

The Guidance Administration at The Basic Educational Institutes Under Khon Kaen Primary Educational Service Area Office 4

Sakorn Mahahing

School Director under Khon Kaen Primary
Educational Service Area Office 4

Abstract

This research aimed 1) to study a condition of the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 and 2) to study the guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4. The sampling group included the educational institute administrators for 124 persons and the guidance teachers for 124 persons in total of 248 persons. The research tools were a five-rating scale questionnaire with the open ended questions. The questionnaire had the index of item objective congruence (IOC) at 1.00-0.67 and the reliability was equal to 0.91. The data analysis used percentage, mean, standard deviation, and content analysis.

The results showed as follows: In general the condition of the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 for five aspects was at a good level. The highest average was the individual inventory services, followed by the follow-up evaluation service, the counseling service, the placement service, and the information service respectively. As for the guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 showed as follows: 1) The institutes should record a student personal data in the cumulative record. 2) The institutes should arrange the home visit of students in every academic year. 3) The institutes should analyze the student data individually 4) The institutes should create the follow-up and evaluation tools to get the guidance administration result in all aspects. 5) The institutes should arrange a student record of each year graduation. 6) The institutes should supervise and follow-up the guidance activity continuously. 7) The institutes should have the meeting to clarify the policy of the counseling service systematically. 8) The institutes should counsel students as individual and group. 9) The institutes should follow-up students who received the counseling service systematically. 10) The institutes should survey a participation in the extra-curricular activities based on the students' aptitude and interests. 11) The institutes should coordinate with the academic department to help students choosing an educational plan based on their ability and aptitude. 12) The institutes should encourage personnel to

gain more knowledge related the guidance. 13)The institutes should continue to gather information about education, occupation and personality systematically. 14) The institutes should exhibit knowledge related the guidance in various ways. And 15) The institutes should survey a satisfaction of students and parents towards the guidance service.

Keywords : Guidance Administration, Basic Educational Institutes, Khon Kaen Primary Educational Service Area Office 4

Introduction

The development of students to be good people with happiness amidst the present social situation is regarded as a difficulty especially in an era of the rapidly changing world in both economic and social aspects. These have influenced directly and indirectly on the lives of people from all ages of life. Moreover, the social problems have increased more complexity and violence gradually. The important causes are as follows: individuals do not know themselves and good environment and people lack of skills to solve problems and are not able to adapt to different situations. Consequently, the educational institutes or schools must use the guidance process as an important mechanism in protecting, helping, and developing students since a young age. (The Guidance Association of Thailand, 2007 : 1-3) which is consistent with Uraiporn Buddee) 1.(Between the problems caused by a rapid change of economic, social, cultural, political and technological aspects, all institutes have required a systematic guidance as a tool for development of children and youths to be self-directed and self-reliant themselves.

The guidance is covered the activities of psychological processes to students both individuals and a group. The guidance activities consists of five services including a data inventory service, an information service, a counseling service, a placement service, a follow-up service. This includes the integration in the guidance into teaching that has a guidance scope for three aspects including the education guidance, the vocational guidance, and the personal and social guidance. In addition, the Basic Education Core Curriculum B.E.255 / has determined the guidance activities are as follows: promote and develop students for getting to know themselves and environment care; enable to make decisions and solve problems; set target and plan of life both academic and vocational aspects; and adapt themselves appropriately. Moreover, it allows teachers to know and understand students (Ministry of Education, 2009 : 20).

According to the study of researches and theories on the guidance administration in the educational institutes, it found the most problems as follows: a lack of guidance and policy planning, a lack of the guidance operational project, a lack of a guidance year calendar, a lack of a role

determination for the guidance teachers, a lack of a supervision/follow-up, an evaluation problem of a guidance result, a lack of development in the guidance operation of the personnel that could decrease work effectiveness, a lack of budget for arranging activities or special projects, and the administrators did not give a priority to the guidance as they should (Chulalongkorn University 2010 : 3). In order to have a successful administration there must comprise of the various factors to help and support as follows. Regarding factors to support the administration it had to arrange the administrative structure and the administrators must to have knowledge and well understand in the guidance. It also should have a role for support, counseling, suggestion, the provision of budgets, materials, scholarships, and others that contributed to the guidance. Plus, it should make a relationship and a network with public and private agencies. As for the process of the guidance administration, the educational institutes must formulate policies, assign a role the guidance teacher to all teachers, assign a working group, arrange the meeting to make a plan based on the curriculum, carry on the activities as given, have supervision, follow-up, and evaluation, and make a conclusion of the guidance performance (Orawan Jeenawath, 2010 : 46)

According to the performance report of the academic year 2015 of Khon Kaen Primary Educational Service Area Office 4 regarding a problem on the guidance administration in the education institutes it found as follows.

based on each individual condition. They lacked of a clear project plan, a role determination for the personnel in the educational institutes to get involved with the guidance service, a systematic follow-up, a performance report, an administration skill and leadership about the guidance of the administrators, the personnel responsible for the guidance directly, and insufficient materials and tools that are essential for the student learning and developing and needs of educational institutes. Furthermore, they had an arrangement of the student cumulative record and the data collection but without the data analysis for a result implementation. In addition, the most of the educational institutes had the guidance administration without system and lacked of readiness and cover age for the guidance services (Khon Kaen Primary Educational Service Area Office 4, 2014 : 40)

It showed that the guidance administration at the basic educational institutes had the different problems in particular the followings: the guidance administration behavior of the administrators by not giving the priority, an insufficient budget and personnel limitation, a lack of knowledge and experience, the guidance services having not covered five aspects, a lack of materials and tools, and a lack of coordinated collaboration both inside and outside the educational institutes. These were the key elements that made the guidance administration to be ineffective and inefficient. Therefore, the researcher was keen to study the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area

Office 4 in order to find information to be as suggestions and guidelines for the guidance administration at the educational institutes to be effective and efficient to students according to the goal set further.

Objectives

1. To study a condition of the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4
2. To study the guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4

Methods

Population and Sample

Population included 1) the educational institute administrators under Khon Kaen Primary Educational Service Area Office 4 from 181 institutes for 181 persons and 2) the guidance teachers under Khon Kaen Primary Educational Service Area Office 4 from 181 institutes for 181 persons. The population was in total of 362 persons.

Sample included the administrators for 124 persons and the guidance teachers for 124 persons from the basic educational institute under Khon Kaen Primary Educational Service Area Office 4. The sample size was used the auto-format table of Krejcie & Morgan and the simple random *sampling by* the lottery which referred to Boonchom Srisa-ard And the sample size was in total of 248 persons.

Scope of Variables

Independent variable was a status of the administrators from the basic educational institute under Khon Kaen Primary Educational Service Area Office 4.

Dependent variable was the guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 for five aspects including the individual inventory service, the follow – up evaluation service, the counseling service, the placement service, and the information service.

Research Tools

The research tools included the questionnaire about the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 which were divided into two sections as follows:

Section 1 The questionnaire was involved with a status of the questionnaire responders who were the administrators and the guidance teachers from the basic educational institute.

Section 2 The questionnaire about the condition and the guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 for five aspects including the individual inventory service, the follow – up evaluation service, the counseling

service, the placement service, and the information service. This part was divided into two parts as below.

Part 1 The questionnaire about the condition of the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 was the five-rating scale questionnaire.

Part 2 The questionnaire about the guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 was the open ended questions.

Formulation and Quality Testing of Tools

The researcher studied documents and literature reviews related as a guideline for creating the questionnaire. And the researcher then brought the created questionnaire to consult with five experts for checking the content validity. It was tested to find the index of item objective congruence: IOC. And then the questions with the IOC from 0.67 to 1.00 were selected as a tryout questionnaire. The questionnaires were delivered to the administrators and the guidance teachers at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 who were not the sampling group for 30 persons. To testing the reliability of the whole questionnaire it was used Cronbach's Alpha Coefficient that the reliability was equals to 0.91.

Data Collection

The researcher delivered the formal letters to the administrators at the basic educational institutes and the guidance teachers under Khon Kaen Primary Educational Service Area Office 4 who were the sample to ask for cooperation for the data collection. The researcher collected the questionnaires manually and received the completed questionnaires for 242 copies that were at 98 percent.

Data Analysis

The researchers brought the returned questionnaires in total of 242 copies to be checked for an accuracy then analyzed the data that found as follows:

1. Regarding the status of the questionnaire responders, the data analysis used the frequency and the percentage which presented in the table and commentary.

2. Regarding the condition of the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4, the data analysis used by the mean and the standard deviation which presented in the table and commentary. It was used the criteria to determine the average meaning.

3. Regarding the guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 the data analysis used by the content analysis which was clarified by the frequency and the percentage.

Results

1. The condition of the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 for the five aspects in general was at a good level. The highest average was the individual inventory service, followed by the follow-up evaluation service, the counseling service, the placement service, and the information service respectively.

2. The guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 showed as follows: 1) The institutes should record a student personal data in the cumulative record. 2) The institutes should arrange the home visit of students in every academic year. 3) The institutes should analyze the student data individually 4) The institutes should create the follow-up and evaluation tools to get the guidance administration result in all aspects. 5) The institutes should arrange a student record of each year graduation. 6) The institutes should supervise and follow-up the guidance activity continuously. 7) The institutes should have the meeting to clarify the policy of the counseling service systematically. 8) The institutes should counsel students as individual and group. 9) The institutes should follow-up students who received the counseling service systematically. 10) The institutes should survey a participation in the extra-curricular activities based on the students' aptitude and interests. 11) The institutes should coordinate with the academic department to help students choosing an educational plan based on their ability and aptitude. 12) The institutes should encourage personnel to gain more knowledge related the guidance. 13) The institutes should continue to gather information about education, occupation and personality systematically. 14) The institutes should exhibit knowledge related the guidance in various ways. And 15) The institutes should survey a satisfaction of students and parents towards the guidance service.

Discussion

According to the research result of the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 found the following issues for further discussion from the new findings of this research as follows:

1. The condition of the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 for the five aspects in general was at a good level. The highest average was the individual inventory service followed by the follow-up evaluation service, the counseling service, the placement service, and the information service respectively. However, this might be due to the Basic Education Core Curriculum B.E.2551 that determined the guidance to be as the educational institutes' mission and had to undertake to support and help the students being able to learn and develop their full potential and natural. The

educational institute administrators required attitude, knowledge and ability, and skill of the effective guidance administration. This brought about the guidance teachers to recognize their role and collaborate together according to their duties and responsibilities effectively. In addition, it made understanding in a nature, the guidance scope, and the process of the guidance administration clearly. (Ministry of Education, 2009 : 3) This was consistent with Praworn Thongsang who studied the basic schools' *guidance* administration. It found that an overall of the working had a good level while considering the individual aspect it found four tasks with a good level which included were the prevention, promotion, development, and help; the survey and data collection; the counseling; and the information. Also it was consistent with Jatuporn Thaohiran who studied the condition and problem of the guidance administration by using the Deming Circle) PDCA (at schools under Lopburi Primary Educational Service Area Office 1. This found that the overall condition of the administration guidance was at a good level and it showed the followings: The school administrators were the most important to the work performance success; the good administrators should have the role and responsibilities by being as initiative, supporter, and provider of the effective guidance services in schools. They assigned the personnel appropriately and defined a clear role along with a provision of materials, equipment, and other budgets in order to support the implementation of the guidance performance. They had the systematic follow-up, orientation as well as facilitation, stimulation, motivation and morale to all sections concerned to cooperate in the guidance performance in educational institutes.

2. The guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 showed as follows: 1) The institutes should record a student personal data in the cumulative record. 2) The institutes should arrange the home visit of students in every academic year. 3) The institutes should analyze the student data individually 4) The institutes should create the follow-up and evaluation tools to get the guidance administration result in all aspects. 5) The institutes should arrange a student record of each year graduation. 6) The institutes should supervise and follow-up the guidance activity continuously. 7) The institutes should have the meeting to clarify the policy of the counseling service systematically. 8) The institutes should counsel students as individual and group. 9) The institutes should follow-up students who received the counseling service systematically. 10) The institutes should survey a participation in the extra-curricular activities based on the students' aptitude and interests. 11) The institutes should coordinate with the academic department to help students choosing an educational plan based on their ability and aptitude. 12) The institutes should encourage personnel to gain more knowledge related the guidance. 13) The institutes should continue to gather information about education, occupation and personality systematically. 14)

The institutes should exhibit knowledge related the guidance in various ways. And 15) The institutes should survey a satisfaction of students and parents towards the guidance service. This was consistent with Thanotporn Poonprinya who studied the evaluation of needs for developing guidance operation of the guidance teacher at secondary schools in Changwat Sakon Nakhon. It found that a preparation of the personnel to be realized that an importance awareness, knowledge, and understanding in working as the guidance teacher was the first priority to be proceeded. Therefore, it should develop the personnel responsible for the guidance teachers to be able to practically work plus having a good positive attitude towards work and creating incentives. This was an approach to develop the guidance operation in the educational institutes effectively and successfully. The researcher found that the guidance administration to be successful and effective depended on an awareness of the importance and needs of the guidance for the administrators and the guidance as well as all personnel in the educational institutes. Plus, it required the followings: structure determination, selection of the proper responsible personnel, determination of clear roles and responsibilities of the personnel, determination of target and the operational system with concrete, usage of the community resources to benefit to the guidance performance, wide public relation of the guidance performance by mutual cooperation from all sectors, both inside and outside educational institutes. Those were able to conclude that the guidance administration of each educational institute was found according to their conditions as follows: There were students, problem situation, policies of the educational management, and the potential of the education institutes readiness itself. Therefore, the administration required principle, system, and process as well as the participation from all sectors in particular having a work plan or an action plan along with the contents and the concrete technical process which could meet the needs and emphasize on the student development. In addition, they had the assignment to all teachers to perform their roles and duties with the systemic and clear performance. Plus, the follow-up and evaluation should undertake seriously and ongoing.

Suggestions

Suggestions for further implementation of the research result

1. Khon Kaen Primary Educational Service Area Office 4 should present these research findings of the guidance administration to the educational institute administrators to implement to achieve the truly benefit to the students further.
2. The administrators of the basic educational institutes should use these research findings as a guideline for the guidance administration of the guidance administration at the educational institutes for more efficiency.
3. The guidance teachers should recognize an importance of the guidance administration at the educational institutes and should apply the

guideline for the guidance administration that received from this research to implement in to work for more efficiency.

Suggestions for conducting further research

1. The further research should be emphasized on the factors that affect the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4.

2. The further research should be emphasized on the guidance administration regarding a development of all teachers to enable the guidance operation effectively.

3. The further research should be conducted the qualitative research on the guidance administration at the basic educational institutes.

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