

The Role of Teachers in Guidance Services for Education Reform in Thailand

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Abstract. *This article presents conditions of guidance services in Thailand and the role of teachers in guidance services for education reform. The aims of this study were to examine current conditions of school guidance services, the attitudes of teachers to delivering guidance services and their self-efficacy for providing guidance services. Participants were 474 teachers across the country. The results demonstrate that most participants provide students with various guidance services, such as an individual inventory service, an information service, a counseling service, a vocational and career guidance service, a follow-up service, as well as student development activities. Moreover, most of them perceived a significant role for guidance services in which they had high self-efficacy for delivering these services to students. Findings from this study indicate a positive sign for the Thai education reform. A majority of participants have followed the policies of the Ministry of Education which requires schools to provide students with guidance services. However, most participants reported that they receive inadequate training in how to demonstrate guidance services. This study, therefore, suggests that providing teachers with the appropriate training should help increase their capability and confidence in delivering the guidance services to students.*

Keywords : *Thailand Education Reform Policy, Thailand Guidance Service, Thailand Human Resource Development, Teacher Efficacy*

Introduction

National competitiveness has become a theme of national development in Thailand for a decade. Since human resource is a crucial part of national competitiveness, as well as national economic and social security, the National Economics and Development Plan, B.E. 2550-2554 (2005) has focused on human resource development (HRD) as central to the development.

In order to foster national competitiveness, education should play an important role in national development. In this regard, education can groom people to be qualified citizens, and, therefore, levels of national competitiveness should be increased. Thus, Thailand education reform is needed for HRD. Moreover, the education reform should place the emphasis on how to elevate qualities of teachers and students, because qualified teachers and students clearly represent quality of education. Likewise, Fry (2002) proposed that education reform should give priority to HRD, because citizens are central to development in all domains, such as economic, culture, and other civilization. As in to several Asian countries, education reform is used as a crucial tool for national development (Barber, Mourshed & Whelm, 2007).

After the 1997 Asian Financial Crisis, which originated in Thailand, capacity building has become the core of policy formulations in order to recover from the crisis, as well as to prevent a future crisis. Although capacity building mainly focused on the abilities of the state in terms of industrial and financial policy capacity, HRD, capacity of the state to mobilize a skilled and talented workforce to serve the development of targeted industries, was still a core state capacity for development. In order to promote HRD, the 1999 education reform was a crucial part of this capacity. The Education Act B.E. 2542 was enacted in 1999, which is the commencement of Thailand's education reform. The first phase of reform, which mainly focused on increasing the quality of education and educational equity, was from 1999 to 2009 (Office of National Education Board, 2002). In order to upgrade both the quality and equity of education, suitable education for students with

different needs is required. Moreover, education should focus on providing students with knowledge, as well as morality. Students should also receive training in life skills, such as thinking skills, management skills, problem-solving skills, and daily life skills. Therefore, the learning process should have various patterns of learning activities and contents which combine knowledge, morality, as well as life skills.

After the Education Act B.E. 2542 was implemented, strategies for education reform phase 2 were issued (2009-2018) in national education standards and the National Economic and Social Development Plan B.E. 2550-2554. According to the Education Act B.E. 2542, students' competencies, as well as morality, are keys to enhance qualified education and social security. Necessary competencies for students consist of thinking, management, and problem-solving skills. Therefore, teachers should play a major role to conduct a variety of learning activities and employ various types of evaluation in order to promote competencies and morality for students. Teacher responsibilities are not only teaching, but also growing students to be moral and mature. Other than teaching in curriculum subjects, teachers should serve students with guidance services which provide students with useful information for planning their study and living, suitable ways to solve their personal problems, and student development activities. If student development is an aim of educational reform policy, guidance services should be taken into account. However, the current situation of providing guidance services in Thai schools seems to be generating some problems in practice. Many researchers have consistently found problems related to teaching workloads, lack of guidance teachers, inadequate knowledge of guidance services and limitations of resources. Therefore, these problems should decrease the effectiveness of education reform, since to gain a qualified education, the guidance service process should be administered appropriately. Teachers should be aware of the role of guidance services for student development. Thus, this research aimed to investigate current conditions of school guidance services, teacher attitudes to deliver guidance services and their self-efficacy for providing guidance services, in order to gain knowledge of how education reform can succeed through guidance services. The role of teachers in guidance services for Thailand education reform is discussed according to the findings from the survey employed in this study and from Thai research literature.

The Role of Teachers in Guidance Services

The Education Act B.E. 2542 (1999) requires teachers to play a major role in providing students with guidance services. Therefore, to administer the guidance services, teachers need to provide students with an individual inventory service, an information service, a counseling service, a vocational and career guidance service, a follow-up service, and student development activities. An individual inventory service refers to collecting students' data by using various kinds of methods in order to gather useful information of students to make an education plan. An information service refers to providing students with useful information for their study and career. A counseling service refers to providing students with a counseling service in order to appropriately deal with their particular problems. A vocational and career guidance service refers to assisting students to pursue a suitable plan for their study, career and adjustment. A follow-up service refers to monitoring and following the results of guidance services provided for students. Finally, student development activities refer to planning student development activities in different situations, such as a classroom and a special school event. Therefore, to deliver the guidance services, teachers can do this in two ways, such as integrating the services in their classroom activities and conducting an extra guidance service activity.

Guidance services can assist students to know themselves in order to make their suitable education and career plan (Presert & Wintachai, 2005). Moreover, many studies conducted in the last few years have consistently found that student development activities can successfully promote student necessary skills (Evans et al., 2009; Pasarella & Terenzini, 1991). The Ministry of Education (B.E. 2551) has issued the national curriculum in 2008 as a foundation for schools to develop their own curriculum for students with different needs and contexts. According to the national curriculum, every single school is required to develop their own guidance service plan in order to groom students to become qualified citizens.

The Thai Ministry of Education has promoted the quality of education. Nevertheless, the number of students who drop out of schools has been constant (Bunyagiatt, 2010). The causes of the withdrawal included poverty, illness, accidents, illegality and pregnancy. Therefore, teachers should play a major role to prevent these problems and to provide students with qualified guidance services which help reduce these crises. In this regard, the Ministry of Education requires all teachers to function as a guidance teacher in order to take care of students thoroughly. At the moment, the Ministry of Education has a policy to have school teachers visit their students' homes. This is to assist and to take care of students closely. However, this policy is not practical for all areas, since in some areas the student-teacher ratio is very high. For example, the student-teacher ratio in the Bangkok area is 24:1, whereas it is 19:1 in provincial areas (Ministry of Education, 2009, retrieved from http://www.moe.go.th/data_stat).

Therefore, it implies that guidance services are still inefficiently operated.

A number of studies consistently found practical problems of guidance services in Thailand. According to previous literature, there are barriers to providing guidance services. These barriers are related to teachers, students and school administration. The problems of guidance services related to teachers were concerned with teacher working loads, teachers' competencies, guidance service management, and resources. Problems related to teacher working loads were that teachers had heavy working loads and, thus, they would not concentrate adequately on guidance services (Banjongtam, 1991; Kosin, 1998; Manawakul, 2000; Tawichai, 1998). Problems related to teachers' competencies were teachers' lack of the necessary skills for guidance services (Banjongtam, 1991; Kamme, 1999; Kosin, 1998; Visakul, 2008) and a lack of teachers who had earned a degree in psychology, guidance, or other relevant degree, as well as those who had received training in guidance services (Adulwattanasiri et al., 2002; Nuson, 2004; Tawichai, 1998; Visakul, 2008; Yardtaitong, 2004). These findings were consistent with the study of Siribannapitak and Kijtorntam (2008), who demonstrated that the subjects that most Thai teachers taught are not related to their educational background. Therefore, these teachers may not be confident or do well in their teaching. A problem related to guidance service management was concerned with poor systems of guidance services (Kosin, 1998; Niamtang, 2005; Taweechai, 1998). Problems related to resources were budget constraints (Kosin, 1998; Manawakul, 2000; Tawichai, 1998), the lack of a place for providing counseling services (Ditsangnuem, 1996), and essential resources (Manawakul, 2000; Yadthaisong, 2004). In terms of students, problems were that they did not realize the significance of guidance services (Prairong, 2004) and they did not receive enough scholarship (Ranhoon, 1997). Problems related to school administration were that the significance of guidance services was negatively perceived (Adulwattanasiri et al., 2002; Manawakul, 2000; Tawichai, 1998) and many schools did not follow the national policies for providing guidance services (Langlah et al., 2008).

Those previous findings demonstrated the external factors that cause problems of guidance services and impede the quality of guidance services. However, there are some internal factors that directly influence teachers' performances. Previous studies have consistently found that teacher efficacy positively correlated with their teaching performances (Fisler & Firestone, 2006; Magno & Sembrano, 2009; Onafowora, 2005; Rogalla, 2004; Yeh, 2006; Yoon, 2002). Thus, teachers who perceive their guidance service abilities as high for guidance services would perform well in their job performance. On the other hand, those who perceive that they have low abilities for guidance services would not perform well on their job performance. Moreover, teachers' high efficacy would lead students to gain better achievement, since there was a study demonstrating that teachers' efficacy was positively associated with students' performance (Caprara et al., 2006). Therefore, teachers who perceive themselves as having high self-efficacy for guidance services would provide their students with higher benefits of guidance service, such as planning for their study or career, advising and supporting them in many aspects, such as their study and their personal matters, and grooming students to be qualified citizens.

According to previous findings, the factors of effective guidance services involve teachers' education background, as well as their efficacy. Thus, in order to promote quality of guidance services,

educators should be concerned with teachers' education background and teacher efficacy.

Inefficiency of the guidance service can impede quality of student development. Therefore, education reform would not be successful if the guidance service quality is poor. Since qualified guidance services can promote the quality of students, teachers who deliver guidance services to students play an important role in education reform. Thus, to facilitate reform, education should improve the guidance service system. The role of teachers to provide guidance services should be investigated in order to design effective strategies to promote better results of guidance services. This study has investigated the current conditions of schools' guidance services, the attitudes of teachers to deliver guidance services to students and their self-efficacy for providing guidance services to students. Findings from this study would inform the role of teachers for guidance services which enlighten how education reform can be successful.

Aims of this Study

This study aimed to investigate the current conditions of schools' guidance services, attitudes of teachers to deliver guidance services to students, and their self-efficacy for providing guidance services to students.

Research Questions

Three research questions were addressed in this study:

1. What are the current conditions of schools guidance services in Thailand?
2. What are the attitudes toward guidance services of teachers?
3. How teachers perceive their abilities to deliver the guidance services?

Method

1. Participants

The participants of this study were 474 teachers from 66 schools under the Thai Office of Basic Education. Purposive sampling technique was adopted in selecting the participants from 5 Thailand provincial areas, including 219 participants from the Central region, 43 participants from the Eastern region, 115 participants from the far Eastern region, 46 participants from the Northern region and 53 participants from the Southern region.

2. Instrument

The instrument of this study was a teachers' role in guidance services questionnaire.

The questionnaire was divided into two parts. Part 1 consisted of 11 items asking teachers to report their personal information. Part 2 consisted of 25 items asking participants to rate their conditions on providing students with guidance services, such as an individual inventory service, information service, counseling service, vocational and career guidance, follow-up service, and student development activities. The participants were required to rate their agreement on three scales, including their actions on guidance services, their perceptions of the significance of guidance services, and their self-efficacy for delivering the guidance services. The first scale, teachers' availabilities for guidance services, included two-point scales: 1 (action) and 2 (no action). Then, a teachers' perception on the significant of guidance services scale was answered on five-point scales, ranging from 1 (not important at all), 2 (less important), 3 (sometimes important, sometimes not important), 4 (very important) and 5 (most important). Lastly, a teacher self-efficacy for delivering guidance services scale was rated on five-point scales, ranging from 1 (not confident at all), 2 (not confident), 3 (sometimes confident sometimes not confident), 4 (very confident) and 5 (most confident). The structure of the questionnaire and examples of items are outlined in Table 1.

To ensure the face and content validity of the instruments, the questionnaire was vetted by two experts in Department of Research and Psychology, Faculty of Education at Chulalongkorn University. A Cronbach alpha coefficient of .97 was obtained for the whole questionnaire, demonstrating that it was a highly reliable instrument. Coefficients of reliability of the teachers'

actions on guidance services scale, the teachers' perceptions of the significance of guidance services scale, and teacher self-efficacy for delivering guidance services scale were .89, .96, and .87, respectively.

Table 1. *Structure of the instrument and example of items*

Scales	Numbers of Items	Examples
1. Individual Inventory service	5	- gathering students' files - surveying students' problems and needs - employing various survey methods to collect students' data - providing students with supports according to their needs - cooperating with other teachers in order to collect students' data - providing students with useful information
2. Information service	4	- organizing guardian annual meeting - planning for school activities according to students' needs - broadcasting information of guidance services - providing students with a counseling service
3. Counseling service	5	- providing student's guardian with a counseling service - providing students with a secure space for a counseling service - cooperating with interdisciplinary in order to assist students - organizing a meeting with other teachers in order to make a solution for student's problem - assisting students to plan their study
4. Vocational and career guidance	5	- providing scholarships for students - providing an enrichment program for low achievers - providing useful information of career and further study - providing students with vocational, career and education information
5. Follow-up service	3	- monitoring results of a guidance service provided for students - following up results of a guidance service - following up alumni data.
6. Students development activities	3	- creating student development activities - making a plan for student development activities according to the national curriculum - supervising other teachers to administer student development activities

3. Procedure

School permission was obtained prior data collection. Copies of the questionnaire were distributed to school teachers and collected by research assistants.

4. Data analysis

Descriptive statistics analysis and ANOVA were employed in order to investigate the current conditions of schools' guidance services, attitudes of teachers to deliver guidance services to students and their self-efficacy for providing guidance services to students.

Results

Findings are outlined in 2 parts: Part 1 is demographic data and Part 2 is teachers' conditions for delivering guidance services.

1. Demographic Data

Participants were 474 teachers, 79 males and 395 females. They were from schools in both

urban and rural areas in Thailand. In terms of age, of the 474 participants, 102 participants were aged between 21-30 years, 89 participants were between 31-40 years, 103 participants were between 41-50 years, 175 participants were between 51-60 years and 5 participants were over 60 years.

For work experience, 218 participants had more than 20 years of work experience, 172 participants had 0-10 years of work experience, and 84 participants had 11-20 years of work experience. In terms of educational background, 356 of the participants had earned a bachelor's degree in education. Of the 474 participants, 307 participants had not gained training in guidance service delivery and 38 participants had an education background in guidance and psychology. Regarding school facilities, most schools provided a room for providing guidance services.

2. Teacher Conditions of Delivering Guidance Services

The findings for conditions of delivering guidance services are separated into 3 sections: Teachers' availabilities for guidance service, teachers' perceptions of the significance of guidance services, and their self-efficacy for delivering the guidance services.

2.1 Teachers' availabilities for guidance services

Results from descriptive analysis demonstrate that participants provided students with almost all the guidance services, such as individual inventory service, information service, counseling service, vocational and career guidance, follow-up service, and student development activities. The percentages of teachers' availabilities on most guidance services ranged between 55 to 97. The guidance services that teachers provided the most were collecting students' information by using various types of methods and instruments (97 percent), organizing a guardians' annual meeting (95 percent), and providing parents with consultation on students' issues (94 percent). The guidance services that teachers provided the least were providing a cooperative service with relevant persons or organizations to help students (48 percent), organizing an exhibition in order to provide students with useful information (55 percent), and providing students with a suitable place for the counseling service (56 percent). Therefore, these findings inferred that teachers mostly provided students with most guidance services, since teachers' responses of their availabilities for guidance services were typically higher than 50 percent.

ANOVA results, as reported in Table 3, showed no significant differences in teachers' availabilities for guidance services among those who had different lengths of work experience.

Table 2. Means and standard deviations of teachers' availabilities for guidance services

Variables	less than 10 years- work experiences		between 11-20 years -work experiences		more than 20 years- work experiences	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
individual inventory service	.99	.11	.99	.12	1.00	.07
information service	.99	.11	1.00	.00	1.00	.00
counseling service	.99	.11	.97	.16	.99	.10
vocational and career guidance service	.98	.13	.97	.16	.98	.14
follow up service	.90	.30	.87	.34	.89	.31
student development activities	.90	.30	.87	.34	.90	.31

Table 3. Analysis of variance for teachers' availabilities for guidance services

Variables	Sources of Variance	Sum of Squares	df	Mean Square	F	P
individual inventory service	Between group	.01	2.00	.00	.38	.68
	Within group	3.96	450.00	.01		
	Total	3.96	452.00			
information service	Between group	.02	2.00	.01	1.69	.19
	Within group	1.98	444.00	.00		
	Total	1.99	446.00			
counseling service	Between group	.02	2.00	.01	.64	.53
	Within group	5.90	450.00	.01		
	Total	5.92	452.00			
vocational and career guidance service	Between group	.00	2.00	.00	.11	.89
	Within group	8.82	451.00	.02		
	Total	8.82	453.00			
follow up service	Between group	.04	2.00	.02	.20	.82
	Within group	44.53	457.00	.10		
	Total	44.57	459.00			
student development activities	Between group	.05	2.00	.02	.24	.79
	Within group	43.73	457.00	.10		
	Total	43.78	459.00			

*p < .05

2.2 Teachers' perceptions of the significance of guidance services

Survey results demonstrated that most participants perceived that the guidance services are very important. A range of 53 to 71 percent of teachers rated the guidance services as very important. The guidance services that most teachers perceived as very important were organizing students' files (71 percent), helping students by gathering their useful information (69 percent), using various types of methods and instruments in order to collect students' data (69 percent), surveying students' needs and conflicts in order to assist them (68 percent), and cooperating with fellow teachers in order to collect students' data (67 percent). These findings demonstrated that most teachers perceived that providing students with guidance services are significant.

ANOVA results, as indicated in Table 5, showed no significant differences in perceptions of the significance of guidance services among teachers who had different lengths of work experience.

Table 4. Means and standard deviations of teachers' attitudes towards guidance services

Variables	less than 10 years- work experiences		between 11-20 years -work experiences		more than 20 years- work experiences	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
individual inventory service	4.11	.55	4.02	.44	4.09	.47
information service	4.12	.53	4.03	.46	4.06	.48
counseling service	4.05	.59	3.96	.50	3.99	.50
vocational and career guidance service	4.10	.66	4.06	.47	4.03	.53
follow up service	4.05	.66	4.02	.62	4.02	.56
student development activities	4.04	.66	4.09	.54	4.02	.58

Table 5. Analysis of variance for teachers' attitudes towards guidance services

Variables	Sources of Variance	Sum of Squares	df	Mean Square	F	P
individual inventory service	Between group	.40	2.00	.20	.81	.45
	Within group	100.02	409.00	.24		
	Total	100.42	411.00			
information service	Between group	.55	2.00	.28	1.12	.33
	Within group	97.19	393.00	.25		
	Total	97.74	395.00			
counseling service	Between group	.50	2.00	.25	.87	.42
	Within group	110.41	384.00	.29		
	Total	110.91	386.00			
vocational and career guidance service	Between group	.39	2.00	.19	.59	.55
	Within group	129.50	393.00	.33		
	Total	129.89	395.00			
follow up service	Between group	.08	2.00	.04	.11	.89
	Within group	150.95	407.00	.37		
	Total	151.03	409.00			
student development activities	Between group	.25	2.00	.12	.33	.72
	Within group	152.84	414.00	.37		
	Total	153.08	416.00			

* $p < .05$

2.3 Self-efficacy for delivering the guidance services

Most participants perceived their capabilities to deliver guidance services to be at high levels. From 41 to 72 percent of teachers perceived that they were very confident in delivering the guidance services. The service that the largest numbers of participants perceived they were very confident to deliver was surveying students' needs and conflicts (61 percent), followed by cooperating with fellow teachers to collect students' data (59 percent), and providing students' development activities (58 percent).

The ANOVA findings demonstrated that there were significant differences in self-efficacy for delivering guidance services (i.e., individual inventory service, information service, and counseling service) among teachers who had different lengths of work experience. For individual inventory service and information service, teachers who had worked for more than 20 years rated their self-efficacy significantly higher than those who had work experience of between 11-20 years and less than 10 years. Moreover, ANOVA analyses did not yield the significant difference of teachers' self-efficacy for individual inventory service and information service between those who had work experience between 11-20 years and those who have less than 10 years' experience. For counseling service, teachers who had work experience of more than 20 years rated their self-efficacy significantly higher than those who had work experience of between 11-20 years. Self-efficacy for counseling services of 11-20 years of work experience teachers, however, was not significantly higher than that of 10 years of work experience teachers (See Tables 6 & 7).

Table 6. Means and standard deviations of teacher self-efficacy for delivering guidance services

Variables	less than 10 years- work experiences		between 11-20 years -work experiences		more than 20 years- work experiences	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Self-efficacy for individual inventory service	3.68	.63	3.64	.55	3.92	.58
Self-efficacy for information service	3.72	.65	3.66	.60	3.89	.63
Self-efficacy for counseling service	3.62	.69	3.46	.65	3.76	.66
Self-efficacy for vocational and career guidance service	3.73	.64	3.68	.67	3.84	.68
Self-efficacy for follow up service	3.65	.73	3.59	.75	3.80	.68
Self-efficacy for student development activities	3.67	.74	3.59	.77	3.74	.74

Table 7. Analysis of variance for self-efficacy for delivering guidance services

Variables	Sources of Variance	Sum of Squares	df	Mean Square	F	P
Self-efficacy for individual inventory service	Between group	6.51	2.00	3.26	9.18	.001*
	Within group	146.10	412.00	.35		
	Total	152.61	414.00			
Self-efficacy for information service	Between group	3.79	2.00	1.89	4.72	.01*
	Within group	156.97	391.00	.40		
	Total	160.76	393.00			
Self-efficacy for counseling service	Between group	4.62	2.00	2.31	5.17	.01*
	Within group	173.91	389.00	.45		
	Total	178.53	391.00			
Self-efficacy for vocational and career guidance service	Between group	1.61	2.00	.80	1.83	.16
	Within group	169.05	385.00	.44		
	Total	170.66	387.00			
Self-efficacy for follow up service	Between group	2.96	2.00	1.48	2.93	.05
	Within group	205.17	407.00	.50		
	Total	208.13	409.00			
Self-efficacy for student development activities	Between group	1.30	2.00	.65	1.17	.31
	Within group	227.28	411.00	.55		
	Total	228.58	413.00			

* $p < .05$

Discussion

Although there are some problems in providing guidance services, findings from this study suggest that participants were concerned with the significant role of guidance services and availability of guidance services. These findings imply that teachers' role in providing guidance would support education reform in Thailand, since the guidance services groom students to be qualified for their further study and their work, as well as their social lives. The following issues are discussed, based on the findings of this study:

Conditions of Guidance Services in Schools

Overall, the findings from this study suggest a number of positive factors to assist education reform.

Most participants provided students with guidance services and perceived the significance of providing the guidance services. Moreover, most of them were confident to deliver the guidance services to students.

Availability of Guidance Services

Although most teachers reported their availability to provide students with guidance services, there were still some teachers who reported that they did not have a specific room for the counseling service. Only 37 percent of teachers reported that they did have a service room for the counseling services. Since a counseling service requires a peaceful place to provide students with a sense of trust and acceptance, lacking the service room leads to an ineffectiveness of guidance services. The result of the current study supports the findings from previous research indicating that one common problem of guidance services in schools is the lack of resources for demonstrating services (e.g., Banjongtam, 1991; Ditsoongnern, 1996; Jaisabai, 1998; Kamme, 1999; Manawakul, 2000).

Teachers' Perception of the Significance of Guidance Services

Findings from the current study indicated the positive conditions for providing guidance services. Most teachers perceived that guidance services are important, as their ratings ranged from very important to most important. Similar to teachers' reports on their availabilities for guidance services, most teachers reported their action on guidance services. Thus, this is a positive sign that teachers perceived that guidance services are important, and consistently they also delivered these services to students.

Self-efficacy for Delivering Guidance Services

According to the results of the survey, length of work experience affected teachers' self-efficacy for delivering guidance services. Two patterns of results were found. Discussions of each pattern are as follows.

The ANOVA analyses present the significant differences on self-efficacy for delivering an individual inventory service among teachers of different lengths of work experience. Teachers who had more experience perceived their self-efficacy to be significantly higher than those who had less experience. This can be explained by stating that one routine job of most teachers is an individual inventory service. Therefore, teachers who had more work experience would be more familiar with this job and then feel more confident than those who had less experience.

Next, the ANOVA demonstrated that teachers who had work experience of more than 20 years held the highest self-efficacy. Teachers who had work experience of less than 10 years perceived their self-efficacy to be significantly higher than those who had work experience of between 11-20 years. The explanation for these findings is that teachers who work for more than 20 years would have much more expertise and know well the characteristics of students, and, therefore, they would be more confident for this job. Moreover, most of teachers who had working experience of less than 10 years were newly graduated and their ages were also closer to the students. Thus, they would better understand their students and be more confident to deliver a counseling guidance than those who had experience of between 11-20 years.

Although teachers who had different lengths of experience perceived differently their efficacy for providing guidance services, descriptive results indicated high levels of their perception of self-efficacy. Therefore, the current study suggests that teachers have good performance in providing guidance services, since many studies consistently found that teachers' efficacy positively influenced their performance (Fisler & Firestone, 2006; Gist & Mitchell, 1992; Magno & Sembrano, 2007; Onafowora, 2005; Rogalla, 2004; Stipek, 1993; Yeh, 2006; Yoon, 2002).

Teacher educational background

The findings showed that most teachers did not have a degree in guidance or psychology.

Moreover, most of them had not received training on how to deliver guidance services. These findings support those of Yardthaisong (2004) and Nuson (2004)'s studies, demonstrating that the difficulty of providing qualified guidance services is a lack of teachers who had received relevant degrees, as well as those who were trained in guidance services. Therefore, this circumstance suggests the idea to provide the training for teachers in order for them to be more qualified to deliver guidance services.

Conclusion

To summarize, the findings from this study suggest that most participants provide students with most guidance services, although there are some services, such as providing a proper space to deliver a counseling service, teachers' irrelevant education background for providing guidance services, and cooperating with other professionals to support students' needs are not properly administered. Moreover, most teachers report a positive attitude toward guidance services and they perceive that guidance services are useful for students. Additionally, their self-efficacy to deliver the services are high, thus being confident to provide guidance services for their students. The results of this study imply that students would have developed their competencies, as well as morality, since guidance services can groom them to become qualified students and support them to deal with their problems in many ways. Since education reform aims to develop the quality of students, as well as teachers, it is concluded that the current situation of guidance services provision in Thailand demonstrates teachers' significant role in education reform.

Future Research

The current study investigated only the conditions of teachers' role in providing guidance services. Therefore, the findings were from the teachers' context. Participants of future studies should include other people from relevant contexts, such as school administrators and students in order to holistically improve the quality of guidance services.

Findings for this study suggest the need for teacher training in guidance services, since it has been found that most teachers did not receive training on guidance services. Thus, trained teachers should provide students with guidance services more effectively.

According to the national curriculum B.E. 2551, all schools are required to develop a school curriculum for student development. Due to the lack of teachers who received degrees in guidance and psychology, there would be some risks that school do not develop an appropriate curriculum for students. Therefore, future studies should investigate the conditions of school curriculum development in order to study if there is any problem with school guidance services.

Since one finding demonstrated that teachers with work experience of between 11-20 years perceived their capabilities to work on counseling services as being lower than those who had more and less work experience and no previous research has confirmed, future studies should explore the causes of this circumstance. Moreover, the specific factors of teacher efficacy for guidance services should be investigated, as this appears to be an important variable for the success of guidance services.

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