Chapter IV

GUIDANCE SERVICES IN THAILAND
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4.1 Introduction

This chapter discusses the guidance services in Thailand. At present, many new occupations are being created in the world. Thai youths are faced with problems of dropping out from school before their completion of the courses and finding some work. During the time when the labour market needs skilled persons, it is very difficult for them to find the jobs. There are a lot of dropped out students in Thailand; so guidance services are more and more necessary. Hence it is proposed to discuss in detail the guidance services in Thailand in this chapter. The topics discussed in this chapter are: (1) Educational and Vocational Guidance Centre, (2) Vocational guidance services in secondary schools in Thailand, (3) Guidance Services in Thailand, and (4) Resume of Guidance Services.

4.2 Educational and Vocational Guidance Centre

The Ministry of Education began guidance work in 1952 by setting up a section in the Department of Secondary Education. There were two branches of this section: one was for educational propagation and the other was an advisory branch.
The Department of Educational Propagation was transferred to the office of the General Secretary of the Ministry of Education in 1954 and the name has been changed to the Section of Vocational Guidance. The scope of the work included: Programmes on Radio Thailand in 1953-1960, such as "The Happy Family", "Know Your Own Children" and "What are you going to study after high school?". The Department has also pointed guides such as "The Guidance Booklet".

There was guidance promotion in schools in 1960. A seminar was held for this purpose, and the Educational Promotion Section acted as the centre of guidance work. The Ministry of Education appointed a study and professional guidance committee in 1962 with the Secretary General of the Ministry as its Chairman. The Committee trained teachers to work in different institutions such as the Teachers' Training Departments and Prasarnmit Educational Colleges. In addition to these, many institutions invited officials from the Centre to give lectures on further education. Many articles were also written for this project.

In 1973, the Educational Propagation Section moved back to the Academic Department and it acted as the Centre dealing with guidance work for different government offices, such as, the Extra-ordinary Department, the Department of Vocational Education and also various universities. It
also set up different kinds of guidance programmes such as: talks on the radio, writing articles and sending speakers to various institutions to give advice on higher education and choosing jobs.

In 1975, the Ministry of Education announced the curriculum for the upper secondary education. It made the Department more important, because this curriculum had a wider scope and offered many positions for guidance-teachers in the secondary schools. In addition to this, the Study and Professional Guidance Department arranged three months' training courses for teachers and educational advisors in schools and regional educational officers who wanted to be guidance officers.

In 1976, the Department changed its name to the Educational and Vocational Guidance Centre, although it remained under the Academic Department as it does until today. The work of this Centre is to promote knowledge and provide materials for guidance by arranging training and seminars and printing advisory magazines every two months. The organization of the Educational and Vocational Guidance Centre is shown in Figure No. 4.1. This Centre prints various additional material such as hand-books about study at different levels; a list of places offering grants; a list of hostels; and an information handbook. In addition, the Centre arranged a 'National Guidance Week' in
Figure No. 4.1
The Organization of the Educational and Vocational Guidance Centre

Academic Department

The Committee in the Ministry of Education Connected with Study and Professional Guidance

Division of Study and Professional Guidance

Administration Side

Administrative Section

Secretarial Section

Academic Side

Guidance for Primary Education

Guidance for Secondary Education

Guidance for Higher Education

Section for Vocational Education and Aptitude Tests

Information Section

--------------------- Administrative Line
----------------------------- Line of Communication
Bangkok. It was supported by many government offices.

The role of educational and vocational guidance grew in importance when the curriculum of elementary and secondary education 1978 was introduced because this curriculum emphasized that each person should have the chance to develop his own abilities, interests and skills. Students should have general knowledge about a career suitable to his age, abilities, interests and skills. This is the main philosophical tenet of the guidance centre. This project provides one hour a week for guidance teachers to arrange activities to enable them to help students to choose subjects and make plans which are suitable for their lives. (1:4-9)

To give a picture of guidance work from 1978 to 1987, during which the curriculum of secondary and upper secondary education was introduced the following examples of work and projects at this centre are given below:

4.2.1 Training

The training and seminar project to advise officers at the beginning of the 1979-1983 period was financially supported by the Curriculum Development Centre. The Centre became financially independent in 1984. The Centre contacted the various educational regions throughout the country. Each region had to select schools, after which, these schools chose guidance teachers to obtain training to be
administrative officers, academic deputies, advisors and chiefs of vocational subjects, because all these people needed to co-operate with each other. Administrative officers were needed to support guidance work, academic officers had to expand lesson plans to encourage the interests and abilities of the students. The chiefs of vocational subjects had to co-operate with the guidance teachers closely in order to choose suitable students to study particular subjects. In 1980, this Centre gave an opportunity to government officers to attend a seminar because they could help with this project. In 1981, the budget was reduced, so there were fewer activities, but the Centre still offered training courses to administrative officers, academics and guidance teachers. The Centre provided training and held a seminar for 60 to 100 guiding officers from each region every year. In 1984, about 7,200 guidance teachers from 2,000 schools throughout the country received training.

4.2.2 Vocational Guidance Weeks

The Educational and Vocational Guidance Centre arranged a vocational guidance week in Bangkok each year between 1974 and 1979. Between 1980 and 1984, the Centre asked the educational regions to arrange vocational guidance weeks in the provinces, and gave financial support, in order to give the opportunity to students upcountry, to receive educational
and vocational guidance in the same way as students in Bangkok. Following up, the Educational Regions asked the provincial divisions to arrange the vocational guidance weeks. In 1985-1986, this Centre provided money for seventy two provinces to arrange vocational guidance week throughout the country. In 1987, this system was provided upon. The Centre provided money to the Educational Regions to set up centres for educational and vocational guidance to the students. Following this, each region had to arrange vocational guidance weeks.

Mobile educational and vocational guidance units in thirty seven provinces began in 1982 and continued until 1984. The Educational and Vocational Guidance Centre provided money to provincial divisions so that they could set up mobile educational and vocational guidance units which could go to far away districts, in order to give information about courses and careers, in the same way as the exhibitions in the vocational guidance week had done.

4.2.3 **Occupational Information**

The guidance project magazine was published every four months. The first issue came out in January 1967 and M.L. Jintana Nopawong was its editor. It was a magazine to promote the educational and vocational guidance which came under Office of the Secretary General of the Ministry of Education. The 1969, it was a quarterly magazine,
in 1974, it became a bi-monthly magazine. The magazine has continued to be published bi-monthly to the present time. Initially six thousand copies of the guidance project magazine were printed. From 1987, 12,000 copies were printed each time. The project on production of slides for vocational guidance was set up in 1980. The Centre produced slides for about sixty occupations, and sent two copies of these slides to various regions. These were sent on loan to schools. In Bangkok, they can be borrowed from the film library at the centre for educational technology or from the Department of Adult Education located in Sri Ayuthaya Road.

The Educational and Vocational Guidance Centre was provided with funds, to buy equipment to make and develop video tapes, which would be copied and sent to schools and other educational institutions. Tapes have already been made about private enterprise and interviews with persons who have made a success in their professions. The next tape is intended to give better and wider ranging information about career guidance. (2:11-15)

All these projects mentioned above are still continuing. Some of the projects which were important and useful are listed below.

- The meeting and seminars of regional educational supervisors to produce handbooks for training career advisors.
- Holding seminars and training of district supervisors who are involved in vocational guidance in elementary education.

- Producing handbooks giving advice about practical work at the secondary level.

- Producing handbooks giving advice about practical work at the elementary level.

- Producing handbooks about basic psychology for use in vocational guidance.

- Producing handbooks about vocational guidance activities at the upper-secondary level.

- Making a series of documents about vocational guidance.

4.2.4 The Work of the Educational and Vocational Guidance Centre in 1987

In 1987, the Educational and Vocational Guidance Centre received financial support to carry out various projects:

1. Training vocational guidance teachers of the secondary education who have to provide guidance activities, one hour a week for their students. The teachers who completed their training would become guidance teachers of a school group, or would arrange training to guidance teachers in their own group. Four groups were trained
between the 23rd June and the 26th July 1987. Sixty teachers were trained in each group. Two hundred and forty vocational guidance teachers had already been trained.

2. The centre trained leaders of school groups in secondary education, in order to develop an administrative infrastructure. 108 teachers from 108 schools underwent training between the 14th and the 18th August 1987.

3. The centre arranged training sessions and seminars for executives and vocational guidance teachers from fifty other schools, from the 19th to the 24th August 1987. The aim was to promote knowledge and understanding of guidance services so that the participants could then carry out their work in schools.

4. The centre produced two sets of video tapes concerned with vocational guidance. One was about "A Noodle Saleman" and the other was "Made in Thailand", which contained true stories of men who had become successful in their chosen careers.

5. The centre arranged meetings between provincial and regional supervisors and school executives in order to give information about the work of the centre. The centre produced documents and additional material to support
vocational guidance in the schools. These included: practical handbooks; video about various careers; diagrams and cards. In addition, the centre sent vocational guidance staff twice to give advice at the schools involved in the project, first in June and the second time in September 1987.

6. Setting up regional centres for vocational guidance. The Academic Department gave financial support to the educational regions to set up centres. The Academic Department stipulated that the centres should be run as follows: They should organize vocational guidance weeks and produce video tapes on vocational guidance. They should collect literature connected with vocational training and vocational advice and produce handbooks about the manpower requirements.

7. Setting up vocational guidance units in districts. The Academic Department provided financial support for vocational guidance to 288 secondary schools in districts. This project aims at helping the students in secondary schools to see the possibility of a career in free enterprise, by giving examples of people who have been successful in their work. The centre asked provincial education officers to search for people who have been successful in private enterprise. Then the centre sent staff to interview them and get further details which were then written in a book called "CHIEE-VIT TONG-SOO" (Life is Competitive)
which was printed and distributed to various educational institutions.

The future trends of guidance in Thailand will be better and more effective due to the following activities:

1. The office improvement programme, to develop the guidance centre for the national guidance centre.

2. The guidance development programme to increase the number of guidance personnel, and guidance teachers to meet the needs of every educational level, category and unit.

3. The public guidance service programmes will provide data on occupations, education. (3:16-19)

4.3 Vocational Guidance in Secondary Schools in Thailand

The Sixth National Social and Economic Development Plan was launched in 1987. The National Education Development Plan, as an integral part of the National Social and Economic Development Plan, aims at speeding up the quantitative and qualitative development of education in line with the economic and social needs of the country. The educational policies of the Sixth National Education Development Plan (1987-1991) states about the economic development.

"Education for economic development". Education for self-employment has received considerable attention.
Students will be taught to be creative and to be able to understand the fundamental small business concept including the small business cycle. They will be guided to be able to solve small business problems as well. Academic and professional training will be improved in all educational institutions particularly for the use for innovation and new technology curricula in order to produce basic personnel, middle and high level manpower to meet the needs of the labour market." (4:9)

In order to achieving the target of the government's policies, the Educational and Vocational Guidance Centre under the Academic Department, Ministry of Education arranged the vocational guidance project in the secondary schools. This project is called "Vocational Guidance Cycle in Institutions". According to the principles adopted by the National Vocational Guidance Association, "Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building career-decisions and choices necessary in effecting satisfactory vocational adjustment."

**Purpose:**

The cycle in this project means: the cycle of guidance services; the cycle of producing and selling, relationship
between three types of guidance services; guidance - a cooperative service; and cooperation between the schools and the parents.

4.3.1 *The Cycle of Guidance Services*

The Handbook for Vocational Guidance published in Thai by the Educational and Vocational Guidance Centre, Academic Department Bangkok deals with the theoretical aspects of the service for the benefit of the teachers. The handbook gives information about the projects being implemented in the secondary schools of Thailand. This is to be arranged for all the five services so as to coordinate their activities.

1. **Inventory service** is the survey about the background of the students, schools and communities for bringing them together to planning of providing services, to help the students know themselves better.

2. **Information service** is giving information about the world of work and careers to develop the students' interests, attitudes, and vocational outlook.

3. **Counselling service** is to help the students to planning and making decisions in careers properly.

4. **Placement service** is to help the students get training for increasing and improving skills and help to
get part-time jobs during working sessions and whole time jobs during vacations and after getting education and training.

5. Follow-up service is evaluation for knowing the progress and success of the student in every step. (5:12)

Figure No. 4.2 shows the cycle of guidance services in secondary schools.

Figure No. 4.3 shows the system of vocational guidance services in secondary schools.

4.3.2 The Cycle of Producing and Selling

Studying and job training in this project should be like producing and selling. The secondary schools in Nonthaburi Province arranged the project about self-employment in the schools. There were three programmes namely the agricultural programme; the home economics programme and the artistic work programme. (6:14)

Agricultural Programme included Planting-selling, Pet-selling, Vegetable-planting and Flower-decoration.

Home economics Programme covered Food-selling, Doing work in home, Cosmetic-selling, Tailor, dress-maker and Barber, Printer, Carpenter, Smelter, Blacksmith, Photographer and Beautician.
Fig 4.2 The relationship of the five services in Vocational guidance in Secondary School, Thailand
Fig. 4.3 The system of educational guidance service in institution

1. Student knows himself
2. Student know occupational information and to have good attitude to job
3. Student can take decision properly
4. Student has a choice to study and training the job
5.2 Student has a chance to continue his study for finding the knowledge and experience
6. Follow-up the student for leaving the school for jobs or studies

Artistic work programme dealt with Potter, Printer and Sculptor.

Purpose of these programmes was to enable the students to get knowledge, idea and an experience of earning from a job. The students should get income during study-period and knowledge, experience and finance for self-employment in the community after leaving school. Reducing the unemployment of the students after completion of the secondary level. Developing the habit and personality of the students in the jobs.

The relationship between producing and selling in the vocational training project in the secondary schools of Nonthaburi Province is shown in Figure No. 4.4.

4.3.3 Relationship between Three Types of Guidance Services

The type of guidance depends on the characteristics of the problems which are faced by the students and the assistance provided to them.

Educational guidance means the process concerned with the establishment of harmony between the unique potentialities of a student and the opportunities which are available to him. To providing such information about courses, curricula, requirements for education and entrance to institutions that offer preparation to the students.
Fig. No. 4.4

The relationship between producing and selling in the vocational training project
Vocational guidance means the process of assisting the
individual to choose an occupation or vocation and
preparation entrance as well as for progress in it. The
individual needs assistance in making the right selection
and the right decision in regard to his future career.
Personal guidance means the process of assisting the
individual to solve his emotional, social, ethical and
moral as well as health problems. Thus personal guidance
deals with all those problems of life which are not covered
under educational and vocational guidance.

4.3.4 Guidance - A Cooperative Service

Guidance is an all inclusive programme aiding students
to achieve their optimum growth. In such a programme, the
total needs of students need to be met by the staff. One
cannot assign the teaching-learning to the teacher, the
counselling to the counsellor and the smooth administration
to the Principal. Each is involved in, and each should
assume all these relationships.

The Principal

The principal occupies a key position in the school
guidance programme which can succeed only if, it has his
support. The following is a list of duties and responsi-
bilities of the principal:
Provide suitable accommodation and facilities for the guidance service. Make adequate provision in the budget for the guidance programme by considering it a fit charge on the students' amalgamated fund. Establish and maintain a cumulative record system. Send teachers for in-service training. Give due publicity to the programme to improve relations of the institution with home, community and the world of work. Offer special inducements and recognition to the members who make significant contribution to the programme. Evaluate the guidance programme in cooperation with the staff to determine and promote its effectiveness and evolve measures to strengthen it further.

The Guidance Teacher

At present, the qualifications of the guidance teachers in the secondary schools of Thailand consist of M.A. (Guidance); B.A. (Guidance); Diploma and Certificate from Educational and Vocational Guidance Centre as guidance teacher training programmes. Before coming to schools as a guidance teacher, one must pass the three months training programme.

Psychology and Guidance Programme (B.A.)

Programmes leading to baccalaureate degree in education (Guidance) includes the following topics: Behaviour adjustment, Technique of collecting individual information,
Group guidance, Vocational guidance, Psychological tests, Principle of guidance, Mental health, Technique in counselling service. Group counselling, Information service, Self-development, Child psychology, Learning psychology, Placement, Follow-up and evaluation in guidance, Psychology and Buddhism, Adolescence psychology, differential psychology, Personality and adjustment, Guidance programme in school, and Guidance activity in the classroom. The general courses are preparatory and include languages, social sciences, mathematics, business education, and general technology. The education courses provide skill in teaching and guiding including educational psychology, general psychology, guidance and counselling, educational technology, testing and measurement, method of teaching.

The guidance teacher is the nerve centre of the guidance programme in a big secondary school. The following is a list of duties and responsibilities of the guidance teacher.

To explain the guidance point of view to all members of the school faculty and parents, and to introduce guidance programmes in the school with their active cooperation. To organize the school guidance committee. To set up an educational and occupational information centre/corner in the school. To give orientation talks to pupils regarding guidance services available in the school. To orient students and their parents regarding the curricular
offerings, work experience programme and co-curricular activities of the schools. To orient students to scholarships, stipends, grants, loans, freeships and concessions available and the eligibility requirements for them. To collect, classify and file educational and occupational information; to display educational and occupational information in an attractive way; to disseminate educational and occupational information through educational and career talks, group discussions on film shows; to arrange career talks by experts from different fields; to organize career days, career weeks and career conferences; to prepare news albums; to organize a Guidance News section in the school magazine; to acquaint students with proper study habits and assist them in their development, to introduce cumulative record cards and get them maintained with the cooperation of other members of the faculty and use them in guiding the students, to arrange individual discussions with students and parents for giving them educational and occupational information, to arrange visits to places of work like industries, business establishments, offices, higher educational institutions, to help the placement of students and to maintain an active relationship with the Educational and Vocational Guidance Centre and Provincial office in the province.
The subject teachers

The teachers occupy the pivotal position in the guidance programme. It is they who have the closest, the most frequent, and extended contacts with the pupils in a natural situation. A guidance service can never become an integral part of an educational programme without their cooperation. The following is a list of duties and responsibilities of the subject teacher.

To study the needs, interests, abilities and problems of each child in the class, to develop fine working relationship with different subject workers on behalf of the students, to get acquainted with the parents, invite them to the school, and take an active part in the deliberations of Parent Teacher Associations, to win the confidence of the student and help him in every way to evaluate his own growth, to take the help of experts where necessary.

The Librarian

The librarian too has an important role in the overall guidance programme. He can contribute his share by: circulating the latest information material among the teachers and students; providing books on educational, vocational and personal guidance to teachers and students; helping the guidance-teacher in the classification and filing of the occupational information material; and
displaying the material received from time to time in
an attractive manner. (8:17-28)

The role of guidance services in the secondary
schools in Thailand is shown in Figure No. 4.5.

The facilities for guidance services in the secondary
schools (medium-size) of Nonthaburi Province are shown in
Figure No. 4.6. The facilities are book-case, information
board, documents cupboard, table to be used for waiting
and for conference, guidance teacher room, the place is
to be used for counselling.

The facilities for guidance services in the secondary
schools (large-size) of Nonthaburi Province are shown in
Figure No. 4.7. The facilities are three counselling-rooms,
table for officer, counter, the place is to be used as a
waiting room, table for reading, group counselling room,
information board, and documents cupboard.

4.3.5 Cooperation between the Schools and the Parents

A good guidance programme is one of the essentials
of a good school. If it is to make its impact felt on the
growth and development of the child and improve the quality
of the educational programme, it must be an organized
service of the school. So long as it remains an incidental
activity and is felt to the good sense of every teacher,
much of its significance as an educative process is lost.
Fig. 4.5 Guidance Services in Secondary Schools of Nonthaburi Province
Fig. 4.6 Guidance service room in the secondary school (medium-size) of Nonthaburi Province

- Book Case
- Information Board
- Documents Cupboard
- Table
- Guidance Teacher-Room
  - Table
  - Book Case

Table to be used for waiting and for conference
Fig. 4.7

Guidance Service room in the secondary school
(large-size) of Nonthaburi Province

Group Counselling Room

Table

Counselling Room (1)
Table

Counselling Room (2)
Table

Guidance Teacher

Table for Officer
Table

Counter

Table

Table

The Place is to be used as a waiting room

Table for reading

Information Board
It should, therefore, be recognised as an integrating or unifying force by everybody in the school. The extent of guidance and counselling set-up depends upon the resources of the school and the community. A school may be able to afford a separate room with enough space for staff and records of the entire population, whereas another may have to be content with a separate corner set aside for the purpose. The nature and extent of the administrative set-up also will vary with the size of the school, for the guidance programme offered depends upon the number of employees, and educational facilities provided. In a big school, a qualified guidance teacher, with the active support of the Head of the institution, can run the guidance programme. In a small school, a part-time guidance teacher with the cooperation of the Head and the members of the staff can do this work. Since students, teachers and community are unique in every school, each professional guidance structure must be made to suit a particular situation. (9:24) The facilities for guidance in medium and large schools are shown in figures 4.6 and 4.7.

The Parents

Parents are the principal counsellors of the students. Favourable up-bringing, special help in the form of advice, discipline and praise, reproach and in difficult situations, contribute to the guidance process. Any guidance endeavour on the
part of the educational institution, therefore, should be based on this premise; for educators and other guidance personnel only supplement the counsel given to students by their parents who can play a decisive role in the guidance programme by getting adequate information regarding the educational and vocational possibilities for their children in the decades ahead. The parents can give guidance to the offsprings by utilizing principles of good mental hygiene and right living in their families, helping the children in developing effective study habits, planning their activities and budgeting their time for maximum achievement, showing the children how to postpone immediate pleasure in favour of later gratification, and helping their children in discovering, developing and directing all the inherent potentialities.

A word of caution. If the expectations of the parents are not realistic and are not based upon the knowledge of the abilities and aptitudes of their children, they can become the students' greatest problem. It is important that parents are made guidance conscious. For achieving this objective, parent clubs, parent days, parent group conferences should be held from time to time. Parent bulletins and reports may be issued to keep them in touch with current developments in educational and occupation fields.\(^{(10:25)}\)

The relationship between the schools, the community and the parents is shown in Figure 4.8.
Fig 4.8 The chart showing the relationship between the people concerned in the school and out of the school.
4.4 Guidance Services in Thailand

Since a guidance programme is concerned with meeting students' needs, it can be structured only as a service to help the student in the identification of his abilities, aptitudes, interests and attitudes; to assist him to understand, accept and utilize his traits; to provide him with opportunities for learning about areas of occupational and educational endeavours; to help him in obtaining experiences which will assist him in the making of free and wise choices; to assist him in developing his potentials to the optimum so that he may become the individual, he is capable of becoming and lastly to help him in becoming self-directive. To achieve these manifold objectives, an effective guidance programme in a school will have to be organized in the form of a constellation of benefits comprising the following specific services: 1) The Inventory Service; 2) The Information Service; 3) The Counselling Service; 4) The Placement Service; and 5) The Follow-up Service.

4.4.1 Inventory Service

The important and necessary data to be collected for knowing the students are: Personal and family background data; health data; data of scholastic achievement; data of interests and life plan in the future; data of work outside the school; and data regarding social and emotional development.
Cumulative Record Card

This is the method of collecting data regarding students. The guidance teacher maintains a file for each student for recording data on the card. He accumulates data recorded on separate sheets of paper which may be properly tagged and put in the file cover. At the end of a term, the information will be summarized and entered in the cumulative record card so that it presents an integrated picture of the individual. The maintenance of anecdotal records and use of rating scales will be helpful in the systematic recording of information in which guidance teachers must distinguish between objective facts and subjective impressions. It is to be done every year from the beginning of the students attend class in the school and continuously up to the students complete their studies in the schools. It is to be done continuously for lower secondary school (Mathayom 1-2-3) and for higher secondary school (Mathayom 4-5-6). There are three types of cumulative record cards as the packet or folder record card, the single card type of cumulative record, and the book cumulative record. (See Appendix B in Thai).

Areas to be recorded. The school uniforms of the students show their names and classes attended. This information helps the teacher to identify the children in day-to-day contacts. Identification data consists of the information
that will be useful in locating the individual and making
contacts with those responsible for him, for example, name
of the student, sex, admission data, date of birth and
photograph. Environmental and background data are home
influences, socio-economic status of the family, cultural
status of the home, number of brothers and sisters. The
information of the father's and mother's occupations can
often give insight into the style of life. Physical data
concerning the student's health and physique is obtained
through physical examination at school. School attendance
has to be recorded so that habitual absenteeism may be noted.
Data of scholastic achievement in different subjects also
needs to be recorded on the cumulative record card. Data
of achievement in co-curricular activities including notable
accomplishment and experience which have a bearing on the
educational and vocational growth activities in the physical,
intellectual, artistic, social and recreational fields also
be entered in the cumulative record card. Psychological
data in the form of scores on tests are used in the second-
ary schools namely:

Intelligence Test. There are two types of intelligence
tests used, namely Advance Progress Matrices and Wechsler
Adult Intelligence Scale (WAIS).

Aptitude Test. There are two types of aptitude tests
used as educational aptitude test and the occupation finder

Achievement Test. Most of the schools did not use these tests but from the students' achievement result in the student report book every term.

Interest Inventory. There are two types of interest inventory used as Self-directed-Search (S.D.S.) and the Career Maturity Inventory - Attitude Scale and Competence Test of John O. Gites.

Inventory or Personality Test of Edwards Personal Preference Schedule (E.P.P.S.) of Allen L. Edwards was used.

All these tests are borrowed from the following institutions namely: Chularongkorn University, Ramkamheang University, Srinakarintaravirote University, Academic Department, Ministry of Education and Educational and Vocational Guidance Centre. The institutions send the experts to schools for supervision and giving advice to the guidance teachers to use the tests. The schools use the tests every year with the Mathayom one students as new comers only once in a year. Normally tests are used in the beginning of the academic year. Data concerning the individual's educational and vocational preferences and
plans which could help the student make an educational and vocational choice also are included. Teacher’s subjective ratings through the impressions of the student who has been in close contact with him can be recorded.

Collecting data: For collecting information about the students, all teachers who know something about the student, parents, neighbours or friends are helpful. Various testing and non-testing techniques may be used for collecting information. Testing techniques include aptitudes, interests, personality traits and achievements. Non-testing techniques are interview, questionnaires, observations.

Questionnaire

It is to be used for collecting data from students in detail and in a short period. It is different from the cumulative record card which is to be used for collecting data of students over a long period. See Appendix C as Student Inventories in Thai.

Student Inventories

You should check the relevant information with a check mark like this and fill up in space.

School ........................

1. Name .............. Surname ............ Age ............
   Class ............ Study Programme ..................
2. Parent's highest education

<table>
<thead>
<tr>
<th>Father</th>
<th>Mother</th>
<th>Level</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Master's degree or Doctor's degree</td>
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<tr>
<td></td>
<td></td>
<td>Bachelor's degree or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diploma or the same level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Primary School</td>
</tr>
</tbody>
</table>

3. Parent's Occupation

<table>
<thead>
<tr>
<th>Father</th>
<th>Mother</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Work in the government service.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Company</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sale</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Own business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No occupation</td>
</tr>
</tbody>
</table>

4. Parent's income (Monthly)

<table>
<thead>
<tr>
<th>Father</th>
<th>Mother</th>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>More than 10,000 B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5,001 - 10,000 B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2,001 - 5,000 B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Less than 2,000 B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No income</td>
</tr>
</tbody>
</table>

5. Family status

- Father and Mother live together
- Father and mother separate because of occupation
______ Divorced
______ Father deceased
______ Mother deceased

6. Number of family members ___________
   What is the number of students in the family __
   The person whom the student love most in family ___
   The person whom the student dislikes in family ___

7. Kind of residence
   ______ Your house  ______ Apartment Building
   ______ Rented  ______ Government lodging
   ______ Flat  ______ or others

8. Student's patronage
   ______ Father and Mother  ______ Other persons
   Do you have enough money for payment?  ______ Yes/No
   If not enough, how do you get it?
   ______ by looking for a job
   ______ scholarship per year
   dailing earning about ________ B

9. Have lunch at school
   ______ Everyday  ______ take from home
   ______ Sometimes  ______ Sometimes no money
   for lunch never have
   lunch in the school

10. Student's problems
    ______ Personal problem  ______ Problem with money
Problem with studying
Problem with friends

Other problems

11. When the student has a problem, the student will take counsel from

- parents
- guardian
- father or mother
- friend
- guidance teacher
- Others

12. Student goes to school

- by bus
- by private car
- by bicycle
- on foot

13. The time from home to school

- more than two hours
- 1-2- hours
- 30-45 minutes
- less than 30 minutes

4.4.2 Information Service

The goals of collecting information are improving and changing information up-to-date for using it every academic year; covering educational information, occupational information and other information for responding demands of students who need specific information during the academic year. The information is collected by guidance teachers, librarians, classroom teachers, and student. The period of
collecting information should be continuous during the whole academic year and should be used during the last term, at the time of special activities as career day and exhibitions of schools. Collecting information can be done in the method of donation, renting, buying and self-production. 

Information can be collected from Budget for information of the school, from Year Budget School, donations, and finding money from arranging special activities.

**Sources giving information free of cost:** Supervision office, Department of General Education, Ministry of Education; Regional supervision office of the country; Educational and Vocational Guidance Centre, Academic Division, Ministry of Education; Guidance Association of Thailand; Varied Institutions at secondary and higher secondary level; Hospitals; The Department of Labour, Thailand; The Local Administration Department, Ministry of Interior; The Bureau of the Budget; Department of Vocational Education; Department of Non-formal Education; Office of the National Statistics; Planning and Research Section, Technical Division, Department of Education, The Bangkok Metropolitan Administration; Welfare Division; USIS (United States Information Service); AUA (American University Alumni) and British Council.

Information can be received from Handbook of students; Handbook for registration; Guidance Handbook at different levels; List of varied scholarships; Journals; Data of Statistics in different aspects; Dictionary of the Department
of Labour, Thailand; Tests; Catalogs; Bulletins; Booklets and Pamphlets. These agencies supply information free of cost.

List of publications on Guidance: Labour information, Vocational information, Vocational Dictionary of Academic Department, The Standard of post in Government Service.

Labour information and Vocational information published by the Department of Labour, Thailand every month.

Vocational Dictionary of Academic Department published by Ministry of Education every year.


The publications on guidance cover occupations which the students of a college or university have been entering in the previous years and are likely to enter in future. The publications also cover information about the new openings which are rapidly coming up. The collection of information is a continuous process as requirements change, the information changes. For classifying the occupational material the following classification may be useful. Engineers and technicians at all levels, physical scientists, Biological scientists, physicians, surgeons and dentists, nurses, teachers at all levels, accountants, economists, journalists, artists of all types and levels, administrative
executives and managerial workers, farmers, forestry workers, communication workers, defence and police workers.


Form of the letter for collecting information free of cost from the sources is shown below.

(School Name) ......................
(School Address) ...................
(Date) ..............................

(Institution Name) ....................
(Address) ............................

Dear Sir,

We are currently in the process of updating our information files in the student counselling service. We would appreciate your cooperation in supplying us information
concerning programmes of study, expenditure, educational and social environment at your institution and any other information useful to our students.

We would appreciate your prompt attention to this matter.

Thanking you,

Yours sincerely,

(..................)
(Position) ...........

The following agencies supply information on rental basis:

University libraries; Libraries of government agencies; Libraries of enterprise and Libraries of private agencies; National Library; Libraries of Banks; American University Alumni (AUA) Library; British Council Library; Educational Service Centre, Out-of-School Education Department, Ministry of Education; Bangkok Bank (Suravong branch); Regional Supervision Section, in each educational region.

Information can be received in Books; Journals; Reports; Charts, Films and film-strips; Video-tapes and Slides.
The following agencies sell information in various forms.

Publishers of varied institutions; Private publishers and Book shops. The Dictionary of Occupational Titles; Lovejoy's College Guide; How to study; How to Take Test; How to write Resume; Tapes and Video-Tapes; Slides regarding education, vocation, health, social, etc.

Sources for collecting information by self-study.

Guidance sections and libraries in schools; Guidance teachers or administrators can get the information by visits to varied schools. Information can be received from parents, students, alumni and local offices. Picture Books regarding vocational work including explanation; Report of the students after return from visits to factories and institutions; Personal reports regarding interview about the jobs of parents; Reports of survey of careers published in the newspapers yearly; Programmes from radio and T.V. namely "Life and Health", "Interesting News", "Two Ways: Education or Vocation", "Talks on Common Problems in the Society" and "Knowledge is Light".

4.4.3 Counselling Service

Scope of counselling service can be classified into three services. Educational counselling service deals with programme planning and choice of subjects; efficient study and preparing for examination. Vocational counselling service
deals with planning for doing jobs, finding job sources and survey jobs in the local area and preparing to enter into work. Personal counselling service covers understanding and knowing own-self; Life living development plan and behaviour developments. Three Counselling techniques are used. In Directive Counselling or Counselor-centred counselling the counsellor has a major role, the counsellor does all that he can to get the counsellor to make a decision in keeping with his diagnosis. He tries to direct the thinking of the counsellor by informing, explaining, interpreting and advising.

In non-directive Counselling or client-centred counselling, the counsellor takes an active part. He gains insight into his problems with the help of the counsellor and takes decisions about the action to be taken. The counsellor's role is passive. The goal is the independence and integration of the counsellor rather than the solution of a particular problem. The principal function of the counsellor is not to cultivate self-understanding in the counsellor but instead, to create an atmosphere in which the counsellor can work out his own understanding.

In eclectic counselling, the counsellor first studies the personality and needs of the individual. He then selects the technique that would be most helpful for the individual. He can start with the directive one but when
the situation demands, the counsellor may switch over to the non-directive and vice versa. The attempt is made to adjust the techniques to the requirements of the situation and individual. (12:39-44)

Counselling can be individual or group. Individual counselling is counselling service which the counsellor gives a specific person each time.

Main points of individual counselling: The student has a problem different from others and it is necessary to keep it secret. Sometimes the students cannot adjust himself when he loses father or mother; problems of the student who is crippled. The student who is not ready for group counselling for example: Bashfullness in talking among many people; lacking skills in relationship. Duration of time of counselling depends on the problems. Counsellor must have experiences of knowing how to counsel the counsellee.

In group counselling, the counsellor should select similar problems of the students. The problems are useful for all and not only specific persons. For example, problem of friendship, problem regarding course programme planning. The counsellees should be same age of the same class, with no difference regarding abilities and interests. The students who are aggressive, do not accepting truth, and close friend or brothers and sisters must be avoided. The group should be of about 10 to 20 persons; the small group about
2 to 10 persons; but generally of 4 to 8 persons. Generally
group counselling should be arranged at least ten times in
a year or at the end of the academic year. The counsellor
often supplements the information obtained.

Group counselling, in fact, is an experience which
uses peer group support and identification in the social
setting of the group to encourage students to accept and
to learn more about themselves and at the same time to learn
to accept and help others. Individual counselling can be
done through interviews. Group counselling is a useful way
of helping adolescents for whom peer group values are
important.\(13:45\) In secondary schools of Thailand, coun-
selling is provided by guidance teachers. The students
should be counselled who find it difficult to participate
in class and extra-class activities, students who suddenly
decide to drop out of school and students who have behaviour
problems such as drug addiction. Directive counselling is
mostly used in the secondary schools in Thailand. The
guidance teacher tries to direct the thinking of the
counsellor by informing, explaining, interpreting and
advising to the extent desirable.

4.4.4 Placement Service

The scope of placement service in the secondary schools
can be classified into four services. The guidance teacher
gives information to students in guidance hour in the classroom; providing report regarding continuing education and arranging exhibitions regarding continuing education to the students; inviting the Heads of faculties in each subject for giving a lecture to the students. Tuition project is available in the secondary schools for providing help to the students who fail in the examination and to those who have a good grade but need help for better performance. Some students complete their education and some students drop out during the academic year. Providing jobs is very important. Information on job openings can be collected from advertisements inserted in newspapers, radio, T.V.; Ministries and Departments; Department of Labour, Thailand, Department of labour of the problem; vacancies notified and circulated at different levels in the employment service. Helping the student in getting part-time jobs and sending the student for training to places of work. The students may spend a day or two on the jobs of their choice. The guidance teacher is intend to help the student in the proper choice of co-curricular activities available in the school for example academic club as mathematics, science, sociology, English; sports club, music club, tradition club. After admitting the students in co-curricular activities, the guidance teacher must observe the behaviour of the students for helping them better in the future. There are two types of scholarships; the first for students who get first class and also have good habits and the second for students who are poor.
The funds of scholarship are received from banks, donations from parents, alumni association, parents associations, Lions Club and Rotary Club. According to the list of the students who want to get scholarships the guidance teacher must take into consideration the following steps; announcing for submitting application forms; filling up the forms, interview the students who want scholarships, home visits; giving the names of the students to school-administrators; inviting the sponsors of the scholarships to school and giving the scholarships to the students; opening account banks for students who get scholarships. (14:56-70) The guidance teacher provided the programme for helping the students in getting part-time jobs during the working session and whole time jobs during vacation. Training the students and selecting them before sending them to the factories for finding experience in career works. Helping the students in learning the skills which will help them in effective study, the use of the libraries, the laboratories, work-shops and resources and adopting measures for improving the learning should be continued throughout the academic session.

4.4.5 Follow-up Service

The guidance teacher should know the progress of the students who complete school education and the students who received help from the schools and those who dropped their studies during the academic year.
There are two types of follow-up service to be used in the secondary schools. It can arrange follow-up of a specific student group such as new comers, alumni, the final year students. The techniques of follow-up to be used are questionnaires, interviews, letters, telephones, post-cards, alumni meetings, group conferences and direct observations.

Follow-up from the person who is related closely with the students such as parents, brothers or sisters, friends, neighbours and teachers. The techniques of follow-up to be used are parents and teachers conference, letters, telephones, post-cards, questionnaires, interviews and group conference.

The guidance teacher provided programme for follow-up of the students after completing studies and doing jobs. Making the list of past students' names and their address. Follow-up of the problems of the students who complete study and leave the school. Providing the data of students who face the problem in case of selecting jobs and getting employment.

The evaluation of this service is the guidance teacher must give more programme to the students. In some way the guidance teacher must study the real data which turn back to him.
4.5 Resume of Guidance Services

Guidance services in the secondary schools of Thailand which began in the year 1954 is progressing rapidly. There are many problems and obstacles in the operation of the programmes but the school personnel interested to solve their problems of students have been trying in helping the students and to enhance the effectiveness of school guidance service. The Educational and Vocational Guidance Centre trained a number of guidance personnel, and guidance teachers to meet the needs of educational institutions at all levels. Education for self-employment has received considerable attention in secondary schools in Thailand. Students are taught to the creative and to be able to understand the fundamental small business concept including the small business cycle.

Give guidance services in the secondary schools namely Inventory Service, Information Service, Counselling Service, Placement Service, Follow-up Service, are arranged to help the students. Inventory Service is concerned with gathering details on personality record, student health record, student learning record as cumulative record for students, it can help the guidance teachers in making a systematic appraisal of the students. Every secondary school maintains cumulative record cards of the students. Areas to be recorded are covered but there is little data in the form of the scores
of psychological tests. Tests need to be borrowed from the institutions from Educational and Vocational Guidance Centre. Information Service was average in quality. There are many sources giving information, many agencies supply information free of cost, some agencies supply information on rental basis, while some agencies sell information in various forms. There are special books on guidance in Thailand. They are published by institutions and universities. They are used in the secondary schools as handbooks for guidance in the schools. Counselling Service is concerned with educational counselling, vocational counselling, and personal counselling. Counselling is provided by guidance teachers. Directive counselling is mostly used in the secondary schools in Thailand. These lack of counselling the students for selecting the jobs by using several tests such as aptitude tests, interest inventories, and achievement tests. The students do not meet guidance teachers especially when they have behaviour problems. Placement Service in the secondary schools is below average in helping the students in getting part-time jobs, and training the students and selecting them before sending them to the factories for finding experience in career works. There is no close contact with institutions of higher learning as well as with personnel managers in business and industry. Only some schools such as special large-sized schools can get success in this service. Follow-up Service in the secondary schools is below average in follow-up of the students after completing studies and doing job
References


2. Ibid., pp. 11-15.

3. Ibid., pp. 16-19.


7. Ibid., p. 16.

8. Ibid., pp. 17-23.


10. Ibid., p. 25.


12. Ibid., pp. 39-44.
13. Ibid., p. 45.