

Thesis Title : Guidance Services in Educational Opportunity
Extension Schools under the Office of Primary
Education, Chiang Rai Province

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Abstract

This Thesis examined 2 major issues related to guidance services offered in educational opportunity expansion schools under the jurisdiction of attached to the Chiang Rai Provincial Office of Primary Education. They were guidance teachers' qualifications and school location. The former dealt with teachers with and without formal guidance qualification credentials. The latter comprised urban and rural schools. Study results based on the above variables were then concluded and recommendations offered.

The study sample comprised 285 school administrators, guidance teachers and teachers who taught at the secondary. The sample was chosen from the population of 787 personnel by random sampling technique at the 95% reliability level.

Three sets of questionnaires were used to collect data from the 3 sampled groups. Each set comprised of 3 sections. Section 1 sought respondents' personal data. Section 2 contained items designed, for respondents in the first and third groups, to gain an overview of general guidance services in those schools and, for the second

group, to obtain guidance teachers' views on 5 guidance services provided. And section 3 was of open-ended type seeking additional opinions and recommendations. Statistics used to analyze collected data were percentage, average, standard deviation and t-test.

Findings were as follows :

1. General picture of guidance services

Both administrators and classroom teachers expressed that guidance services in their schools were provided at a medium level.

On the other hand, guidance teachers felt that individual inventory service, information service and counseling service, were offered at a high level while the , placement and follow-up services, at the medium level.

2. Comparison and results

In general, guidance services in school with and without credential guidance teachers were not significantly different.

However the statistical differences , were found in 11 minor aspects.

In addition, the following 9 aspects were found to have been practiced more in schools employing teachers with guidance credentials :

systematically established guidance service project; specifically allocated budget; teacher visits to students' home for more detailed information about each student; participation in sessions where reports on problems related to guidance services were presented; making of student portfolios; helping students to improve their personality and properly behave in public; contacting experts for help needed by students; classroom teachers' knowledge and understanding about guidance services and their opinions about guidance teachers' knowledge and skills. However, in schools employing teachers with guidance without credential two things were found to have been more

practiced. They were desirous to improve guidance program and guidance services evaluation participated by all teachers.

Regarding school location issue it was found that guidance services in both categories of schools did not differ significantly. Differences in only 8 aspects were found, however. The following 7 activities were found to have been more practiced in urban schools: measuring / testing students' cognitive competency; counseling emotional problem students; counseling personal and family problem students; observing students' interesting behavior in classroom; observing students' interesting behavior outside of classroom; compiling student data on an individual basis. Collective evaluation of guidance services was, however, found to have been practiced more in rural schools.

3. Recommendations for future guidance services

It is suggested that :

- 1) Annual guidance operation plan should be devised.
- 2) Specific counseling room should be provided.
- 3) Specific budget for guidance should be allocated.
- 4) Monitoring and evaluation of guidance program should be systematically and consistently conducted.
- 5) Every teacher should be designed and tailored more to students needs.