewees perceive that an understanding of the causal theories of promotion projects are necessary and very important to them in implementing the promotion projects because there are many social problems such as, a selling of votes, drug addiction and widespread AIDS infection which the government wants to eliminate or reduce to the lowest rate.

Therefore, they perceived the causal theories of the promotion projects as very important to the implementation in terms of being able to plan a media strategy and activities appropriate to the target groups.

5.4.1.7 Budget and Resources.

From an in-depth interview, the Director, Office of Public Relations, Region 1, perceives the budget is very small. As the Public Relations Offices are governmental organizations, each office received the same amount of budget allocated by the central office for the same project. For example, in the Democracy Promotion Project, the budget is 100,000 Baht for each regional office to implement the project (Public Relations Action Plan, Fiscal Year 2000:23). For the Drug Prevention and Solution Promotion Project, the budget is 80,000 Baht (Public Relations Action Plan, Fiscal Year 2000:28) for an implementation. For the AIDS Prevention and Solution Promotion Project, the budget is 30,000 Baht for an implementation (Public Relations Action Plan, Fiscal Year 2000:35). Not only is the allocation very small to an implementation of the project, but also it is so delayed that the office has to work before they receive it. Besides, there are the problems of reimbursement which is very slow. However, the office received a financial support for the implementation of the promotion projects consecutively for five years from 1995 to 1999. The director said that the central office should solve the problem of delayed reimbursement. As Kon Kaen is a big city and the center of the Northeast, the governor of the province gives first priority of importance to the promotion projects, in particular the Drug Prevention and Solution Promotion Project. This is because its population is 21 millions, the allocation of budget for such a big city like Kon Kaen is so small that they can do only little to activate or to motivate the people to understand the danger of not using the individual's rights to vote, of drug addiction, and of AIDS infection. Therefore the budget received is perceived as very important while the allocation is perceived as very low.

According to the Office of the Public Relations, Region 3, the Director perceives that due to the change of socioeconomic conditions, particularly the economic crisis, budget is affected by the changing conditions in terms of limited

budget received. It thus affects the implementation of the promotion projects. As an implementation unit, it is the duty of the office to carry out the promotion projects as assigned by putting all effort in order to attain the target goals of the projects.

For the Office of the Public Relations, Region 5, the Director who has been working for 24 years at the Public Relations Department, perceives budget as low, similar to others. The director thinks that budget and resources is the important factor in facilitating the implementation of the promotion projects. As the budget and resources is very limited, the office can work only on a small scale. They can organize the promotion activities only in urban areas and at its periphery.

According to the Director, Office of the Public Relations, Region 7, the budget is very limited. The director thinks even though the budget is so limited, they can work under the budgetary constraint by having a cooperation with other related organizations which are authorized in the particular issue. For example, in the Democracy Promotion Project, the office also asks for assistance and support from the provincial election commission for an expert in the democracy and from an educational institute in the province to be on the committee for the academic competition on democracy. In the Drug Prevention Project, the office asks for assistance from the provincial narcotics prevention unit in terms of experts and publications for educating the target groups. In the AIDS Prevention and Solution Promotion Project, they ask for an assistance and support from the provincial public health authority for experts and materials necessary to the seminar on AIDS. The office cannot hire a famous speaker to be a guest lecturer, such as Dr. Seri Vongmontha, for the promotion activities. Therefore, the office uses the budget and resources as they are available in their area of responsibilities and administration. However the budget and resources is still small and rather inadequate for an implementation of the projects which each province needs to implement.

The Director, Office of Public Relations, Region 8, perceives that the budget is very small. In the past the office used to have some income from broadcast frequency, which supported some expenses of the office. When there is a change of the Constitution, particular in Section 40, the income becomes less. Therefore the allocation of the budget for the project implementation is also affected by the change, otherwise the office would more budget.

An in-depth interview was conducted with some public relations officials, in the Public Relations Office, Region 8, at Kanchanaburi which has just been established, so officials are also new. They never worked on the budget, therefore there are many problems on reimbursement. They also think that the budget is very small because the area under their responsibilities is geographically big. In order to implement the promotion project, the distance is very far, They have to use lots of resources for travelling from one place to another place. If they invite some schools to participate in the promotion activities, they have to be responsible for the expense for the schools invited such as for hotels, food, vehicles, etc. Therefore the budget allocated to the office is very limited, but it is very important in implementing the projects.

From the data obtained from the in-depth interview, it can be summarized that budget and resources is perceived by the directors and public relations officials as frontline implementors as very important to the implementation of the projects. They think that the allocation of the budget and resources are so minimal that they can work only little. There are only six people in each Office of the Public Relations who are in charge of the promotion projects of which there are many. Budget and resources also affects type of media use and frequency of media use.

5.4.1.8 Types of Media Use

The Director, Office of Public Relations, Region 1, perceives that there are many types of media use which the office uses to disseminate information and messages on the promotion projects. For example, in the Democracy Promotion Project, the academic competition is the main type of media used. Other media use includes publications, spots on radio and television channel 11, videotapes. In the Drug Prevention and Solution Project, the main type of media use is the Young DJ Project where the students who are the target groups can use the radio program at the Radio Thailand Broadcast Station for them to practice as radio announcers to disseminate the information and message on drugs to their peers, families and community. As the students are teenagers, they like music, therefore, the office held a concert by adding the knowledge and information in the concert for the drug

prevention and solution project. Other media use are publications, banners, stickers, a sports shirt, tape cassettes, videotapes, folk music, Thai folk dances, and exhibition, etc. In the AIDS Prevention and Solution Promotion Project, the main type of media use is a seminar on AIDS prevention to promote the knowledge on AIDS prevention and the correct attitude towards the AIDS patients. Other media used is exhibition, music and concert, stickers, spots on radio program at the Radio Thailand Broadcast Station, and on television channel 11, etc. The director emphasizes that a selection of type of media use contributes very much to an achieving the target goals of the policy. The office asked for cooperation from the private sector, such as the mass media association in Kon Kaen in disseminating information on the promotion projects. .

According to the Director, Office of the Public Relations, Region 3, the type of media use in disseminating the knowledge on the promotion projects, for example, in the Democracy Promotion Project, the main type of media use to promote knowledge on democracy is the academic competition. In the Drug Prevention and Solution Promotion Project, the main type of media use is the Young DJ Project where the students who are selected will be radio announcers and to be mediated persons to their peers, families and community, will use a radio program provided at the Radio Thailand Broadcast Station as a channel to disseminate information and messages on drugs to their audience. For the AIDS prevention and Solution promotion Project, the main type of media use is a seminar, exhibitions, music and concert, folk songs, videotapes broadcast on television, spots on television and radio, stickers, posters, publications, etc. Even though there is a variety of type of media use, the director think that type of media use often depends on what the implementors consider are appropriate to the target groups. The director said that type of media use affects the characteristics of message. This is because each type of media has its specific characteristics. Therefore, the content designed for a particular type of media many not be suitable to the other type.

The Director, Office of the Public Relations Region 5, perceives that type of media use is important to the implementation of the promotion project. At the Office of Public Relations, Region 5, the main type of media use in the promotion of democracy is an academic competition. The Drug Prevention and Solution Promotion Project, the main type of media use is the Young DJ Project broadcast on Radio

Thailand in the program provided for the students who are trained and selected to be announcers in disseminating the information on the drugs and drug prevention to their audience. In the AIDS Prevention and Solution Promotion Project, a talk show by inviting famous singers and DJ, such as Su Boonliang, to be a Master of Ceremony (MC) in the talk show, is a main type of media in disseminating the knowledge, information and message to the target groups. Besides, this concert, and spots on radio and television on Radio Thailand and television channel 11 occurred. Other types of media use are publications, videotapes, tape cassettes, stickers, posters, etc. The director perceives that an understanding of type of media used by the public relation officials to disseminate information and knowledge on the promotion projects is important to the success or failure of the promotion projects. The more skill in the selection of type of media use the officials have, the more they can reach the target audience and the more the target audience will decide to implement the knowledge they obtain.

According to the Director, Office of the Public Relations, Region 7, the type of media use is necessary to the frontline implementors. If the implementors understand the nature of each type of media, they can use the media successfully to reach the audience. In the Democracy Promotion Project, the office used an academic competition as the main type of media use in promoting the democracy like other regional public relations offices. Other activities are a trip to important places such the parliament, the Government House, and some political parties. Besides, there are spots on radio inviting the audience to use their individual rights to vote. Other media are publications, tape cassettes, etc.

In the Drug Prevention and Solution Promotion Project, the Young DJ project is used as the main type of media to promote an understanding of drug prevention to the target audience. In the AIDS Prevention and Solution Promotion Project, a seminar is held to promote a correct knowledge and positive attitude toward the AIDS patients. There are other media which the office uses such as brochures, videotapes, tape cassettes, folk songs, etc. The director perceives that there are many types of media which the implementors use in promoting the promotion activities of each promotion project. However, type of media use is affected by budget and resources available. So, it affects the characteristics of message and frequency.

According to the Director, Office of the Public Relations, Region 8, the office has its own media : Radio Thailand and television channel 11. Type of media use varies and depends on the budget received from the central office too. The director perceives that by using the students who are the target groups of the promotion projects is more effective in disseminating the knowledge on the particular projects. There will be a network of communication having the students as mediated persons. By using interpersonal communication, there will be more participation from the target groups. Type of media use is important to implementors in their decision on the content and the design of message to be disseminated to reach the target audience successfully. From an in-depth interview conducted with the officials and implementors, due to the limited budget, it results in selecting type of media use and a narrow into down of scope of work but deeper content. The Public Relations Office, Region 8, thus focused in using radio more than other media because it can be broadcast more frequently and reach a wider target audience.

It can be summarized that the type of media use is important to the implementation of the promotion projects. Each regional public relations use type of media selectively. Due to the limited budget and resources, it is necessary for them to select type of media use carefully. They will select the type of media use and narrow the scope of the implementation. The selection of type of media use thus affects the characteristics of the message. It also affects the frequency of media use. Meanwhile, it enables the implementors to reach a larger target audience.

5.4.1.9 Frequency of Media Use

From the data obtained from an in-depth interview, the Director, Office of the Public Relations, Region 1, perceives the frequency of using media as minimal. For example, in the Democracy Promotion Project, the main type of media use in promoting the democracy can be held only once a year. Besides, the emphasis is mostly on an election. In the Drug Prevention and Solution Promotion Project, training for a young DJ which is the main type of media use in promoting drug prevention can be organized only once or two in a year. In the AIDS Prevention and Solution Project, the main type of media use in promoting the knowledge on AIDS

prevention is a seminar which is held on the world's AIDS day which is on December the first of every year. Besides, there is discontinuance of the activities. For example, in the drug prevention, the activities may be organized in urban areas of the province where the office is situated, but not in the same province next year. Sometimes the activities were held this year, but later in the next year, the office is not allowed by the central office to organize them again, but it was held again two years after. This is because there is also a selection of provinces where the activities of certain projects should be held. Therefore, type of media use depends also on the allowance of budget and assignment from the central office to carry out or not to carry out certain projects and activities. This results in frequency of media use because there is an interruption which suspends the implementation of the promotion projects.

From an interview conducted with the officials as frontline implementors, they think that the main problem of using media is the discontinuance of the promotion of the projects. This is because the activities can be held only once a year due to the time and budget constraints in organizing the promotion activities. They want the promotion project activities to be continuously supported every year.

According to the Director, Office of the Public Relations, Region 3, the frequency of message is perceived as low. As a concert is the main activity of promoting the knowledge on AIDS, the office organized a concert to entertain the target groups. Instead of activities held somewhere where the target groups can go for their participation easily, the office held the activity at the Chiang Mai airport. The airport is a particular place. General people who have no business such as travelling will actually not go there. Besides the audiences are the conscripts instead of the upper secondary students who are the target groups, she said the activity failed. Such an activity results in the infrequency of message because the activity is organized only once a year. The office uses other media such as radio and television spots broadcast after news in late morning which is the time that most students as target groups are already at school. For the Democracy Promotion Project, the academic competition is the main activity in disseminating knowledge and information on democracy to the target groups, but the activity is organized only once a year. It is the same with the Drug Prevention and Solution Promotion Project, the Young DJ project aiming at the upper secondary students to be the target groups who will be the mediated persons in

disseminating the knowledge in drug prevention to their peers and families, the activity can be organized only once a year. However, the students can practice their skills as radio announcers in disseminating the knowledge on the drug prevention in a radio program provided for them at the Radio Thailand. The program is on weekends. The director thinks that the frequency of message is still not much even though there are other types of media use, such as publications, posters, videotapes, tape cassettes, stickers, and interpersonal communication.

According to the Director, Office of the Public Relations, Region 5, in the Democracy Promotion Project, an academic competition is the main type of media use in promoting the democracy and it is organized only once a year. Even though there are other types of media use, the frequency of message is perceived as minimal. This is because not only of the budget and resources constraint, but also type of media use which affects the frequency of message. For example, publications and stickers may be distributed to the target groups more often than the message broadcast by television. This is because the budget and resources affect the frequency even though the office has its own media. As a result of section 40 of the Constitution stating that the broadcast frequency is the national resource, there must be an independent organization functioning in frequency management, the Public Relations Office is an organization with owned media, which are Radio Thailand and Television channel 11, loses the income it used to have in the past. Thus, the frequency of message is affected by the political change.

In the Drug Prevention and Solution Promotion Project, the office organized a Young DJ training course for the target groups who are the upper secondary students by asking for cooperation from the provincial narcotics prevention by inviting an experts on drugs. The objectives of the Young DJ project are to have the students to be mediated persons in disseminating the knowledge on drugs they obtained from the training to their peers and families. The training can be organized only once a year and the students enjoyed participating in the activities. This is because the training atmosphere is joyful, and they are trained to be radio announcers.

In the AIDS Prevention and Solution Promotion Project, the activity which the organized for the target groups is a talk show having Jatupol and Su

Boonliang as the masters of ceremony (MC). The students are interested in the subject matter whereas the atmosphere is also amusing.

According to the Director, Office of the Public Relations, Region 7, the main activity of the Democracy promotion Project is the academic competition. The activity is organized only once a year the same as other Regional Public Relations Offices. The activity is broadcast on television channel 11 and Radio Thailand in Chanthaburi. Other media are publications on the Constitution, publications on an election, brochures from the General Election Committee, and the Prapok-khao Institute. Besides there are videotapes, tape cassettes, 'likae', Thai folk dances and Thai folk songs and village radio tower as media use in promoting the democracy in the community. They also use the local artists and local opinion leaders as mediated persons in disseminating the knowledge and information on democracy to the community. As the main target groups of the Democracy Promotion Project aimed at the upper secondary students, and the academic competition is the main activity for them, therefore, the concentration of the frequency of the message is to the target groups who are students is the academic competition. The activity can be organized only once a year.

By the same token, the main activity of the Drug Prevention and Promotion Project is the Young DJ project. The students as the target group are selected for training. In the training, there are only 20 to 30 students who are selected to be the train as radio announcers in spite of having 70 students apply for the training. This is because there are not enough room for a big group and there is not enough officials as trainers to take care of the students thoroughly. However they are the representatives of the schools participating in the activity. After the training they are expected to be mediated persons in disseminating the knowledge and information on drugs to their peers and families as well as to their community. They are provided time for a radio program on drugs disseminated through Radio Thailand. The program is on weekends. However, the training as the main activity in disseminating the information and message on drugs to the target groups can be organized only once or twice a year which is inadequate to serve the interest of the students.

In the AIDS Prevention and Solution Project, the main activity of the project which the office organized for the target groups is a seminar. The office

invited expert on AIDS from the provincial public health authority to give knowledge and facts and the situation on AIDS to the students who are the target groups. The activity is organized only once a year. The office also use the wired radio system to reach the target groups, but there are not many people listening to the radio. They prefer watching cinema and drama on television to AIDS information and knowledge.

From the data obtained from an in-depth interview conducted with the officials as frontline implementors, due to the budget and resources which are so limited, it is difficult to use media as frequently as they wish, particularly the mass media. They own the mass media, Radio Thailand and television channel 11, and even with the executive support, the frequency of media use is still limited due to the limitation of time and budget support from the central office.

According to the Director, Office of the Public Relations, Region 8, the main activity of the Democracy Promotion Project is the academic competition which is held only once a year. The activity is used as a type of media for promoting the democracy to the target groups who are upper secondary students. By having the students participating in the activity is because the Constitution allows an individual who has the right to vote must be at least 18 years old. The students in the upper secondary schools are going to be and some may have already reach 18 years old. They are going to use their rights to vote in an election. By having the students to be the target groups participating in the promotion activities, will yield good result in motivating other people, such as their peers, families and community, to use their rights, for example in voting for a political candidate. Other media which the office uses to promote democracy are brochures, publications, articles broadcast on radio, tape cassettes, videotapes, folk songs and the like. The office also broadcasts the academic competition on television channel 11. Due to the geographical variation in the region where there are mountains, the television broadcast is rather difficult. As a result, the target group cannot access knowledge and information on the promotion projects. Mostly the office uses radio more than television.

From an in-depth interview with the planning officials, Office of the Public Relations, Region 8, they perceive that the media use in promoting the promotion projects, such as in the Democracy Promotion Project, the target groups who are the upper secondary students do not learn much about democracy, even

though there is an academic competition. The students answer the questions very seriously in order to be the winner in the competition. They said there should be a new activity which motivates the students to understand more such as by using a stage show (a drama) or a simulation in order that the students can learn and understand more about democracy not just using a rote memory. However, such activity is organized again and again each year, and only once in a year but it does not go in-depth. It is only an academic competition whom the students are trying to answer the questions correctly in order to be the winner.

In the Drug Prevention and Solution Promotion Project, most media use are concerts, slogan competition, a talk show, a campaign. The office also joined with other related organizations such as the Ministry of Public Health in exhibition. There are other media which the office uses to promote drug prevention such as radio spots on Radio Thailand. The public relations officials are concerned that once there are activities on a certain promotion project with support of the budget, it seems that the promotion activities are in the eyes of the people. Once the activities end, the program on radio also disappears. They wish the activities to be supported continuously. They see that there is a discontinuance of the promotion of projects. If the government wants to have the target groups to keep alert on such particular issues of social problems, like democracy, drugs, and AIDS, continuous activities should be encouraged.

In the AIDS Prevention and Solution Promotion Project, the main activity of the AIDS Prevention and Solution Promotion Project is a radio program on AIDS and exhibition on the World AIDS Day, which is on December 1 of every year. The officials said that the frequency of message depends on the budget in such a way that when the promotion does not exist, the radio program is also suspended or disappeared. There is a discontinuance of the promotion.

It can be summarized that the frequency of message is perceived by the directors and public relations officials, Offices of the Public Relations, Region 1,3, 5, 7, and 8, as low frequency. This is because the main activities are held only once a year. Besides, there is no continuity of promoting the implementation of the projects. As a result, the promotion will not be in the eyes of the target group for the frequency of broadcast disappeared when no more budget is available to support the program.

5.4.1.10 Characteristics of Message.

According to the Director, Office of the Public Relations, Region 1, the message in the Democracy Promotion Project disseminated to the target groups is rather beyond their capacity to understand clearly. It might be because it is rather difficult for them to understand and far beyond their interest. In the Drug Prevention and Solution Project, as Kon Kaen is a big city and center of the Northeast, the message of the drug prevention is more interesting to the students because they have an opportunity to implement their knowledge to their peers and families as well as community by broadcast on Radio Thailand. They are trained to be radio announcers and obtain knowledge from the training and expected to be multiplier of the promotion project. Besides, the situation may be nearer to the students when compared to the former. In the AIDS prevention and Solution Promotion Project, even though the issue is of interest of the students, the format of dissemination of the information, in other words, the content should be more striking not redundant. It should be new information. Therefore, the accessibility of information using new information technology is necessary for the public relations officials as frontline implementors. There should be an improvement of the content to interest the target audience. Therefore the public relations officials as implementors have to be kept alert to all situations.

According to the Director, Office of the Public Relations, Region 3, the content of the message should be improved. In the Democracy project, the activity as well as the message disseminated to the target groups should be improved. An academic competition may be redundant because the questions asked often are nearly the same. The students can have a tutorial session from schoolteachers preparing for the competition. If the students can remember the answers they tend to be able to win the competition. The director thinks that such knowledge does not really create the knowledge on democracy to the students. After the completion of the competition, the students may disperse and might forget the knowledge they obtained. In the Drug Prevention and Solution Promotion Project, the content should be improved. Currently, the message is old and redundant. The message just follows the book. The

public relations officials who work in this field should have more spirit of commitment and devotion in order that they can know what message should be designed to attract the interest of the target groups.

In the AIDS Prevention and Solution Promotion Project, it is the same as the characteristics of the message in the former projects. Currently, the message on the AIDS prevention is redundant and old. There should be new information to attract the interest of the target groups who are the upper secondary students.

From an in-depth interview conducted with the Director, Office of the Public Relations, Region 5, the director perceives the characteristics of the message in the Democracy Promotion Project as being rather difficult to the students to understand thoroughly. It is abstract. Comparing it to the other two promotion projects, Drug Prevention and solution Promotion Project and AIDS prevention promotion Project, the content of the latter are closer or more familiar to their actual lives. The characteristics of the message such as in the Drug Prevention and Solution Promotion Project is more amusing because the presentation of the expert is more amusing in terms of training atmosphere and content. As to the AIDS, the director perceives that the characteristics of the message is also interesting and amusing. This is because the office invited famous singers and moderators to be Masters of Ceremony in the talk show event organized by the office. The director thinks that the project is very successful.

According to the Director, Office of the Public Relations, Region 7, the characteristics of the message is perceived as very academic. It is rather difficult for the students to understand. Only the students who have an intensive training from school can mostly answer the questions in the competition. The director thinks that the questions do not correspond to the objectives of the promotion projects. The questions mostly ask about the history of democracy, which are not relevant to the interest of the target groups and the objectives of the promotion instead of asking the current issues or social problems dealing with the democracy.

In the Drug Prevention and Solution Project, the Director, Office of the Public Relations, Region 7, thinks that the message presented to the target groups are striking. The students also enjoy their participation of the training in the Young DJ project. They can have an opportunity to practice their skill of communication and

implement their knowledge in a real situation provided for them in a radio program at Radio Thailand.

For the AIDS Prevention and Solution Promotion Project, the Director, Office of the Public Relations, Region 7, perceives the characteristics of the message disseminated to the target groups who are the students as advantageous to them. This is because the message presented to the target groups who are upper secondary students was from the expert, therefore there is a credibility of the source of information.

According to the Director, Public Relations Office, Region 8, the characteristics of message in the Democracy Promotion is perceived by the director as useful to the target groups who are the upper secondary students. In the Drug prevention and Solution Promotion Project, the message is also perceived as very important and useful to the target groups because there is a widespread drug addiction in schools. The students should be aware of the dangers of drugs in order that they can protect themselves from the dangers and help other people understand and know how to protect themselves from drug addiction which brings a great loss in their lives. In the AIDS Prevention and Solution Promotion Project, it is very advantageous to the students who are teenagers to be aware of the AIDS infection and understand how to protect themselves as well as how to help other people understand and know how to protect themselves from risk behavior.

From an in-depth interview with the officials, Office of the Public Relations , Region 8, they think that the message of the Democracy Promotion Project is very academic. It does not contribute to the learning process of the participants. It should be changed. The activity which is an answer to the questions should be changed into other new activities which are more useful than a rote memory to answer the questions in the competition. The message should be more interesting and amusing. In the Drug Prevention and Solution Project, the message is very striking because the students can have a communication skill in using media for their dissemination of knowledge and comprehension to their peers, families and community in a real situation by using a radio program provided at Radio Thailand. For the AIDS prevention and Solution Promotion Project, the officials think that the message disseminated to the target groups is very useful. If the students know and

understand AIDS and how is it contacted, it will help them to protect contacting the disease whereas that knowledge and understanding will help other people whom may be their peers, families and so on.

From the analysis of the variables in the qualitative approach using an in-depth interview with 9 purposively selected sample, including five directors and 4 officials, the results are summarized as shown in the Table 5.16.

Table 5.16 Comparison of the three Promotion Projects modified by applying Mazmanian and Sabatier's Policy Evaluation Criteria on Conditions of Successful Implementation.

Common Factors	Democracy	Drug	AIDS
Commitment	Moderate	Moderate	Moderate
Hierarchical integration	Moderate	Moderate	Moderate
Changing Socio-Economic Conditions	Moderate	Moderate	Moderate
Diversity of Target Groups	Low	Low	Low
Level of Clarity of Objectives of the Projects	Moderate	Moderate	Moderate
Causal Theories of the Projects	High	High	High
Budget & Resources	High	High	High
Types of Media Use	Moderate	Moderate	Moderate
Characteristics of Message	Moderate	High	High
Frequency of Message	Low	Low	Low

Source: own data

Note: High = A strong perception of the directors and officials towards the conditions significant to the success of the policy implementation.

Moderate = Conducive perception of the directors and officials towards the conditions significant to the success of the policy implementation

Low = Notable perception of the conditions as an obstacle to the success of the policy implementation

Table 5.16 shows the rating scale from the data obtained from in-depth interviews conducted with nine public relations officials including directors, public relations officials and frontline implementors, Offices of the Public Relations, Regions 1, 3,5, 7, and 8. Each of them gave the rating of the three projects according to itemized conditions for effective implementation across the policies for each condition. The ratings show in the table are the average where for each condition high means strong perception of the directors and officials towards the conditions significant to the success of the policy implementation; moderate means conducive perception of the directors and officials towards the conditions significant to the success of the policy implementation; moderate means conducive perception of the directors and officials towards the conditions significant to the success of the policy implementation; and low means notable perception of the directors and officials towards the conditions as obstacles to the success of the policy implementation.

5.4.2 Quantitative Analysis Approach

The following table (Table 5.17) summarizes the comparison of the three promotion projects under study. The rating scale of low, moderate, high is measured by the frequency tables of each variable: knowledge, comprehension, attitude, decisions, and implementation. The scales are divided into three rating scales: low, moderate, and high by a mean score of the total score of the items in each part of the questionnaires (see appendix G). For example, in the Democracy Promotion Project, knowledge is moderate because 59.2 percent of 427 respondents, the largest proportion, have moderate knowledge. Knowledge of Drug Prevention and Solution Promotion Project is moderate. Of 201 respondents, there are 58.2 percent who have moderate knowledge. The statistics shows that knowledge on drugs is moderate. Knowledge of AIDS Prevention and Solution Promotion Project is exactly moderate. There is 66.2 percent of 412 respondents who moderately comprehend AIDS knowledge. The rating of knowledge and comprehension is by using the mean score

where low refers to low knowledge or comprehension, moderate refers to moderate knowledge or comprehension and high refers to high knowledge or comprehension. Comprehension of the three promotion projects is also rated by this method.

For attitude, decisions, and implementation, the rating score is low, moderate, and high. The researcher grouped the scores of the answers into the three rating scales. Table 5.17 shows that the ratings for attitude, decisions, and implementation are high because most of the total respondents answered “High” and “Very High” and no respondent answered “Low” or “Very Low” in the scales for each variable. For instance, the frequency table of attitude in the Democracy Promotion Project shows that there are 82.2 percent of the total score which is high. There is more than 80 percent of the respondents whose decisions show high intention to implement or make full use of knowledge. Attitude, decisions, and implementation in the Drug Prevention and Solution Promotion Project and the AIDS Prevention and Solution Promotion Project are alike. By this method, the researcher decided to rate those common factors as shown in the Table 5.17.

Table 5.17 Comparison of the Three Promotion Projects under study using the quantitative approach.

Common Factors	Democracy	Drug	AIDS
Knowledge	Moderate (7.5)	Low (4.5)	Moderate (4.5)
Comprehension	Moderate (6.0)	Mixed: Moderate/High (3.0/5.0)	Moderate (4.0)
Attitude	High (33.5)	High (44.5)	High (50.0)
Decisions	Mixed: Moderate/High (25.0/42.5)	High (50.0)	High (54.5)
Implementation	High (54.0)	High (44.0)	High (29.5)

Source: own data

Note: Low = the perception of respondents have on the particular variable: knowledge, comprehension, attitude, decisions, and implementation as unfavorable, or negative.

Moderate = the perception of respondents have to the particular variable: knowledge, comprehension, attitude, decisions. and implementation as conducive to favorable.

High = the very positive perception of the respondents have on the particular variable: knowledge, comprehension, attitude, decisions and implementation as very positive or very favorable.

The number in the parentheses are the means score of scales of each variable of the three projects.

Table 5.17 summarizes the comparison of the three promotion projects under study. The rating scale of low, moderate, high is measured by using the mean score of each variable from the data obtained. Then a comparison is made between the mean and the obtained score of each variable. The mean score can be seen in Table 5.3 (for Democracy Promotion Project), Table 5.8 (for Drug Prevention and Solution Promotion Project) and Table 5.13 (for AIDS Prevention and Solution Promotion Project).

The obtained score of each variable of the Democracy Promotion Project, the Drug and Solution Prevention Promotion Project, and the AIDS Prevention and Solution Promotion Project can be seen in the appendix, Table 2-18.

From the tables of frequency of each variable of each project, the researcher gives the rating scale as very low, low, moderate, high or very high. Afterwards for the comparison of the three promotion projects, the researcher grouped the rating scale into three levels which are low, moderate, and high in order to correspond to the rating scales used in the qualitative analytic approach which are low, moderate, and high.

In rating, whether it is low, moderate, or high is given by looking at the frequency where such frequency is mostly in which scale. If the frequency of the variable, such as knowledge in the Democracy Promotion Project is 59.2 percent, it means that the knowledge obtained by most respondents is moderate. Even though in

grouping of the rating scale, low, moderate, high, is not exactly low or very high, they are not beyond the moderate scale.

Therefore, low means the perception that respondents have on the particular variable: knowledge, comprehension, attitude, decisions, and implementation. Moderate means the perception of the respondents have on the particular variable: knowledge, comprehension, attitude, decisions, and implementation, as conducive to favorable, such as appropriate, useful, interesting, understandable, positive decision to implementation, favorable atmosphere etc. High means the perception of respondents have on the particular variable: knowledge, comprehension, attitude, decisions, and implementation as very appropriate, very interesting, very understandable, very good atmosphere, very useful to implementation in the actual life, etc.

5.4.3 Comparison of the Three Promotion Projects Using Path Analysis

For the comparison of the three promotion projects using path analysis, it can be summarized that knowledge indirectly affects implementation through comprehension, attitude, decisions leading to an implementation, which corresponds to Rogers' theory of Diffusion of Innovations (Rogers, 1983: 164). Attitude is a significant variable leading is an implementation through decisions.

The black lines are significant relationship between variables. The dotted lines are a non-significant relationship of variables but the relationship between the variables might be so minimal that the effect cannot be observed significantly.

5.5 Discussion of the Findings

The findings in the three promotion projects suggest that among the three independent variables (knowledge, comprehension, attitude) attitude proves to be a major influential variable to an implementation of knowledge.

Because attitude is the guideline for the action towards an environment and it can be viewed as overall evaluations, predisposition to response in a particular way toward a specific class of objects. (Phaibul Changrien, 1972: 41, Ajzen and Fishbein, 1980, Thurstone in Milton et al, 1966:1), therefore, a decision is a response to an

attitude in a particular way. That is a decision of the students participating in the promotion project is a response of the intention of the students to implement or not to implement the knowledge.

In the three promotion projects, knowledge, which the students obtained from promotion activities, significantly effects implementation directly and indirectly. For example, in the Democracy Promotion Project, knowledge significantly effects implementation indirectly by having either attitude or decisions as a mediated variable. Even though attitude and decisions are mediated variables to an implementation, comprehension still significantly effects attitude to decisions to implementation. Drug Prevention and Solution Promotion Project is similar to the Democracy Promotion Project in terms of the significantly affect indirectly between knowledge and implementation. Unlike the other two promotion projects, in the AIDS Prevention and Solution Promotion Project, knowledge affects implementation significantly directly and indirectly. This might be because knowledge on AIDS is known as very risky to the general public. The message on AIDS such as facts on AIDS, risk behavior and prevention, AIDS treatment, and disadvantages of AIDS is unfamiliar to the students. The students lack correct information on AIDS. By participating in the promotion activities, they will be alert to new information which makes them search for more information for their decisions whether implement or not to the message they obtained.

It is obvious that comprehension is the only variable which significantly and directly affects attitude and does not significantly affect either decisions or implementation. This is because comprehension is an internalization and systematization of knowledge. When the students have appropriate knowledge, they internalize and systematize that knowledge which results in attitude. Therefore, comprehension is essential to attitude towards something or knowledge.

From in-depth interviews, in order that students implement the knowledge on the promotion projects implemented by the Regional Public Relations Office, the commitment and skill of public relations officials are viable to the success or failure of the promotion projects. This is because in carrying out the promotion projects, the Public Relations officials have to communicate and coordinate with other organizations. Skill of communication is essentially needed in both internal and

external integration. By having commitment and skill and due to their working experiences over a long time causes Public Relations officials to know and understand the objectives of the projects. Thus, it also results in hierarchical integration. Even though, there is a changing socioeconomic condition which affects the implementation of promotion projects, they can work and coordinate with other organizations. Due to the limitation of budget and resources, it is the commitment and skill of Public Relations offices to coordinate with other related organizations for support of resources available such as experts in the particular fields corresponding to the causal theories of the projects, the level of clarity of objectives of the projects, and the diversity of target groups. By having a comprehension of the characteristics of target groups and their behavior on media use and clear objectives of the projects as well as of the causal theories of the projects, it will result in specifying the frequency of the message to be disseminated and of the activities to be organized. Therefore, a selection of types of media use and frequency of message will effect the characteristic of message appropriate to the audience.

5.6 Summary

In conclusion, the findings indicate that an implementation of knowledge of the promotion projects is a process of decision which the students as a decision making unit pass from first knowledge to forming an attitude toward that knowledge disseminated by the Regional Public Relations officials to a decision to an implementation of knowledge in their daily life. An implementation of knowledge depends on the confirmation of the students' situation (Jirawat Wongsdawadiwat, 1995, Rogers, 1983: 165).

It can be explained that the overall implementation of knowledge of the three promotion projects is high (more than 80%). It depicts that the characteristics of message which includes activities and content of message are appropriate to the target audiences . This is because there are causes and results from the same variables which are 1) commitment and skill of Public Relations officials, 2) hierarchical integration, 3) changing socioeconomic conditions, 4) budget and resources, 5) the level of clarity

of objectives of projects, 6) diversity of target groups, and 7) causal theories of projects.

In addition, the researcher found that political interference is a factor which affects commitment and skill of Public Relations officials. It occurs very often that the policy makers are only able to implement the goals. As the Regional Public Relations Office is a unit of central administration of the Public Relations Department, its duty is to disseminate the policy of the government. To serve the government's policy, the administrators often implement the goals of the policy or the project. Consequently, the Regional Public Relations Office has the duty and responsibility in carrying out the promotion projects in order to achieve the goals stated in the policy. As such they hardly have the opportunity to create and decide to operate their own project. In short, it is a top-down assignment. By having such political interference, it is thus the duty and responsibilities of the Regional Public Relations Office to have their commitment corresponding to the plan and bureaucratic system, and to put in their effort in order that the promotion projects can achieve the target goals successfully. By political interference, it refers to a top-down administration, and bureaucratic routines with hierarchical procedures which delay the operation of officials and the policy-makers like to accept the goals of the policy without providing necessary expenditure.

As the Regional Public Relations Office is a governmental agency under the administration of the Public Relations Department, Prime Minister's Office, it is like other governmental agencies where there is a top-down administration and bureaucratic routine. There are hierarchical procedures which delay the operation of officials who are in charge of the projects which are very important to national development and security, especially in financial support. Besides, as the Public Relations Department is a tool and channel of communication between the government and people in promoting good understanding between them by translating policies into action, the policy makers like to accept the goals of the policy without providing necessary expenditure for the Public Relations Office in implementing the promotion projects effectively. By having such political interference, it is thus the duty and responsibilities of the Regional Public Relations Office to commit themselves to the plan and bureaucratic system, and try to put their best effort in order that the promotion projects can be achieve the target goals successfully.

In summary, political interference is high so far as it is top-down administration. Thus, the researcher proposes political interference to be a factor which affects the success and failure of the policy of the promotion projects.

Moreover, from in-depth interviews with the Directors, Regional Public Relations Offices, the researcher found that there is a high constraint of broader urban participation due to an inadequate resource and financial support. The Regional Public Relations Offices can carry out the promotion projects gradually and in small scale of areas under their supervision which is mostly in the urban area. For example, in the Democracy Promotion Project, the offices can do with a small and specific target groups who are the upper secondary students in urban area instead of having a large scale of promotion activities for all schools throughout the region under their supervision at the same time by using various media. This causes the lack of knowledge on the policy which the government likes to promote by having the Regional Public Relations Office to be a mediated organization. As the students are expected to be the vital group, being change agents in disseminating knowledge and information they obtained from the promotion projects to their community, both public relations officials and students can do only on a small scale of their capacity. This results in the constraint of broader urban participation. Due to the budget constraint, it affects not only the types of media used to reach out to the target groups but also affects the frequency of message to be disseminated. By the constraint of broader urban participation, it refers to a limitation of ability of working only on a small scale which affects urban participation due to the scarce available resources (budget, personnel, political support, etc.).

In the promotion activities of the projects such as the Democracy Promotion Project, the Drug Prevention and Solution Promotion Project, and the AIDS Prevention and Solution Promotion Project, if the Regional Public Relations Offices and the schools do not organize the activities for the students, the implementation can be discontinued or rejected because there is no continuing promotion activities to confirm their attitudes and decisions which results in the implementation. However, if the activities are too frequent, students may feel inattentive to participate in the activities. For this reason, the public relations offices must be aware of the content of message to be disseminated whether there is relative advantages, compatibility,

complexity, trialability, and observability to the students and the frequency of the media to be used in order to reach out to the target groups and to achieve the objectives of the policy successfully.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

CHAPTER 6

CONCLUSIONS, CONTRIBUTIONS, AND RECOMMENDATIONS

6.1 Conclusions

The objectives of this study are two fold: first, to evaluate the three main promotion projects: the Democracy Promotion Project, the Drug Prevention and Solution Promotion Project, and the AIDS Prevention and Solution Promotion Project; second, to investigate the factors relating to the achievement or failure of these projects.

The study has fulfilled the objectives as specified. The application of the statistical technique of path analysis allows for the exertion of causal relationships among variables proposed in the model of study. Explanations given are based on the literature on policy evaluation and communication of innovation in addition to an analysis of interview data in support of the findings of existing and non existing relationships.

The data support the relationships among variables as stated in the hypotheses in each of the promotion projects carried out by the five Offices of the Public Relations, Region 1-Kon Kaen, Region 3- Chiang-Mai, Region 5- Surat Thani, Region 7- Chanthaburi, and Region 8 -Kanchanaburi.

The model of analysis provides substantial indications for implementing the policy of the public relations officers successfully. According to the model of study, qualitative and quantitative analytic approaches are used. For the qualitative approach, an in-depth interview is conducted with public relations directors and secondary school directors to confirm their perception of the Public Relations Department and their activities of the promotion projects under study. For the quantitative approach, mailed questionnaires of the three promotion projects were administered with the students in upper secondary schools participating in the promotion activities.

From an in-depth interview, commitment and skills are very essential to public relations officials. According to the public relations directors, the officials who have their commitment and skill in communication in using the media, in coordinating, with other organizations and in media selection of the projects are the officials who have long working experience of at least five years. The findings indicate that the level of clarity of the objectives of the promotion projects are moderate. If they found that the objectives of the projects appear ambiguous, they would hold an informal meeting to consult each other about the problem. They did not ignore the problem. Rather, they tried to clarify the objectives of the projects to bring about the desired goals.

By having the clarity of the objectives of the projects, they understood how to reach the target groups and understood which types of media they would use to reach their target audience. Thus, commitment and skills of public relations officials are underlying characteristics.

In order to achieve the target goals of the projects, it is necessary that the public relations officials need to have clear objectives of the promotion projects otherwise they do not have directions to carry them out. From the interviews, the officials who have more experience in working can understand the objectives of the promotion projects better than the officials who have less experience. In addition, the commitment and skill of communication and coordination of the public relations officials have are the viable variables which mobilize the outcome of the promotion projects at their best. This can be explained so that if the public relations officials understand the objectives of the promotion projects, they will understand how to select which type of media is most appropriate to reach the students who are the target audience. By having clear objectives, they will disseminate the appropriate knowledge on the promotion projects to students successfully. The findings of the study are that the students who participated in the promotion projects think that the knowledge they obtained from the promotion activities is moderately appropriate showed by the maximum score received from the data analysis. For example, in the Democracy Promotion Project, the mean score of knowledge is 8.39 of the 15 total items of questions on knowledge on democracy indicating that some students have satisfactory knowledge about democracy. Similar to the other two projects, the score in the Drug

Prevention and Solution Project, the mean score of knowledge is 3.88 of the 9 total items on knowledge on drugs indicating that the students participating in the Drug Prevention and Solution Project activities think that the knowledge they obtained is moderately appropriate. The mean score of knowledge for the students obtained from the promotion activities on AIDS is 4.38. This indicates that the students think that the knowledge they received is moderately appropriate.

The level of clarity of the objectives of projects which the public relations officials have thus reflect an understanding of objectives of the policy at a moderate level. For this reason commitment and skill relates to the level of clarity of the objectives of projects. That is the commitment and skill officials have will effect the level of clarity of objectives in order that they can attain the target goal.

Types of media use is an output of the promotion projects. Types of media are also affected by the level of clarity of the objectives of projects. The data reveals that the types of media the public relations officials use are moderate. Thus the level of clarity of the objectives of the promotion projects the officials have relates to the types of media use. They will understand what to do, when to do, where to do, why to do, and how to do, in order that the target audience can have a behavioral change as targeted. The Regional Public Relations officials use a variety of media to send message to their target audience. Examples of the media use are brochures, publications, tape cassettes, videotapes, posters, banners, and persons who are vocal in the region or community. An academic competition is a principal activity conducted to promote democracy. A training course is a main campaign activity provided for radio announcers to learn the skill to promote drug prevention. A seminar is also held to inform students of the dangers of drugs. Similarly, a seminar is conducted to disseminate knowledge of AIDS. In addition to these major activities, radio spots on Radio Thailand and television on channel 11 are developed to disseminate relevant information.

As each type of media has its particular advantages, the public relations officials who understand the objectives of the promotion projects will know and understand which type of media to be used and what content of the message is appropriate to that particular type of media enabling to reach the target audience successfully.

Frequency of message is affected by types of media. The data reveal that frequency of message is moderate. Different media call for differences in variation of media use. A television spot on channel 11 may not be broadcast so frequently as a radio spot on Radio Thailand. In the same manner, an academic competition cannot be conducted as often as desired. By contrast, stickers used to send desired messages to receivers or target groups can be distributed far more frequently. Students may be able to participate in an academic competition on democracy only once a year, but they can receive different stickers and brochures several times a year. A seminar on drug prevention may be conducted every two or three months, but the target group may listen to radio spots on drug prevention several times a week. Training courses on skills of promotion on drug prevention are organized and provided rather frequently because the Regional Public Relations Office has its own media type. Thus the different types of media use will result in the different frequency of messages sent. The different types of media use will also affect the characteristics of messages in terms of, for example, attractiveness, simplicity, and credibility. Moreover, the frequency of messages sent to the receivers will shape quality of characteristics of the messages. Such messages will contribute to knowledge, comprehension, and attitude. That is the students gained knowledge, comprehension, and attitude as expected by the promotion messages consistent with the objectives of the projects carried out by the Public Relations Office.

Regarding the characteristics of the message, those include a concrete idea, reasonability, being well-designed, striking, appropriate, relevant, understandable, inspiring, interesting, and the ability to convince of the messages disseminated. In the promotion projects, the characteristics of messages disseminated to the students who are the target groups of the promotion projects will lead to the decision to an implementation of knowledge or new ideas. If there is a relative advantage, compatibility, complexity, trialability and observability of the disseminated knowledge on the promotion projects to the students, they will think over and decide to implement that knowledge. From the data obtained, it reveals that the characteristics of message or knowledge disseminated is moderately appropriate.

Hierarchical integration is another important factor in carrying out the promotion projects. The data indicates that the public relations officials have a

moderate hierarchical integration. The researcher contends that there is a relationship between commitment and skill of promotion officials and hierarchical integration. Public relations officials who have high commitment and skills are expected to obtain coordination and cooperation from involved agencies. They will develop hierarchical integration with intra- and inter-organizations to help carry out the promotion projects to bring about the desired results. Some school directors perceived that they hardly know about the Regional Public Relations Office. Sometimes they did not know about the activities in advance. They often received news and information about the promotion activities only a day or two before to participate in the promotion activities, for example, they are invited to participate in the presentation award ceremony in spite of not having had a prior participation in the academic competition.

Hierarchical integration has a relationship with budget and resources. This is because the public relations officials who have high commitment and skills tend to coordinate and cooperate with intra-and inter-organizations leading to cooperation and assistance and support from the involving agencies and other organizations in terms of budget and resources. In the promotion of the projects, for instance, the Regional Public Relations Offices received support from involved organizations such as the Prapokklao Institute and the provincial election committee for experts and committee members in the academic competition and publications on democracy to be distributed to the students who participated in the academic competition. They received cooperation from the educational institutes (Rajabhat Institute), in formulating questions for the academic competition, whereas they also received cooperation from the secondary schools in terms of sending their students and teachers to participate in the promotion activities. It is similar to the other two projects where the Public Relations Offices obtained support from the organizations concerned. As for private companies, they help by providing some refreshments during the seminar.

Therefore, commitment and skills of public relations officials not only effect the hierarchical integration, but they also effect indirectly the budget and resource resulting in types of media use, frequency of message and characteristics of message leading to a decision to an implementation of the knowledge disseminated by the Regional Public Relations officials.

Changing socioeconomic and technological conditions are also important factors to the output of promotion projects (Democracy Promotion Project, Drug Prevention and Solution Project, and AIDS Prevention and Solution Project). The data indicate that the public relations officials that perceive the changing socioeconomic and technological conditions moderately affect the three promotion project activities. Changing socioeconomic conditions affect not only the hierarchical integration but also affect budget and resources. This is because in carrying out the promotion projects, changing socioeconomic and technological conditions can affect the perceptions of relative importance of the problem addressed by the executives of the organization. This results in the hierarchical integration both intra-and inter-organizations in terms of support to the extent that other social problems become relatively more important over time. The allocation of budget for carrying out the promotion activities was so small that they cannot work in a broader scope. They have to organize the activities in urban areas, for example, in the Democracy Promotion Project, by inviting secondary schools in an urban area where the Office of the Public Relations is located. The schools which are in remote areas cannot have an opportunity to participate in the academic competition even though it is the policy of the government to promote and motivate the people throughout the country to understand the democracy and exercise their rights to vote as a citizen of Thai society. It is similar in the Drug Prevention and Promotion Project and the AIDS Prevention and Solution Project. While there is the spread of drug addiction and of the HIV disease, the Office of the Public Relations is allocated a very small amount of financial support in carrying out the promotion activities. Besides, due to the Constitution, section 40, the income which the Office used to have from radio broadcast wave rental was cut off. This resulted in the budget constraint. Therefore, the allocation of budget from the central administration is not adequate for carrying out the promotion activities. Thus, they have to ask for support from other agencies concerned in terms of experts, publications from the organizations concerned, etc. This is because the Public Relations Department is only a mediated organization in promoting the policy of the government into practice and is used as a political tool in disseminating the policy of the government. Therefore, when there is a change of government over time, the issues to be promoted are changed accordingly. When

circumstances change, attention also changes. When a hot issue in society is AIDS, many parties in society will try to help to solve the problem. It will not be difficult for a promotion officer to ask for cooperation from related agencies. Thus, the relationships between the changing socioeconomic conditions and hierarchical integration is supported as hypothesized.

Diversity of target groups is a major determinant of projects outputs. It has a direct effect on types of media use and an indirect effect on frequency of message and on characteristics of message via types of media use.

According to the Action Plan 2000, the target groups of each project are different. The target groups of the Democracy Promotion Project are the students in formal education in central and regional areas. In the Drug Prevention and Solution Project, the target groups are the students in non-formal education and laborers. In the AIDS Prevention and Solution Project, the target groups are housewives, laborers, young people, fishermen. In carrying out the promotion projects, the more diverse the behavior being regulated or the service being provided, the more difficult it becomes to frame implementors (Mazmanian and Sabatier, 1983:23). It is apparent that the Regional Public Relations office serves the promotion activities to upper secondary school students. In the Democracy Promotion Project, the Regional Public Relations Office organized the promotion activities, academic competition, to the upper secondary students in formal education. Meanwhile, in the Drug Prevention and Solution Project, the promotion activity, Young DJ. project, was organized for the upper secondary students in formal education, the target groups were announcers in the school radio wired system. Therefore the students in non-formal education had no chance to participate in the activity. It is similar to the AIDS Prevention and Solution Promotion Project where the target groups are housewives, laborers, and young people. In practice, the Regional Public Relations office organized the promotion activities such as a seminar, or an exhibition for the upper secondary students mostly in formal education. Therefore, the target groups of the three promotion projects are upper secondary students in the provinces where the Regional Public Relations Office is located. Such target groups also affect types of media use, frequency of message as well as the characteristics of message sent to them which lead to their decision to implement or reject to implement the message and knowledge they obtained from

their participation in the promotion activities. From the interview with the school directors, the findings were that as students are often the target groups of many promotion projects including the promotion projects carried out by the Regional Public Relations Office, there are so many activities and information that often confuse them and interrupt their normal classes. Meanwhile, the public relations officials think that the students are selected to be their target groups because they will be mediated persons to their peers, family, and community in disseminating knowledge they obtained from the promotion projects. Thus, there is low diversity of target groups in the promotion projects as perceived by the officials.

Causal theories of projects have a relationship with types of media use. The variable mobilizes the public relations officials to know and understand the reasons and necessity as to why the objectives of promotion projects are to be attained. The researcher expects that the more the promotion officials understand causal theories of their projects, they will use more appropriate types of media to disseminate information stipulated by projects. In carrying out the promotion projects, the Regional Public Relations officials have to understand the reasons or rationales underlying the projects they carry out. This enables them to decide at ease what type of media to be used appropriate to the target groups who are the upper secondary students. Thus it is the duty and responsibilities of the public relations officials to know what type of media to use, how frequent is the message, what message is appropriate to be sent to the target groups in order that such a message leads them to a decision to adopt or reject that knowledge. The data indicate that causal theories of the promotion projects are moderately known by the Regional Public Relations officials. This is because it is actually that in carrying out the promotion projects, they are carried out corresponding to the budget allocated by the central administration. They scarcely have a chance to participate in decision making and proposing the problems they are encountering in their region and which need to be solved. Sometimes, they work on the immediate policy depending on the urgent need of the government, such as the policy to accelerate the national economic growth for e.g. “One District, One Product Project”, and “The Village Fund”. Consequently, the promotion projects are of lower importance. The regional public relations offices thus have to carry out other immediate promotion projects demanded by the government.

Moreover, they do not have an opportunity to participate in budget allocation. When there is a project to be carried out, they just implement them as they are assigned to do. This results in the lack of understanding of the causal theories of the projects which they have to implement. In summary, the Regional Public Relations officials hardly understand the causal theories of the promotion projects. Causal theories of projects are perceived by the officials as highly significant to the success of policy implementation. This effects the output of the promotion projects which are the types of media use, the frequency of message to be disseminated, and the appropriate content as characteristics of message disseminated to the students leading to a decision to implement the knowledge and information disseminated by the Regional Public Relations Offices.

From the study, the researcher found that political interference is also an important factor to the success and failure of the project. The Public Relations Department is a governmental organization under the administration of the Prime Minister's Office, whose duty is to promote the governmental policies and to make good understanding between the government and the people. When there is a change of government, it is used as a political tool of government in disseminating information and messages concerning the government. For this reason, when there is a variation of the government, it is apparent that the administrators of the Public Relations Department tend to accept the goals of the policies from politicians and policy makers and hardly have any project evaluation. By having such political interference, it is the responsibilities of the Office of the Public Relations to interpret the policies into practice in order to achieve the target goals. Sometimes, they hire educational institutes to evaluate the results due to their inadequate personnel in evaluation. This results in the commitment and skill of the public relations officials to put their effort to cope with the problems they encounter and to attain the desired results.

The other factor which the researcher found significant to the promotion projects carried out by the Regional Public Relations Office is a constraint of broader urban participation. Even though the Public Relations Department owns TV channel 11 and Radio Thailand, they can broadcast the activities throughout the region and throughout the country. Due to inadequate resources such as financial support and

understaffed personnel and geographical distance, the promotion activities can be organized on a small scope only. For example, in the Democracy Promotion Project, the schools are invited to send their students to participate in the academic competition and most of them are in urban areas. In the Drug Prevention Project, the schools are invited to select their students to have training as radio announcers. Similarly in the AIDS Prevention and Solution Promotion Project, a seminar and exhibition on AIDS are organized in schools. Such activities are organized only in urban areas. The students who live afar from the Office hardly have an opportunity to participate in the activities. This is simply because the Public Relations Offices do not have enough budget to support an expense such as transportation and hotels for students who come from afar and for other expenses concerning the participation of the schools. Moreover, some schools are ignored due to their being in remote areas. The dissemination of information cannot reach them. The result is that they lack correct knowledge disseminated by the Offices of the Public Relations. Thus, the constraint of broader participation is the limitation of the scarce resources.

It can be summarized that commitment and skill of the public relations officials is significant to the success or failure of the promotion projects. It is an underlying quality of the officials who work in public relations for an achieving of the target goal and desired behavior of the target groups. If the promotion projects are successful, then there is an implication that the policy is also successful. The public relations officials who have commitment and skill will devote themselves to the best outcome of the promotion projects. By having commitment and skill, the officials will put their effort to coordinate within and outside their organizations for cooperation as a means to attain the objectives of the promotion projects. In addition, political interference is significant to the commitment and skill of the Regional Public Relations officials to the extent that the Public Relations Department is a governmental agency under the administration of the Prime Minister's Office. As public relations requires team work, hierarchical integration for coordination and cooperation with intra-and inter-organizations is essentially needed for achieving the target goals. It significantly also effects budget and resources. The more commitment and skill the public relations have, the more hierarchical integration the public relations officials will have, and try to understand the objectives of the promotion

projects in spite of ambiguous objectives and inconsistent directions for them to carry out these projects.

Changing socioeconomic conditions also significantly affect the hierarchical integration. Whenever there is a change of socioeconomic conditions, there is a variation of interest of the government which in turn affects hierarchical integration and budget and resources. This will also affect the types of media use and frequency of message to be disseminated. It affects also the appropriateness of the message to a diversity of target groups in their decisions to implement the knowledge they have obtained.

For public relations officials, an understanding of causal theories of projects, are necessary for carrying out the promotion projects. So far as they understand them, they can understand the objectives of the projects to be attained. They will understand the direction to carry out the projects corresponding to the policy assigned. Moreover, the researcher also found that political interference and a constraint for a broader participation are viable to the success or failure of the policy whereas knowledge, comprehension and attitude are essential to an implementation of the promotion projects. This is because if there is an implementation of knowledge of the students who are in the target group, then it can be said that the promotion projects are successful. This is under the conditions that there is relative advantage, compatible, not difficult to follow (complexity), and if they are interested in it, they can try it in order to confirm their decision to implement that knowledge.

6.2 Contributions

The contributions which this study provides are as follows:

6.2.1 Theoretical contributions on policy evaluation in the field of public relations.

6.2.2 Contribution to Measurement.

6.2.3 Contribution to governmental public relations particularly on regional public relations as a development communication.

6.2.4 Contribution to an understanding of factors relating to the success and failure of the promotion projects.

6.2.5 Contribution to a reference for future studies in policy evaluation of public relations planning and campaigns.

The details of contributions are as follows:-

6.2.1 Theoretical contributions on policy evaluation in the field of public relations.

This study is built on the ground of policy evaluation. The model includes commitment and skill of public relations officers, hierarchical integration, changing socioeconomic conditions, diversity of target groups, level of clarity of the objectives of projects, causal theories of projects and budget and resources budget and resources. As this study is concerned with the communication of three promotion projects carried out by the Office of Public Relations, the success or failure of the promotion projects as an interpretation of public relations policy into practice depends on commitment and skill of public relations officials, hierarchical integration, changing socioeconomic conditions, diversity of target groups, clear objectives of projects, causal theories of projects, and budget and resource, which are qualitative variables supported by Mazmanian and Sabatier (1983:22-34). These qualitative variables affect directly and indirectly the communication variables which are types of media use, frequency of message and characteristics of message. Meanwhile, the success of promotion projects depends also on the communication between the Office of Public Relations and the students who are the target groups. According to Rogers (1983: 165), in his theory of diffusion of innovations, for an individual to implement a new idea or innovation or not, he/she has to pass a process which is called the Innovation-Decision Process. In the Innovation-Decision Process, the individual will pass from first knowledge of innovation, to forming attitude toward innovation, to a decision (to adopt or reject), to implementation of the new idea, and to confirmation of this decision.

In this study the target groups of the promotion projects are the upper secondary school students who participated in the promotion activities organized by the Office of the Public Relations. If the public relations officials disseminate appropriate knowledge of the promotion projects to the students and they can

comprehend the knowledge, they will form the attitude towards that new idea leading to a decision to implement that knowledge or new idea. Accordingly, an evaluation of whether and how much the students obtained the knowledge disseminated by the Regional Public Relations Office will reveal the factors affecting the success or failure of the promotion projects. From this study, the researcher found some additional variables which Mazmanian and Sabatier (1983) did not emphasize. The researcher thinks that in Thai governmental agencies, political interference is influential to the commitment and skill of public relations officials specifically in promoting projects which are in the interest of the government. Consequently, it results in commitment and skill of public relation officials. Also, the researcher found another factor which is the constraint of broader urban participation which Mazmanian and Sabatier did not emphasize. Such a factor affects the achievement of the target objectives of the promotion projects. The data from an in-depth interview with the Directors of the Offices of the Public Relations and school directors and observation, reveal that even though there is participation from various schools in the region, it is obvious that schools from remote areas cannot come to participate in the promotion activities organized by the Offices of the Public Relations. Therefore, there is a high constraint of broader participation in the promotion projects.

This study is an application of policy evaluation theory (Mazmanian and Sabatier, 1983) and the theory of Diffusion of Innovations (Rogers, 1983). It is another step broadening communication studies. Studying communication alone is not adequate to an understanding of success or failure. There is the context which communication of innovation does not concentrate. Such contexts are factors which are influential to the promotion projects disseminated to the students who are the target groups. Thus, the study will contribute to an understanding of factors which are influential to promotion projects and government public relations, which has never been studied, particularly regional public relations. It also contributes to public relations studies and development communication where development projects are administered by focusing on communication of new ideas where the government wants to make an understanding between the government and the people as well as to promote and disseminate information and new ideas to the public or target groups.

The data indicates that an achievement of the target goals of promoting projects depends on many factors. Even though communication is an underlying variable to an implementation of new ideas and the success and failure of the promotion projects, the influential variables on policy evaluation contributing to the success or failure are important to be studied as explained.

6.2.2 Contribution to Measurement.

In this study, the proposed conceptual framework includes an application of qualitative and quantitative methods. Thus the techniques for data analysis are divided into two. One is the qualitative analytic technique. The other is quantitative analytic technique. There are ten variables for the qualitative analytic technique which are Commitment and Skills of Public Relations Officials, Hierarchical Integration, Changing Socio-Economic Conditions, Diversity of Target Groups, Clear Objectives of Projects, Causal Theories of Projects, Budget and Resources, Types of Media Use, Frequency of Message, and Characteristics of Message. These variables are influential to the success or failure of the promotion projects. The data is collected by using an in-depth interview with the Director, and high ranking officials of the Regional Public Relations Office in five regions under study. An in-depth interview is also administered with the secondary school directors and some teachers who are in charge of the specific promotion projects as assigned by the school directors. The total number of schools in which in-depth interviews are administered is fourteen. For the in-depth interview, the researcher went to the field and interviewed herself. The findings of the interview were:

1. The commitment and skills of public relations officials are moderate;
2. Hierarchical integration, both intra- and inter is moderate;
3. Changing Socioeconomic Conditions is moderate. Even though there was an economic crisis in 1997 and a change of government, there was a slow-down of promotion activities of promotion projects. Such a change did not affect the promotion projects significantly because the officials carried out the projects through the availability of the resources. They own TV channel 11, Radio Thailand. Besides, they coordinated and asked for cooperation from the organizations concerned in terms

of support such as experts, publications, and audio-visual aids which are available at the organizations concerned.

4. Diversity of Target groups is low. Concentration is on upper secondary students;

5. The level of clarity of the objectives of projects is moderate. Some officials thought that the objectives of the projects were clear even though there were no directions for them to carry out the promotion projects. Only those who had been working for a long time, or had experiences before could carry out the promotion projects successfully.

6. Causal Theories of the Projects are high. Some public relations officials understand the causal theories of the projects very well even though some projects were discontinued due to the variation of interest of government and administrators who give priority to the projects.

7. Budget and Resources is low. The allocation of budget and resources to the Regional Public Relations Office is low. There are eight Regional Public Relations Offices throughout the country. Each office has eight to nine provinces whereas there are many projects which the Regional Public Relations Office has to promote and there is understaffing. This resulted in the allocation of available budget and resources to cope with the needs of each regional office. Consequently, under the constraint of the limited budget, they can only work on a small scale resulting in a moderate success of their carrying out the promotion activities.

8. Types of media use is moderate. The Regional Public Relations Office owns TV channel 11 and Radio Thailand. They can broadcast the promotion activities via television and radio. They can broadcast the promotion activities as well as information and message through TV channel 11 and Radio Thailand throughout the region. Types of media use and media selection depends on budget.

9. Frequency of Message is low. This is because of how often the message is disseminated to the target audience depends also on media selection. The Office of the Public Relations have access to TV channel 11 and Radio Thailand as often as they wish. However, there is cost to be considered.

In addition, the researcher found two factors which are significant to Thai governmental organizations. They are political interference and a constraint of a

broader participation. For the political interference, it is the Thai bureaucratic tradition that the administration is top-down. The policy makers often accept the goals of the policy without providing necessary and adequate expenditure in a carrying out of projects needed to be promoted. Therefore, it affects the effort of the public relations officials to commit themselves to the work of which they are in charge. The researcher found that the political interference is high in carrying out the promotion projects in the Public Relations Department.

The other factor which is found is a constraint of a broader participation which is found to be significantly important to the Thai bureaucracy in implementing promotion projects. The researcher found that the Office of the Public Relations is allocated a small amount of budget and resources, thus the Office of the Public Relations can work only on a limited scale. The participation is from the organizations and schools in the province where the office is located.

For the quantitative analytic technique:

A pretest of questionnaires of the three promotion projects was made on June 14, 2001 to test the content validity and reliability.

Content validity is examined. All question items are devised on the basis of identified domain of content. Accordingly, a scale is assessed for its content validity by determining whether or not the scale representatively covers the full domain of all content. All measuring scales of the variables are subjected to content validity tests. The content validity analysis of the created scales for each promotion project is assessed and approved by experts in the field of study and the advisor.

The reliability is also tested. There are some problems of ambiguous items in terms of wording. Thus, the researcher deleted the items and added more items. The revised questionnaires for each promotion projects were used in collecting data. The results of the reliability test confirm that all the scales used in this study have high reliability with alpha values ranging from .7017 to .8897.

The analytical technique for the quantitative data is by using path analysis. The path coefficients are found to be significant at p.01 level two-tailed test.

The findings of the analysis of data can be summarized that the more appropriate knowledge disseminated by the Office of the Public Relations to the upper secondary students, the more the students are likely to understand and have

favorable attitude towards that knowledge leading to a decision to implement the knowledge disseminated by the Regional Public Relations Office. Besides, it also found that attitude is a significant variable which is influential to a decision to implement or not to implement the innovation or new idea.

6.2.3 Contribution to governmental public relations particularly on regional public relations as well as development communication.

This study contributes to an understanding of governmental public relations particularly the Public Relations Offices whose function is to promote an understanding between the government and the people by disseminating governmental messages to the public upcountry and in remote areas. From the study, the researcher found that if the National Public Relations Policy is to be carried out, the grassroots of the success or failure are from the frontline implementers who are regional public relations officials. Their commitment and skills are underlying characteristics in carrying out the promotion projects. It is not only from the source, message, channel and receiver (SMCR model) alone as many people think.

However, the Public Relations Offices are often perceived as general administrative governmental organizations and a political tool for government. Thus when there is a change of government, there is a change of policy which affects the interest of government concerning the promotion projects as well as financial support for the Public Relations Offices, and Department of Public Relations as a whole. Thus, using the policy evaluation model together with the theory of diffusion of innovations in this study enables public relations study to have a wider scope. Besides, as public relations is a function of management, the findings enable the administrators to think about how to administer the promotion projects and know the related factors which are influential if the goals are to be achieved successfully.

6.2.4 Contribution to an understanding of factors relating to the success and failure of the promotion projects.

The results of the study contribute to an understanding of factors relating to the success or failure of the promotion projects carried out by the Public Relations

Offices. As the general theoretical model in this study is developed from the causal model, thus the model will depict cause and effects of independent variables on dependent variables. The findings show that the Public Relations Offices are moderately successful. Among the independent variables, commitment is an influential variable to the success or failure of an implementation of the promotion activities. The Public Relations Offices received cooperation from schools and both intra- and inter-organizations. The target audience said that they can understand the knowledge they obtained from the promotion activities and think that it is useful to them and they will use them in their daily lives. They are expected to extend the knowledge they obtained from the promotion activities to their peers and families.

6.2.5 Contribution to a reference for further studies in policy evaluation and public relations planning and campaign.

As policy evaluation is hardly found in the field of public relations, the researcher hopes that this research will give some guidelines or hints for other researchers or students for further studies.

6.3 Problems and Obstacles in the Study

Problems and obstacles in this study can be summarized as follows:

1. In this study, both qualitative and quantitative research methods are used. An appointment for an in-depth interview is rather difficult due to a change to a new office of some Public Relations Offices, such as at Surat Thani. An in-depth interview was used with the Director, Office of the Public Relations , Region 1 at Kon Kaen, Region 3 at Chiang Mai, Region 5 at Surat Thani, Region 7 at Kanchanaburi, and Region 8 at Chanthaburi. Mostly, the cooperation is good. However, it took time for the researcher to find out new telephone numbers of the offices. Besides, it was a transitional period in which the Office of the Public Relations is going to have a new director, thus, making an appointment for an interview rather difficult. Some of them were not available. Some of them had meetings at the central administration in Bangkok. Some of them had an inspection tour around the area of which they are in

charge. The researcher, thus, had to reschedule and make an appointment for an interview. In some cases, the researcher had a long distance call for an interview. For an in-depth interview with the school directors, there were some problems such as the director assigned school teachers for interviewing and sometimes the school teachers did not know beforehand.

2. In data collection, instead of collecting data at the schools recommended by the Public Relations Offices, the researcher had to collect the data in rural areas. This is because the activities of promotion projects were held there and such data is needed. This resulted in adjusting the schedule for data collection. Moreover, some questionnaires which were mailed to the schools in advance were lost on the way in spite of being registered. The researcher also informed the school directors beforehand that the questionnaires had been sent to them and asked for their cooperation in giving the questionnaires to the students whose names were listed and attached and mail them back by using the envelope prepared and prepaid. The researcher had them reduplicated and asked the school teacher to mail them back as soon as possible when the students had filled them out. There is also a case that the questionnaires were kept by some school teachers and nothing was done by the students. When they were found out, they were put on the table of a school teacher to be in charge of them. When the researcher arrived to interview the school director, the researcher was asked to wait in order to bring the questionnaires back by myself after the interview was finished.

3. There were some difficulties to contact the samples because some of them had already finished their studies and left the schools. This resulted in the missing of questionnaires. For example, list of students' names from Rayongwithayakom School. In the list, there were 12 students who attended the activities of Drug Prevention Project. When the researcher mailed 12 questionnaires to the school, only 6 questionnaires were returned.

4. There is no coordination among school teachers who are in charge of each project. This caused the difficulties to the researcher to contact and follow-up the subject matter. The researcher had to follow-up from one building to another building until she could find the right person who was assigned to be in charge of the students' activities.

5. List of schools given by the Offices of the Public Relations were incomplete. For example, in the list of schools participating in the Democracy Promotion Project given by the Public Relations Office, Region 8, the Kanchananukror School was listed as a school participating in the academic competition on democracy, but, in fact, the school did not attend the activities and they were invited as a guest in the award presentation for the winner.

6. Data collection was administered by mail questionnaires. Accordingly, there are some unanswered and incomplete questionnaires. Besides, some schools did not return them. Moreover, some schools lost them. The researcher tried to ask for their kindness to find them, but this was unsuccessful. The researcher had to solve the problem by mailing the questionnaires to other schools in some other provinces in the region where the Public Relations Office is in charge.

7. Lack of systematic data keeping. The researcher found that some Regional Public Relations Offices do not keep the data well. They often lost the data needed. Sometimes the data were lost due to a move of office to a new location. Consequently, the researcher had to search for the data needed.

6.4 Recommendations

From studying the public relations of governmental organization, specifically the Regional Public Relations Office, Public Relations Department, which is a governmental organization, recommendations are as follows:

6.4.1 At the Policy Level

6.4.1.1 The National Public Relations Policy should be more recognized by top executives and put into practice in a more efficient manner. From the study, it is found that whenever there is a change of government and that government sees the importance of public relations, the governmental public relations will have a greater role and it is used as a tool for national development in terms of development communication. During the period in which Lieutenant Chan Manootham was Minister of the Prime Minister's Office, it was he who recognized the importance of public relations. This resulted in the mobilization of public relations into the Sixth

National Economic and Social Development Plan (1990-1994). Thus it was the first time and the golden period that public relations is a part of national policy and planning. It was also the first time that the government's initiative in allowing the governmental organizations to develop a four year long range plan (1988-1991) and a one year operational plan corresponding to the National Economic and Social Development Plan in order for the effective coordination and cooperation between the ministries, departments and other governmental organizations. However, in the period of Anan Punyarachun as the Prime Minister, having Meechai Veeravaithaya as the Minister of the Prime Minister's Office, and in charge of public relations, there was no public relations policy committee. In 1997, when General Chavalit Yongjaiyuth was Prime Minister, and Mr. Piyanath Watcharaporn was appointed as the Minister of the Prime Minister's Office and Chairman of the policy committee, there was no meeting at all. When Mr. Chuan Leekpai became Prime Minister one more time, Supatra Masadith was appointed as Minister, Prime Minister's Office, and was in charge of the administration of the Public Relations Department and then governmental public relations became more recognized by executives and administrators again. It can be seen that variations of government affect the public relations policy or political support which in turn affects the carrying out of promotion projects. Thus, the government should recognize the importance of public relations that it can be used as development tool successfully. To begin with is the need of the support of the Minister, the Prime Minister's Office who is in charge of governmental public relations. This Minister is a key person, also the Prime Minister, and Cabinet in their continuous encouraging and allowing an opportunity to the governmental organizations in developing an organizational structure in public relations and competence of the public relations personnel in order that they can carry out the policy into practice efficiently and effectively.

6.4.1.2 In order that every government recognizes the importance of the National Public Relations Policy, it should be in every National Economic and Social Development Plan.

6.4.1.3 There should be a constant following up or an evaluation of implementation of public relations policy in order that it can be adapted to the current situation appropriately.

6.4.1.4 As the Public Relations Offices have their primary responsibility and duties in disseminating the policies and information of the government to the public in order that the public can understand the intention of the government, they should have authority to decide by themselves what to do appropriately to the circumstances and to have more participation in decision making at the national level. This is because, in reality, the Public Relations Offices often carry out their work according to the assignment and depending on the budget allocation from the central administration.

6.4.2 At the Implementation Level

6.4.2.1 There should be a training course in public relations research and evaluation and public relations planning and other relevant courses for public relations officials. This is because some officials do not have a background in public relations. .

6.4.2.2 As the Offices of the Public Relations are a division of the Public Relations Department, their primary duties and responsibilities are to promote an understanding between the government and the people by disseminating the policies and information of government, therefore it is an important linkage between the government and the public, particularly upcountry. Through the use of media, they can reach out to the target groups and build up their communication network in different communities. Therefore, there should be continuous support, such as, political support. The budget should be adequately allocated. The personnel should be well trained and well equipped with efficient tools of communication in order that they are able to solve the problems they are encountering. This is because, at present, the Public Relations Offices receive only a small amount of budget to carry out a promotion project whereas the expectations of success is great and might be beyond their capacity to do so.

6.4.2.3 There should be a review of personnel recruitment to fit the job in the Public Relations Offices. Due to the fact that public relations is an integration of knowledge from various fields of study, each individual needs certain skill and knowledge. Some officials have no background in public relations or in the field of

communication, therefore putting the right person in the right job is essential to the position of public relations officials.

6.4.2.4 Based on the findings, the Public Relations Offices should have public relations campaign planning in development promotion projects more frequently than they have at present.

6.4.2.5 Clear policy directions should be provided for front line implementors.

6.4.2.6 Local officials should be encouraged to participate in the policy and planing at the national level.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

BIBLIOGRAPHY

- Ajzen, Icek and Fishbein, Martin. 1980. **Understanding Attitudes and Predicting Social Behavior.** Englewood Cliffs: Prentice-Hall.
- Becker, Howard S. 1970. **Sociological Work: Method and Substance.** Chicago: Aldine Pub.
- Berlo, David K. 1960. **The Process of Communication.** New York: Holt, Rinehart and Winston.
- Berry, William D. and Feldman, Stanley. 1986. **Multiple Regression in Practice.** 2^d ed. Beverly Hills : Sage.
- Bloom, Benjamin Samuel. 1971. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill.
- Bray, James H. and Maxwell, Scott E. 1986. **Multivariate Analysis of Variance.** 2^d ed. Beverly Hills: Sage.
- Buchanan, Bruce. 1974. Building Organizational Commitment: The Socialization of Managers in Work Organizations. **Administrative Science Quarterly.** 19 (December) :533-546.
- Buckley, Roger and Capel, Jim. 1990. **The Theory and Practice of Training.** London: Kogan Page.
- Buri Rangsana. 1985. **Democratic Revolution.** Nondhaburi: Santitham.
- Carmines, Edward G. and Zeller, Richard A. 1979. **Reliability and Validity Assessment.** Beverly Hills: Sage.

- Carpio-Laus, Remigia. 1960. **Coordination of Agencies in the Community Development Program**. Philippines: Community Development Research Council, University of the Philippines.
- Charoon Chaiyasorn. 1998. Provincial Public Relations Development Master Plan. In **Public Relations Department Annual Report**. The Public Relations Department: 57-61.
- Chonlada Samutpong. 1998. The Influence of Communications Upon Drugs Prevention Among Vocational Students in Bangkok Metropolis. Master's thesis, Faculty of Communication Arts, Chulalongkorn University.
- Dye, Thomas R. 1978. Policy Analysis: **What Governments Do, Why They Do It, and What Difference It Makes**. Alabama: University of Alabama Press.
- Garrison, Mark and Bly, Margaret Anne. 1997. **Human Relations Productive Approach for the Workplace**. Boston, Mass.: Allyn and Bacon.
- Guildford, J.Pl. 1965. *Fundamental Statistics in Psychology and Education*. New York: Mcgraw-Hill.
- Hill, Linda A. 1992. **Becoming a Manager: Mastery of a New Identity**. Boston, Mass.: Harvard Business School Press.
- Jefkins, Frank. 1974. **Marketing and PR Media Planning**. Oxford: Pergamon Press.
- Jirawat Wongsdawadiwat. 1995. *Attitude, Belief, and Behavior: Measurement, Prediction, and Change*. Bangkok: ABAC University.
- Joompol Rodkumdee. 1989. **Mass Media for Development**. Bangkok: Chulalongkorn University Press.

- Kaewsan Atipoti. 1993. Public Participation: Important Key to Democracy Development. In **84th Anniversary for Professor Jitti Tingsapat. Readings**. Bangkok: Institute of Public Policy Studies.
- Kasem Chandranoi. 1994. **Public Relations Media**. Bangkok: Nanmee Books.
- Kattiya Karnasuta. 1973. **Attitude in Job Performance of Governmental Officers. In A Book of Academic Readings**, Vol. 16. Bangkok: Academic Division, Department of Administration, Ministry of Interior Affairs.
- Kendall, M.G. and O'Muircheartaigh, C.A. 1977. **Path Analysis and Model Building**. Netherlands: The Hague.
- Kiesler, Charles A. 1971. *The Psychology of Commitment: Experiments Linking Behavior to Belief*. New York: Academic Press.
- Kramol Thongthamchat, et al. 1978. **Thai Politics and Democracy**. Bangkok: Bunnakit Trading.
- _____.1976. **Politics and Democracy of Thailand**. Bangkok: Chulalongkorn University.
- Porter, Lyman W., et al. 1974. Organizational Commitment, Job Satisfaction and Turnover among Psychiatric Technicians. **Journal of Applied Psychology** Vol. 59: 603-609.
- Maruyama, Geoffrey M. 1998. **Basics of Structural Equation Modeling**. Thousand Oaks, CA: Sage.
- Mason, Emanuel J. & Bramble, William J. 1989. *Understanding and Conducting Research: Applications in Education and the Behavioral Sciences*. New York: McGraw-Hill.

- Mayo, Henry B. 1960. **An Introduction to Democratic Theory**. New York: Oxford University Press.
- McQuail, Denis and Windahl, Sven. 1993. **Communication Models**. New York: Longman.
- Mazmanian, Daniel and Sabatier, Paul A. 1983. **Implementation and Public Policy**. Glenview, Ill: Scott, Foresman.
- Miles, Matthew B. and Huberman, A.M. 1994. **Qualitative Data Analysis: An Expanded Sourcebook**. 2^d ed. California: Sage.
- _____.1989. Some Procedures for Causal Analysis of Multiple-Case Data. **Qualitative Studies in Education** 2: 55-68.
- Ministry of Interior Affairs. The Bureau of Provincial Administration. Department of Administration.1994. **Evaluation of Democracy Development at the Village Level**. Bangkok: Ministry of Interior Affairs.
- _____.The Secretary Office. 1991. Report of Evaluation on Democracy Publicizing at the Village Level: The Final Stage. Bangkok: Ministry of Interior Affairs.
- _____.The Office of Policy and Planning. n.d. **Report of Evaluation on Democracy Promotion at the Village Level**. Bangkok. n.p.
- Mintzberg, Henry. 1973. **The Nature of Managerial Work**. New York: Harper & Row.
- Monroe, Alan and Ehninger, Douglas, 1967. **Principles and Types of Speech**. Glenview. Illinois: Scott, Foresman.
- Mullins, Laurie J. 1999. **Management and Organizational Behavior**. London: Financial Times Management.

- Narong Somphong. 1992. **Media for Public Relations**. 2d ed. Bangkok: O.S. Printing.
- Noppasiri Daecharux. 1996. The Relationship between Knowledge, Understanding, Attitude, and Risk Behavior of HIV Infection among Thai Labor: A Case Study of Thai Labor Planning to Work in Singapore. Master's thesis, School of Social Development, National Institute of Development Administration.
- Nongluxna Sinsuebbhol. 1989. **Fundamentals of Advertising and Public Relations**. Bangkok: Thonburi Teacher College.
- Norusis, Marija J. 1993. SPSS for Windows: Professional Statistics Release 6.0. Chicago: SPSS.
- Oravan Pilundaovart. 1994. **Persuasive Communication**. Bangkok: Chulalongkorn University.
- Paiboon Indaravicha. 1974. **Principles and Methods Attitude Measurement**. Bangkok: Educational Research Division, Ministry of Education.
- Paibul Changrien. 1972. **Thai Society and Administration**. Bangkok: National Institute of Development Administration.
- Peeriya Hanpongpan. 1999. Public Relations Media. In **Public Relations Planning**. Prathum Reuk-Klang (ed.) Bangkok: Bangkok University: 107.
- PDK National Study Committee on Evaluation. 1977. **Educational Evaluation and Decision Making**. Illinois: F.E. Peacock.
- Pressman, Jeffrey L. and Wildavsky, Aeron. 1979. **Implementation**. California. University of California Press.
- Praphaiphan Thonginnatr. 1989. The Function of Broadcasting Systems in Educating Basic Public Health to Villagers in Nakhon Pathom. Master's thesis,

Department of Public Relations, Graduate School, Chulalongkorn University.

Praphapen Suwan. 1977. **Attitude: Measurement, Behavioral Change**. Bangkok: Thai Wattana Panich.

The Public Relations Department. 2000. **Public Relations Department Action Plan**. Bangkok: The Public Relations Department.

_____. 1997. **Public Relations Department Annual Report**. Bangkok: The Public Relations Department

_____. n.d. **The Five Year Manpower Plan 1997-2001**. Bangkok: The Public Relations Department.

Rangsun Buri. 1985. **Democracy Revolution**. Nondhaburi: Santitham Publisher.

Rogers, Everett M. 1995. **Diffusion of Innovations**. New York: The Free Press.

_____. 1983. **Diffusion of Innovation**. New York: Free Press.

_____. 1981. **Communication Networks: Toward a New Paradigm for Research**. New York: The Free Press.

_____. 1969. **Modernization Among Peasants: The Impact of Communication**. Holt, New York: Rinehart and Winston.

Schmidt, Warren E. 1969. **Guidelines for Coordination and Integration of National Rural Youth Politics and Programmes**. German Foundation for Developing Countries.

Schumacker, Randall E. and Lomax, Richard G., 1996. **A Beginner's Guide to Structural Equation Modeling**. New Jersey: Lawrence Erlbaum Associates.

- Seree Vongmontha. 1999. **Public Relations: Theories and Practices**. Bangkok: Diamond in Business World.
- Sirilux Ariyabanyothai. 1997. Effectiveness of Public Relations Media in the Project under the Tourism Authority of Thailand. Master's thesis of Arts in Development Communication, Department of Public Relations, Graduate School, Chulalongkorn University.
- Sombat Thamrongthanyawong. 1997. **Public Policy: Concept, Analysis, and Process**. Bangkok: School of Public Administration, National Institute of Development Administration.
- Somchart Kityanyong. 1996. **108 Games for Personnel Development**. Bangkok: SE-EDUCATION.
- Stoner, James A.F. 1978. **Management**. Englewood Cliffs: Prentice-Hall.
- Stufflebeam, Daniel L. & Shinkfield, Anthony J. 1990. **Systematic Evaluation: A Self Instructional Guide to Theory and Practice**. Boston, Mass.:Kluwer-Nijhoff.
- Suchart Panbromp. 1978. Provincial Public Relations: Whose duty? **Nitadesarn Journal** (February): 53-61.
- Sudhi Glamluk. 1985. Democratic Attitude and Behavior of Tambon and Village Headmen: A Case Study of Maharaj District, Ayudhaya Province. Master's Thesis, School of Social Development, National Institute of Development Administration.
- Supat Sukamolson. 1995. **New Method of a Pretest Analysis Using Computer**. Bangkok: Chulalongkorn University Language Institute.
- Taveethong Hongvivat, ed. 1984. **Public Participation in Development**. Bangkok: Mahidol University Press.

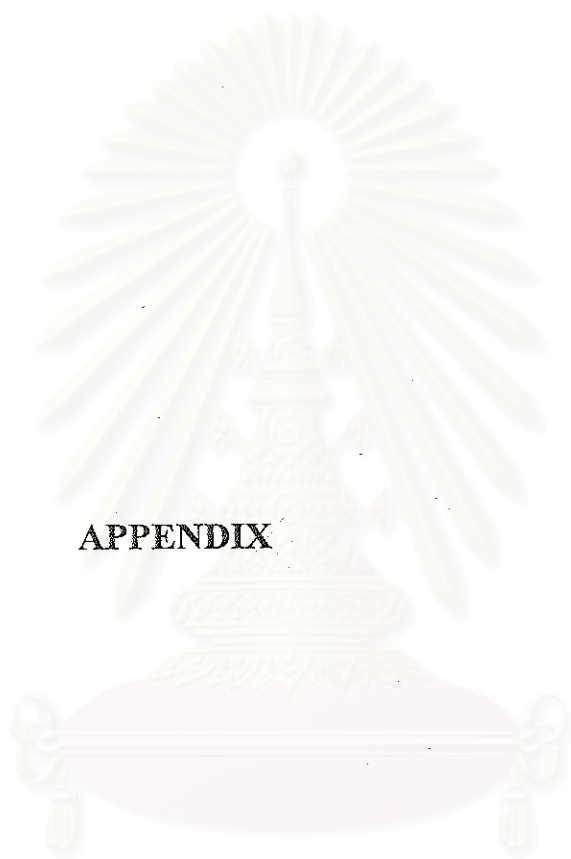
- Thorne, Kaye and Mackey, David. 1996. **Everything You Ever Needed to Know About Training**. London : Kogan Page.
- Toffler, Alvin. 2001. **The Third Wave**. Translated by Rajitrak Sang-Uthai and others. Bangkok: Nanmee Books.
- Trochim, W. M. K. and Cook, J. A. 1992. Pattern Matching in Theory-driven Evaluation: A Field Example from Psychiatric Rehabilitation. In **Using Theory to Improve Program and Policy Evaluations**. H.Chen and P.H. Rossi (eds.) Connecticut: Greenwood Press: 49-69.
- Turban, Efraim. 1988. **Decision Support and Expert Systems**. New York: Macmillan.
- Varisara Varalaksana. 1995. Mass and Interpersonal Communication Exposure on Narcotics and the Prevention Among Lower Secondary Education in Muang District, Chiang Mai Province. Master's thesis, Faculty of communication Arts, Chulalongkorn University.
- Vijit Arvakul. 1998. **Public Relations Techniques**. Bangkok: O.S Printing.
- Vinai Tiyanon. 1988. An Evaluation of the Policy for Development of Democracy: A Comparative Study of Political Ideology between the People Involved in the Programme in Panomsarakarm District, Chacherngsao Province. Master's thesis, National Institution of Development Administration.
- Wipapan Pradubtong. 1996. An Evaluation of Media Efficiency and Opinion of the Provincial Security Officers towards Their Media Utilization for Public Relations. Master's thesis of Arts in Mass Communications, Graduate School, Chulalongkorn University.
- Weiss, C. H. 1997. How Can Theory-Based Evaluation Make Greater Headway? **Evaluation Review** 21, 501-524.

Wren, Daniel A.1994. **The Evolution of Management Thought**. New York: John Wiley & Sons.

Yaowadee Vibulsri. 1995. **Project Evaluation: Concept and Application**. Bangkok: Chulalongkorn University.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



APPENDIX

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX A

Letters for Cooperation



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



ที่ ทม 1802/ 484

คณะรัฐประศาสนศาสตร์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
คลองจั่น บางกะปิ กทม. 10240

8 พฤศจิกายน 2544

เรื่อง ขอบความอนุเคราะห์ให้สัมภาษณ์เพื่อนำไปเขียนวิทยานิพนธ์
เรียน

ด้วย นางจิตราภรณ์ สุทธิวรเศรษฐ์ นักศึกษาหลักสูตรปริญญาตรีบัณฑิต (การบริหารการ
พัฒนา) หลักสูตรนานาชาติ คณะรัฐประศาสนศาสตร์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ ได้รับอนุมัติให้
ทำวิทยานิพนธ์เรื่อง “Policy Evaluation on Promotion Projects Carried Out By Regional Public
Relations” ซึ่งจำเป็นต้องได้ข้อมูลที่เกี่ยวข้องอย่างเพียงพอ

คณะรัฐประศาสนศาสตร์ พิจารณาแล้วเห็นว่า หน่วยงานของท่านมีประสบการณ์ที่เกี่ยวข้อง
กับหัวข้อวิทยานิพนธ์ที่ศึกษา อันจะเป็นประโยชน์อย่างยิ่งต่อการดำเนินการศึกษาค้นคว้าครั้งนี้ จึงเรียนมาเพื่อขอ
ความอนุเคราะห์ข้อมูลที่เกี่ยวข้อง และขอเข้าสัมภาษณ์ท่านและเจ้าหน้าที่ที่เกี่ยวข้องในหน่วยงานของท่าน
ในช่วงเดือนพฤศจิกายน 2544 โดยนักศึกษาจะเป็นผู้ประสานงานติดต่อกับท่านด้วยตนเอง เพื่อดำเนินการ
เก็บรวบรวมข้อมูล หรือขอความกรุณาติดต่อกับนักศึกษาได้โดยตรงที่หมายเลข 01-559-6150, 02-218-
2161

คณะรัฐประศาสนศาสตร์ หวังเป็นอย่างยิ่งว่าคงได้รับความอนุเคราะห์จากท่านเป็นอย่างดี
และขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

ศาสตราจารย์

(สมบัติ ชำรงชัยวงศ์)

คณบดีและประธานกรรมการวิทยานิพนธ์

คณะรัฐประศาสนศาสตร์

โทร. 02-374-4977



ที่ทม 1802/485

คณะรัฐประศาสนศาสตร์
สถาบันบัณฑิตพัฒนบริหารศาสตร์
คลองจั่น บางกะปิ กทม. 10240

๘ พฤศจิกายน 2544

เรื่อง ขอบความอนุเคราะห์ในการกรอกแบบสอบถามเพื่อนำไปเขียนวิทยานิพนธ์
เรียน

- สิ่งที่ส่งมาด้วย 1. แบบสอบถามโครงการเผยแพร่ความรู้ด้านประชาธิปไตย ชุด
2. แบบสอบถามโครงการเผยแพร่ความรู้และป้องกันการติดยาเสพติด ชุด
3. แบบสอบถามโครงการเผยแพร่ความรู้และป้องกันโรคเอดส์ ชุด

ด้วย นางจิตราภรณ์ สุทธิวรเศรษฐ์ นักศึกษาหลักสูตรปริญญาตรีบัณฑิต (การบริหารการ
พัฒนา) หลักสูตรนานาชาติ คณะรัฐประศาสนศาสตร์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ ได้รับอนุมัติให้
ทำวิทยานิพนธ์เรื่อง "Policy Evaluation on Promotion Projects Carried Out By Regional Public
Relations" ซึ่งจำเป็นต้องได้ข้อมูลที่เกี่ยวข้องอย่างเพียงพอ

คณะรัฐประศาสนศาสตร์ พิจารณาแล้วเห็นว่า หน่วยงานของท่านมีประสบการณ์ที่เกี่ยวข้อง
กับหัวข้อวิทยานิพนธ์ที่ศึกษา อันจะเป็นประโยชน์อย่างยิ่งต่อการดำเนินการศึกษารั้งนี้ จึงเรียนมาเพื่อขอ
ความอนุเคราะห์ข้อมูลที่เกี่ยวข้อง และใคร่ขอความอนุเคราะห์ส่งแบบสอบถามที่ส่งมาด้วยให้นักเรียนที่
เข้าร่วมโครงการช่วยกรอกให้ด้วย แล้วส่งกลับภายในวันที่ 14 ธันวาคม 2544 โดยใส่ซองที่เตรียมไว้
ให้ซึ่งแนบมาพร้อมนี้ หากมีข้อสงสัยประการใด กรุณาติดต่อที่หมายเลข 01-559-6150 และ 02-218-2161
(คณะนิเทศศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย)

คณะรัฐประศาสนศาสตร์ หวังเป็นอย่างยิ่งว่าคงได้รับความอนุเคราะห์จากท่านเป็นอย่างดี
และขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

ศาสตราจารย์

(สมบัติ ชำรงธัญวงศ์)

คณบดีและประธานกรรมการวิทยานิพนธ์

คณะรัฐประศาสนศาสตร์

โทร. 02-374-4977

APPENDIX B

Guidelines of an In-Depth Interview for Public Relations Directors and Officials,
Regional Public Relations Office (for each promotion project under study)

Regional Public Relations Office..... Province.....

Interviewee Sex (female/male)

Date of interview.....

1. Working experience, years of working, previous and present position, jobs which he/she is in charge. Experience in public relations working.
2. The opinion of Public Relations Directors and officials as an implementer of policy into practice, are there any problems in implementing the project (Democracy Promotion Project, Drug Prevention and Solution Promotion Project, AIDS Prevention and Solution Promotion Project). How and how much do you receive the support from the executive? How an integration of policy is from different levels of officials in the organization and other organizations outside?
3. What are the problems and obstacles (at the administrative level, operational level, the target groups who are impacted by the promotion projects)?
4. How do you resolve the problems and obstacles you are encountering?
5. From which organizations do you receive a cooperation? How do they give the cooperation, in what form?
6. What do you think about the dissemination of knowledge and the promotion activities of the promotion projects? Are they successful?
7. Do you think whether the target groups have their behavioral change as expected after the completion of the promotion activities?
8. Do you think whether and how the participants of the promotion projects can apply the knowledge they obtained from the promotion activities to their daily life?
9. What are the basic skill in public relations for a success of promotion projects?
10. Is it necessary that the success and failure of public relations is the personal competence and skill including the self commitment to the work in charged?
11. Do you think whether the current changing socio-economic conditions affect the work you are doing? Why? Please give an example.
12. Are the objectives of the policy you receive clear? How? (for example understandability of the policy, the clarity about which target groups the promotion projects to be executed, etc.)

13. What are your opinion about the promotion projects which the Regional Public Relations Office organize, specifically, the Democracy Promotion Project, the Drug Prevention and Solution Promotion Project?
14. How much can you participate in a decision making?
15. How does the Regional Public Relations communicate with the schools which used to participate in the promotion projects? What are the criteria for selecting the schools to join the activities?
16. Overall, what is your attitude toward public relations career for which you are currently responsible?
17. What are your opinions in improving the working of the Regional Public Relations Office and the Public Relations Department?



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

คำถามสำหรับผู้อำนวยการสำนักประชาสัมพันธ์เขต / เจ้าหน้าที่สำนักประชาสัมพันธ์เขตที่รับผิดชอบแต่ละโครงการ

สำนักประชาสัมพันธ์เขต.....จังหวัด.....

ผู้ให้สัมภาษณ์.....(หญิง / ชาย)

วันที่สัมภาษณ์.....

1. (ถามประสบการณ์ส่วนตัว ประสบการณ์และอายุในการทำงาน เช่น ระยะเวลาในการทำงาน ตำแหน่งหน้าที่การงานที่เคยทำมาก่อนหน้านี้ ตำแหน่งหน้าที่การงานในปัจจุบัน งานที่รับผิดชอบ) ท่านมีประสบการณ์ในการทำงานด้านการประชาสัมพันธ์มากี่ปี นับจนถึงปัจจุบัน
2. ในฐานะที่เป็นผู้นำนโยบายมาปรับให้เป็นโครงการ ท่านมีความรู้สึกว่ามีปัญหาในการนำมาปฏิบัติหรือไม่ ท่านได้รับการสนับสนุนจากผู้บริหารระดับสูงหรือไม่ มากน้อยเพียงใด และอย่างไร และการใช้นโยบายมีปัญหาในระดับการประสานความร่วมมือกับเจ้าหน้าที่ระดับต่างๆ หรือไม่
3. ท่านคิดว่า อะไรคืออุปสรรค (ทั้งในระดับผู้บริหาร, ผู้ปฏิบัติงาน, กลุ่มเป้าหมายซึ่งเป็นผู้รับผลของโครงการ) และปัญหาในการดำเนินการประชาสัมพันธ์การเผยแพร่ความรู้ด้านประชาธิปไตย / การป้องกันการติดยาเสพติด / และการป้องกันโรคเอดส์ ทำไมจึงเป็นเช่นนั้น
4. ท่านจะมีวิธีการแก้ปัญหา และอุปสรรคเหล่านั้นอย่างไร
5. ท่านได้รับความร่วมมือจากหน่วยงานใดบ้าง การให้ความร่วมมือจากหน่วยงานเหล่านั้นใช้ในลักษณะใดหรือในรูปแบบอย่างไร และหน่วยงานใดให้ความร่วมมืออย่างดีที่สุด (ของแต่ละโครงการ)
6. ท่านคิดว่าการเผยแพร่ความรู้ด้านประชาธิปไตย / การป้องกันการติดยาเสพติด / และการป้องกันโรคเอดส์ ประสบความสำเร็จมากน้อยเพียงใด (ให้ข้อมูลในรายละเอียดของแต่ละโครงการโดยเฉพาะ)
7. ท่านคิดว่ากลุ่มเป้าหมายได้มีพฤติกรรมตามที่คาดหวังไว้หรือไม่ เพียงใด หรืออย่างไร
8. ท่านคิดว่ากลุ่มเป้าหมาย หรือผู้เข้าร่วมโครงการสามารถนำความรู้เหล่านั้นไปใช้อย่างไร
9. ท่านคิดว่าการทำงานด้านประชาสัมพันธ์ในโครงการต่างๆ นั้น จะประสบความสำเร็จได้ ต้องอาศัยอะไรบ้าง
10. จำเป็นหรือไม่ที่ความสำเร็จหรือความล้มเหลวของการประชาสัมพันธ์เป็นเรื่องความสามารถ และทักษะส่วนตัวของแต่ละบุคคล รวมถึงการทุ่มเทเอาใจใส่ต่องานที่ตัวเองรับผิดชอบ
11. ท่านคิดว่าสภาพทางการเมืองและเศรษฐกิจของประเทศมีผลต่อการทำงานของท่านหรือไม่ เพราะเหตุใด ยกตัวอย่าง

12. ท่านคิดว่านโยบายที่ท่านได้รับมามีความชัดเจนประการใด (ให้ระบุแคะบลงว่า มีความชัดเจนนั้นในด้านใดบ้าง เช่น การเข้าใจในนโยบาย ชัดเจนเรื่องกลุ่มเป้าหมาย เป็นต้น)
13. ท่านมีความคิดเห็นอย่างไรต่อโครงการและกิจกรรมที่สำนักประชาสัมพันธ์เขตจัด เช่น โครงการเผยแพร่ความรู้ด้านประชาธิปไตย / โครงการเผยแพร่ความรู้และป้องกันการติดยาเสพติด (โครงการ Young DJ.) / และโครงการสัมมนาเพื่อป้องกันการติดเชื้อเอดส์
14. ท่านมีส่วนร่วมในการตัดสินใจอย่างไร
15. ทางสำนักประชาสัมพันธ์เขต ได้มีการติดต่อกับโรงเรียนที่เคยเข้าร่วมโครงการและโรงเรียนอื่นในพื้นที่ครอบคลุมอย่างไร โดยวิธีการใด หรือใช้เกณฑ์การพิจารณาอย่างไร
16. ท่านมีทัศนคติต่องานด้านประชาสัมพันธ์ที่ตนรับผิดชอบอย่างไร (ทัศนคติของเจ้าหน้าที่กรมประชาสัมพันธ์)
17. ท่านคิดว่ามีอะไรที่สำนักประชาสัมพันธ์เขตและกรมประชาสัมพันธ์ต้องแก้ไขปรับปรุง



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX C

Guidelines of an In-Depth Interview for Directors and Teachers, Secondary Schools

Name of School Province.....

Name of the School Director.....

Teacher (s) who is in charge

Date of interview

1. After the students had participated in the promotion project (Democracy Promotion Project, Drug Prevention and Solution Promotion Project, and AIDS Prevention and Solution Promotion Project), organized by the Regional Public Relations Office, how does the school give an opportunity or a support to the students in organizing similar activities to be a supplementary activities?
2. What type of activities which the school gives the support? Please specify. Do the students organize by themselves or by the assignment from school?
3. How does the school use media in disseminating the knowledge on democracy, drug prevention, and AIDS prevention to the students?
4. To which organizations concerned does the school give a cooperation in disseminating the knowledge on democracy, drug prevention, and AIDS prevention? How and in what form?
5. From which organization the school used to ask for cooperation in disseminating of knowledge on democracy, drug prevention, and AIDS prevention to the students?
6. What is your opinion on the promotion projects and activities organized by the Regional Public Relations Office? (for e.g. the Democracy Promotion Project, the Young DJ. Training Project, and the seminar on AIDS).
7. What is your opinion on the working of officials of the Regional Public Relations Office in carrying out the promotion project(s)? (Democracy Promotion Project, Drug Prevention and Solution Promotion Project, and AIDS Prevention and Solution Promotion Project).
8. Do you think whether the school benefits from the activities which the students participated? Why?
9. What is your opinion on the period of time which the Regional Public Relations Office organizes the activities of the promotion project(s)?
10. What are the problems and obstacles in disseminating the knowledge on democracy, drug prevention, and AIDS prevention?

คำถามสำหรับผู้อำนวยการโรงเรียน / ครูที่ดูแลนักเรียนในการทำกิจกรรม

ชื่อโรงเรียน.....จังหวัด.....

ผู้อำนวยการโรงเรียน.....

ครูผู้ควบคุม.....

วันที่สัมภาษณ์.....

1. หลังจากที่นักเรียนได้เข้าโครงการตอบปัญหา ในโครงการการเผยแพร่ความรู้ที่สำนักประชาสัมพันธ์จัดทำ (โครงการประชาสัมพันธ์ส่งเสริมการปกครองระบอบประชาธิปไตย / โครงการเผยแพร่ความรู้ป้องกันและแก้ไขปัญหาเสพติด (Young DJ.) / และโครงการส่งเสริมการเรียนรู้เพื่อป้องกันและแก้ไขปัญหาเอดส์) แล้ว ทางโรงเรียนได้เปิดโอกาสหรือให้การสนับสนุนบ่อยครั้งเพียงใดให้เด็กนักเรียนที่เข้าร่วมโครงการนั้นๆ จัดกิจกรรม, อย่างไรบ้าง โปรดระบุ
2. กิจกรรมที่โรงเรียนให้การสนับสนุน มีลักษณะอย่างไร โปรดระบุ การจัดกิจกรรมนั้นๆ ทางโรงเรียนปล่อยให้ให้นักเรียนคิดและทำกันเอง หรือทำตามที่ทางโรงเรียนกำหนด
3. ทางโรงเรียนได้มีการใช้สื่อเผยแพร่ความรู้ด้านประชาธิปไตย / การป้องกันการติดยาเสพติด / การเผยแพร่ความรู้และป้องกันการติดเอดส์อย่างไร โปรดระบุ
4. ทางโรงเรียนได้ให้ความร่วมมือกับหน่วยงานใดบ้างที่เกี่ยวข้องในเรื่องการเผยแพร่ความรู้ด้านประชาธิปไตย / การเผยแพร่ความรู้และป้องกันการติดยาเสพติด / การเผยแพร่ความรู้และป้องกันการติดเอดส์ และทางโรงเรียนได้ให้ความร่วมมืออย่างไร
5. ทางโรงเรียนได้เคยขอความร่วมมือจากหน่วยงานใดบ้างในด้านการเผยแพร่ความรู้ด้านประชาธิปไตย / การเผยแพร่ความรู้และป้องกันการเสพติด / และการเผยแพร่ความรู้และป้องกันการติดเอดส์ เพื่อนำมาเผยแพร่ให้แก่เด็กนักเรียนในโรงเรียนของท่าน
6. ท่านมีความคิดเห็นอย่างไรต่อโครงการและกิจกรรมที่สำนักประชาสัมพันธ์เขตจัดทำขึ้น เช่น โครงการตอบปัญหาประชาธิปไตย / โครงการอบรม Young DJ. / โครงการสัมมนาเพื่อป้องกันการติดเอดส์
7. ท่านมีความเห็นอย่างไรต่อการทำงานของสำนักประชาสัมพันธ์เขต ในการทำงานในโครงการการเผยแพร่ความรู้ด้านประชาธิปไตย / การเผยแพร่ความรู้และการป้องกันการติดยาเสพติด / และการเผยแพร่ความรู้และป้องกันการติดเอดส์
8. ท่านคิดว่าทางโรงเรียนของท่านได้รับประโยชน์หรือไม่อย่างไร จากการเข้าร่วมโครงการเผยแพร่ความรู้และส่งเสริมความรู้ด้านประชาธิปไตย / โครงการเผยแพร่และส่งเสริมความรู้ในการป้องกันการติดยาเสพติด / โครงการเผยแพร่และส่งเสริมความรู้ในการป้องกันการติดเอดส์ เพราะเหตุใด

9. ท่านมีความคิดเห็นอย่างไรต่อช่วงระยะเวลาที่สำนักประชาสัมพันธ์เขตจัดทำโครงการแข่งขันปัญหาประชาธิปไตย / การเผยแพร่และส่งเสริมความรู้ในการป้องกันการติดยาเสพติด / การเผยแพร่และส่งเสริมความรู้ในการป้องกันการติดเชื้อเอดส์
10. ท่านคิดว่าอะไรคืออุปสรรคและปัญหาในการเผยแพร่และส่งเสริมความรู้ด้านประชาธิปไตย / การเผยแพร่และส่งเสริมความรู้ในการป้องกันการติดยาเสพติด / และการเผยแพร่และส่งเสริมความรู้ในการป้องกันการติดเชื้อเอดส์



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX D

Questionnaire on the Democratic Project

This questionnaire is made in support of the research study in the doctorate degree level of the National Institute of Development Administration (NIDA), on the Subject of the Assessment of the Policy and Public Relations Project, carried out by the District's Public Relations Office.

By Mrs. Jittraporn Sudhivoraseth

Your given information shall be kept confidential and only for the educational benefit

Section 1. General information

1. Sex Male Female
2. Age years
3. Education Matthayom 4 Matthayom 5 Matthayom 6
 Vocational Education, year 1
 Vocational Education, year 2
 Vocational Education, year 3

Section 2. Please express your opinion regarding the democratic question academic competition participated by you.

Issues regarding the questions in the academic competition	Very Good	Good	Moderate	Little	Very Little
1. On what level of knowledge the questions in the academic competition would be?					
2. The interest of the academic competition methods					
3. Suitability of the equipment or tools in the academic competition					
4. Knowledge and competence of the academic competition organizer					
5. The clearness of the question in the academic competition					
6. The understanding creation of the questions used in the academic competition regarding the maker needed to be publicized					
7. The convenience of the academic competition facility					
8. The easy going atmosphere of the academic competition facility					
9. Academic competition method modernity					
10. The interest of the academic competition atmosphere					

Issues regarding the questions in the academic competition	Very Good	Good	Moderate	Little	Very Little
11. The usefulness of the questions in the academic competition					
12. The adequacy of the equipment and tools in the academic competition					
13. The ability in transferring the content needed to be reported					
14. The procedural sequence of the related questions used in the academic competition					
15. The Master of Ceremony's ability in asking questions clearly					
16. The accuracy in accordance with the objective of the questions used in the academic competition					
17. The Master of Ceremony's ability in creating the amusing atmosphere in the academic competition					
18. The Master of Ceremony's ability in creating the motivation to follow the academic competition					
19. The consistence of the content issue of the questions					
20. The coverage of the question content provided					

Section 3. Please select only one correct answer in connection with the democracy as follows:

1. Which of the following numbers is not the democratic form of government?
 - a. The assembly made to protest the Government against the various projects.
 - b. Cease to vote in all levels of elections.
 - c. Establishment of the farmer group, federation or the union.
 - d. Proposal to dispose the minister by collecting the name list.

2. What activity the most recent constitution objective is for?
 - a. Political reform
 - b. Educational reform
 - c. Economic reform
 - d. Social reform

3. Mr. A goes out to cast his vote for the parliament members election, but who is he voting for is considered as
- Individual right of freedom
 - Equality by law
 - Mr. A justly discriminates against the person
 - None of the above
4. Inspection searches of homestead can be done only when.....
- By virtue of the statutory law
 - Being consented by the possessor
 - Can be done at all time whenever in doubt by the police.
 - Having the personal acquaintance between the possessor and the government officers.
5. What action of the followings is considered as the violation of personal right and freedom?
- Scolding the other person's ascendants while quarrelling
 - Intercepting the phone call
 - Causing other persons to have their reputation and honor damaged.
 - All of the above.
6. What number of the followings does not show the form of democracy?
- Having the right and freedom in expressing the opinions with respect to the country events.
 - Failure to listen to the others' opinions
 - Acceptance of the group's resolution
 - Participation in the administration
7. The parliament's elements are:
- House of Representatives
 - House of Senate
 - House of Representatives and House of Senate
 - House of Representatives, House of Senate and the Constitution Court.

8. On January 6, 2001, Mr. Somchai went to cast his vote in the election of the member of the House of Representative. During his return to his home, Mr. Somchai was asked by the press on who or what party he preferred to pick in this election, but Mr. Somchai said nothing. Mr. Somchai's act, according to the constitution principle, was considered as
- the bad manner for not answering the question
 - the maintenance of his own freedom
 - the sleeping on his right as he was given the chance to speak but he refused.
 - The protection of himself from being observed for fault by canvasers.
9. The Act bill or Act bill supporting the Constitution shall be enacted as the law only when the recommendation and the consent are given from
- The parliament
 - His Majesty the King
 - Speaker of the House
 - The people
10. On what year did the current edition of the Constitution begin to be in effect?
- 2000
 - 1999
 - 1998
 - 1997
11. What is the meaning of the phrase "Election Zone Division Election"?
- In each district only one member of the Parliament can be elected
 - Only one candidate can apply for the election in each district
 - In each district the member of the House of Representative can be elected in accordance with the ratio set among the population in that district.
 - In each district more than one candidate can apply for the election.
12. In proposing to open the general debate for the vote of no confidence against the Prime Minister, how many members of the House of Representative have to be presented?
- Not less than $\frac{2}{5}$ of the entire members in the House of Representative
 - Not less than $\frac{2}{3}$ of the entire members in the House of Representative
 - Not less than $\frac{3}{5}$ of the entire members in the House of Representative
 - Not less than half of the entire members in the House of Representative

13. What order is Pol.Col. Taksin Shinnawatra the Prime Minister of Thailand?
- a. 22
 - b. 23
 - c. 24
 - d. 25
14. The vote for the public opinion shall be done when.....
- a. Certain number of people jointly sign their names asking for the vote of the public opinion.
 - b. The Prime Minister considers that it is the matter that would have effected the national or public interest, then the public opinion is declared.
 - c. The Prime Minister received the approval from the cabinet, Speaker of the House and Speaker of the Senate.
 - d. The Election Committee deems it fit to have the public opinion organized.
15. What number of the followings is the intention of constitutional law of the Kingdom of Thailand 1997?
- a. To promote and protect the right and freedom of the public.
 - b. To allow the public to participate more in the administration and inspection of the Government use of power.
 - c. To improve the political structure for more effectiveness and stability.
 - d. All of the above
16. The party list election is
- a. The election of the only one political party
 - b. Checking the name list of the Party members
 - c. Checking the Party's income and expenditure account.
 - d. Looking at the name list of the ministers in advance

17. Why is the Kingdom of Thailand's Constitution of 1997 named the constitution of the people edition?
- Because the people had more participated in the draft of this constitution than in the past.
 - Because the people asked to be part of the constitution drafting.
 - Because it is the edition that the promotion of the public freedom has been mentioned more than ever.
 - Because the essential content of the Constitution provides that the public be part in checking the Government use of power.
18. In the 1997 constitution, the public has the right to dispose their representatives in case they are not working for the common good by.....
- 50,000 signatures which have been under the inspection of signatures, household registration from the Inspection Committee are obtained
 - Immediately disposed.
 - 5,000 signatures which have been under the inspection of signatures, household registration from the Inspection Committee are obtained.
 - Send the complaints to the House of Senate.
19. The date of the 1997 constitution of the Kingdom of Thailand declaration is
- October 11, 1997
 - December 10, 1997
 - December 5, 1997
 - June 24, 1997
20. How many years has Thailand been governed in democratic region since then until present?
- 65 years
 - 60 years
 - 69 years
 - 70 years

21. When should the protest be made in case the member of the House is disqualified?
- Such member of the House received the degree lower than the Bachelor Degree or equivalent.
 - The protester wished to encourage the people to express more hate against such member of the House.
 - The protester wished to persecute politically against such member of the House.
 - Such member of the House failed to make the promise during the election.
22. Somchai is suddenly getting sick and unable to go out for the election. In order to maintain the personal election right, Somchai must.....
- Notify the District Office where he lives
 - Notify the Election Commission
 - Notify the election unit where Somchai is going to be registered
 - Does nothing because it is the sudden illness
23. Assuming that you knew that Mr. Chai Chomdoen is the drug addict, however, in Section 109 of the constitution indicates that if the drug addict is in the nature of the illicit person not being allowed to exercise his right to apply for the election as the candidate for the member of the House. In this case what would you do, according to the constitution?
- To notify the Election Committee
 - To ignore as it is the personal right
 - Taking Mr. Chai Chomdoen to the hospital for treatment
 - Help him concealing the through as he is your acquainted person
24. Mr. Thongpoon Kumpee has his domicile at Kanchanaburi Province. When he was eighteen he moved to Suphanburi Province for 3 ½ months. Then he moved again to Nakhon Phanom and lived there for 75 days and moved back to Chiang Rai Province for 35 days, then came the election day for the members of the House, the General Election. The question is where Mr. Thongpoon should exercise his right for the election of the members of the House.
- Kanchanaburi Province
 - Suphanburi Province
 - Nakhon Phanom Province
 - Chiang Rai Province

25. The political restructuring can be done in many ways. Which of the following is considered the most suitable for the political restructuring?
- The public should be able to participate and express their views more with respect to the registration
 - The public is given more opportunity to stage the protest against the Government
 - Having more ministers
 - Having more members of the House
26. Assuming that you have to develop your village for the progress and prosperity by creating the professions for the people in your village. What means do you have to ask for the support from the Government?
- Writing the project and presenting to the village headman for further preventative to the Governor
 - Writing the project and presenting to the member of the House in your area.
 - Writing the project and presenting to the responsible agency in that area directly.
 - Organizing the group of villagers and much to see the Prime Minister directly.
27. Which one of the following items is called “Unusable Ballot Paper”?
- The one which is crossed by using the pen of the voter instead of using the pen prepared in ballot cave.
 - The one which is has a black spot in the cross box unintentionally.
 - The one which is marked in the form of a cross.
 - The one which is marked in the “No Voting” box.
28. In which one of the following items is a lose of individual right to vote?
- Voting after the ballot box has already been closed.
 - Being late mare than 8.00 am.
 - Not coming for voting.
 - Not informing in advance for not coming for the voting.

29. Who is innocent according to the election law?
- School Head Master call for a meeting of every teacher on the election day from 8.00 am. – 3.00 pm.
 - The employer assigns so urgent work to that employee on the election day, that he cannot have time to vote. But the employer pays for the overtime.
 - The policeman arrests the voter who conducts illegally to the Criminal Law, while he is walking for voting.
 - A father, as the owner of the house, hides the ID cards of his children who have the right to vote in order to prevent them from voting. By reasoning that each political candidate is not worth to be elected.
30. Which of the following items is wrong while he is in the ballot cave?
- Making a loud noise and asking other people who are in other ballot cave nearby.
 - Using his own pen to mark in the ballot paper.
 - Using a little time in marking in the ballot paper.
 - Folding the ballot paper not in the same way as it is folded previously.
31. Assuming that you are elected as a representative of your school, and are assigned to organize your group activity in school developing. How do you manage?
- Processing the activities as you like.
 - Holding a meeting of your colleague for their opinion in organizing the activities.
 - Asking for the advice from your teacher.
 - Asking for a cooperation from your colleagues and advice from your teachers.
32. Assuming that a voting lobbyist ask for your voting for a political candidate, you will
- Vote for that candidate.
 - Not voting for nobody.
 - Inform the policeman that you are persuaded to casting your vote.
 - Listen to the persuasion but elect other candidates you prefer.
33. What behavior of the followings is considered as the violation of the personal right?
- Turn on the radio loudly to annoy the others
 - Passing over the other cars at the tight or restricted area so that other cars have to move away
 - Trying to get on the bus
 - Fighting for Speaking

34. What should be like in the democratic family?
- a. The family members can express their ideas, speak out everything as they wish.
 - b. The family members express their views and at the same time listen to the others' views and reasons.
 - c. The family members only talk and express their views but nobody listen.
 - d. The family member talk to each other very little.
35. What kind of action is considered to be line when the public is assembled together to make the road obstruction for the demand of something from the Government?
- a. The demand is made in accordance with the new edition of the constitution.
 - b. The exercise of right is made in accordance of the law to acknowledge more problems.
 - c. It is the deprivation of right and freedom of other people in the society.
 - d. All of the above.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Section 4. What is your opinions with respect to the following democratic issues?

The question issues regarding the attitudes to the democracy	Very much agreed	Agreed	Uncertained	Disagreed	Very much disagreed
1. The suitability of the democracy with the Thai society					
2. The democracy is truly the form of Government of the people, by the people and for the people					
3. The exercise of right for the election is the personal right					
4. All the people, all professional status are equal in the form of the democratic system					
5. No need to exercise our rights in the election, despite the effort, we have to give way to those who are buying votes any way.					
6. Buy votes is the avoidable political process					
7. Selling votes is the way to pay back the gratitude					
8. Any legislation, the public's right and interest must be first considered					
9. The public has the right to dispose the members of the House if they committed the wrongdoing					
10. Politics is not the woman matter, so they should not be involved.					
11. The bargaining in the democratic system needs no use of violence					
12. The Government's stability depends on the public's criticism or admonition					

Section 5. How do you think about the characteristic of message of the democratic project

The question issues regarding the nature of the democratic project	Very much agreed	Agreed	Uncertained	Disagreed	Very much disagreed
1. Obtaining additional benefit from the information on democracy					
2. Behave better due to more knowledge on the democracy					
3. After participating in the democratic question academic competition, the people shall be publicly encouraged to exercise their rights and act as the good citizen					
4. The knowledge about the democracy is identical to your interest					
5. The democratic system is difficult to understand					
6. The compliance with the democratic system is somewhat difficult					
7. Having the opportunity to act in accordance with the democratic knowledge obtained					
8. The knowledge on democracy can be truly taken for use in real life					
9. The knowledge on democracy is resulted in the success of working in teamwork					
10. Seeing clearly the samples of using democratic knowledge					

Section 6. How do you feel about the matter of which the democratic knowledge can be truly taken for use?

The question issues about the democratic knowledge can be taken for use	Most Possible	Very much possible	Moderate possible	Less possible	The least possible
1. To inform the Election Commission or the police in your area immediately in case you see someone is buying votes.					
2. Intend to persuade your friends, acquainting persons and family members to go out to exercise their rights in the election.					
3. Intend to publicize the public to pay attention to the election and behave as the good citizen					
4. Not accepting other people's ideas differently from his own idea.					
5. To act in accordance with the group's majority votes, although your view is not the same as theirs					
6. Lack of interest to go out to cast vote due to the feeding up with the election.					
7. Agreed to accept buying votes with lots of money					
8. Always acting in compliance with the grown adults without any protest					
9. Having participated in signing for the disposition of the member of the House or Senate who behaved inconsistent with the democratic way					
10. Intend to go out for voting at all time whenever the election is taken place.					
11. Follow up the movement of the political news and information continuously.					
12. Making contact asking for the news and information from the government agencies who is responsible for the matters you need to know.					

Section 7. You have participated in the following democratic activities

Casting vote in the most recent senator election:

- Have no right for the election
- The right was exercised
- The right was not exercised

Casting vote in the most recent members of the House election

- Have no right for the election
- The right was exercised
- The right was not exercised

Casting vote in other most recent elections in your area

- Have no right for the election
- The right was exercised
- The right was not exercised

Thank you for your valuable time you sacrifice for answering these questions

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

แบบสอบถามโครงการด้านประชาธิปไตย

แบบสอบถามนี้จัดทำขึ้นเพื่อประกอบการทำวิจัยในระดับปริญญาเอก สถาบันบัณฑิตพัฒนบริหารศาสตร์

เรื่อง การประเมินผลนโยบายและโครงการประชาสัมพันธ์ดำเนินการโดยสำนักประชาสัมพันธ์เขต

โดย นางจิตราภรณ์ สุทธิวรเศรษฐ์

ข้อมูลที่ท่านให้นี้จะถูกเก็บไว้เป็นความลับ และเพื่อประโยชน์ทางการศึกษาเท่านั้น

ส่วนที่ 1 ข้อมูลทั่วไป

1. เพศ ชาย หญิง
2. อายุปี
3. การศึกษา ม. 4 ม. 5 ม. 6
 ปวช. ปี1 ปวช. ปี 2 ปวช. ปี 3

ส่วนที่ 2 กรุณาแสดงความคิดเห็นของท่าน เกี่ยวกับการแข่งขันตอบปัญหาด้านประชาธิปไตยที่ท่านเข้าร่วม

ประเด็นเกี่ยวกับข้อคำถามในการแข่งขัน	ดีมาก	ดี	ปานกลาง	น้อย	น้อยมาก
1. ข้อคำถามในการแข่งขันจัดเป็นการให้ความรู้ในระดับใด					
2. ความน่าสนใจของวิธีการแข่งขัน					
3. ความเหมาะสมในอุปกรณ์หรือเครื่องมือในการแข่งขัน					
4. ความรู้ความสามารถของผู้ดำเนินการในการจัดการแข่งขัน					
5. ความชัดเจนของคำถามในการแข่งขัน					
6. การสร้างความเข้าใจของข้อคำถามที่ใช้ในการแข่งขันในเรื่องที่ต้องการเผยแพร่					
7. ความสะดวกสบายของสถานที่จัดการแข่งขัน					
8. ความเป็นกันเองของบรรยากาศในการแข่งขัน					
9. ความทันสมัยของวิธีการในการแข่งขัน					
10. ความน่าสนใจของบรรยากาศในการแข่งขัน					
11. ความมีประโยชน์ของข้อคำถามในการแข่งขัน					
12. ความเพียงพอของอุปกรณ์และเครื่องมือในการแข่งขัน					
13. ความสามารถถ่ายทอดเนื้อหาที่ต้องการสื่อได้					
14. การเรียงลำดับความสัมพันธ์ของข้อคำถามที่ใช้ในการแข่งขันอย่างเป็นขั้นตอน					
15. ความสามารถของผู้ดำเนินการแข่งขันในการถามคำถามได้อย่างชัดเจน					
16. ความเที่ยงตรงตามวัตถุประสงค์ของข้อคำถามที่ใช้ในการแข่งขัน					
17. ความสามารถของผู้ดำเนินการแข่งขันในการสร้างบรรยากาศที่สนุกสนานในการแข่งขัน					
18. ความสามารถของผู้ดำเนินการแข่งขันในการสร้างแรงจูงใจให้ติดตามการแข่งขัน					
19. ความตรงตามประเด็นของเนื้อหาของข้อคำถาม					
20. ความครอบคลุมเนื้อหาของข้อคำถามที่กำหนด					

ส่วนที่ 3 กรณเลือกคำตอบที่ถูกต้องเพียงข้อเดียวเกี่ยวกับด้านประชาธิปไตย ดังต่อไปนี้

1. ข้อใดต่อไปนี้เป็นวิถีทางการปกครองประชาธิปไตย
 - ก. การชุมนุมเรียกร้องต่อต้านรัฐบาลในโครงการต่าง ๆ
 - ข. การไม่ไปออกเสียงเลือกตั้งในทุกระดับ
 - ค. การจัดตั้งกลุ่มเกษตรกร สหพันธ์ หรือสหภาพ
 - ง. การเสนอชื่อถอดถอนรัฐมนตรี
2. จุดประสงค์ของรัฐธรรมนูญฉบับปัจจุบันเพื่อกิจการใดมากที่สุด
 - ก. ปฏิรูปการเมือง
 - ข. ปฏิรูปการศึกษา
 - ค. ปฏิรูปเศรษฐกิจ
 - ง. ปฏิรูปสังคม
3. การที่นาย ก. ออกไปใช้สิทธิออกเสียงเลือกตั้งสมาชิกสภาผู้แทนราษฎร แต่จะเลือกผู้ใดนั้น ถือเป็น...
 - ก. สิทธิเสรีภาพส่วนบุคคล
 - ข. ความเสมอภาคทางกฎหมาย
 - ค. นาย ก. เลือกปฏิบัติต่อบุคคลอย่างเป็นธรรม
 - ง. ไม่มีข้อใดถูก
4. การตรวจค้นเคหสถานกระทำได้เมื่อ.....
 - ก. อาศัยอำนาจตามบทบัญญัติแห่งกฎหมาย
 - ข. ได้รับความยินยอมจากผู้ครอบครอง
 - ค. จะกระทำได้ทุกเวลาที่เจ้าหน้าที่ตำรวจสงสัย
 - ง. ความรู้จักส่วนตัวระหว่างผู้ครอบครองและเจ้าหน้าที่ของรัฐ
5. การกระทำในข้อใดต่อไปนี้เป็นกระทำความละเมิดสิทธิและเสรีภาพส่วนบุคคล
 - ก. การด่าว่าบุพการีของผู้อื่นในขณะที่ทะเลาะกัน
 - ข. การดักฟังคนพูดทางโทรศัพท์ว่าเขาพูดอะไรกัน
 - ค. การทำให้ผู้อื่นเสียชื่อเสียง เกียรติยศ
 - ง. ถูกหมดทุกข้อ
6. ข้อใดต่อไปนี้เป็นแสดงถึงความเป็นประชาธิปไตย
 - ก. การมีสิทธิเสรีภาพในการแสดงความคิดเห็นเกี่ยวกับเหตุการณ์บ้านเมือง
 - ข. การไม่รับฟังความคิดเห็นของผู้อื่น
 - ค. การยอมรับมติของกลุ่ม
 - ง. การมีส่วนร่วมในการปกครอง
7. องค์ประกอบของ "รัฐสภา" คือ
 - ก. สภาผู้แทนราษฎร
 - ข. วุฒิสภา
 - ค. สภาผู้แทนราษฎร และวุฒิสภา
 - ง. สภาผู้แทนราษฎร วุฒิสภา และศาลรัฐธรรมนูญ

8. ในวันที่ 6 มกราคม 2544 นายสมชาย ได้ไปลงคะแนนเสียงเลือกตั้งสมาชิกสภาผู้แทนราษฎร ระหว่างเดินทางกลับ นายสมชายได้ถูกถามจากนักข่าวว่าเลือกใครหรือพรรคใด นายสมชายไม่ตอบใดๆทั้งสิ้นแก่นักข่าว การกระทำของนายสมชายตามหลักรัฐธรรมนูญถือว่าเป็น...
- การเสียมารยาทเมื่อมีคนถามแล้วไม่ตอบ
 - การรักษาเสรีภาพของตนเอง
 - การนอนหลับทับสิทธิ์ เพราะนักข่าวให้ออกาสพูดแล้ว แต่ไม่ยอมพูด
 - การป้องกันตนเองจากการถูกจับสังเกตจากหัวคะแนน
9. ร่างพระราชบัญญัติหรือร่างพระราชบัญญัติประกอบรัฐธรรมนูญจะตราขึ้นเป็นกฎหมายได้ต้องได้รับคำแนะนำและคำยินยอมจากใคร
- รัฐสภา
 - พระมหากษัตริย์
 - ประธานสภาผู้แทนราษฎร
 - ประชาชน
10. รัฐธรรมนูญฉบับที่ใช้ในปัจจุบันเริ่มใช้เมื่อปีใด
- พ.ศ. 2543
 - พ.ศ. 2542
 - พ.ศ. 2541
 - พ.ศ. 2540
11. คำว่า "การเลือกตั้งแบบแบ่งเขตเลือกตั้ง" หมายความว่าอย่างไร
- ในแต่ละเขตเลือก สส. ได้เขตละ 1 คน
 - ในแต่ละเขตมีผู้ลงสมัครรับเลือกตั้งได้ 1 คน
 - ในแต่ละเขตสามารถเลือก สส. ได้ตามอัตราส่วนระหว่างประชาชนในเขตนั้น
 - ในแต่ละเขตมีผู้ลงสมัครรับเลือกตั้งมากกว่า 1 คน
12. ในการเสนอขอเปิดอภิปรายทั่วไปเพื่อลงมติไม่ไว้วางใจนายกรัฐมนตรี จะต้องมีส่วนสมาชิกสภาผู้แทนราษฎรจำนวนกี่คน
- ไม่น้อยกว่า 2 / 5 ของจำนวนสมาชิกทั้งหมดในสภา
 - ไม่น้อยกว่า 2 / 3 ของจำนวนสมาชิกทั้งหมดในสภา
 - ไม่น้อยกว่า 3 / 5 ของจำนวนสมาชิกทั้งหมดในสภา
 - ไม่น้อยกว่ากึ่งหนึ่งของจำนวนสมาชิกทั้งหมดในสภา
13. พ.ต.ท ทักษิณ ชินวัตร เป็นนายกรัฐมนตรีลำดับที่เท่าไรของไทย
- ลำดับที่ 22
 - ลำดับที่ 23
 - ลำดับที่ 24
 - ลำดับที่ 25

14. การออกเสียงประชามติจะกระทำได้เมื่อ...
- ประชาชนจำนวนหนึ่งลงชื่อร่วมกัน เพื่อขอให้มีการประชามติ
 - นายกรัฐมนตรีเห็นว่า เรื่องที่มีผลกระทบต่อผลประโยชน์ของชาติหรือประชาชน แล้วประกาศให้ทำประชามติ
 - นายกรัฐมนตรีได้รับความเห็นชอบจากคณะรัฐมนตรี ประธานสภาผู้แทนราษฎร และประธานวุฒิสภา
 - คณะกรรมการเลือกตั้งเห็นสมควรให้มีการจัดประชามติ
15. ข้อใดเป็นเจตนารมณ์ของรัฐธรรมณูญแห่งราชอาณาจักรไทย พุทธศักราช 2540
- ส่งเสริมและคุ้มครองสิทธิเสรีภาพของประชาชน
 - ให้ประชาชนมีส่วนร่วมในการปกครองและตรวจสอบการใช้อำนาจรัฐเพิ่มขึ้น
 - ปรับปรุงโครงสร้างทางการเมืองให้มีเสถียรภาพและประสิทธิภาพยิ่งขึ้น
 - ถูกทุกข้อ
16. การเลือกตั้งแบบบัญชีรายชื่อพรรค คือ
- การเลือกพรรคการเมืองอย่างเดียว
 - การดูรายชื่อสมาชิกพรรค
 - การดูบัญชีรายชื่อรับ - รายจ่ายของพรรค
 - การดูรายชื่อรัฐมนตรีล่วงหน้า
17. เหตุใดรัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2540 จึงได้ชื่อว่าเป็นรัฐธรรมนูญฉบับประชาชน
- เพราะประชาชนมีส่วนร่วมในการร่างรัฐธรรมนูญมากกว่าทุกฉบับที่ผ่านมา
 - เพราะประชาชนเรียกร้องขอเข้ามามีส่วนร่วมร่างรัฐธรรมนูญ
 - เพราะเป็นฉบับที่กล่าวถึงการส่งเสริมเสรีภาพของประชาชนมากที่สุดเท่าที่เคยมีมา
 - เพราะสาระสำคัญของรัฐธรรมนูญ กำหนดให้ประชาชนมีส่วนร่วมในการตรวจสอบอำนาจรัฐ
18. ในรัฐธรรมนูญ 2540 ประชาชนมีสิทธิ์ถอดถอนผู้แทนของตนได้ในกรณีที่ผู้แทนเข้าไปแล้วไม่ทำงานเพื่อส่วนรวม โดย...
- ลงรายชื่อ 50,000 คน และผ่านการตรวจสอบลายเซ็น สำเนาทะเบียนบ้านจากคณะกรรมการการตรวจสอบ
 - ขับไล่ได้ทันที
 - ลงรายชื่อ 5,000 คน และผ่านการตรวจสอบลายเซ็น สำเนาทะเบียนบ้านจากคณะกรรมการการตรวจสอบ
 - ร้องเรียนไปยังวุฒิสภา
19. วันประกาศใช้รัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2540 คือ...
- 11 ตุลาคม พ.ศ. 2540
 - 10 ธันวาคม พ.ศ. 2540
 - 5 ธันวาคม พ.ศ. 2540
 - 24 มิถุนายน พ.ศ. 2540
20. ประเทศไทยมีการปกครองระบอบประชาธิปไตยมาเป็นเวลากี่ปีจนถึงปัจจุบัน
- 65 ปี
 - 60 ปี
 - 69 ปี
 - 70 ปี

21. การทักท้วง ส.ส. ว่าขาดคุณสมบัติ จะกระทำได้อย่างไรเมื่อใด
- ส.ส. ผู้นั้นสำเร็จการศึกษาต่ำกว่าปริญญาตรีหรือเทียบเท่า
 - ผู้ทักท้วงต้องการกระตุ้นให้ประชาชนเกลียดชัง ส.ส. ผู้นั้นมากขึ้น
 - ผู้ทักท้วงต้องการกดดันแก๊งทางการเมืองต่อ ส.ส. ผู้นั้น
 - ส.ส. ผู้นั้นไม่ได้ทำสัญญาไว้ตอนเลือกตั้ง
22. สมชายป่วยกระทันหันไม่สามารถไปใช้สิทธิลงคะแนนเสียงเลือกตั้งได้ ดังนั้นเพื่อรักษาสิทธิของบุคคลในการเลือกตั้ง สมชายต้อง
- แจ้งให้สำนักงานเขตที่สมชายอาศัยอยู่ทราบ
 - แจ้งให้ ก.ก.ต. ทราบ
 - แจ้งหน่วยเลือกตั้งที่สมชายจะไปลงทะเบียน
 - ไม่ต้องแจ้ง เพราะเป็นการป่วยกระทันหัน
23. สมมติว่าท่านทราบว่า นายชัย ชมเดือน เป็นผู้ติดยาเสพติด แต่เนื่องจากตามรัฐธรรมนูญมาตรา 109 ระบุว่า ถ้าผู้ติดยาเสพติดเป็นลักษณะบุคคลต้องห้ามมิให้ใช้สิทธิสมัครรับเลือกตั้งเป็นสมาชิกสภาผู้แทนราษฎรในกรณีเช่นนี้ท่านจะอย่างไรแนวทางรัฐธรรมนูญ
- แจ้งให้ ก.ก.ต. ทราบ
 - เพิกเฉย เนื่องจาก เป็นสิทธิส่วนบุคคล
 - พานายชัย ชมเดือนไปรักษา
 - ช่วยปกปิด เนื่องจากนายชัย ชมเดือน เป็นคนที่ท่านรู้จักและคุ้นเคย
24. นายทองพูน คัมภีร์มีภูมิลำเนาอยู่ที่กาญจนบุรี เมื่ออายุครบ 18 ปี เขาได้ย้ายไปอยู่สุพรรณบุรีเป็นเวลา 3 เดือนครึ่ง จากนั้นย้ายไปอยู่นครพนม 75 วัน แล้วย้ายกลับไปอยู่เชียงใหม่ได้ 35 วัน ก็พอดีถึงวันเลือกตั้งส.ส. ที่เป็นการเลือกตั้งทั่วไป ถามว่านายทองพูน คัมภีร์จะต้องใช้สิทธิเลือกตั้งที่ใด
- กาญจนบุรี
 - สุพรรณบุรี
 - นครพนม
 - เชียงใหม่
25. การปรับปรุงโครงสร้างทางการเมืองกระทำได้อย่างไรวิธี ข้อใดต่อไปนี้เป็นวิธีการปรับปรุงโครงสร้างทางการเมืองที่เหมาะสมที่สุด
- ให้ประชาชนสามารถมีส่วนร่วมและแสดงความคิดเห็นในการออกกฎหมายมากขึ้น
 - ประชาชนประท้วงรัฐบาลได้มากขึ้น
 - มีรัฐมนตรีจำนวนมากขึ้น
 - มี ส.ส. มากขึ้น
26. สมมติว่าท่านต้องพัฒนาหมู่บ้านของท่านให้เจริญโดยสร้างอาชีพให้กับคนในหมู่บ้าน ท่านมีวิธีการขอการสนับสนุนจากรัฐอย่างไร
- เขียนโครงการเสนอไปยังผู้ใหญ่บ้าน เพื่อให้นำเสนอต่อผู้ว่าราชการจังหวัดต่อไป
 - เขียนโครงการเสนอไปยังสมาชิกสภาผู้แทนราษฎรที่อยู่ในพื้นที่ของท่าน
 - เขียนโครงการเสนอไปยังหน่วยงานที่รับผิดชอบในเรื่องนั้นๆโดยตรง
 - ยกขบวนชาวบ้านมาพบนายกรัฐมนตรีโดยตรง

27. ลักษณะบัตรในข้อใดที่ถือว่าเป็น “บัตรเสีย”
- บัตรที่กากบาทด้วยปากกาของผู้ใช้สิทธิเอง โดยไม่ใช้ปากกาประจำหน่วยเตรียมไว้ให้ในคูหา
 - บัตรที่กากบาทแล้วผู้ใช้สิทธิเผลอจิ้มปากกาเป็นจุดดำไว้ในช่องกากบาทนั้นด้วย
 - บัตรที่กากบาทเป็นรูปไม้กางเขน
 - บัตรที่กากบาทในช่อง “ไม่ลงคะแนน”
28. ในกรณีใดที่ถือว่าท่านเสียสิทธิออกเสียงเลือกตั้ง
- มาเลือกตั้งภายหลังที่ปิดหีบเลือกตั้ง
 - มาสายเกินกว่า 8.00 น.
 - ไม่มาออกเสียงเลือกตั้ง
 - ไม่แจ้งล่วงหน้าว่าไม่สามารถมาลงคะแนนเสียงเลือกตั้งในครั้งนั้นๆ ได้
29. บุคคลในข้อใดไม่มีความผิดตามกฎหมายว่าด้วยการเลือกตั้ง
- ครูให้เรียกประชุมครูทุกคนของโรงเรียนในวันเลือกตั้งตั้งแต่เวลา 8.00 ถึง 15.00 น.
 - นายจ้างมอบหมายงานพิเศษเร่งด่วนให้ลูกจ้างทำในวันเลือกตั้ง จนไม่มีเวลาไปใช้สิทธิเลือกตั้ง แต่ทั้งนี้ นายจ้างได้จ่ายค่าล่วงเวลาตามกฎหมายทุกประการ
 - เจ้าหน้าที่ตำรวจจับกุมผู้มีสิทธิเลือกตั้งซึ่งกระทำความผิดกฎหมายอาญาเป็นความผิดซึ่งหน้า ขณะเดินทางไปใช้สิทธิเลือกตั้ง
 - พ่อซึ่งเป็นเจ้าบ้าน ชวนบัตรประจำตัวประชาชนของลูกๆ ที่มีสิทธิเลือกตั้ง เพื่อไม่ให้ไปใช้สิทธิเลือกตั้ง โดยให้เหตุผลว่า ผู้สมัครรับเลือกตั้งแต่ละคนล้วนแต่เป็นคนไม่ดี ไม่ควรไปเลือกให้เสียเวลา
30. พฤติกรรมใดที่ผิดระหว่างอยู่ในคูหาเลือกตั้ง
- ส่งเสียงดังและซักถามผู้อื่นที่อยู่ในคูหาข้างเคียง
 - ใช้ปากกาของตนเองทำเครื่องหมายในบัตรเลือกตั้ง
 - ใช้เวลาเพียงเล็กน้อยในการทำเครื่องหมายลงบัตรเลือกตั้ง
 - พับบัตรออกเสียงเลือกตั้ง ไม่ตรงรอยที่ทางการทำไว้
31. สมมติว่าท่านได้รับเลือกให้เป็นผู้แทนนักเรียนของโรงเรียนที่ท่านกำลังศึกษา และได้รับมอบหมายให้ทำงานกิจกรรมกลุ่มเป็นการพัฒนาโรงเรียน ท่านจะดำเนินการอย่างไร
- ดำเนินกิจกรรมเองตามที่ท่านชอบ
 - ท่านจะจัดประชุมเพื่อนนักเรียนให้ร่วมแสดงความคิดเห็นให้การจัดทำกิจกรรม
 - ท่านจะขอคำปรึกษาจากอาจารย์ฝ่ายกิจกรรมเพียงอย่างเดียว
 - ท่านจะขอความร่วมมือจากเพื่อนนักเรียน และขอคำแนะนำปรึกษาจากอาจารย์ในโรงเรียน
32. สมมติว่ามีหวัคະແນมาขอให้ท่านลงคะแนนออกเสียงเลือกตั้งให้แก่ผู้สมัครรับเลือกตั้ง ท่านจะทำดังต่อไปนี้
- ลงคะแนนให้ผู้สมัครท่านั้น
 - ไม่ลงคะแนนให้ใครเลย
 - ท่านจะแจ้งตำรวจว่ามีคนชักชวนให้ไปลงคะแนน
 - ท่านจะรับฟังความคิดเห็นและเชิญชวน และเลือกคนอื่นที่ท่านชอบมากกว่า

33. พฤติกรรมในข้อใดดังต่อไปนี้ ถือว่าเป็นการละเมิดสิทธิส่วนบุคคล
- เปิดวิทยุเสียงดัง จนเป็นที่รบกวนผู้อื่น
 - ขับรถแข่งรถคันอื่นในที่คับขันจนรถคันอื่นต้องหลบทางให้ท่าน
 - แย่งกันขึ้นรถประจำทาง
 - แย่งกันพูด
34. ในครอบครัวที่เป็นประชาธิปไตย จะมีลักษณะอย่างไร
- สมาชิกในครอบครัวแสดงความคิดเห็น พูดได้ทุกอย่างตามอำเภอใจ
 - สมาชิกในครอบครัวพูดแสดงความคิดเห็น และรับฟังความคิดเห็นและเหตุผลซึ่งกันและกัน
 - สมาชิกในครอบครัวมีแต่พูดและแสดงความคิดเห็น แต่ไม่มีผู้ฟัง
 - สมาชิกในครอบครัว มีการพูดจากันบ้างเล็กน้อย
35. การที่ประชาชนมาชุมนุมปิดถนนเพื่อเสนอข้อเรียกร้องต่อรัฐบาลเป็นการกระทำที่จัดว่าเป็นการกระทำประเภทใด
- เป็นการเรียกร้องตามรัฐธรรมนูญฉบับใหม่
 - เป็นการใช้สิทธิของตนตามกฎหมายเพื่อรับรู้ปัญหามากขึ้น
 - เป็นการวิตรอนสิทธิเสรีภาพของผู้อื่นในสังคม
 - ถูกทุกข้อ

ส่วนที่ 4 ท่านมีความคิดเห็นอย่างไรกับประเด็นทางด้านประชาธิปไตย ดังต่อไปนี้

ประเด็นคำถามเกี่ยวกับทัศนคติที่มีต่อระบอบประชาธิปไตย	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1. ความเหมาะสมของระบอบการปกครองประชาธิปไตยกับสังคมไทย					
2. ระบอบประชาธิปไตยเป็นระบอบการปกครองของประชาชน โดยประชาชน และเพื่อประชาชนอย่างแท้จริง					
3. การใช้สิทธิเลือกตั้งเป็นสิทธิส่วนบุคคล					
4. ทุกคน ทุกสถานะอาชีพมีความเท่าเทียมกันทางการปกครองระบอบประชาธิปไตย					
5. ไม่จำเป็นต้องไปใช้สิทธิเลือกตั้ง เพราะถึงอย่างไรก็แพ้พวกซื้อสิทธิ์ขายเสียงอยู่แล้ว					
6. การซื้อขายเสียงเป็นกระบวนการทางการเมืองที่หลีกเลี่ยงไม่ได้					
7. ยอมขายเสียงเพื่อตอบแทนบุญคุณ					
8. การตรากฎหมายใด ๆ ต้องคำนึงถึงสิทธิและประโยชน์ของประชาชน					
9. ประชาชนมีสิทธิ์ถอดถอนผู้แทนที่กระทำผิดได้					
10. การเมืองไม่ใช่เรื่องของสตรี ผู้หญิงจึงไม่ควรเข้าไปเกี่ยวข้อง					

ประเด็นคำถามเกี่ยวกับทัศนคติที่มีต่อระบอบประชาธิปไตย	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
11. การต่อรองในระบอบประชาธิปไตยไม่จำเป็นต้องใช้ความรุนแรง					
12. เสถียรภาพของรัฐบาลขึ้นอยู่กับการวิจารณ์หรือติเตียนของประชาชน					

ส่วนที่ 5 ท่านคิดเห็นอย่างไรกับคุณลักษณะของโครงการด้านประชาธิปไตย ดังต่อไปนี้

ประเด็นคำถามที่เกี่ยวกับคุณลักษณะของโครงการประชาธิปไตย	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1. ได้รับประโยชน์เพิ่มเติมจากข่าวสารเรื่องประชาธิปไตย					
2. ประพฤติตนได้ดีขึ้นเนื่องจากได้รับความรู้เรื่องประชาธิปไตย					
3. หลังจากเข้าร่วมโครงการแข่งขันตอบปัญหาประชาธิปไตยแล้ว จะประชาสัมพันธ์ให้ประชาชนสนใจใช้สิทธิและปฏิบัติหน้าที่เป็นพลเมืองที่ดี					
4. ความรู้เกี่ยวกับประชาธิปไตยตรงกับความสนใจของท่าน					
5. ระบอบประชาธิปไตยเป็นเรื่องยากที่ท่านจะเข้าใจ					
6. การปฏิบัติตามระบอบประชาธิปไตยเป็นเรื่องยาก					
7. มีโอกาสทดลองปฏิบัติตามความรู้เรื่องประชาธิปไตยที่ได้รับ					
8. นำความรู้เรื่องประชาธิปไตยไปใช้ได้					
9. ความรู้ทางด้านประชาธิปไตยส่งผลให้การทำงานเป็นทีมประสบความสำเร็จ					
10. เห็นตัวอย่างของการนำความรู้ด้านประชาธิปไตยไปใช้อย่างชัดเจน					

ส่วนที่ 6 ท่านมีความรู้สึกอย่างไรกับเรื่องการนำความรู้ทางด้านประชาธิปไตยไปใช้ ดังต่อไปนี้

ประเด็นคำถามเกี่ยวกับการนำความรู้ด้านประชาธิปไตยไปใช้	เป็นไปได้มากที่สุด	เป็นไปได้มาก	เป็นไปได้ปานกลาง	เป็นไปได้น้อย	เป็นไปได้น้อยที่สุด
1. แจ้ง กกด. หรือตำรวจในพื้นที่ทันทีถ้าเห็นคนซื้อเสียง					
2. ตั้งใจชักชวนเพื่อนฝูง คนรู้จัก และคนในครอบครัว ให้ออกไปใช้สิทธิในการเลือกตั้ง					
3. ตั้งใจประชาสัมพันธ์ให้ประชาชนสนใจใช้สิทธิและปฏิบัติหน้าที่เป็นพลเมืองที่ดี					
4. ไม่ยอมรับความคิดเห็นของคนอื่นที่ต่างจากตนเอง					
5. ปฏิบัติตามเสียงข้างมากของกลุ่ม ถึงแม้ว่าจะไม่เห็นด้วยก็ตาม					

ประเด็นคำถามเกี่ยวกับการนำความรู้ ด้านประชาธิปไตยไปใช้	เป็นไปได้ มากที่สุด	เป็นไปได้ มาก	เป็นไปได้ ปานกลาง	เป็นไปได้ น้อย	เป็นไปได้ น้อยที่สุด
6. ไม่สนใจไปใช้สิทธิเลือกตั้งเนื่องจากความเบื่อหน่าย					
7. ยอมรับการซื้อเสียงด้วยเงินจำนวนมาก					
8. ทำตามคำแนะนำของผู้ใหญ่เสมอโดยไม่ได้แย้ง					
9. มีส่วนร่วมในการลงชื่อปลด สส. หรือสว. ผู้ซึ่งประพฤติ ปฏิบัติตนไม่ถูกต้องตามครรลองประชาธิปไตย					
10. ตั้งใจไปใช้สิทธิทุกครั้งที่มีการเลือกตั้ง					
11. ติดตามความเคลื่อนไหวของข้อมูลข่าวสารทางการเมืองอย่างต่อเนื่อง					
12. ติดต่อขอข้อมูลข่าวสารจากหน่วยงานราชการ ที่ดูแลรับผิดชอบเรื่องที่ต้องการทราบ					

ส่วนที่ 7 ท่านได้มีส่วนร่วมในกิจกรรมทางด้านประชาธิปไตย ดังต่อไปนี้

ท่านได้ไปใช้สิทธิในการเลือกตั้ง ส.ว. ที่ผ่านมา

ยังไม่มีสิทธิเลือกตั้ง

ไปใช้สิทธิ

ไม่ได้ไปใช้สิทธิ

ท่านได้ไปใช้สิทธิเลือกตั้ง ส.ส. ที่ผ่านมา

ยังไม่มีสิทธิเลือกตั้ง

ไปใช้สิทธิ

ไม่ได้ไปใช้สิทธิ

ท่านได้ไปใช้สิทธิเลือกตั้งอื่นๆ ภายในท้องถิ่นของท่านที่ผ่านมา

ยังไม่มีสิทธิเลือกตั้ง

ไปใช้สิทธิ

ไม่ได้ไปใช้สิทธิ

*****ขอขอบคุณที่กรุณาใช้เวลาตอบแบบสอบถามนี้ค่ะ*****

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX E

Questionnaire on the Drug Prevention and Solution Promotion Project

This questionnaire is made in support of the research study in the doctorate degree level of the National Institute of Development Administration (NIDA), on the Subject of the Assessment of the Policy and Public Relations Project, carried out by the District's Public Relations Office.

By Mrs. Jitraporn Sudhivoraseth

Your given information shall be kept confidential and only for the educational benefit

Section 1. General information

1. Sex Male Female
2. Age years
3. Education Matthayom 4 Matthayom 5 Matthayom 6
 Vocational Education, year 1
 Vocational Education, year 2
 Vocational Education, year 3

Section 2. Please express your opinion regarding the drug question prevention training participated by you.

Issues regarding the questions in the academic competition	Very Good	Good	Moderate	Little	Very Little
1. On what level of knowledge the questions in the academic competition would be?					
2. The interest of the academic competition methods					
3. Suitability of the equipment or tools in the academic competition					
4. Knowledge and competence of the academic competition organizer					
5. The clearness of the question in the academic competition					
6. The understanding creation of the questions used in the academic competition regarding the maker needed to be publicized					
7. The convenience of the academic competition facility					
8. The easy going atmosphere of the academic competition facility					
9. Academic competition method modernity					

Issues regarding the questions in the academic competition	Very Good	Good	Moderate	Little	Very Little
10. The interest of the academic competition atmosphere					
11. The usefulness of the questions in the academic competition					
12. The adequacy of the equipment and tools in the academic competition					
13. The ability in transferring the content needed to be reported					
14. The procedural sequence of the related questions used in the academic competition					
15. The Master of Ceremony's ability in asking questions clearly					
16. The accuracy in accordance with the objective of the questions used in the academic competition					
17. The Master of Ceremony's ability in creating the amusing atmosphere in the academic competition					
18. The Master of Ceremony's ability in creating the motivation to follow the academic competition					
19. The consistence of the content issue of the questions					
20. The coverage of the question content provided					

Section 3. Please select only one correct answer in connection with the drug as follows:

1. Which statement is a definition of narcotics?
 - a. Thing which jeopardizes body and mind if it is consumed for a long time.
 - b. Thing which consumers need to increase a quantity of consumption all the time.
 - c. Thing which jeopardizes body and mind in different ways after consume.
 - d. Thing which causes consumers to consume it more frequently.

2. Which following person risks addicting drug most?
 - a. Burin is unhealthy, skinny, and unsociable.
 - b. Tanaporn is extravagant and he always solves his problems by having nightlife.
 - c. Wina has friends who have strange behaviors.
 - d. Suchada is aggressive and she always quarrel and harm others.

3. Which statement is correct?
 - a. Liqueur is a narcotic but all people can buy it legally.
 - b. Amphetamine is the most dangerous narcotic to body and mind.
 - c. Although liqueur is a narcotic, it is a must for being in-groups.
 - d. Cigarette is a narcotic causing many illnesses.

4. Which statement is correct?
 - a. Some kinds of narcotics such as liqueur, which are exported to foreign country, help people to gain some more income.
 - b. 50% of adolescents, age between 15 to 17 year old, are related to narcotics.
 - c. Drug problem is an important problem which the government must have an immediate correction.
 - d. Currently, heroin is spread over Thailand as the second. The first drug is amphetamine.

5. Which place is not the curing place for the addicted?
 - a. Pramonkut-Klao Hospital
 - b. The Social Welfare Council of Thailand
 - c. The Red Cross
 - d. Thamyaruksa Hospital

6. The degree of punishment for the owner of the amphetamine and heroin is:-
 - a. Capital punishment
 - b. 5 years to through to the end of life incarceration and 50,000 to 500,000 fine
 - c. 1 to 10 years incarceration and 10,000 to 100,000 fine
 - d. 6 months to 10 years incarceration and 5,000 to 100,000 fine

7. Which is not symptom of evaporated substance?
 - a. Quick heart beating and high blood pressure
 - b. Abnormal obesity
 - c. Nausea and losing consciousness
 - d. Sluggishness and disabled brain

8. Which consuming way is risky to infect disease?
 - a. Injecting
 - b. Sniffing
 - c. Eating
 - d. Smoking

9. Which kind of drugs being used by physicians?
 - a. Toadstool
 - b. Ecstasy
 - c. L S D
 - d. Morphine

10. Which statement is not ways to prevent drug?
 - a. Try to solve all problems by oneself
 - b. Follow desirable role and duties to be a member of family
 - c. Avoid buying medicine to cure oneself
 - d. Spend time valuable

11. When a friend invites you to consume the drug, what do you do?
 - a. Have a try because of thinking that a few trying will not make you addict to the Drug Prevention and Solution Promotion Project
 - b. Deny immediately
 - c. Persuade friends to consume the drug in a hidden place
 - d. Give up the friend

12. Which is not the correct treatment for drug addicts?
 - a. Give medicine until the addicts quits the drug
 - b. Bring the addicts to police hospital
 - c. Cheer up the addicts until he can quit the drug
 - d. Admit the addicts to “the Newborn Center” Amphur Jombung, at Rayaburi province

13. Currently, which drugs spread seriously in Thailand?
 - a. Amphetamine and E drug
 - b. Amphetamine and heroin
 - c. Amphetamine and evaporated substance
 - d. Amphetamine and cocaine

14. What is a wrong way to avoid drug?
 - a. Avoid having friend who addicts to drug
 - b. When meeting addicts, you should advise him to have a treatment
 - c. When know a source of drug production or distribution, you should inform police or sheriff immediately.
 - d. Try some drugs for a little to learn their tastes and harm

15. Which items of the followings is a guideline for curing the addicts?
 - a. Give them drink lots of water and have an exercise
 - b. Drink coffee or tea increasingly in order to compensate the chemicals in the body
 - c. Consult with physicians in order to ask for some medicine to take
 - d. Drink Thai herbal liquid

16. When taking amphetamine into the body, which part of a brain will be destroy first?
 - a. Brain Stem
 - b. Mid Brain
 - c. Fore Brain
 - d. Reticular Formation

17. What is not the punishment of amphetamine selling?
 - a. Capital punishment
 - b. 5 years to through to the end of life incarceration
 - c. Incarceration and 50,000 to 500,000 fine
 - d. 6 months to 1 year incarceration and 5,000 to 100,000 fine

18. When you see the news about harm of drug in the television, what do you feel?
 - a. Taking amphetamine only in a short time will cause a consumer to be insane and harm other.
 - b. When you are upset, taking amphetamine is a way to relieve your miserableness.
 - c. Taking amphetamine causes problem for oneself, others and the whole society.
 - d. Harm of amphetamine effects in a particular time when it functions.

19. If you feel stress, you think...
 - a. Cigarette and liqueur can relieve the stress.
 - b. Cigarette and liqueur help you to solve all problems.
 - c. Liqueur is a sleeping pill.
 - d. Cigarette and liqueur is not a proper way to relieve the stress.

20. If other people in party drink liqueur, what will you do?
 - a. Go away from them or go home immediately.
 - b. Drink other kinds of beverage instead.
 - c. Persuade or advise others to realize harm of drinking liqueur.
 - d. Drink little.

21. Which characteristics is most likely to be drug addicts?
 - a. Hottempered, aggressive, and quarrelsome.
 - b. Energetical, and hyperactive particularly when there is a urgent work.
 - c. Unhealthy, skinny. His behavior is changed and his learning skill is poorer.
 - d. Unsociable, taciturn, torpid, and unfriendly.

22. Which statement is correct?
 - a. Evaporated substance is the most harmful for body.
 - b. Little use of drug in the early stage is not harmful.
 - c. Punishment of amphetamine owner depends on number of pill.
 - d. Drug is a main problem for teenagers because over 70% of teenagers are related to drug.

23. What is the meaning of a drug treatment that we called "Forced Treatment"?
 - a. Addicts accept treatment by volunteer but they have to quit drug after course finishing.
 - b. Addicts are cured at home under closely control of physicians.
 - c. Addicts admit a treatment nursing home or hospital. If they cannot quit, they will be enforced by law.
 - d. Addicts are enforced severely to quit drug within a month.

Section 4. What is your opinions with respect to the following drug issues?

The question issues regarding the attitudes to the drug	Very much agreed	Agreed	Uncertained	Disagreed	Very much disagreed
1. Drug is catastrophe.					
2. To imitate super stars is one of causes for teenagers to addict drug.					
3. Family is so important that addicts can quit drug.					
4. Smoking and drinking is a must for being in-groups.					
5. It is cool to drink a lot of alcohol without drunken sign.					
6. To take a medicine continually without doctor's advice for a long time is not dangerous.					
7. To drink alcohol relieves stress and nervousness.					
8. Drug problem is complicate and it tends to be violent and larger.					
9. Society should hate the addicts.					
10. Smoking and drinking are the risky way to addiction.					
11. You should avoid the addicts.					
12. Drug is the national problem.					
13. The reason of drug problem is drugs are easily available in Thai society.					
14. The addicts should be sympathized because their problems cannot be solved.					
15. Do not try any drug.					

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Section 5. How do you think about the characteristic of message of the drug prevention project

The question issues regarding the attitudes to the drug	Very much agreed	Agreed	Uncertained	Disagreed	Very much disagreed
1. Drug knowledge is advantages for you.					
2. Drug knowledge causes for your behavior improvement.					
3. You know better how to avoid yourself from danger of drug.					
4. Owing to drug knowledge, you are sure that you can try to consume drug without addiction.					
5. Knowledge about harm of drug causes for your interest in searching for more information.					
6. Due to knowledge about harm of drug, you will cooperate with a police to inform production source.					
7. You would prefer to tell friends and family members about harm of drug because you have that knowledge.					
8. Drug knowledge is too complex to practice.					
9. Learning about drug is too difficult to understand.					
10. Knowledge about harm of drug can impact on addicts to quit drug.					
11. You can try to use knowledge about harm of drug with friends or acquaintances.					
12. There are friends or acquaintances who tell you that the knowledge about harm of drug is their interest and they do not dare to try to consume drug.					

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Section 6. How do you feel about the matter of which the drug prevention knowledge can be truly taken for use?

The question issues about the drug prevention knowledge can be taken for use	Most Possible	Very much possible	Moderate possible	Less possible	The least possible
1. You will try to consume drug for a few times to know what it is.					
2. If you have information about source or drug, you will inform a police immediately.					
3. You will search for more knowledge about drug to aware danger of drug.					
4. You will use some drugs such as cigarette or liqueur sometimes to relieve miserableness or solve life problems.					
5. If you doubt that acquaintances, friends, or family members addict drug, you will help and persuade them to quit.					
6. If your friends persuade you to consume drug, you will deny it immediately.					
7. You will not involve drug absolutely.					
8. If you have chance, you will participate in drug prevention project.					
9. You will tell your peers such as friends or family about harm of drug.					
10. You will support addicts to quit drug.					

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Section 7. You have participated in the following democratic activities

1. Do you smoke?

- Never
- Quitted already
- Seldom
- Always

2. Do you drink?

- Never
- Quitted already
- Seldom
- Always

3. Do you always persuade your friend to avoid from drug?

- Never
- Quitted warning
- Seldom
- Always

4. Have you ever been persuaded to consume drug?

- Never
- Ever
- Seldom
- Always

5. Do you follow drug situation?

- Never
- Ever
- Seldom
- Always

Thank you for your valuable time you sacrifice for answering these questions

แบบสอบถามโครงการด้านยาเสพติด (นักเรียนที่เข้าร่วมโครงการ)

แบบสอบถามนี้จัดทำขึ้นเพื่อประกอบการทำวิจัยในระดับปริญญาเอก สถาบันบัณฑิตพัฒนบริหารศาสตร์

เรื่อง การประเมินผลนโยบายและโครงการประชาสัมพันธ์ดำเนินการโดยสำนักประชาสัมพันธ์เขต

โดย นางจิตราภรณ์ สุทธิวรเศรษฐ์

ข้อมูลที่ท่านให้นี้จะถูกเก็บไว้เป็นความลับ และเพื่อประโยชน์ทางการศึกษาเท่านั้น

ส่วนที่ 1 ข้อมูลทั่วไป

1. เพศ ชาย หญิง
2. อายุ.....ปี
3. การศึกษา ม. 4 ม. 5 ม. 6
 ปวช. ปี1 ปวช. ปี 2 ปวช. ปี 3

ส่วนที่ 2 ท่านมีความคิดเห็นอย่างไรเกี่ยวกับการอบรมที่ท่านได้รับ

ประเด็นเกี่ยวกับข้อคำถามในการอบรม	ดีมาก	ดี	ปานกลาง	น้อย	น้อยมาก
1. ความน่าเชื่อถือของวิทยากร					
2. เทคนิคในการนำเสนอ					
3. สภาพความพร้อมของอุปกรณ์หรือเครื่องมือ					
4. ความเชี่ยวชาญของวิทยากร					
5. ความชัดเจนของเนื้อหา					
6. การยกตัวอย่างในการอบรม					
7. ความสะดวกของสถานที่จัดอบรม					
8. บรรยากาศในการอบรม					
9. เอกสารประกอบการอบรม					
10. ความน่าสนใจของการนำเสนอ					
11. ประโยชน์ของเนื้อหาในการอบรม					
12. ความเพียงพอของอุปกรณ์และเครื่องมือ					
13. ความสามารถในการถ่ายทอดเนื้อหาของวิทยากร					
14. การลำดับเนื้อหาอย่างเป็นขั้นตอน					
15. ความชัดเจนของการอธิบาย					
16. เนื้อหาตรงตามวัตถุประสงค์ของโครงการ					
17. ความสามารถของวิทยากรในการสร้างบรรยากาศที่สนุกสนาน					
18. ความสามารถของวิทยากรในการสร้างแรงจูงใจให้คิดตาม					
19. เนื้อหาตรงตามประเด็นที่กำหนด					
20. ความครอบคลุมของเนื้อหาที่กำหนด					

ส่วนที่ 3 กรุณาเลือกคำตอบที่ถูกต้องมากที่สุดเพียงข้อเดียวเกี่ยวกับเรื่องยาเสพติด

1. ข้อใดคือความหมายของ สิ่งเสพติด

- ก. สิ่งใดก็ตามที่เสพเข้าไปเป็นระยะเวลานานจะมีอันตรายต่อร่างกายและจิตใจ
- ข. สิ่งใดก็ตามที่เสพเข้าไปแล้วผู้เสพจะต้องการเพิ่มปริมาณการเสพตลอดเวลา
- ค. สิ่งใดก็ตามที่เสพเข้าไปแล้วมีผลร้ายต่อร่างกายและจิตใจของผู้ใช้ในลักษณะต่าง ๆ
- ง. สิ่งใดก็ตามที่สิ่งซึ่งเสพเข้าไปแล้วจะทำให้ต้องการเสพสิ่งนั้น ๆ บ่อยขึ้น

2. บุคคลใดต่อไปนี้ เสี่ยงต่อการติดยาเสพติดมากที่สุด

- ก. บุรินทร์ มีร่างกายทรวดโถม ชูบผอม และชอบเก็บตัวเงียบ
- ข. ธนพร ใช้เงินเก่งและชอบแก้ปัญหาด้วยการออกไปเที่ยวตอนกลางคืน
- ค. วิณา คบเพื่อนที่มีพฤติกรรมแปลก ๆ
- ง. สุชาติ เป็นคนก้าวร้าว ชอบทะเลาะวิวาท และทำร้ายผู้อื่น

3. ข้อใดกล่าวถูกต้อง

- ก. สุราเป็นยาเสพติดชนิดหนึ่ง แต่ประชาชนทุกคนสามารถซื้อได้ทั่วไปอย่างถูกต้องตามกฎหมาย
- ข. ยาบ้าเป็นยาเสพติดที่มีอันตรายร้ายแรงที่สุดต่อร่างกายและจิตใจ
- ค. แม้ว่าสุราก็เป็นยาเสพติดชนิดหนึ่ง แต่สุราก็เป็นเครื่องดื่มที่จำเป็นต่อการเข้าสังคม
- ง. บุหรี่ถือเป็นยาเสพติดชนิดหนึ่ง ที่ทำให้เกิดโรคต่างๆมากมาย

4. ข้อใดกล่าวถูกต้อง

- ก. สิ่งเสพติดบางประเภทที่ส่งออกไปขายยังต่างประเทศ เช่น สุรา ช่วยสร้างรายได้เสริมให้แก่ประชาชน
- ข. เยาวชนอายุ 15 – 17 ปี มีถึงร้อยละ 50% ที่เกี่ยวข้องกับยาเสพติด
- ค. ปัญหายาเสพติด เป็นปัญหาสำคัญที่รัฐบาลต้องแก้ไขอย่างเร่งด่วน
- ง. ขณะนี้เฮโรอีนเป็นยาเสพติดที่แพร่ระบาดในประเทศไทยเป็นอันดับ 2 รองจากยาบ้า

5. ข้อใดไม่ใช่สถานบำบัดผู้ติดยาเสพติด

- ก. โรงพยาบาลพระมงกุฎเกล้า
- ข. สภาสังคมสงเคราะห์แห่งประเทศไทย
- ค. สภากาชาดไทย
- ง. โรงพยาบาลธัญญารักษ์

6. บทลงโทษของผู้ครอบครองสิ่งเสพติด เช่น เฮโรอีน ยาบ้า คือ

- ก. ประหารชีวิต
- ข. จำคุก 5 ปี ถึงตลอดชีวิต และปรับ 50,000 – 500,000 บาท
- ค. จำคุก 1 ปี ถึง 10 ปี และปรับ 10,000 – 100,000 บาท
- ง. จำคุก 6 เดือน ถึง 10 ปี และปรับ 5,000 – 100,000 บาท

7. ข้อใดต่อไปนี้เป็นสาเหตุที่เกิดจากยาเสพติดที่เป็นสารระเหย

- ก. หัวใจเต้นเร็ว ความดันโลหิตสูง
- ข. อ้วนขึ้นผิดปกติ
- ค. คลื่นไส้ ขาดสติ
- ง. ทำให้มีน้ำขี้ม สมองพิการ

8. วิธีการเสพยาเสพติดวิธีใดดังต่อไปนี้ เป็นวิธีที่เสี่ยงต่อการติดโรค

- ก. การฉีด
- ข. การดม
- ค. การรับประทาน
- ง. การสูบ

9. ยาเสพติดชนิดใดที่ใช้ในทางการแพทย์

- ก. เฮโรอีน
- ข. แอลกอฮอล์
- ค. แอล. เอส. ดี
- ง. มอร์ฟีน

10. ข้อใดต่อไปนี้เป็นวิธีป้องกันการติดยาเสพติด

- ก. พยายามแก้ไขทุกปัญหาด้วยตนเอง
- ข. ปฏิบัติตามบทบาทหน้าที่ของตนเองในการเป็นสมาชิกของครอบครัว
- ค. หลีกเลี่ยงการซื้อยามากินเอง
- ง. ใช้เวลาว่างให้เกิดประโยชน์

11. เมื่อเพื่อนมาชวนให้เสพยาเสพติดจะทำอย่างไร

- ก. ลองเสพดู เพราะคิดว่าเสพเพียงครั้งสองครั้งคงไม่ติด
- ข. ปฏิเสธทันที
- ค. ชวนเพื่อนไปเสพในที่ลับตาคน
- ง. เลิกคบกับเพื่อนคนนั้น

12. ข้อใดไม่ใช่วิธีการบำบัดรักษาผู้ติดยาเสพติดอย่างถูกวิธี

- ก. ให้ยารับประทาน จนกว่าจะเลิกติดยาเสพติด
- ข. นำไปรักษาที่โรงพยาบาลตำรวจ
- ค. ให้กำลังใจผู้ติดยาเสพติดให้สามารถเลิกได้
- ง. ส่งไปรักษาที่ศูนย์เกิดใหม่ อ. จอมบึง จ. ราชบุรี

13. ในปัจจุบันมียาเสพติดประเภทใดบ้างที่มีการแพร่ระบาดอย่างหนักในประเทศไทย

- ก. ยาบ้า และยาอี
- ข. ยาบ้า และเฮโรอีน
- ค. ยาบ้า และสารระเหย
- ง. ยาบ้า และโคเคน

14. ข้อใดเป็นวิธีป้องกันยาเสพติดที่ไม่ถูกต้อง
- หลีกเลี่ยงการคบเพื่อนที่ติดยาเสพติด
 - พบผู้ติดยาเสพติด ควรช่วยเหลือแนะนำให้เข้ารับการบำบัดรักษาโดยเร็ว
 - เมื่อทราบแหล่งผลิต แหล่งจัดจำหน่าย ควรแจ้งเจ้าหน้าที่ตำรวจ หรือ กำนัน ผู้ใหญ่บ้าน ท้องที่
 - ลองใช้ยาเสพติดบางประเภทเพียงเล็กน้อย เพื่อศึกษาให้เข้าใจถึงรสชาติและพิษภัยของยาเสพติด
15. ข้อใดเป็นแนวทางเพื่อรักษาคนติดยาเสพติด
- ให้ดื่มน้ำมากๆ และออกกำลังกาย
 - ดื่มน้ำกาแฟหรือชาเพิ่มมากขึ้น เพื่อชดเชยสารเคมีในร่างกาย
 - ปรึกษาแพทย์เพื่อขอยามารับประทาน
 - ดื่มน้ำสมุนไพรไทย
16. เมื่อยาเข้าสู่อวัยวะ จะทำลายสมองส่วนใดเป็นอันดับแรก
- สมองส่วนท้ายทอยที่เกี่ยวกับความทรงจำ
 - ปลายสมองส่วนกลาง
 - สมองส่วนหน้าที่ควบคุมการเห็นและได้ยิน
 - สมองส่วนซ้ายที่ควบคุมสติสัมปชัญญะ
17. ข้อใดไม่ใช่บทลงโทษของผู้ขายยาบ้า
- ประหารชีวิต
 - โทษจำคุก 5 ถึงตลอดชีวิต
 - โทษจำคุกและโทษปรับ 50,000 - 500,000 บาท
 - โทษจำคุก 6 เดือน ถึง 1 ปี และโทษปรับ 5,000 - 100,000 บาท
18. จากข่าวทางโทรทัศน์เกี่ยวกับพิษภัยของยาบ้า เมื่อดูแล้วท่านรู้สึกอย่างไร
- การเสพยาบ้าแม้ในระยะเวลาสั้น ๆ ก็ทำให้ผู้เสพคลุ้มคลั่ง ทำร้ายตนเองและผู้อื่นได้
 - เมื่อท่านมีความทุกข์ใจ การเสพยาบ้าก็เป็นวิธีหนึ่งที่ช่วยบรรเทาความทุกข์ได้
 - การเสพยาบ้าก่อให้เกิดปัญหาทั้งตนเอง ผู้อื่นและสังคมโดยรวม
 - พิษภัยของยาบ้าจะมีผล ณ ช่วงเวลาที่ยานั้นกำลังออกฤทธิ์เท่านั้น
19. ถ้าท่านรู้สึกว่ามีเครียด ท่านคิดว่า
- บุหรี่ยี่ห้อและเหล่าสามารถช่วยบรรเทาความเครียดได้
 - บุหรี่ยี่ห้อและเหล่าช่วยให้ท่านแก้ปัญหาทุกอย่างได้
 - เหล่าเป็นยานอนหลับชนิดหนึ่ง
 - บุหรี่ยี่ห้อและเหล่าไม่ใช่วิธีการลดความเครียดที่ถูกต้อง
20. ถ้าเข้างานสังคมแล้วผู้อื่นดื่มเหล้า ท่านจะปฏิบัติตนอย่างไร
- รีบกลับบ้าน หรือเดินหนีทันที
 - ดื่มเครื่องดื่มประเภทอื่นแทน
 - ชักชวน บอกกล่าว แนะนำผู้อื่นให้รู้โทษของการดื่มเหล้า
 - ดื่มบาง ๆ หรือเล็กน้อย

21. ลักษณะใดต่อไปนี้น่าสงสัยว่าเป็นผู้ติดยาเสพติดมากที่สุด

- เป็นคนอารมณ์ร้อน ฉุนเฉียว ชอบทะเลาะวิวาท และมักจะทำร้ายผู้อื่น
- ทำงานหนัก ขยันมากกว่าปกติ โดยเฉพาะเมื่อมีงานเร่งด่วน
- มีร่างกายทรุดโทรม ซุปผอม นิสัยเปลี่ยนไปจากเดิม ผลการเรียนแยลง
- เก็บตัว เงียบขรึม ซึมเศร้า เข้ากับผู้อื่นได้ยาก

22. ข้อใดต่อไปนี้นักกล่าวถูกต้อง

- สารระเหยเป็นยาเสพติดที่มีโทษต่อร่างกายมากที่สุด
- การใช้ยาเสพติดเพียงเล็กน้อยในระยะแรก ๆ ไม่ก่อให้เกิดอันตรายต่อร่างกาย
- โทษของยาบ้าจะมากหรือน้อยขึ้นอยู่กับจำนวนเม็ดยา
- ยาเสพติดเป็นปัญหาสำคัญของเยาวชน เพราะมีเยาวชนไม่น้อยกว่า 70% ที่เกี่ยวข้องกับยาเสพติด

23. การบำบัดรักษาผู้ติดยาเสพติดใน "ระบบบังคับบำบัด" หมายถึงอะไร

- ให้ผู้ติดยาเข้ารับการบำบัดโดยสมัครใจ แต่ต้องสามารถเลิกได้หลังจากจบการบำบัด
- ให้ผู้ติดยาเสพติดรักษาตัวอยู่ที่บ้าน ภายใต้การควบคุมของแพทย์อย่างใกล้ชิด
- ให้ผู้ติดยาเข้ารับการบำบัดที่สถานบำบัด ถ้าไม่สามารถเลิกได้ต้องถูกดำเนินตามกระบวนการของพนักงานสอบสวน
- การเข้ารับการรักษาโดยผู้ติดยาจะถูกบังคับให้ใช้วิธีการเลิกยาเสพติดที่รุนแรง โดยมีข้อตกลงว่าจะสามารถเลิกยาได้ภายใน 1 เดือน

ส่วนที่ 4 ท่านมีความคิดเห็นอย่างไรกับประเด็นทางด้านยาเสพติด ดังต่อไปนี้

ประเด็นคำถามเกี่ยวกับทัศนคติต่อยาเสพติด	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
1. ยาเสพติดนับเป็นมหันตภัยอันใหญ่หลวง					
2. การเลียนแบบดาราเป็นสาเหตุหนึ่งที่ทำให้วัยรุ่นติดยาเสพติด					
3. ครอบครัวเป็นสิ่งสำคัญที่สุดที่ทำให้ผู้ติดยาเสพติดสามารถเลิกยาได้					
4. การสูบบุหรี่ ดื่มเครื่องดื่มที่มีแอลกอฮอล์เป็นสิ่งจำเป็นต่อการเข้าสังคม					
5. การดื่มสุราปริมาณมาก ๆ ได้โดยไม่เมา เป็นเรื่องเท่					
6. การใช้ยาติดต่อกันเป็นเวลานานโดยปราศจากคำแนะนำจากแพทย์ไม่ใช่เรื่องอันตราย					
7. การดื่มเครื่องดื่มที่มีแอลกอฮอล์ช่วยลดความเครียดและความประหม่าได้					
8. ปัญหายาเสพติดมีความสลับซับซ้อน มีแนวโน้มของความรุนแรง และการขยายตัวเพิ่มขึ้น					
9. สังคมควรรังเกียจผู้ติดยาเสพติด					
10. โอกาสเสี่ยงของการติดยาเสพติดเริ่มมาจากการสูบบุหรี่ ดื่มสุรา หรือของมีเมา					

ประเด็นคำถามเกี่ยวกับทัศนคติต่อยาเสพติด	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
11. ควรหลีกเลี่ยงการคบค้าสมาคมกับผู้ติดยาเสพติด					
12. ยาเสพติดเป็นปัญหาระดับชาติ					
13. สาเหตุสำคัญของปัญหายาเสพติดเกิดจากการที่ยาเสพติดหาได้ง่ายในสังคมไทย					
14. น่าเห็นใจผู้ติดยาเสพติด เพราะมีปัญหาและไม่สามารถหาทางออกได้จริงๆ					
15. ไม่ทดลองใช้ยาเสพติดทุกชนิด					

ส่วนที่ 5 ท่านมีความคิดเห็นอย่างไรเกี่ยวกับคุณลักษณะของโครงการด้านยาเสพติด

ประเด็นคำถามเกี่ยวกับคุณลักษณะ โครงการด้านยาเสพติด	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
1. ความรู้เรื่องยาเสพติดให้ประโยชน์ต่อตัวท่าน					
2. ความรู้เรื่องยาเสพติดทำให้ท่านประพฤติตัวได้ดีขึ้น					
3. ท่านรู้จักวิธีป้องกันตนเองให้พ้นจากอันตรายของยาเสพติดมากขึ้น					
4. ความรู้เรื่องยาเสพติดทำให้ท่านกล้าทดลองยาเสพติดได้อย่างมั่นใจว่าท่านจะไม่ติดยาอย่างแน่นอน					
5. ความรู้เรื่องอันตรายและโทษของยาเสพติดทำให้ท่านสนใจหาความรู้เพิ่มเติมเกี่ยวกับยาเสพติด					
6. ความรู้เรื่องอันตรายและโทษของยาเสพติดทำให้ท่านให้ความร่วมมือกับตำรวจในการชี้เบาะแสแหล่งยาเสพติด					
7. ท่านอยากบอกให้เพื่อนฝูง และคนในครอบครัวของท่านทราบเกี่ยวกับอันตราย และโทษของยาเสพติดเนื่องจากท่านมีความรู้ในเรื่องเหล่านั้น					
8. ความรู้เรื่องยาเสพติดเป็นเรื่องที่ยากต่อการนำไปใช้					
9. การเรียนรู้เรื่องยาเสพติดเป็นเรื่องที่ยากต่อการเข้าใจ					
10. ความรู้เรื่องอันตรายและโทษของยาเสพติดสามารถทำให้ผู้ติดยาเสพติดเลิกเสพยาเสพติดได้					
11. ท่านสามารถทดลองใช้ความรู้เรื่องอันตราย และโทษของยาเสพติดกับเพื่อน หรือคนรู้จัก					
12. มีเพื่อนฝูง หรือคนรู้จัก มาบอกท่านว่าความรู้เรื่องอันตราย และโทษของยาเสพติดที่เผยแพร่ นั้น เป็นเรื่องที่เขาสนใจ และไม่กล้าทดลองเสพยา					

ส่วนที่ 6 ท่านมีความคิดเห็นอย่างไรเรื่องการนำความรู้ด้านยาเสพติดไปใช้

ประเด็นคำถามเกี่ยวกับการนำความรู้ด้านยาเสพติดไปใช้	เป็นไปได้มากที่สุด	เป็นไปได้มาก	เป็นไปได้ปานกลาง	เป็นไปได้น้อย	เป็นไปได้น้อยที่สุด
1. ท่านจะลองยาเสพติด แค่ครั้งสองครั้ง เพื่อจะได้รู้ว่ายาเสพติดเป็นอย่างไร					
2. ถ้าท่านทราบเบาะแสเกี่ยวกับยาเสพติด หรือแหล่งผลิต ท่านจะแจ้งเจ้าหน้าที่ตำรวจทันที					
3. ท่านจะหาข้อมูลข่าวสารด้านยาเสพติด เพื่อรู้เท่าทันอันตรายจากยาเสพติด					
4. ท่านจะใช้ยาเสพติด เช่น บุหรี่ หรือเหล้า เป็นครั้งคราว เพื่อบรรเทาความไม่สบายใจ หรือแก้ไขปัญหาวิต					
5. ถ้าท่านสงสัยว่าเพื่อน คนรู้จัก หรือคนในครอบครัวติดยาเสพติด ท่านจะช่วยเหลือ และชักชวนให้เขาเหล่านั้นเลิกยาเสพติด					
6. ถ้ามีเพื่อนชักชวนให้ท่านเสพยาเสพติด ท่านจะปฏิเสธโดยทันที					
7. ท่านจะไม่ยุ่งเกี่ยวกับยาเสพติดโดยเด็ดขาด					
8. หากมีโอกาส ท่านจะเข้าร่วมโครงการเกี่ยวกับการต่อต้านยาเสพติด					
9. ท่านจะพยายามบอกเล่าถึงอันตรายของยาเสพติดต่อผู้ใกล้ชิด เช่น เพื่อนฝูง หรือครอบครัว					
10. ท่านจะให้กำลังใจแก่ผู้กำลังเลิกยาเสพติด					

ส่วนที่ 7 ท่านมีพฤติกรรม ดังต่อไปนี้อย่างไรบ้าง

1. ท่านสูบบุหรี่หรือไม่ ไม่เคยสูบ เลิกสูบแล้ว สูบนาน ๆ ครั้ง สูบเป็นประจำ
2. ท่านดื่มเหล้าหรือไม่ ไม่เคยดื่ม เลิกดื่มแล้ว ดื่มนาน ๆ ครั้ง ดื่มเป็นประจำ
3. ท่านเตือนและชักชวนเพื่อนให้หลีกเลี่ยงจากยาเสพติดเสมอ
 ไม่เคยเตือน เลิกเตือนแล้ว เคยเตือนบ้าง เตือนเป็นประจำ
4. ท่านเคยถูกชวนให้ลองเสพยาเสพติดบ้างหรือไม่
 ไม่เคยเลย เคย เคยแต่ไม่บ่อยครั้ง เคยเป็นประจำ
5. ท่านติดตามสถานการณ์ของยาเสพติดหรือไม่
 ไม่เคยติดตาม เคยติดตาม ติดตามบ้างเป็นบางครั้ง ติดตามเป็นประจำ

*****ขอขอบคุณที่กรุณาใช้เวลาตอบแบบสอบถามนี้ค่ะ*****

APPENDIX F

Questionnaire on the AIDS Prevention and Solution Promotion Project

This questionnaire is made in support of the research study in the doctorate degree level of the National Institute of Development Administration (NIDA), on the Subject of the Assessment of the Policy and Public Relations Project, carried out by the District's Public Relations Office.

By Mrs. Jitraporn Sudhivoraseth

Your given information shall be kept confidential and only for the educational benefit

Section 1. General information

1. Sex Male Female
2. Age years
3. Education Matthayom 4 Matthayom 5 Matthayom 6
 Vocational Education, year 1
 Vocational Education, year 2
 Vocational Education, year 3

Section 2. Please express your opinion regarding the AIDS question prevention training participated by you.

Issues regarding the questions in the academic competition	Very Good	Good	Moderate	Little	Very Little
1. On what level of knowledge the questions in the academic competition would be?					
2. The interest of the academic competition methods					
3. Suitability of the equipment or tools in the academic competition					
4. Knowledge and competence of the academic competition organizer					
5. The clearness of the question in the academic competition					
6. The understanding creation of the questions used in the academic competition regarding the maker needed to be publicized					
7. The convenience of the academic competition facility					
8. The easy going atmosphere of the academic competition facility					

9.	Academic competition method modernity					
10.	The interest of the academic competition atmosphere					
	Issues regarding the questions in the academic competition	Very Good	Good	Moderate	Little	Very Little
11.	The usefulness of the questions in the academic competition					
12.	The adequacy of the equipment and tools in the academic competition					
13.	The ability in transferring the content needed to be reported					
14.	The procedural sequence of the related questions used in the academic competition					
15.	The Master of Ceremony's ability in asking questions clearly					
16.	The accuracy in accordance with the objective of the questions used in the academic competition					
17.	The Master of Ceremony's ability in creating the amusing atmosphere in the academic competition					
18.	The Master of Ceremony's ability in creating the motivation to follow the academic competition					
19.	The consistence of the content issue of the questions					
20.	The coverage of the question content provided					

Section 3. Please select only one correct answer in connection with the AIDS as follows:

1. If you doubt that you infect AIDS, when should you have a blood test?
 - a. As soon as you have risky behavior.
 - b. 1 week after you have risky behavior.
 - c. 2 weeks after you have risky behavior.
 - d. 3 weeks after you have risky behavior.

2. What is not the final symptom of AIDS?
 - a. Pneumonia
 - b. Cancer
 - c. Weak limbs
 - d. Herpes Zoster or Fungus in mouth

3. Do you agree that AIDS infection is a personal problem?
 - a. Right because AIDS harms only AIDS infectors.
 - b. Wrong because AIDS affect other members in society harmfully as well.
 - c. Right because AIDS infection is caused by a person's action. It is relevant to others.
 - d. Wrong because AIDS is a harmful contagious disease, easily epidemic and it also affects family.

4. Which way does not cause AIDS infection?
 - a. Share a razor or a nail clipper with others.
 - b. Acupuncture.
 - c. Share toothbrush with others.
 - d. Eat food together with others.

5. What is not the effect of AIDS?
 - a. Increase unemployment rate.
 - b. Pull down national securities.
 - c. Decrease production.
 - d. Cause orphan and old people problem.

6. When staying closely to AIDS patients, what should you do?
 - a. Wash hands with water and soap every time after touching the patients.
 - b. Separate the patients away.
 - c. Separate the usual tableware.
 - d. All incorrect.

7. If more people in Thailand infect AIDS, what is the effect?
 - a. People who have risky behavior will decrease.
 - b. The nation will spend more treatment budget.
 - c. People will be accustomed to AIDS and they are not afraid of AIDS anymore.
 - d. The AIDS uninfected people will have more opportunities to progress.

8. What medicine can anti AIDS?
 - a. Dettol antiseptic
 - b. Viagra
 - c. AZT
 - d. Strong antibiotic

9. What is the first symptom of AIDS?
- Lymph Glands is larger
 - The symptom is similar to catch normal cold.
 - Tongue is filmy.
 - There are wounds on body.
10. Which organization does not treat AIDS infecters?
- Bumras Naradun Hospital
 - AIDS clinic. (Niranam Clinic)
 - Praputtabaht Temple in Saraburi Province
 - Public Welfare Department
11. What is incorrect about AIDS infection?
- Children fed by milk of infected mothers have few chances to be infected (under 10%).
 - AIDS is not infected by saliva, catarrh, and tears although AIDS is found in them.
 - Sexual intercourse is the main reason of AIDS infection.
 - Men are infected AIDS more than women.
12. What is a misperception about AIDS?
- AIDS can be infected in many ways despite by blood.
 - Only one sexual intercourse without a condom with a prostitute can cause you to infect AIDS.
 - AIDS infecters must die within 3 – 5 year.
 - Pregnant women who infect AIDS can transfer AIDS to their babies.
13. Why does AIDS Virus weaken human body?
- AIDS destroys skin cells which protect body from disease in environment.
 - AIDS destroys brain cells.
 - AIDS destroys the body immunity system.
 - AIDS destroys muscularity and heart system.
14. When is the 'World AIDS Day' named by AIDS Project of the United Nation?
- 1 December
 - 5 December
 - 1 October
 - 5 October

15. AIDS disease cannot be found in which part of body?
- Lymph Glands
 - Mother's milk
 - Sweat
 - Saliva
16. What is not a risky behavior of infecting AIDS?
- Pierce a hole in the ear.
 - Donate blood.
 - Have sexual intercourse with stranger.
 - Swim in a pool.
17. What is your understanding about a blood test?
- It is to check whether my body has ever gotten AIDS disease.
 - It is to check whether my body is healthy.
 - It is to check whether I got AIDS.
 - It is to protect myself from AIDS.
18. Should AIDS infected mothers feed their babies with their own milk?
- Yes, because babies have infected AIDS already.
 - Yes, because there is less than 5% potentiality for babies to infect AIDS.
 - Yes, because there is less than 1% potentiality for babies to infect AIDS.
 - No, because babies might not infect AIDS.
19. What is a safe sex?
- It is to have only one honest lover.
 - It is to have sex with someone who is not a whore.
 - It is to use condom every time when you have sex.
 - It is to have sex with the same sex.
20. If you infect AIDS, what should you not do?
- Quit all drugs.
 - Use AIDS protection.
 - Heavily exercise to be stronger.
 - Calm mind and accept what will happen.
21. Do you agree that AIDS is not harmful illness?
- No, because infecters have high rate of death.

- b. Yes, because AIDS can be protected.
- c. No, because AIDS is easily contagious.
- d. No, AIDS is a disease causing people died most.

22. AIDS cannot be cured, so what should you do after infecting AIDS?

- a. Relax your mind and take an enough rest.
- b. Separate bathroom, your belongings, tableware and food.
- c. Tell family or spouse to take a proper action.
- d. Do not use a condom for the next sexual intercourse.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Section 4. What is your opinions with respect to the following AIDS issues?

The question issues regarding the attitudes to the drug	Very much agreed	Agreed	Uncertained	Disagreed	Very much disagreed
1. Not to be promiscuous is the only a way to avoid from AIDS.					
2. The AIDS infecters are disgusting.					
3. A blood test is disadvantage because AIDS cannot cure.					
4. The increasing numbers of the AIDS infecters is not your problem.					
5. To live in the same house or to work with AIDS infecters is not frightening.					
6. There should be a hospital for AIDS infecters separately from other patients.					
7. The food shops in schools and community should also serve the AIDS infecters.					
8. The AIDS infecters cannot work with others.					
9. If your relative infects AIDS, you will take care him.					
10. To be a macho is to have the first affair without being afraid of the AIDS disease.					
11. The AIDS patients should be quarantined.					
12. A Blood donation is the best way to check the AIDS disease.					
13. AIDS knowledge should put in the curriculum of all education level.					
14. Using a condom when having sex can protect 100% from AIDS.					
15. AIDS problem is less important than other problems such as economic and political problems.					
16. Contagion or increasing numbers of AIDS patients is because people lack a correct knowledge of AIDS.					
17. Drinking alcohol results indirectly in the AIDS infection.					
18. Maintaining peace of mind or concentration is a way to prolong AIDS infecters' life.					
19. Taking bitter herbs frequently is a curing of AIDS.					
20. Touching clothes of AIDS patient staining dry semen or blood is not harmful.					

Section 5. How do you think about the characteristic of message of the AIDS prevention project

The question issues regarding the attitudes to the drug	Very much agreed	Agreed	Uncertained	Disagreed	Very much disagreed
1. You understand enough to protect yourself from AIDS infection.					
2. AIDS knowledge leads you to improve your behavior.					
3. AIDS knowledge is practical.					
4. AIDS knowledge is suitable to you.					
5. AIDS knowledge is hard to apply.					
6. Learning about AIDS is difficult.					
7. You have chances to use AIDS knowledge, which you receive, to stay closely with AIDS infecters or patients.					
9. You have seen the result of using AIDS knowledge.					
10. You have seen others using AIDS knowledge.					
11. You can use knowledge about harm of AIDS to tell friends or acquaintances to understand AIDS.					
12. You have seen AIDS patients using AIDS knowledge to take care themselves.					
13. AIDS knowledge helps you understand cause and period of AIDS infection.					
14. AIDS knowledge is too complex to tell or advise others to understand.					
15. AIDS knowledge should be provided for Phratom students as well.					

Section 6. How do you feel about the matter of which the AIDS prevention knowledge can be truly taken for use?

The question issues about the drug prevention knowledge can be taken for use	Most Possible	Very much possible	Moderate possible	Less possible	The least possible
1. You and your spouse will have a blood test before marrying.					
2. You are not disgusted to stay or work with friends who infecting AIDS.					
3. If you have a sexual intercourse, you or your lover will use a condom.					
4. If you meet an accident victim, you will not help him because you are afraid of AIDS infection from wound.					
5. You will have faithful love and you will not have sexual intercourse with others.					
6. You will try to search more AIDS knowledge to be advantage for yourself.					
7. If you have a chance to visit AIDS patients, you will soothe them and give willpower to them.					
8. If there is an AIDS patient in your house, you will ask him to move.					
9. If you infect AIDS, it will be no need to protect yourself such as using a condom anymore.					
10. You will give up a friend if he infects AIDS.					
11. If you have to stay close to AIDS patients, you will wear rubber gloves.					

Section 7. You have participated in the following AIDS activities

1. Do you go to brothel? (If you have never gone to brothel, please go to item 4)

- Never
- Seldom
- Often

2. In this 3 months, have you gone to brothel?

- Never
- Seldom (a few times)

Often (every month)

3. When having a sexual intercourse, do you or your partner use a condom?

- Never
- Sometimes
- Every time

4. Do you share your personal shower kit such as toothbrush or razor with others?

- Never
- Sometimes
- Every time

Thank you for your valuable time you sacrifice for answering these questions



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

แบบสอบถามโครงการด้านโรคเอดส์

แบบสอบถามนี้จัดทำขึ้นเพื่อประกอบการทำวิจัยในระดับปริญญาเอก สถาบันบัณฑิตพัฒนบริหารศาสตร์

เรื่อง การประเมินผลนโยบายและโครงการประชาสัมพันธ์ดำเนินการโดยสำนักประชาสัมพันธ์เขต

โดย นางจิตราภรณ์ สุทธิวรเศรษฐ์

ข้อมูลที่ท่านให้นี้จะถูกเก็บไว้เป็นความลับ และเพื่อประโยชน์ทางการศึกษาเท่านั้น

ส่วนที่ 1 ข้อมูลทั่วไป

1. เพศ ชาย หญิง
2. อายุ.....ปี
3. การศึกษา ม. 4 ม. 5 ม. 6
 ปวช. ปี1 ปวช. ปี 2 ปวช. ปี 3

ส่วนที่ 2 ท่านมีความคิดเห็นอย่างไรเกี่ยวกับการอบรมที่ท่านได้รับ

ประเด็นเกี่ยวกับข้อคำถามในการอบรม	ดีมาก	ดี	ปานกลาง	น้อย	น้อยมาก
1. ความน่าเชื่อถือของวิทยากร					
2. เทคนิคในการนำเสนอ					
3. สภาพความพร้อมของอุปกรณ์หรือเครื่องมือ					
4. ความเชี่ยวชาญของวิทยากร					
5. ความชัดเจนของเนื้อหา					
6. การยกตัวอย่างในการอบรม					
7. ความสะดวกของสถานที่จัดอบรม					
8. บรรยากาศในการอบรม					
9. เอกสารประกอบการอบรม					
10. ความน่าสนใจของการนำเสนอ					
11. ประโยชน์ของเนื้อหาในการอบรม					
12. ความเพียงพอของอุปกรณ์และเครื่องมือ					
13. ความสามารถในการถ่ายทอดเนื้อหาของวิทยากร					
14. การลำดับเนื้อหาอย่างเป็นขั้นตอน					
15. ความชัดเจนของการอธิบาย					
16. เนื้อหาตรงตามวัตถุประสงค์ของโครงการ					
17. ความสามารถของวิทยากรในการสร้างบรรยากาศที่สนุกสนาน					
18. ความสามารถของวิทยากรในการสร้างแรงจูงใจให้คิดตาม					
19. เนื้อหาตรงตามประเด็นที่กำหนด					
20. ความครอบคลุมของเนื้อหาที่กำหนด					

ส่วนที่ 3 กรุณาเลือกคำตอบที่ถูกต้องมากที่สุดเพียงข้อเดียวเกี่ยวกับโรคเอดส์

1. เมื่อสงสัยว่าตนเองจะติดเชื้อเอดส์ ควรไปตรวจเลือดเมื่อใด
 - ก. ทันทีที่มีพฤติกรรมเสี่ยงต่อการติดเชื้อเอดส์
 - ข. 1 สัปดาห์หลังจากมีพฤติกรรมเสี่ยงต่อการติดเชื้อเอดส์
 - ค. 2 สัปดาห์หลังจากมีพฤติกรรมเสี่ยงต่อการติดเชื้อเอดส์
 - ง. 3 สัปดาห์หลังจากมีพฤติกรรมเสี่ยงต่อการติดเชื้อเอดส์

2. ข้อใดไม่เป็นอาการของโรคเอดส์ขั้นสุดท้าย
 - ก. ปอดบวม
 - ข. มะเร็งที่อวัยวะต่างๆ
 - ค. แขนขาไม่มีแรง
 - ง. เป็นงูสวัด หรือมีเชื้อราในปาก

3. การติดโรคเอดส์เป็นปัญหาส่วนบุคคล
 - ก. ถูกต้อง เพราะ จะส่งผลเสียต่อตัวผู้ติดโรคเท่านั้น
 - ข. ไม่ถูกต้อง เพราะ จะส่งผลถึงผู้อื่นในสังคมด้วย
 - ค. ถูกต้อง เพราะ การติดโรคเอดส์เกิดจากการกระทำของบุคคลนั้นๆ ไม่เกี่ยวกับผู้อื่น
 - ง. ไม่ถูกต้อง เพราะ เอดส์เป็นโรคติดต่อร้ายแรงชนิดหนึ่ง ที่สามารถแพร่ระบาดได้ง่ายและมีผลกระทบต่อครอบครัวด้วย

4. วิธีการใดต่อไปนี้ ไม่ทำให้ติดโรคเอดส์
 - ก. การใช้เข็มมีคม เช่น มีดโกน กรรไกรตัดเล็บ ร่วมกัน
 - ข. การฝังเข็ม
 - ค. ใช้แปรงสีฟันร่วมกัน
 - ง. การรับประทานอาหารร่วมกัน

5. ข้อใดต่อไปนี้ไม่ใช่ผลกระทบจากโรคเอดส์
 - ก. เพิ่มอัตราการว่างงาน
 - ข. ความมั่นคงของชาติสั่นคลอน
 - ค. ผลผลิตตกต่ำ
 - ง. มีปัญหาเด็กกำพร้าและคนชรา

6. เมื่อต้องอยู่ใกล้ชิดกับผู้ป่วยโรคเอดส์ ควรทำอย่างไร
 - ก. ควรล้างมือด้วยน้ำและสบู่ทุกครั้งเมื่อแตะต้องผู้ป่วยโรคเอดส์
 - ข. ให้ผู้ป่วยแยกไปอยู่ต่างหาก
 - ค. แยกอุปกรณ์เครื่องใช้ในการรับประทานอาหารออกต่างหาก
 - ง. ผิดทุกข้อ

7. ถ้าในประเทศไทยมีประชาชนติดเชื้อเอดส์มากขึ้น จะเกิดผลอย่างไรบ้าง
- ทำให้คนที่มีความเสี่ยง มีจำนวนน้อยลงไป
 - ทำให้ประเทศชาติเสียบประมาณในการรักษาเพิ่มมากขึ้น
 - ทำให้คนเห็นว่าโรคเอดส์เป็นโรคปกติธรรมดาและไม่น่ากลัวอีกต่อไป
 - ทำให้คนที่ไม่เป็นโรคเอดส์มีโอกาสเจริญก้าวหน้ามากขึ้น
8. ยาชนิดใดที่สามารถต้านไวรัสเอดส์ได้
- ยาฆ่าเชื้อ Dettol
 - ไวอากร้า
 - AZT
 - ยาปฏิชีวนะชนิดรุนแรง
9. ข้อใดเป็นอาการของโรคเอดส์ในขั้นแรก
- ต่อมน้ำเหลืองโตผิวนิ่งโต
 - มีอาการคล้ายเป็นไข้หวัดธรรมดา
 - ลิ้นเป็นฝ้า
 - เป็นแผลพุพองตามลำตัว
10. หน่วยงานใดที่ไม่ได้ให้การบำบัดรักษาผู้ป่วยโรคเอดส์
- โรงพยาบาลบาราศนราดรุร
 - คลินิกนิรนาม
 - วัดพระพุทธบาทน้ำพุ จ. สระบุรี
 - กรมประชาสัมพันธ์
11. ข้อใดไม่ถูกต้องเกี่ยวกับการติดเชื้อเอดส์ (ความรู้เรื่องการป้องกันเอดส์)
- การเลี้ยงลูกด้วยนมแม่ที่ติดเชื้อเอดส์ เด็กจะมีโอกาสติดเชื้อเอดส์น้อยมาก (ต่ำกว่า 10%)
 - โรคเอดส์ไม่ติดต่อผ่านน้ำลาย น้ำมูก น้ำตา แม้ว่าจะพบเชื้อโรคเอดส์ในน้ำคัดหลังเหล่านี้
 - การติดต่อทางเพศสัมพันธ์เป็นสาเหตุสำคัญที่สุดของการติดเชื้อเอดส์
 - ผู้ชายติดเชื้อเอดส์มากกว่าผู้หญิง
12. ข้อใดเป็นความเชื่อที่ผิดเกี่ยวกับโรคเอดส์
- โรคเอดส์ติดต่อได้หลายทางนอกจากเลือด
 - การร่วมเพศกับโสเภณีเพียงครั้งเดียวโดยไม่ใช้ถุงยางอนามัยก็มีโอกาสติดเชื้อเอดส์
 - ผู้ติดเชื้อเอดส์ต้องเสียชีวิตภายใน 3 - 5 ปี
 - หญิงมีครรภ์ที่มีเชื้อเอดส์สามารถถ่ายทอดเชื้อเอดส์ไปยังลูกได้
13. เพราะเหตุใดเชื้อเอดส์จึงทำให้ร่างกายอ่อนแอ
- เชื้อเอดส์ไปทำลายเซลล์ผิวหนังที่คอยปกป้องเชื้อโรคในสิ่งแวดล้อม
 - เชื้อเอดส์ไปทำลายเซลล์สมอง
 - เชื้อเอดส์ไปทำลายระบบภูมิคุ้มกันของร่างกาย
 - เชื้อเอดส์ไปทำลายทำลายระบบการทำงานของกล้ามเนื้อและหัวใจ

14. วันเอดส์โลกซึ่งถูกกำหนดโดยโครงการโรคเอดส์แห่งสหประชาชาติ ตรงกับวันที่เท่าไร

- ก. วันที่ 1 ธันวาคม ของทุกปี
- ข. วันที่ 5 ธันวาคม ของทุกปี
- ค. วันที่ 1 ตุลาคม ของทุกปี
- ง. วันที่ 5 ตุลาคม ของทุกปี

15. เชื้อเอดส์ไม่สามารถพบได้ในส่วนของร่างกาย

- ก. น้ำเหลือง
- ข. น้ำนมของมารดา
- ค. เหงื่อ
- ง. น้ำลาย

16. ข้อใดต่อไปนี้เป็นไม่ใช่พฤติกรรมเสี่ยงต่อการติดโรคเอดส์

- ก. เจาะหู
- ข. บริจาคเลือด
- ค. ร่วมเพศกับคนแปลกหน้า
- ง. ว่ายน้ำในสระ

17. ท่านมีความเข้าใจเรื่องการตรวจเลือดอย่างไร

- ก. การตรวจเลือดเป็นการตรวจว่าร่างกายเราเคยได้รับเชื้อเอดส์หรือไม่
- ข. การตรวจเลือดเป็นการตรวจว่าร่างกายมีความสมบูรณ์แข็งแรงหรือไม่
- ค. การตรวจเลือดเป็นการทดสอบว่าเป็นโรคเอดส์หรือไม่
- ง. การตรวจเลือดเป็นวิธีการหนึ่งเพื่อป้องกันตนเองจากโรคเอดส์

18. แม่ที่ติดเชื้อเอดส์ควรเลี้ยงลูกด้วยนมตนเองหรือไม่

- ก. ควร เพราะเด็กติดเชื้อแล้ว
- ข. ควร เพราะมีโอกาสติดเชื่อน้อยกว่าร้อยละ 5
- ค. ควร เพราะมีโอกาสติดเชื่อน้อยกว่าร้อยละ 10
- ง. ไม่ควร เพราะเด็กอาจไม่ติดเชื้อ ควรหลีกเลี่ยงโดยใช้นมผงแทน

19. การมีเพศสัมพันธ์ที่ไม่เสี่ยงเลยคือ

- ก. การมีคู่อุปสรรคสัมพันธ์เพียงคนเดียวและใช้ส้วตยต่อกันทั้งคู่
- ข. การมีเพศสัมพันธ์กับคนที่ไม่ใช่ผู้ชายบริการทางเพศ
- ค. การมีเพศสัมพันธ์โดยการใช้ถุงยางอนามัยป้องกันทุกครั้ง
- ง. การมีเพศสัมพันธ์กับเพศเดียวกัน

20. ถ้าท่านติดเชื้อเอดส์ ท่านไม่ควรปฏิบัติตัวอย่างไร

- ก. เลิกเสพยาเสพติดทุกชนิด
- ข. ใช้วิธีการป้องกันโรคเอดส์อีกต่อไป
- ค. ออกกำลังกายอย่างหนักเพื่อให้ร่างกายสมบูรณ์แข็งแรงกว่าเดิม
- ง. ทำใจให้สงบ ยอมรับในสิ่งที่จะเกิดขึ้นในอนาคต

21. โรคเอดส์ไม่ใช่โรคร้ายแรง ท่านเห็นด้วยหรือไม่
- ไม่เห็นด้วย เพราะเป็นแล้วโอกาสเสียชีวิตมีสูงมาก
 - เห็นด้วย เพราะเป็นโรคที่สามารถป้องกันได้
 - ไม่เห็นด้วย เพราะ เป็นโรคที่สามารถติดต่อกันได้ง่าย
 - เห็นด้วย เพราะ เป็นโรคที่ทำให้คนเสียชีวิตมากที่สุด
22. ในเมื่อโรคเอดส์ไม่สามารถรักษาให้หายได้ เมื่อติดเชื้อเอดส์แล้ว ควรปฏิบัติตัวอย่างไร
- ไม่ควรคิดมาก พักผ่อนให้พอ ทำจิตใจให้สบาย
 - แยกห้องน้ำห้องส้วม ข้าวของเครื่องใช้ส่วนตัว รวมทั้งสำรับกับข้าวของตน
 - บอกให้ครอบครัว หรือภรรยาของตนทราบเพื่อจะได้ปฏิบัติตนได้เหมาะสม
 - ในการร่วมเพศครั้งต่อไปก็ไม่มีความจำเป็นที่ต้องใช้ถุงยางอนามัยอีก

ส่วนที่ 4 ท่านมีความคิดเห็นอย่างไรเกี่ยวกับโรคเอดส์ ดังต่อไปนี้

ประเด็นคำถามเกี่ยวกับทัศนคติต่อโรคเอดส์	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
1. การไม่ล่าสอนทางเพศเป็นวิธีเดียวที่ป้องกันการติดเอดส์					
2. ผู้ติดเชื้อเอดส์เป็นบุคคลที่น่ารังเกียจ					
3. ไม่มีประโยชน์แต่อย่างใดที่จะตรวจเลือดเพื่อหาเชื้อเอดส์ เพราะโรคนี้ไม่อาจรักษาได้					
4. จำนวนคนติดเอดส์ที่เพิ่มขึ้น ไม่เป็นปัญหาสำคัญสำหรับตัวท่าน					
5. การอยู่อาศัยในบ้านเดียวกันหรือทำงานที่เดียวกันกับผู้ติดเชื้อเอดส์เป็นเรื่องไม่หนักแล้ว					
6. ควรมีโรงพยาบาลแยกรับเฉพาะผู้ป่วยเอดส์เพื่อป้องกันการแพร่เชื้อไปสู่ผู้ป่วยอื่น					
7. ร้านอาหารในโรงเรียนและในชุมชนควรให้บริการผู้ติดเชื้อ / ผู้ป่วยโรคเอดส์ด้วย					
8. ผู้ติดเชื้อเอดส์ไม่สามารถทำงานร่วมกับผู้อื่นได้					
9. ถ้าญาติของท่านติดเชื้อเอดส์ท่านจะดูแลประคับประคองจิตใจและอารมณ์					
10. ลูกผู้ชายแท้ๆ ต้องขึ้นครุไม้กอล์ฟเอดส์					
11. ผู้ป่วยเอดส์ควรถูกกักบริเวณไว้ในพื้นที่เฉพาะ					
12. การบริจาคเลือดเป็นวิธีการที่ดีในการตรวจหาเชื้อเอดส์					
13. เนื้อหาโรคเอดส์ควรบรรจุอยู่ในหลักสูตรการศึกษาทุกระดับ					
14. การมีเพศสัมพันธ์โดยใช้ถุงยางอนามัยช่วยป้องกันการติดเชื้อเอดส์ได้ 100%					
15. ปัญหาเอดส์เป็นปัญหาที่มีความสำคัญน้อยกว่าปัญหาอื่นในประเทศ อย่างเช่น ปัญหาเศรษฐกิจหรือการเมือง					

ประเด็นคำถามเกี่ยวกับทัศนคติต่อโรคเอดส์	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
16. การแพร่ระบาดหรือจำนวนผู้ป่วยเอดส์มากขึ้นเป็นเพราะประชาชนยังขาดความรู้โรคเอดส์ที่ถูกต้อง					
17. การดื่มสุรามีผลทางอ้อมต่อการติดเชื้อเอดส์					
18. การรักษาความสงบทางจิตใจหรือนั่งสมาธิ เป็นวิธีการหนึ่งที่จะช่วยให้ผู้ป่วยเอดส์มีชีวิตยืนยาว					
19. การกินสมุนไพรที่มีรสขม เช่นมะระ หรือสะตอ เป็นประจำนั้น สามารถป้องกันโรคเอดส์ได้					
20. การสวมผ้าเช็ดตัวของผู้ป่วยเอดส์ที่เปื้อนน้ำหลัง หรือเลือดที่แห้งแล้วไม่เป็นอันตราย					

ส่วนที่ 5 ท่านมีความคิดเห็นอย่างไรเกี่ยวกับคุณลักษณะโครงการด้านเอดส์

ประเด็นคำถามเกี่ยวกับคุณลักษณะโครงการด้านเอดส์	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
1. ท่านมีความรู้ความเข้าใจเพียงพอจะป้องกันตัวเองให้พ้นจากการติดเชื้อเอดส์					
2. ความรู้เรื่องโรคเอดส์ทำให้ท่านประพฤติตนได้ดีขึ้น					
3. ท่านสามารถนำความรู้เรื่องโรคเอดส์ไปใช้ได้					
4. ความรู้เรื่องโรคเอดส์เหมาะสมกับตัวท่าน					
5. ความรู้เรื่องโรคเอดส์ เป็นเรื่องยากต่อการนำไปใช้					
6. การเรียนรู้เรื่องโรคเอดส์เป็นเรื่องที่ยากที่จะเข้าใจและจดจำ					
7. ท่านเคยได้มีโอกาสใช้ความรู้เกี่ยวกับเอดส์ที่ท่านได้รับมาใช้กับการอยู่ร่วมและใกล้ชิดกับผู้ป่วยหรือผู้ติดเชื้อเอดส์					
8. ท่านเคยคิดว่าจะนำความรู้เรื่องโรคเอดส์ไปใช้ได้จริง					
9. ท่านได้เห็นผลของการใช้ความรู้เกี่ยวกับโรคเอดส์					
10. ท่านเห็นผู้อื่นนำความรู้เกี่ยวกับโรคเอดส์ไปใช้					
11. ท่านสามารถนำความรู้เกี่ยวกับอันตรายและความร้ายแรงของเชื้อเอดส์ไปบอกเล่าให้เพื่อน หรือคนรู้จักให้เข้าใจได้					
12. ท่านเคยเห็นผู้ป่วยเอดส์นำความรู้เกี่ยวกับโรคเอดส์ไปใช้เพื่อรักษาสุขภาพอนามัยของตนเอง					
13. ความรู้เรื่องโรคเอดส์ช่วยให้คุณเข้าใจสาเหตุและระยะการเกิดโรคได้ดีขึ้น					
14. ความรู้เรื่องโรคเอดส์เป็นเรื่องยากที่จะบอกกล่าวให้ผู้อื่นทราบและเข้าใจ					
15. ความรู้เรื่องโรคเอดส์ไม่ควรจำกัดเฉพาะวัยรุ่นหรือผู้ใหญ่เท่านั้น เด็ก ๆ ในระดับประถมควรมีความรู้เรื่องนี้ด้วย					

ส่วนที่ 6 ท่านมีความคิดเห็นอย่างไรเรื่องการนำความรู้เรื่องโรคเอดส์ไปใช้

ประเด็นคำถามเกี่ยวกับการนำความรู้ด้านเอดส์ไปใช้	เป็นไปได้มากที่สุด	เป็นไปได้มาก	เป็นไปได้ปานกลาง	เป็นไปได้น้อย	เป็นไปได้น้อยที่สุด
1. ถ้าท่านจะแต่งงาน ท่านและคนรักของท่านจะไปตรวจเลือดก่อนการสมรส					
2. ท่านไม่รังเกียจที่จะใช้ชีวิตหรือทำงานร่วมกับเพื่อนที่เป็นติดเชื้อเอดส์					
3. ถ้าจะมีเพศสัมพันธ์ ท่านจะให้คนรักของท่านหรือตัวท่านเองใช้ถุงยางอนามัย					
4. ถ้าท่านพบผู้ประสบอุบัติเหตุท่านจะไม่ช่วยเพราะเกรงว่าจะติดเชื้อเอดส์จากการสัมผัสบาดแผล					
5. ท่านจะรักเดียวใจเดียว ไม่มีเพศสัมพันธ์กับผู้อื่นที่ไม่ใช่คู่ของตน					
6. ท่านจะพยายามหาความรู้เรื่องเอดส์เพิ่มเติมเพื่อเป็นประโยชน์แก่ตัวท่านเอง					
7. ถ้ามีโอกาสไปเยี่ยมผู้ป่วยเอดส์ ท่านจะปลอบใจและให้กำลังใจเขาเหล่านั้น					
8. ถ้ามีผู้ป่วยเอดส์ในบ้านของท่าน ท่านจะให้ผู้ป่วยนั้นแยกไปอยู่ต่างหาก					
9. ถ้าท่านติดเชื้อเอดส์ ท่านก็ไม่จำเป็นต้องป้องกันตัวเอง เช่น ใช้ถุงยางอนามัย อีกต่อไป					
10. ท่านจะเลิกคบเพื่อนของท่าน ถ้าหากว่าเขาติดเชื้อเอดส์					
11. หากต้องอยู่ใกล้ชิดผู้ป่วยเอดส์ ท่านจะสวมถุงมือยาง					

ส่วนที่ 7 ท่านมีพฤติกรรม ดังต่อไปนี้อย่างไรบ้าง

1. ท่านไปเที่ยวสถานบริการทางเพศหรือไม่ ไม่เคยไป นาน ๆ ครั้ง ไปบ่อย ๆ
(หากท่านไม่เคยไปเที่ยวสถานบริการทางเพศ กรุณาข้ามไปข้อ 4)
2. ในช่วง 3 เดือนที่ผ่านมา ท่านไปเที่ยวสถานบริการทางเพศบ้างหรือไม่ ไม่ได้ไป ไปบ้าง ไปบ่อย ๆ
(ครั้งหรือสองครั้ง) (ทุกเดือน หรือมากกว่า)
3. เมื่อมีเพศสัมพันธ์กับผู้ขายบริการทางเพศ ท่านใช้ถุงยางอนามัยหรือไม่ ไม่ใช้ ใช้เป็นบางครั้ง ใช้ทุกครั้ง
4. ท่านใช้ของใช้ส่วนตัว เช่น แปรงสีฟัน มีดโกน ร่วมกับผู้อื่นหรือไม่ ไม่ใช้ ใช้เป็นบางครั้ง ใช้ทุกครั้ง

*****ขอขอบคุณที่กรุณาใช้เวลาตอบแบบสอบถามนี้ค่ะ*****

APPENDIX G

Democracy Promotion Project

Table 1 Statistics on knowledge, comprehension, attitude, decisions, and implementation on Democracy Promotion Project.

	Knowledge	Comprehension	Attitude	Decisions	Implementation
Mean	8.3934	6.1077	31.2412	34.8361	40.7190
Mode	8.00	6.00	35.00	36.00	39.00
Std. Deviation	2.8891	1.9362	4.7600	3.9772	5.8048
Minimum	.00	.00	18.00	22.00	26.00
Maximum	14.00	10.00	40.00	45.00	55.00
Number	427	427	427	427	427

Source: own data

Table 2 The Frequency of Knowledge obtained by the target group in Democracy Promotion Project.

	Mean	Frequency	Percent
Low	3.0	60	14.1
Moderate	7.5	253	59.2
High	13.0	114	26.7
Total		427	100.0

Source: own data

Table 3 The Frequency of Comprehension obtained by the target group in Democracy Promotion Project

	Mean	Frequency	Percent
Low	2.0	74	17.3
Moderate	6.0	318	74.5
High	10.5	35	8.2
Total		427	100.0

Source: own data

Table 4 The Frequency of Attitude obtained by the target group in Democracy Promotion Project

	Mean	Frequency	Percent
Low	6.3	0	0
Moderate	20.0	76	17.8
High	33.5	351	82.2
Total		427	100.0

Source: own data

Table 5 The Frequency of Decisions obtained by the target group in Democracy Promotion Project

	Mean	Frequency	Percent
Low	7.5	0	0
Moderate	25.0	197	46.1
High	42.5	230	53.9
Total		427	100.0

Source: own data

Table 6 The Frequency of Implementation obtained by the target group in Democracy Promotion Project

	Mean	Frequency	Percent
Low	9.0	0	0
Moderate	27.5	99	23.2
High	54.0	328	76.8
Total		427	100.0

Source: own data

Drug Prevention and Solution Promotion Project

Table 7 Statistics on knowledge, comprehension, attitude, decisions, and implementation on Drug Prevention and Solution Promotion Project

	Knowledge	Comprehension	Attitude	Decisions	Implementation
Mean	3.8856	3.8159	42.9353	47.5920	41.7861
Mode	4.00	4.00	45.00	51.00	46.00
Std. Deviation	1.3935	1.4836	5.2935	5.4418	5.9957
Minimum	.00	.00	29.00	34.00	23.00
Maximum	7.00	6.00	50.00	60.00	50.00
Number	201	201	201	201	201

Source: own data

Table 8 The Frequency of Knowledge obtained by the target group in Drug Prevention and Solution Promotion Project

	Mean	Frequency	Percent
Low	2.0	78	38.8
Moderate	4.5	117	58.2
High	8	6	3.0
Total		201	100.0

Source: own data

Table 9 The Frequency of Comprehension obtained by the target group in Drug Prevention and Solution Promotion Project

	Mean	Frequency	Percent
Low	1.0	41	20.4
Moderate	3.0	89	44.3
High	5.0	71	35.3
Total		201	100.0

Source: own data

Table 10 The Frequency of Attitude obtained by the target group in Drug Prevention and Solution Promotion Project

	Mean	Frequency	Percent
Low	11	0	0
Moderate	27.5	30	14.9
High	44.5	171	85.1
Total		201	100.0

Source: own data

Table 11 The Frequency of Decisions obtained by the target group in Drug Prevention and Solution Promotion Project

	Mean	Frequency	Percent
Low	10.0	0	0
Moderate	30.0	20	10.0
High	50.0	181	90.0
Total		201	100.0

Source: own data

Table 12 The Frequency of Implementation obtained by the target group in Drug Prevention and Solution Promotion Project

	Mean	Frequency	Percent
Low	8.0	0	0
Moderate	25.0	22	10.9
High	44.0	179	89.1
Total		201	100.0

Source: own data

AIDS Prevention and Solution Promotion Project

Table 13 Statistics on knowledge, comprehension, attitude, decisions, and implementation on AIDS Prevention and Solution Promotion Project.

	Knowledge	Comprehension	Attitude	Decisions	Implementation
Mean	4.3811	4.1359	44.4660	50.2816	26.9466
Mode	4.00	5.00	48.00	52.00	28.00
Std. Deviation	1.5763	1.6422	7.0935	5.4459	4.5232
Minimum	.00	.00	28.00	38.00	16.00
Maximum	8.00	8.00	59.00	65.00	35.00
Number	412	412	412	412	412

Source: own data

Table 14 The Frequency of Knowledge obtained by the target group in AIDS Prevention and Solution Promotion Project

	Mean	Frequency	Percent
Low	1.5	109	26.5
Moderate	4.5	273	66.2
High	8.0	30	7.3
Total		412	100.0

Source: own data

Table 15 The Frequency of Comprehension obtained by the target group in AIDS Prevention and Solution Promotion Project

	Mean	Frequency	Percent
Low	1.0	73	17.7
Moderate	4.0	321	77.9
High	7.0	18	4.4
Total		412	100.0

Source: own data

Table 16 The Frequency of Attitude obtained by the target group in AIDS Prevention and Solution Promotion Project

	Mean	Frequency	Percent
Low	10	0	0
Moderate	30	110	26.7
High	50	302	73.3
Total		412	100.0

Source: own data

Table 17 The Frequency of Decisions obtained by the target group in AIDS Prevention and Solution Promotion Project

	Mean	Frequency	Percent
Low	10.5	0	0
Moderate	32.5	49	11.9
High	54.5	363	81.1
Total		412	100.0

Source: own data

Table 18 The Frequency of Implementation obtained by the target group in AIDS Prevention and Solution Promotion Project

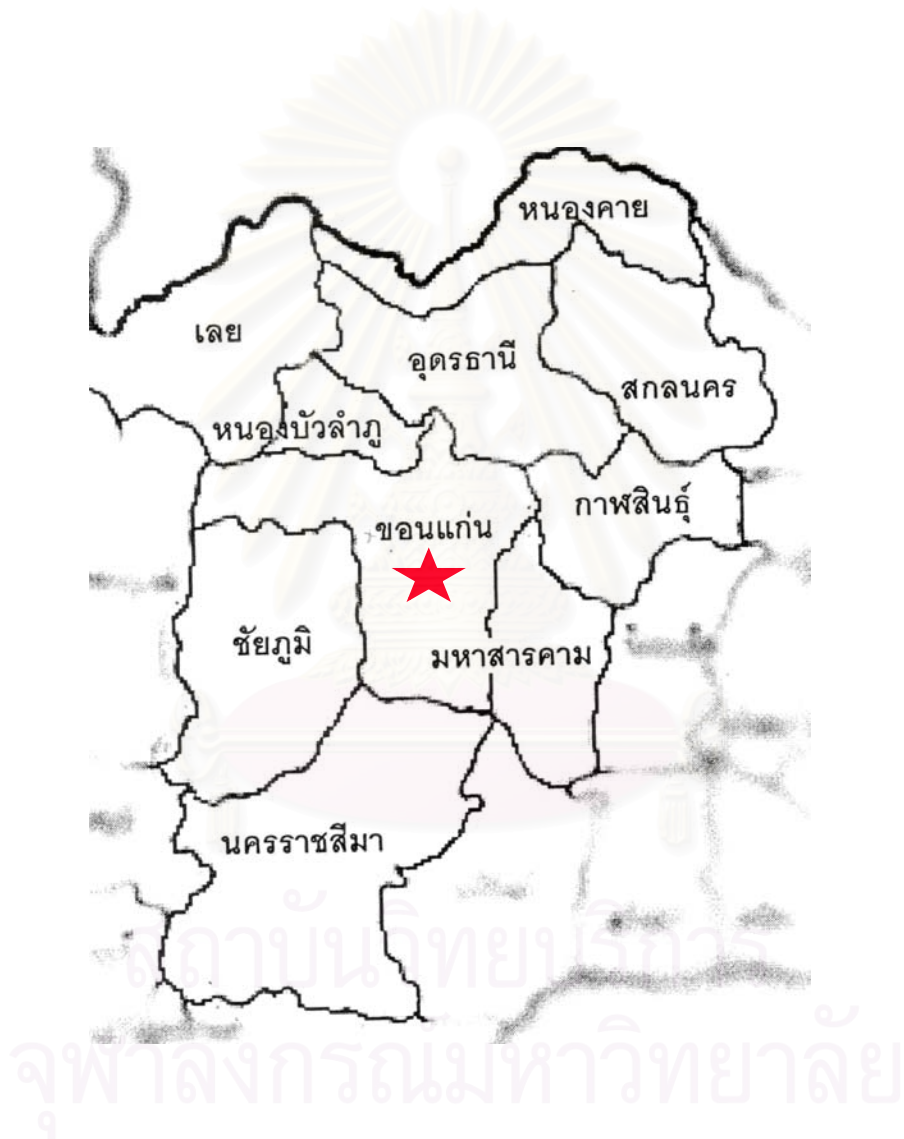
	Mean	Frequency	Percent
Low	5.5	0	0
Moderate	14.5	108	26.2
High	29.5	304	73.8
Total		412	100.0

Source: own data

APPENDIX H

Maps of Regional Public Relations Offices

Region 1 -Kon Kaen



Region 3- Chiang Mai



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Region 5- Surat Thani



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Region 7- Chanthaburi



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Region 8- Kanchanaburi



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

BIOGRAPHY

NAME	Jitraporn Sudhivoraseth
ACADEMIC BACKGROUND	1966 Bachelor's Degree in Education, Chulalongkorn University 1973 Master's Degree in Public Relations, Syracuse University, U.S.A.
POSITION & OFFICE	Associate Professor, Public Relations Department, Faculty of Communication Arts, Chulalongkorn University
EXPERIENCE	Investment Information and Promotion Board of Investment, Prime Minister's Office Public Relations Consultant To the Ban Pu Mines Company Limited

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย