

Thesis Title : Provision of Guidance Services in Basic Educational Opportunity Extension Schools under the Office of Ubon Ratchathani Provincial Primary Education : Administrators' Cases

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Abstract

The aim of this research was to study the opinions of the school administrators in Basic Educational Opportunity Extension Schools under the Office of Ubon Ratchathani Provincial Primary Education on the needs of guidance services, problems in implementation, and their suggestions about the services.

The population of the research were 184 school administrators in Basic Education Opportunity Extension Schools under the Office of Ubon Ratchathani Provincial Primary Education, the academic year of 2539. Data were collected by using questionnaires. There were 131 (71.19%) return questionnaires. The researches analyzed the data through use of frequencies and percentages. The result were presented by using tables and descriptions.

The findings of this research were as follows :

1. The school guidance services the administrators judged as most needed were : providing orientation for students; appointing person to act as a guidance teacher; providing information about further studies; screening students to enter various educational institutions in accordance with the quota given; keeping record of individual achievement test scores on every

subject; checking on students' class attendance; keeping students' health records; guiding students in decision making about their further education or their entrance into occupational world; setting financial support for needed students by seeking fund from various sources; setting up a radio service to give information within the school.

2. The guidance services the school administrators perceived as most difficulties in implementation were the problems of : assigning a teacher who has a degree in guidance to act as the head of guidance service; supporting project, being appropriate with student development; assigning particular advisor to take care of same student until he/she finished studying; encouraging students to use school guidance services; encouraging teachers to participate in school activities, aiming to create close relationship between teachers and students; following-up the tasks of guidance teachers and other teachers by assigning specific class meeting and providing a guidance room; educating school personnel to realize the importance of their roles and their contributions toward guidance services; setting an environment of the school to achieve warm, happy and safe atmosphere; teaching ethic and moral by using psychological knowledge and new teaching techniques; and organizing teaching activities, being commensurate with each stages of child development.

3. The school administrators' views and suggestions about guidance services were concluded as follows : the authority in charge of school should provide one guidance teacher per school; administrators should give the importance of guidance services by reinforcing and giving support to school guidance personnel; school should provide every form of information services; school should use various methods of data collection; the authority in charge should organize workshops for guidance teachers and school administrators at least once a year; the authority should also supply the budget and materials needed; the authority should support teachers to get training and participate in counseling service activities; the guidance teachers should set time schedules for individual and group counseling for students; and the guidance teachers should follow up all students who are attending school and those who already finished.