

AN ANALYSIS OF THE NEEDS FOR CAREER
GUIDANCE OF MATHAYOM SUKSA THREE
STUDENTS IN THAILAND

By

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DEDICATION TO OUR BELOVED MOTHER,

SISTER LUNG AND HER HUSBAND

THIEN TEERAKANOG



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GUIDANCE OF MATHAYOM SUKSA THREE
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CHAPTER I

INTRODUCTION

During the past decade, the economy of Thailand has been drastically changed and affected by an increase of international trade and investment. Historically, Thailand has been known as an agriculturally oriented society with rice as its primary export. More recently, the economic setting has shifted toward industrialization and brought about the expansion of industrial investment as well as job opportunities in technically oriented fields.

In supporting the national industrialization, a series of legislative measures were introduced to prompt rapid economic expansion of Thailand over a two-decade period. The Thai government encouraged industrial investment by passing A Promotional Industrial Act in 1962 (Marsouk, 1972). The First National Development Plan (1960-1966), the Second Plan (1967-1971), the Third Plan (1972-1976), and the Fourth Plan (1977-1981), have substantially cultivated rapid economic growth in Thailand. The plans have contributed to the growth of agro-industrial products such as tapioca, rubber cultivation, textile manufacturing (silk products), as well as encouraging industrial investment in towns other than Bangkok. Industrial investment has spawned an expanding job market in those towns (Donner, 1978).

During the decade from 1960 to 1970, 56,000 non-farming jobs were created with dominant increases in construction, service industries,

and textile manufacturing. A report summarizing the fourth Five Year Plan (1977-1981) of national economic and social development indicated that during the period from 1971 to 1976 agricultural output increased by 3.9 percent annually, while manufacturing production grew at 8.6 percent per annum. Export of manufacturing products also grew at 14.0 percent annually (Thai Economic and Social Development Board, 1978).

Donner (1978) in Five Faces of Thailand indicated that over the period from 1954 to 1970, industrial occupations increased from 2.5 to 5.9 percent of the total jobs in the country. At the same time, service occupations also increased from 9.4 percent of the total jobs in the country in 1965 to 14.9 percent in 1970. In contrast, farming occupations decreased from 87.9 percent in 1954 to 79.3 percent of the total jobs in the country in 1970. The primary reason for the decrease of farming occupations was due to population increases among farming families. The increase in numbers of children per family has limited the number of agriculturally related jobs, for smaller proportions of land are inherited by each family offspring.

Farming is a seasonal occupation and the products yielded have not been sufficient to provide basic family needs thus farming family members increasingly find themselves searching for non-farming occupations.

Lack of jobs to raise the standard of living is considered the main reason for internal migration (Dockthaisong, 1974). Rural youths age 11 and over have migrated to Bangkok and other large, attractive cities (Changwat) to search for non-farming occupations. The 1970 study of the International Labour Organization revealed that Bangkok recorded the highest migration rate with a population increase of 31.7

percent during the period from 1965 to 1970 (Donner, 1978). The migration has generated problems including unemployment, housing shortages, social adjustment problems and educational facility inadequacy ("Thailand", 1979).

Many youths migrating to Bangkok or big cities have not been vocationally prepared in the needed skill areas to obtain available jobs. Some youths who plan to enter the job market have found that their career goals are highly competitive. The majority of job seekers in Bangkok and other large cities aim toward highly competitive civil service occupations. The Labor Department (translated: Krom Rangngan) of Thailand noted that competitive career goals (such as the desire for civil service work) has been a major factor contributing to the unemployment problem among the Thai (Labor Department, 1956).

Parents in agricultural occupations often demand their children to leave traditional farming occupations and encourage them to seek jobs with the government (Saradata and Savanathat, 1973). Parental demands are, however, still primary concerns for many Mathayom Suksa three (equivalent to United States' tenth grade level) graduates. Some youths have been discouraged from furthering their education by parents who perceive a need for them to take care of the family business (Jacob, 1971).

In summary, Thai youths find themselves increasingly facing demands from their personal interests, parental expectations, changes in industrial occupational outlook and societal values. These conflicting demands contribute to the difficulty Thai youths have in selecting appropriate career choices (Kamutamas, 1964).

Statement of Problem

Many Thai youths have not been able to make appropriate career choices. Some youths have selected inappropriate goals due to culturally-imposed values, including parental injunctions and societal recognition of selected careers.

It appears to the author that while Thai students need an individualized career information and exploration program designed to match aptitudes, abilities and personal values, they are denied such a career information and exploration program. Full guidance services are assumed to be given to each student by parents and teachers/counselors. However, these services are not adequate.

A limited career guidance service has been implemented primarily in comprehensive schools. Career information and career exploration services have been aimed to assist Mathayom Suksa three students at comprehensive schools who wish to select vocational training. Individual career counseling services are very limited (Komolvanich, 1974). Culturally, Thai parents play the role of counselor for students. Students' career decisions are restricted by parental attitudes, perceptions and needs (Jacob, 1971; Kamutamas, 1964; Saihoo, 1973). Students rarely have an opportunity to express the desire for career counseling from professional counselors. The majority of the students are encouraged by their parents to enter the upper level of secondary education (pre-university level), for two or three years in order to later enter the university and earn a degree.

According to Kanog Singh and Aphimonthraksa (1977), two-thirds of

the students whose goal is a university education fail to reach their goal due to the high competition between applicants for the limited number of openings in the university. The authors also stated that if students were counseled properly prior to entering pre-university level study, the number of failings may be reduced through counseling. Students may be able to select other appropriate training instead of entering only four year colleges or universities (Kanogsingh and Aphimonthraksa, 1977).

At the same time, many students tend to choose careers according to available training, especially in vocational training fields. The majority of vocational technical training graduates, regardless of training received, follow civil service careers where permanent job security exists (Labor Department, 1956; Jacob, 1971).

In summary, Mathayom Suksa three students find themselves engaged in making ineffective career choices. Their career decisions are bounded by strict cultural values, limiting parental attitudes, inadequate information and counseling and an insufficient variety of vocational training. Additionally, career guidance information as reported is not currently included in the school curriculum (Kamolvanich, 1974).

Purpose of the Study

Prior to graduation, Mathayom Suksa three students were required to consider several options that related to their post-secondary education. Primary education graduates were not required to consider the options. These options include pre-university learning, vocational training, or some form of special training. Hatch and

Jotikasathera (1966) cited that because students were required to make career decisions, there was the need for a strong vocational counseling program at this lower secondary education.

The study aim to investigate if there is a need for career guidance among the Mathayom Suksa three students. This study also investigates to what extent that the Mathayom Suksa three students need career guidance; whether or not Mathayom Suksa three students plan their future career choices; and how do Mathayom Suksa three students utilize the existing career information and guidance resources. The study also analyzes teachers', administrators' and parents' attitudes toward career guidance programs and teachers' perceptions about their career counseling role and responsibility. The study attempts to answer the questions presented below.

Students' Needs and Attitudes

Toward Selecting Careers

1. As perceived by the Mathayom Suksa three students, teachers, administrators, and parents, do the Mathayom Suksa three students need career guidance?
2. Do the Mathayom Suksa three students have future career plans?
If so, what are the plans?
3. As perceived by the Mathayom Suksa three students and teachers, what are the Mathayom Suksa three students' attitudes toward selecting careers?

Students' Utilization of Career Information
and Guidance Resources

4. Where do the Mathayom Suksa three students obtain career information and guidance?

5. Whom do the Mathayom Suksa three students consult regularly about their career selection and whose opinion is most influential as perceived by the Mathayom Suksa three students, teachers, administrators, and parents?

Teachers', Administrators', and Parents'
Attitudes Toward Career Guidance
Programs

6. As perceived by teachers, administrators, and parents, is a career guidance program important to Mathayom Suksa three students?

7. Should teachers play a part in career counseling? If so, how do the teachers perceive their roles?

8. To what activities can a career guidance program be added?

Scope of the Study

The subjects of this study are limited to four groups of Thai individuals. The first group is Mathayom Suksa three students in 11 government schools in Bangkok during the 1979-1980 academic year (see Table I, page 8, for list of participating schools). The second group is secondary teachers and teacher/counselors in the same schools. The third group includes 11 administrators of those schools. The fourth

group is composed of random samples of individuals who claim to be parents or guardians of Thai youths living in the Bangkok metropolitan area.

TABLE I
SURVEY OF PARTICIPATING SCHOOLS

School	Student	Teacher
1. Bang Prakok Vidtayakom (Bkk 14)*	300	90
2. Chanhon Bampen (Bkk 10)	84	52
3. Chao Praya Vidtayakom (Bkk 12)	69	35
4. Prot Pitayapayat (Bkk 9)	111	58
5. Samsen Vidtayalai (Bkk 4)	107	2
6. Suwannaram Vidtayakom (Bkk 7)	70	43
7. Wat Chantr Praditharam (Bkk 16)	181	28
8. Wat Knong Kham (Bkk 6)	75	37
9. Wat Sungwej (Bkk 2)	119	44
10. Wat Tep Leela (Bkk 24)	113	26
11. Wat Thart Thong (Bkk 11)	113	23
TOTAL	1353	447

*Bkk: Post office zip code

Assumptions of the Study

It is necessary to assume that all subjects have honestly and purposefully responded to the questionnaire. It must be assumed that the Mathayom Suksa three students in all 11 government schools receive a comparative curriculum from their schools.

Definition of Terms

The following definitions are intended to clarify the terms used in this study:

Academic Stream: Refers to the upper secondary education, which is a curriculum heavily based on academic subjects and non-vocational courses. The stream had been known as a "pre-university education" mainly preparing students to enter post-secondary education including four year colleges and universities.

Career Guidance: The term career guidance used in this study is defined as a guidance process whose goal is to assist a student in discovering his attitudes, abilities, interests, career values as well as to make available career information resources with the end result of the student selecting a relevant career choice.

Comprehensive School: The term refers to three years of secondary education (Mathayom Suksa one to three) which is equivalent to grades eight to ten in the United States, with a curriculum offering both non-vocational and vocational training courses.

Government Secondary School: This term refers to the public secondary school supported by the central government. Students must pass an entrance examination before being admitted to the Government

Secondary Schools.

Lower Secondary School: This term refers to schools providing the first four years of academically-emphasized education beginning from Mathayom Suksa one to Mathayom Suksa three. The education is considered as equal to the United States middle school, grades eight to ten.

Mathayom Suksa Three: The term refers to the Thailand secondary education which is equal to the United States grade ten level. It is also a final (exit) level of lower secondary education in Thailand.

Occupational Value: This term refers to attitudes, perceptions and concepts that individuals reported towards a specific type of occupation.

Teacher: This term refers to an instructor who has regular teaching duty and may be assigned special duty as teacher/counselor.

Teacher/Counselor: This term refers to a teacher who has a special duty to counsel, supervise and act as consultant for student clubs, organizations and student extra-curricular activities.

Upper Secondary School: This term refers to schools providing the two years of education beyond the Mathayom Suksa three (Mathayom Suksa four and five). Its education is sometimes called "pre-university learning" which is equal to the junior and senior years of high school in the United States.

Vocational Guidance: This term is synonymous with career guidance throughout this study. Both vocational guidance and career guidance consist of the definitions stated earlier.

Vocational School: This term refers to Thai vocational training institutions offering a variety of training such as modern agricultural techniques, business trade and industry, home economics, arts and

crafts, teacher training and fashion design. All vocational training requires a minimum of three years beyond grade ten (Mathayom Suksa three), except teacher training, which requires only two years for completion and certification.

Vocational Stream: This term refers to the educational branch in the Upper Secondary level with three years of education emphasizing vocational training courses.

Wat: This term refers to Buddhist temple where the Buddhist monks reside. Normally Wat is a community center for the rural Thai.

Organization of the Study

The study is organized into five chapters, as follows:

Chapter I - Introduction: In this chapter, background information of the study and factors related to Thai economic growth and future outlook are reviewed. The need for the survey is identified. The purposes of the study are stated. The scope and assumptions of this study are defined.

Chapter II - Review of the Literature: This chapter presents information related to career guidance delivery in Thai schools, the family as an institution and Thai society. Career mobility patterns, factors related to Thai youths' career decision making are discussed.

Chapter III - Methods and Procedures: In this chapter, the research methods and procedures used in this study are identified and examined. The plan of the study as well as the presentation of methods utilized in gathering data is explained.

Chapter IV - Analysis of Data and Presentation: The data gathered is analyzed and presented according to the questions detailed in the

Scope of the Study. Results from each group are compared according to each question asked. Results are tabulated in the form of percentages and numbers of participants in each group. Additionally, further significant findings are revealed.

Chapter V - Summary, Conclusions, and Recommendations: In this chapter, the summary of the main points found in this study, the conclusions of the investigation and recommendations for further study are presented. Investigative results are concluded and relevant facts which can be utilized for guidelines in providing career guidance services for Mathayom Suksa three students are delineated.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter reviews relevant literature related to Thai education and career guidance which helps to explain the pattern of career decisions and the source of career development of Thai youth. Four topics are discussed: (1) an introduction to the Thai educational system; (2) social factors and career guidance; (3) patterns of Thai occupational mobility; (4) career guidance movement in Thailand.

An Introduction to the Thai Educational System

Education is one of the principal concerns of the Thai people and government. The educational level of the population has risen considerably since the 1940s. Official figures show that in 1947 the literacy rate was only 40 per cent among men and 67 per cent among women; in 1960 the comparable figures were 61.8 and 80.6 per cent.

Education is provided by the State through a centrally controlled school system arranged according to preprimary, primary, secondary, and higher levels. Fraternal associations of the Chinese community and Christian mission groups provide additional opportunities, especially on the preprimary and secondary levels.

Modern Thai education was founded by King Monkut, who ruled the country from 1851 to 1868 (Moore, 1974). The primary aim of education

was to train the royal and wealthy children to deal with Western nations and to perform government tasks better. Before the establishment of the modern school system, formal education was provided mainly by the Buddhist monks, for whom teaching was a regular and important part of their lives. Monks provided instruction for many youths who, in accordance with Buddhist tradition, served for a short time in the Wat either as novices or a temple boy. Other children, with the exception of the sons of the wealthy families who were privately tutored, had little formal education (Moore, 1974).

In 1871, King Chulalongkorn, the son of King Mongkut, founded the first modern educational institution in the palace for children of nobility. Later facilities within the country were improved as the king encouraged the establishment of private schools both by Thai citizen and by foreign missionaries. The king also declared that every Wat should offer instruction to the children of its locality.

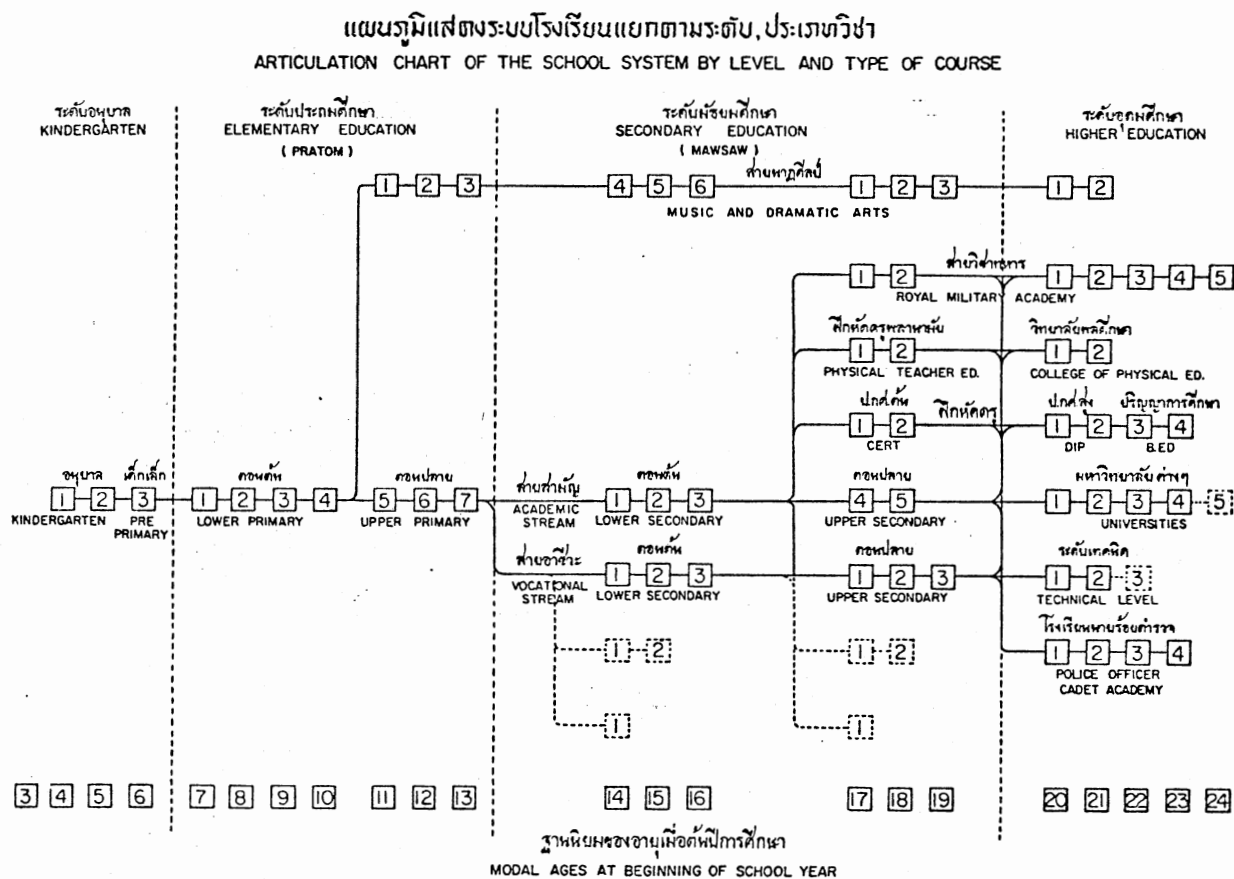
The Department of Education (currently Ministry of Education) was established in 1887. Schooling became the responsibility of the central government. During the early 1900's, the government took initiative in building up a system of state schools and also assumed some control over existing Wat schools. Educational officers were assigned to districts (regions) and then to provinces.

In 1913, the first National Scheme of Education was introduced. Its primary purpose was to urge the public to pursue education and some vocational training before leaving school (Freeman, 1964). In 1921, primary education for children between the ages of seven and fourteen was made compulsory. The official Compulsory Educational Act was issued in 1935. Concurrently, the National Scheme of Education took effect.

The Scheme underwent many changes during the period 1935 to 1978. The major changes occurred in the 1960's when compulsory education was raised from Phathom four (grade four) to Phathom seven (grade seven) and comprehensive school systems were added to lower level secondary education. Vocational training education was widely promoted.

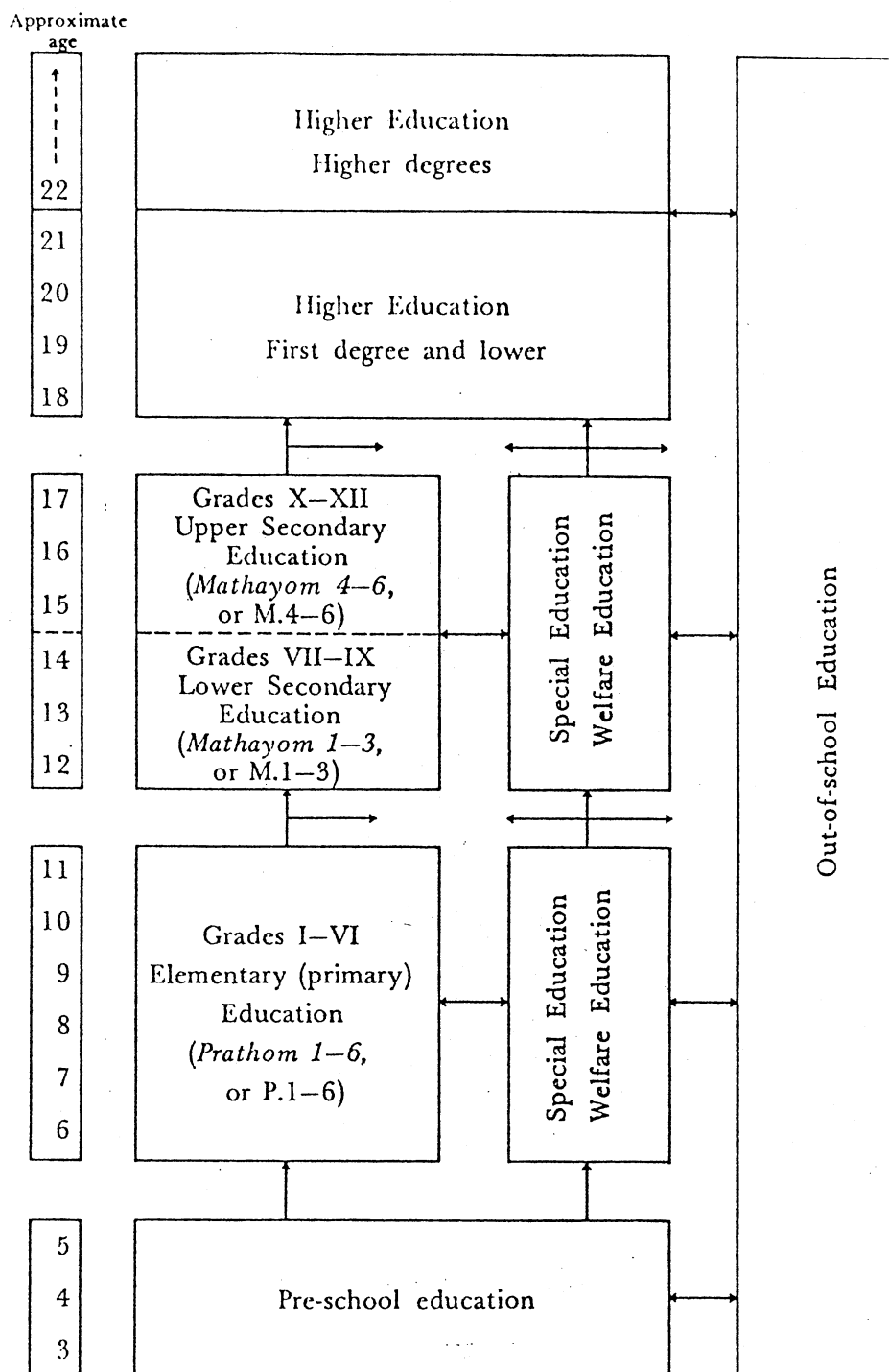
In 1978, the National Scheme of Education of 1960 was implemented. The new scheme has led to several major changes in Thai education. In the old system four-three-three-two, where students spent four years in lower and three years in upper elementary education, three years in lower secondary or two years in upper secondary education, was replaced with a new one, six-three-three; see Figure 1, page 16 for 1960 National Scheme of Education and Figure 2, page 17 for 1978 National Scheme of Education. Under the new system, students spent six years in compulsory primary education, three years in lower secondary education and three years in upper secondary education. The changes began in the academic year of 1978 and were scheduled to be completed in the academic year of 1983.

Under the new scheme, secondary education aimed to provide academic and vocational knowledge to meet the learners' ages, needs, interests, skills and aptitudes. Secondary education is divided into two levels -- lower and upper secondary education -- each of which require three years of study. Extensive elective subjects in academic and vocational areas are included in lower secondary levels while students in the upper levels specialize in Arts or Sciences.



Source: UNESCO. "Education Development in Thailand 1960-1970." Bulletin of the Unesco Regional Office for Education in Asia. Bangkok: Unesco, No. 2. 1972.

Figure 1. National Scheme of Education 1960



Source: UNESCO. "Science Education in the Asian Region." Bulletin of the Unesco Regional Office for Education in Asia. Bangkok: Unesco, No. 18. 1977.

Figure 2. National Scheme of Education 1978

Mathayom Suksa Three Graduates and
Career Guidance Needs

At the end of secondary school years, the students have to consider choices regarding post-secondary education. Many of the secondary school graduates aspire to attend a university. This is probably due to social prestige, and increased earning power (Hatch and Jotikasathera, 1966). However, many students are not able to fulfill their wishes for they fail at the pre-university and university levels and/or at university entrance examinations.

According to government figures, numbers of secondary students enrolled in Mathayom Suksa three, four, and five are reduced as each level increases. The report revealed that the total enrollment in 1979 of government school Mathayom Suksa three students was 230,027, while the enrollment of Mathayom Suksa four and five were 111,558 and 85,651 (Secondary Education Department of Thailand, 1980). Furthermore, the statistical reports of university admissions during the academic years 1962 to 1970 indicated that only one out of three students taking the university entrance examinations were admitted (Kanogsingh and Aphimonthraksa, 1977). Those who failed found a job leading to a lifetime career or decided to wait for the next entrance exams. However, there was no guarantee that all who passed the entrance exams and were admitted into the colleges and universities would obtain degrees. Many who enter college failed and left before a degree could be obtained. Some students were forced to leave due to financial problems. Others showed little interest in college study and dropped out.

Many of these failures may be prevented if the students have been exposed to the demands of college education and if they have received information relating to their personal desires and those demands (Hatch and Jotikasathera, 1966).

For Thai students, selecting appropriate career choices or training not only satisfies individual needs but also fulfills the national educational goals (Ratanamongkla, 1964). Hatch and Jotikasathera (1966) concluded that an appropriate career guidance program will result in the effective placement and provide maximum results to the Thai economy.

While education has been geared to train more individuals to supply the country's manpower needs, the new educational plan calls for emphasis on a combined academic and vocational program designed to be of practical use to the majority of people. Sawangsak (1964) showed his concern for students planning to enter vocational training education in the article "A Plan for Vocational Guidance" (translated: Krong Karn Na Neaw Thang Achiep). According to Sawangsak (1964, p. 2-3), each student should be provided with sufficient occupational information to prepare him for selecting a particular vocational training program. Students must not be encouraged to pursue the training only because of the availability of such programs or the national manpower demands. Students must have considerable help in understanding their own capabilities, interests, and abilities.

The Teacher and Career Guidance Role in Thailand

Before the establishment of the modern school system in 1871, the role of the guidance counselor for children fell on the monks and

parents. Later, as the Thai government reformed school systems and more schools were established outside the Wat, the role was shifted to classroom teachers.

In addition to teaching, Thai teachers were expected to provide guidance for students' well-being and to help them to become good citizens (Pisarnbutara, 1964). Utilizing teachers as counselors became traditional. Teachers were assigned homeroom classes for which they were responsible.

Culturally, Thai teachers are highly respected and honored as students' second parents. The influence of teachers upon students' occupational choices is obvious (Kamutamas, 1964). Teacher provides occupational information related to subjects taught and encourage students to learn more about occupations through classroom subject content. Teachers contribute in various ways to students' vocational development. Students realize their aptitudes, abilities, and skills when teachers give them opportunities to explore themselves in relation to classroom subjects.

Conclusions drawn by Thanasukarnjana (1964), Pisarnbutara (1964), and Kamutamas (1964) indicate that Thai teachers have a significant role as counselors. Whether or not teachers are willing to accept this role, the demands for guidance counseling services from teachers are increasing. Thai students are facing problems such as: lack of occupational information; over-influenced by parents, older siblings, or kin on occupational choices; and inability to identify their interests and skills. As a result students are selecting ineffective career choices.

Social Factors and Career Guidance

Lipsett (1965) indicated that social factors such as school, home (family) and values have significant influence upon individuals' career choices. Evidence showed that Thai adolescents tend to retain the personal attitudes consistent with the culture (Wichiarajote, 1968). It is believed by the researcher that career decision among the Thai youths are related occupational values, family factor, and national manpower supply-demand.

Occupational Values

Occupational values have a significant effect upon an individual's vocational development and vocational choice (Herr and Cramer, 1972 and Rosenberg, 1957).

Many research studies assessing the occupational values of young people who are in the exploratory stage of vocational development have been conducted. Vocational values are believed to be among factors influencing young people's educational and vocational choices.

Vocational or work values including various intrinsic (creativity, ability, utilization) and extrinsic (congenial, associates, high income) among grade five to eleven were studied by Underwood (1972). The study revealed that youths at the exploratory stage of vocational development were able to make judgments about the personal importance of various characteristics of work prior to having any substantial experience in the world of work.

Hales and Fenner (1972) and Channey (1968) found that work values appear to develop before most career education and counseling programs

are introduced to students. The study of Hales and Fenner (1972) revealed that Fifth, Eighth and Eleventh grade students in a small Appalachian school system gave priority to work that is steady and dependable, pays well, permits them to utilize their skills and interests, and benefits other people. Values holding lesser importance for the students included working in the absence of close relationship with others (Solitude), seeking positions of leadership and power (Control), and manipulating tools, utensils, and other physical objects (Object Orientation). The study also indicated that the work values of the fifth and eighth graders were slightly different from work values of the eleventh graders.

However, the profiles of all three grade levels, according to Hale and Fenner, are notable for their similarity. The study concluded that children developed values toward the world of work early and within a specific cultural setting. Work values appear to be relatively similar for students of different ages in the similar environments (Hales and Fenner, 1972).

In Gribbons and Lohnes (1965) study, it was determined that students' sex was related to the vocational values chosen. The study revealed that girls were found to value occupations that involve social service. Boys placed a higher value on salary and prestige. Shappell et al. (1971) found that male students valued risk, aspiration, esteem and object orientation in their work roles, while Stefflre (1959) found that boys placed higher value on power and independence. Girls appeared to value the extrinsic rewards of work less than boys (Wolfe, 1969).

Perrone's (1973) study of occupational values in adolescents revealed that the junior high students generally stress the value of

security in future occupational consideration. However, more intelligent, higher achieving girls with fewer problems want to pursue vocational goals through which they can achieve independence. Less intelligent, low achieving girls are more concerned with occupational security. The study also cited that more tenth and eleventh grade boys valued a good income than girls. Girls value helping others, working with people and having time for one's family more than do boys (Perrone, 1973).

In Thailand, Guskin (1964) found that security was most highly valued among the Thai students. Thai females were found generally more security conscious than Thai males. Mole (1973) observed that the reason for Thai females to value their job security highly is the scarcity of employment opportunities for females in Thai security.

Status was ranked second by the students (Guskin, 1964). Kaufman (1960) observed that Thai people defined an individual's status as junior or senior and considered the individual inferior or superior as such. On the job, attitudes and gestures of respect are owed to the senior worker. Age rank or education was associated with superiority.

"Kwam-Sanug" is defined by the Thai as a sense of pleasure or happiness and is one occupational value recognized among the Thai (Mole, 1973). Kwam Sanug must be present in work, especially at the unskilled labor levels. Jobs that are profitable may be dropped if they do not prove to be enjoyable.

Saihoo (1973) reported that Thai individuals also highly valued prestige. Hatch and Jotikasathera (1966) cited that prestige was one factor contributing to students' overemphasis on university education

where graduates are more likely to be able to obtain high-prestige jobs. In the rural areas, farming is considered to be a high prestige occupation (Saihoo, 1973).

Loyalty as occupational value of the Thai was reported by Boonyodyana and Evers (1969). The authors concluded that Thai individuals were content and satisfied with their occupations. The Thai will not change jobs merely for the purpose of vocational upward mobility. Loyalty is considered a part of the process of being employed.

Sukhamiti's (1967) study of the Mathayom Suksa three students in Bangkok and Thonburi revealed that more intelligent and high achieving students valued leadership, honesty, and independence. On the other hand, the low achieving students did not consider value as factor in their career decision.

Netarahin (1970) found that Mathayom Suksa three students in the comprehensive schools placed occupational value on advancement, prestige, leadership, independence, and security. The researcher also found that students who were interested in civil service careers placed value on occupational security more than students who were interested in career with independence.

Bangnarong's (1971) study concluded that upper secondary students who planned to pursue teaching careers value prestige more than achievement and vice versa, students who planned to pursue agricultural and architectural career valued achievement more than prestige.

Gunhvanich (1980) concluded that students' occupational value are varied. The majority of Thai students valued prestige, status, and income according to their mental ability and academic achievement.

More intelligent and higher achieving students tended to value prestige status and income more than less intelligent and low achieving students.

Wichiarajote (1968) summarized in a study of Thai adolescent values that Thai youths tended to similarly consider achievement as highly as do American adolescents. Boonyodyana and Evers (1969) reported that the majority of Thai individuals studied by both researchers thought that the most important thing was to work very hard in order to achieve a high position, to be successful was the leading occupational goal.

In summary, vocational values among Thai students tend to be similar to those of American students. Results of the studies cited above have shown that occupational values such as security, prestige, status, and success are common among adolescents in Thailand and in the United States.

Family Factors

Family factors such as family social economic status and child-rearing practices, have been investigated extensively in relation to occupational choice. Lipsett (1965) identified a host of family factors which influence the vocational development process: parental influence, parental interactions with children, and parental socioeconomic status.

A theory of parental influence upon their offsprings' career decisions was suggested by Roe's (1957) study. Roe theorized that parental attitudes of acceptance, concentration and avoidance determined the kind of parent-child relationship that influenced children's career choices. Many researchers have attempted to study the validity

of her theory but have not been able to validate the theory as of yet (Utton, 1962).

Although Roe's theory has not received research validation, many studies have shown results that support her theme of parental influence upon career development choices.

Rhodes (1970) identified parental influence in terms of expectations. The author cited that parents always want children to do better than what they are. Children's aspirations normally stem from their parents' expectations, motivations, attitudes and role models (Rhodes, 1970 and Jordan, 1978).

Gulick's (1978) study confirmed that parents were viewed as the most significant influential factor in the career development of adolescents (Gulick, 1978). The expectations and demands of the parents frequently dominate an adolescent's personal desire. An inherent set of family values becomes the youth's criteria for selection of career.

George (1969) found that an adolescent male's vocational aspiration was related to their father's occupational self-concept. Adolescents tended to aspire to the occupations when their fathers had self-concepts that were congruent with their own values. Ibsen's (1968) study revealed that the son of a father who had a prestigious occupation was likely to select an occupation with prestige even higher than that of his father.

An occupational role model as another factor influencing occupational choices of women was studied by Tenzer (1977). The study concluded that the parental roles with which a daughter identified influenced the daughter's occupational choice significantly (Tenzer,

1977).

Studies of parental influences have revealed that fathers and mothers influence their children differently. Hollender (1972) found that maternal influences are greater in the high school years and paternal influences greater in the college years. The author also concluded that mothers who spend the greatest number of years in part-time employment were likely to have sons with introverted occupational interests. Jordan's study revealed that women choosing "pioneer majors" (majors in which graduates were 70 per cent males) reported that fathers influenced their choice of major. Conversely, women who chose traditional female dominated majors reported that mothers influenced their major choices (Jordan, 1978).

In the study of parental influence on vocational attitudes and values, Churchill (1969) found that a male adolescent's vocational attitudes and values are derived from a complex interaction with the family unit. The researcher further reported that the patterns of familial communication seemed to have a definite influence on the development of vocational attitudes and values. Adolescents who more clearly identified with their parents and lived in family environment with good communication seemed to be less affected in making their vocational decisions by persons outside the family. Adolescents who did not strongly identify with their parents and lived in an environment of poor communication were influenced more in their vocational choices by persons outside the family.

Larson's (1968) study revealed that parents' values are more closely related to values and educational choices of students. The strength and direction of the relationship between values and

educational aspirations of students varies by type of value and identity of parents. Jordan (1978, p. 83) reported that "the well educated father seems to influence his daughter's career planning".

A study of Thai family roles by Benedict (1952) revealed that parents of Thai youths assumed full responsibility for their children's education, financial condition and marriage. Parents had a great influence on an individual's life. Jacob (1971) reported that it is not uncommon that parents would take the children out of school and learn parents' trade, as needed. Saradata and Savanathat (1971) cited that parents often became occupational role models for children. Since parents have a duty to provide their offspring with direction and a goal, it is common for Thai youths to rely on and respect parents' guidance. Kamutamas (1964, p. 57) concluded that "Thai parents always have great influence on students vocational selection".

In summary, parents influence the occupational development and choices of youths. The relationship and interaction between parents and children determine the development of the occupational values and choices of these children.

National Manpower Supply-Demand

Most of the economic production and occupational characteristics in Thailand are agriculturally-related. Only two of the seventy-one provinces have a majority of their households economically active in non-agricultural occupations -- Bangkok and its metropolitan twin, Thonburi.

The results of a study on manpower demand conducted by the Department of Educational Technique revealed that there would be an increase

of 221,907 jobs over the period of 1978 to 1987. The increase would be primarily in: manual labor (69,196 jobs), professional (50,230 jobs), and skilled labor (45,454 jobs). Table II, page 30, shows the full report (Department of Educational Technique, 1977).

Labor force and occupational statistics were reported in the 1977 census for all persons 11 years of age or older. Of the total population of 44 million people, 46.4 per cent or 20.4 million were found to be economically active. 50.1 per cent of the males and 42.6 per cent of females were employed. 63.6 per cent of the labor force was employed full time, while 36.4 per cent was composed of temporary, seasonal and unpaid workers. Unemployment, reported at 0.8 per cent, was remarkably low because the survey was conducted during the farming season. See Table III, page 31, for the full report (Office of the Prime Minister, 1977).

The labor force survey showed that the majority of the work force in Thailand consisted of females and children. Thomlinson (1971) and Jacob (1973) confirmed this report in separate studies; both authors recorded that Thai women has the highest labor force participation rate of any Asian country.

Wagner (1979) observed that the high female labor force in Thailand seemed to be overstated. The author cited that not all women in the labor force were engaged in full-time agricultural labor. However, to some extent, the figures represent actual conditions in the Thai economy, including what is undoubtedly a high rate of female participation.

One phenomena of labor force mobility has to do with the migration of farmers. The demand for agricultural labor in crop production is

TABLE II

THE FORECAST OF LABOR DEMAND DURING THE PERIOD OF 1978 TO 1987

Year	Number of Worker in 1977	Increase of Manpower Demand						Total
		Professional	Administrative	Technical	Skilled-Labor	Semi-Skilled Labor	Manual Labor	
1977 (2520)	365,400	-	-	-	-	-	-	-
1978 (2521)		14,136	1,109	4,994	10,960	6,557	12,813	50,569
1979 (2522)		8,086	573	3,505	7,988	4,113	18,498	42,763
1980 (2523)		4,586	326	2,293	5,301	3,279	5,284	21,069
1981 (2524)		4,336	251	2,246	3,742	2,000	5,170	17,745
1982 (2525)		3,406	326	1,756	3,385	1,893	5,172	15,938
1983 (2526)		3,290	174	4,536	2,734	1,653	4,087	16,474
1984 (2527)		2,897	162	1,919	2,800	1,609	3,767	13,154
1985 (2528)		2,881	153	1,870	2,762	1,831	4,308	13,805
1986 (2529)		2,986	146	1,883	2,858	1,806	5,487	15,166
1987 (2530)		3,626	191	1,923	2,924	1,945	4,610	15,224
Total		50,230	3,411	26,930	45,454	26,686	69,196	221,907

() B.E.-Buddhist Era

Source: Department of Educational Technique. The Study Reports of Manpower Demand During 1978 to 1987. Bangkok: Ministry of Education, 1977.

seasonal. During February, March and April, more than 50 per cent of the labor force is idle. Normally, laborers can and often do serve in the agricultural labor force during the wet season and the urban labor force during the dry season.

TABLE III
1977 LABOR FORCE PARTICIPATION IN THAILAND

Item	Male	Female	Total*
Population	22,164.7 (50.5%)	21,962.0 (49.5%)	44,126.7 (100%)
Labor Force	11,108.4	9,368.3	20,476.7
Percent of total	(50.1%)	(42.6%)	(46.4%)
Fulltime Workers	7,248.5	5,775.5	13,024.0
Percent of labor force	(65.2%)	(61.6%)	(63.6%)
Temporary Workers	3,859.8	3,592.7	7,452.5
Percent of labor force	(34.7%)	(38.6%)	(36.3%)
Unemployed Workers	109.5	59.0	168.5
Percent of labor force	(0.9%)	(0.6%)	(0.8%)

*In thousands.

Source: Office of the Prime Minister, Report of the Labor Force Survey.
Bangkok: National Statistical Office, 1977.

Of the workers in agriculture, about one-third are owners or managers, the other two-thirds are employees -- mostly members of the family of the farm owner. Thai farmers generally are family

entrepreneurs. Their land is limited while their families are fast growing. Therefore, the younger generations of farmers leave their small plots to work in the city.

The migration of energetic laborers from the farm causes problems in both city and rural areas. The high volume of unskilled laborers causes housing shortages and social adjustment problems in the big cities while the rural areas are neglected and farm production is curtailed.

As the Thai economy shifts toward industrialization, there exists a shortage of highly skilled manpower in professional, technical and managerial areas, especially in the medical and technical fields. Many workers in those fields are untrained, disinterested, or under-qualified. Thomlinson (1971) and Jacob (1973) commented that the shortage of highly skilled manpower was due to Thai attitudes toward technical occupations as second choice careers for those who could not enter the university or become administrative officials. The authors concluded that Thai people were reluctant to pursue technical or research occupations outside government office due to their lack of understanding and appreciation as well as their attitudes about status. Jacob (1973) concluded that there was a need to improve and to expand occupational interests and goals among the Thai. Thomlinson (1971) suggested that educational and vocational training programs had to be enlarged to provide skilled, professionally-oriented manpower. Kanogsingh and Aphimonthraksa (1977) cited that students had to be informed and motivated to recognize industrialization and be well prepared to face the changes.

In summary, there is great demand for skilled workers in Thailand.

The report of the National Economic & Social Development Board revealed that the government planned to enlarge the job market (2.2 million new jobs) during 1977-1981 (Thai Economic and Social Development Board, 1978). Hatch and Jotikasathera (1966) appealed that such a plan be communicated to students:

. . . The student and counselor owe it to themselves and to their Kingdom to view the Nation's needs and the students' ability and to plan a course of action that will bring profit to all concerned (p. 32).

Pattern of Thai Occupational Mobility

Currently, there are only a few studies on vocational mobility of Thai youth. Evidence shows that the occupational mobility pattern of Thai people tends to be towards a "government official" status (Jacob, 1973; Mole, 1973; Kaufman, 1960; Kirsch, 1969).

A typical pattern of vocational mobility among the rural Thai was referred to by Kirsch (1969, p. 807) as "Phai Theaw". Tilman (1969) called the Phai Theaw going around. Kirsch described this pattern as follows. Young men who do not wish to follow family traditional farming careers would, individually or in groups, venture to another town or city to explore new opportunities. Often these young men went to urban areas or to the central region to obtain wage labor of some sort, or occasionally to engage in intermittent, wandering trades. Although this pattern was tied to economic activities, it would be a mistake to view it only for economic factors. These young men did not leave their villages solely as a result of poverty. Kirsch observed that there were three reasons that contributed to such mobility: the aspiration towards a career with status and prestige;

political ambition; and the need to explore a sphere of activities other than the traditional peasant lifestyle (Kirsch, 1969).

Phillip (1965) referred to the youth's Phai Theaw attitudes as going out to seek their fortunes. In fact, when young men left home, they generally had some destination in mind and some plan for work, as well as an intention to return to their native village. But in the process of Phai Theaw neither the destination nor the exact goal can be guaranteed. Many follow labor opportunities and remain in such a context for a period of time, then move out of the lowest level of labor to such higher positions as foreman, machine operator or interpreter. A few have opportunities to obtain advanced secular education, which becomes a mechanism for social status mobility and helps to free the individual from the peasant lifestyle.

The Phai Theaw pattern has increasingly been directed towards urban areas and regions where governmental projects provide work. In urban areas, vocational mobility is limited to the offspring of government officials (Boonyodyana and Evers, 1969).

In conclusion, the Thai occupational mobility pattern is considerably directed toward civil service. Rural and urban youths learn and recognize that certain occupations are primary, such as positions of government officials while others are secondary, such as non-governmental positions or highly skilled technical occupations.

Career Guidance Movement in Thailand

A guidance system informally emerged in the Thai schools more than a half century ago (Kusuma, 1970). The system was officially established in 1953 with aid from the United Nations Educational Scientific

Cultural Organization (UNESCO). A report by the Thailand Department of Educational Technique, Ministry of Education revealed the highlights of the school guidance program:

1953 - the first guidance program was established at Benjamara-jaransarit school in Chacherngsau province;

1960 - the first educational and vocational guidance seminar was held in Bangkok and as a result, the first guidance clearing house was established in the Ministry of Education;

1962 - the first guidance counseling course for prospective counselors was offered at the College of Education Prasarnmitr (currently known as Srinakharinwirot University);

1962 - the first educational and vocational guidance committee (Translated: Kana Kammakarn Naneaw Karn Suksa and Achiep) was organized under the Ministry of Education;

1963 - a seminar for vocational guidance program promotion was held in Bangkok;

1964 - the first Professional Certificate Program in Guidance Counselor Training was offered to the public;

1965 - the position of teacher/counselor was added to schools that had counseling pilot projects;

1973 - the Department of Educational Technique agreed to have its Educational and Vocational guidance bureau serve as a national guidance clearing house.

Guidance Program Development

The Ministry of Education in Thailand has long been promoting the school guidance program. Often the program has been recognized

as an educational promotion service (Kanogsingh and Aphimonthraksa, 1977). In 1953, the Educational Promotion Bureau was established in the Department of Administration (Translated: Samnak Ngarn Palad Krasuang). The bureau was intended to promote the school guidance program as well as to provide in-service training for prospective counselors. During the period of 1953 to 1960, the bureau actively promoted the school guidance program through publications and national counseling seminars. As a result of several meetings, the bureau was assigned to function as a guidance service clearing house that coordinated information and training for public and private schools.

In 1963, an Educational and Vocational Guidance committee led by Dr. Thuang Kusuma was established in an effort to join the Educational Promotion Bureau in order to aid schools in establishing guidance programs. Colleges and universities were encouraged by the bureau to provide guidance counselor training courses. The College of Education, Prasarnmitr and Chulalongkorn Universities, were the first two institutions to respond to the training demands. Counseling training classes were offered with the coordination of the Ministry of Education.

Scholarships and grants were made available for individuals interested in guidance counselor training. School guidance programs were expanded and the bureau was recognized for its effort. In 1973, there was a nation-wide restructuring of government offices. As a result, a centralized guidance clearing house was established. The Department of Educational Technique, through the recommendation of the Educational and Vocational Guidance Committee, now serves as the center, coordinating directly with other departments within the Ministry of Education.

The Department of Educational Technique has long been recognized

for its guidance service programs. As a new national center, the Department determines and oversees school guidance service policies, organization, administration, publicity, and publications which include documents, journals, and research reports concerning elementary and secondary school guidance programs.

According to Suwanna-Aksorn (1978) the Department of Educational Technique has the following roles and functions:

1. Plans and evaluates elementary and secondary school guidance programs, policies, administration and organization.
2. Conducts public relations and mass media coverage for school guidance program promotion.
3. Publishes guidance research, manuals, documents, texts, and makes them available to the public.
4. Conducts in-service guidance counselor training programs.
5. Organizes and conducts counseling seminars for head-masters and school administrators.
6. Provides educational and vocational information for students.
7. Organizes an information center and serves as the national guidance clearing house.
8. Organizes the guidance information service units and coordinates services for schools.
9. Coordinates cooperation with other institutions in order to provide its service to school communities.

Career Guidance Service

According to Kanogsingh and Aphimonthraksa (1977), career guidance service in schools is relatively limited due to inadequate staffing,

facilities and funds. The following are services available for students:

1. Career information: This service is currently available for students in most urban governmental schools.
2. Career counseling: Extensive career counseling is available only in the comprehensive schools.
3. Testing-- Aptitudes and Area Tests: This service is provided through the Department of Educational Technique and Department of Labor. Schools may request these services without charge.

In summary, guidance work in Thailand has been adapted to the school system for more than four decades. The implementation of the school guidance program has been supported with aid from many Western countries. The increasing acceptance of the significance of the school guidance program is the fruit of these efforts. Kanog Singh and Aphimonthraksa (1977) felt that the school guidance officials in Thailand have constantly been improving the guidance program.

CHAPTER III

DESIGN OF THE STUDY

The primary purpose of this study is to analyze the perceptions and opinions of Mathayom Suksa three students, teachers, school administrators and parents in relation to the reported career guidance needs of the students.

The study obtains data from participating subjects to determine the students' career guidance needs and to analyze how the needs have been fulfilled in the past. The methods and procedures explained in this chapter are designed to accomplish this purpose.

Description of the Subjects

The sample subjects in this study were divided into four groups. The first group consisted of 1,353 Mathayom Suksa three students from 11 governmental schools in metropolitan Bangkok during the 1979-1980 academic year. The second group consisted of 447 teachers and teacher/counselors from the same schools as above. The third group consisted of 11 school head-masters/mistresses (administrators) from the same schools as the first group. The last group consisted of 113 adults who had parental or guidance roles in the family.

School selection was based on two criteria. First, the school had to provide both lower and upper levels of secondary education. Second, they had to be governmental coeducational schools. The under-

lying rationale of the above criteria was that these schools were more likely to be larger schools, with a higher student population. The students were much more heterogenous since they were from coeducational schools. In addition, all governmental schools in Bangkok used a centralized curricula designed by the Department of Education. There were no differences in curriculum taught to the students. Schools and the number of subjects from each institution are shown in Table I, page 8.

Students

All 1,353 Mathayom Suksa three students were randomly selected according to the classroom they were in. In the schools with more than five classes of Mathayom Suksa three levels, two classes were chosen. If the schools had more than 10, but not over 15 classes, three classrooms were selected. Through this selection procedure, there were two to four classes randomly selected from each school. Numbers of students chosen were from 69 to 300. Each class averaged 50 students.

Teachers and Teacher/Counselors

Four hundred forty-seven teachers and teacher/counselors were included, all of whom were full time teachers in selected schools. Some were assigned to be counselors and homeroom teachers. All teachers participating in this survey had to have experience in teaching Mathayom Suksa three students.

Administrators

All 11 administrators from the selected schools were invited to

participate in the survey. A letter of introduction from Dr. Frank McFarland, the researcher's committee chairman and an introduction from Mr. Suwan Chansom, Director of Secondary Education Department of Thailand, initially secured the administrators' attention and cooperation for this survey. The administrators were not currently carrying any instructional duties, but were directly administering schools including instructional and non-instructional personnel.

Parents

Due to the large size of metropolitan Bangkok, parents or adults identified as head of households were selected according to the areas in which they resided. Parents were located according to post office area zip codes. There was a minimum of one parent from each zip code. All parents were from the 29 zip code areas in metropolitan Bangkok. A zip code map is illustrated in Appendix F, page 129.

Development of the Instrument

Thai language proficiency is a significant factor of an individual's ability to understand and respond to this survey. Thai language is obviously comprehended by the Thai respondents in those schools better than other languages. In order to ease administration and obtain accurate data, four bilingual questionnaires (English-Thai) were constructed for each group, each containing varying numbers of questions and each emphasizing three areas of investigation:

1. Students' needs and attitudes towards selecting careers.
2. Students' utilization of career information and guidance resources.

3. Teachers', administrators' and parents' attitudes toward career guidance programs.

A first draft of all four questionnaires was administered to 150 Thai students studying at the undergraduate and graduate levels at Oklahoma State University, Stillwater, the University of Oklahoma, Norman, and Central State University, Edmond, Oklahoma. The development of the final drafts was based on recommendations from the students in relation to language clarification and interpretation of the questions. A number of doctoral candidates and graduates from Oklahoma State University, such as Dr. Rodprasert, and Dr. Choomnook assisted the researcher in language translation and the discarding of questions that seemed to be culturally inappropriate.

The second draft of questionnaires were mailed to Mrs. Vitaya Udom of the Thailand Department of Vocational Education, to administer to Mathayom Suksa three students and teachers in various schools other than the eleven target schools. The only comment from all participants was that the questionnaires were too lengthy. Revisions reduced the length of the questionnaires from 43 questions to 22 questions. The Teacher questionnaire was reduced from 37 questions to 27 questions. Questionnaires for administrators and parents were validated with assistance from Thai students attending Oklahoma State University who, prior to coming to the United States, had been teachers or administrators or heads of household. After the validation, the 14 questions for school administrators and parents were reduced to 12 and 10 respectively.

Student Questionnaire

The student questionnaire consisted of 22 multiple choice questions

which applied to different facets of their career guidance needs and related issues. Questions 1-4 requested student personal information. The students' needs and attitudes towards selecting career choices were investigated through Questions 5, 6, 7, 8, 9, 11, 12, 13, 14, and 17. Students' utilization of career information and guidance resources was investigated in Questions 10, 16, 18, 19, 20, 21, and 22. An illustration of the student questionnaire is shown in Appendix A, page 94.

Teacher and Teacher/Counselor Questionnaire

The teacher/teacher/counselor questionnaire was composed of 27 questions. The first 19 questions were multiple choice. Questions 1 to 8 requested personal information. Questions 9, 10, 11, and 12 were designed to investigate teachers' perceptions of the Mathayom Suksa three students' career guidance needs and attitudes towards career selection. Questions 13 and 17 investigated teachers' perceptions of students' utilization of career information and guidance resources. Questions 14, 16, and 18 to 27 investigated teachers' perceptions towards career guidance programs. Questions 18 to 27 used a rating scale, whereby the teachers rated the questions from 5 (strongly agree) to 1 (strongly disagree). An illustration of the teacher questionnaires is shown in Appendix B, page 104.

Administrator Interview Schedule

Twelve questions were asked of administrators through a fixed interview questionnaire. Questions 1 to 5 requested personal information. Question 7 was related to administrators' perceptions of the Mathayom Suksa three students' career guidance needs. Questions 8 and

9 related to administrators' perceptions of students' utilization of career information and guidance resources. Questions 6, 10, 11, and 12 were related to the administrators' perception of the career guidance program. An illustration of the administrator interview schedule is shown in Appendix C, page 116.

Parent Interview Schedule

Ten questions were asked to the parents through a fixed interview schedule (see Appendix D, page 119). Questions 1 to 6 related to personal information. Question 7 investigated parents' perceptions of Mathayom Suksa three students' career guidance needs. Questions 9 and 10 related to utilization of career information and guidance resources. Question 8 related to parents' attitudes towards the career guidance program program.

Administration of the Questionnaires

Students

With the cooperation of classroom teachers and school administrators, students were administered the questionnaires in groups. Classroom teachers were informed about the purposes of the questionnaires and permission for students to complete the questionnaires was asked of the teachers. Mr. and Mrs. Vitaya Udom, the representatives of the researcher, requested permission from the school administrators to enter the classrooms and administer the questionnaires to the students. The following points were emphasized to all participants:

1. The purposes of the study as stated in Chapter I were

explained.

2. All responses were anonymous. No names were requested.

Individual data would not be revealed to anyone, including teachers or administrators in the schools.

3. Terminology such as career guidance, counselor, etc., as stated in Chapter I, were explained to students.

Teachers and Teacher/Counselors

Teachers and teacher/counselors who had previously worked or were working with the Mathayom Suksa three students were invited to participate in the survey. The questionnaires were administered to the teachers and teacher/counselors at their weekly staff meeting. All points such as the purposes of the survey, confidentiality and terminology were explained to them prior to distribution of the questionnaires.

Administrators and Parents

Due to the nature of the subjects in these two groups, the researcher determined a need for the survey method to be designed differently. These two groups were highly respected as authoritative figures in Thai culture. Culturally, a direct, personal approach to respected adults was preferred to the indirect approach through correspondence. Therefore, personal fixed interview schedules were designed. Mr. and Mrs. Vitaya Udom and Dr. Prachoom Rodprasert, an Oklahoma State University graduate, conducted the interviews for the researcher. The three representatives had presented the letters of introduction written to administrators by Dr. Frank McFarland and Mr. Suwan Chansom (see Appendix E, page 122) to request their cooperation. All points

such as purposes, confidentiality, and terminology were explained to them. A "No" response was an acceptable answer. The 11 administrators were considerably cooperative.

Parents were informed of the same information as the administrator. The interview was conducted from house to house.

Statistical Procedures

The results of this survey were tallied and reported in tabulated form. There is cross-tabulation within the group. Answers to the three common questions: whether the Mathayom Suksa three students need career guidance; whether the Mathayom Suksa three students know about career information resources; and who is the most influential on the Mathayom Suksa three student in relation to career choice, were compared among students, teachers, administrators, and parents. The results were reported according to each question raised in Chapter I.

CHAPTER IV

ANALYSIS OF DATA AND PRESENTATION

Data showing the number of participating students, teachers and teacher/counselors from each school is presented in Table I, page 8.

All responses of students, teachers, teacher/counselors, administrators, and parents were analyzed. Demographic data and the data pertaining to all eight questions were studied.

Demographic Data

A total of 1,353 students, 447 teachers and teacher/counselors, 11 administrators of the 11 governmental (public) schools, and 113 parents in Bangkok and its vicinity were surveyed through questionnaires. The responses were key-punched on cards and tabulated. Demographic data of all respondents were studied.

Students

Table IV, page 48, shows the number and percentage of students in terms of sex, father's occupation, number of siblings, and rank in the family.

Of the 1,353 students participating in this study, 625 (46.2 per cent) were males and 728 (53.8 per cent) were females. The information collected revealed that 284 (21.0 per cent) had government employed fathers. Fathers of 260 (19.2 per cent) students were private company

TABLE IV
NUMBER AND PERCENTAGE OF STUDENTS IN TERMS OF SEX,
FATHER'S OCCUPATION, NUMBER OF SIBLING,
AND RANK IN THE FAMILY

Demographic Data	Male		Female		Total	
	N	%	N	%	N	%
<u>Father Occupation</u>						
Government Empl.	121	8.9	163	12.1	284	21.0
Private Co. Empl.	138	10.2	122	9.0	260	19.2
Own a business	175	12.9	225	16.6	400	29.5
Other (Undetermined) Unemployed, Not sure)	191	14.2	218	16.1	409	31.3
<u>Number of Sibling</u>						
None	16	1.2	15	1.1	31	2.3
One	45	3.3	51	3.8	96	7.1
Two	90	6.7	77	5.7	167	12.4
Three	115	8.5	146	10.8	261	19.3
More than three	359	26.5	439	32.4	798	58.9
<u>Rank in the Family</u>						
The oldest	133	9.8	173	12.8	306	22.6
The second	110	8.1	110	8.1	220	16.2
The third	100	7.5	109	8.0	209	15.5
The youngest	141	10.4	139	10.3	280	20.7
Other (the fourth to the one before last)	141	10.4	197	14.6	338	25.0

All students N = 1353

Male students N = 625 (46.2%)

Female students N = 728 (53.8%)

employees. Four hundred (29.5 per cent) fathers owned companies, while 409 (31.3 per cent) were reported as having undetermined occupations or being unemployed.

The data revealed that the majority of students were from large families, 798 (58.9 per cent), and had more than three siblings; 261 (19.3 per cent) students had three siblings, 167 (12.4 per cent) had two, 96 (7.1 per cent) had one, and 31 (2.3 per cent) had no siblings.

Regarding their rank in the family, the data showed that 306 (22.6 per cent) students were the oldest children; 220 (16.2 per cent) were the second oldest; 209 (15.5 per cent) were the third oldest; 280 (20.7 per cent) were the youngest, the remaining of 338 (25.0 per cent) ranked between the fourth and the one before last.

Teachers and Teacher/Counselors

Table V, page 50, showed the number and percentage of teachers in terms of sex, age, education, year of teaching experience, subject taught, homeroom, counseling and extra-curricular advisement assignments.

Of the 447 teachers, 125 (28.0 per cent) were males and 322 (72.0 per cent) were females. The data showed that their age ranged from 18 to 62, with 18 (4 per cent) in the 18-22 age category, 162 (36.3 per cent) in the 23-27 age category, 128 (28.6 per cent) in the 28-32 age category, 51 (11.4 per cent) in the 33-37 age category, 42 (9.4 per cent) in the 38-42 age category, 22 (4.9 per cent) in the 43-47 age category, 13 (2.9 per cent) in the 48-52 age category, 10 (2.3 per cent) in the 53-57 age category and one (0.2 per cent) in the 58-62 age category.

TABLE V

NUMBER AND PERCENTAGE OF TEACHERS IN TERMS OF SEX, AGE, EDUCATION,
YEAR OF TEACHING EXPERIENCE, SUBJECT TAUGHT, HOMEROOM,
COUNSELING ASSIGNMENT, AND EXTRA-CURRICULA ADVISEMENT

Demographic Data	Male		Female		Total	
	N	%	N	%	N	%
Age						
18-22	9	2.0	9	2.0	18	4.0
23-27	41	9.2	121	27.1	162	36.3
28-32	35	7.8	93	20.8	128	28.6
33-37	16	3.6	35	7.8	51	11.4
38-42	10	2.2	32	7.2	42	9.4
43-47	8	1.8	14	3.1	22	4.9
48-52	3	.7	10	2.2	13	2.9
53-57	3	.7	7	1.6	10	2.3
58-62	-	-	1	.2	1	.2
Education						
Below bachelor	41	9.2	76	17.0	117	26.2
Bachelor	77	17.2	230	51.4	307	68.6
Above Bach. Below M.	3	.7	5	1.1	8	1.8
Master	4	.9	11	2.5	15	3.4
Year of teaching experience						
0-4	54	12.1	115	25.7	169	37.8
5-9	32	7.2	110	24.6	142	31.8
10-14	18	4.0	35	7.8	53	11.8
15-19	7	1.6	21	4.7	28	6.3
20-24	8	1.8	23	5.1	31	6.9
25-29	3	.7	12	2.8	15	3.5
30-34	2	.4	2	.4	4	.8
35-39	1	.2	4	.9	5	1.1
Subject taught						
Languages	17	3.9	113	25.2	130	29.1
Arts	23	5.1	27	6.0	50	11.1
Social studies	35	7.8	83	18.6	118	26.4
Math and Sciences	15	3.4	45	10.1	60	13.5
Others (Phy.ed., home eco.)	35	7.8	54	12.1	89	19.9
Homeroom assignment						
Yes	83	18.6	235	52.6	318	71.2
No	42	9.4	87	19.4	129	28.8
Counseling assignment						
Yes	18	4.1	66	14.7	84	18.8
No	107	23.9	256	57.3	363	81.2
Extra-curricular advisement						
Yes	80	7.9	191	42.7	271	60.6
No	45	10.1	131	29.3	176	39.4

All teachers N=447

Male teachers N=125 (28.0%)

Female teachers N=322 (72.0%)

Concerning the education of teacher respondents, 117 (26.2 per cent) reported having not yet completed the bachelor degree. 307 (68.6 per cent) had bachelor's degrees, eight (1.8 per cent) had education above the bachelor but below the master's level, and 15 (3.4 per cent) reported completing the master's degree.

The data related to teaching experiences showed that 169 (37.8 per cent) teachers had four years of experience or less, 142 (31.8 per cent) had four to nine years of experience, 53 (11.8 per cent) had 10 to 14 years, 28 (6.3 per cent) had 15 to 19 years, 31 (6.9 per cent) had 20 to 24 years, 15 (3.5 per cent) had 25 to 29 years, four (0.8 per cent) had 30 to 34 years, and five (1.1 per cent) of the teachers had 35 to 39 years of experience.

More than a fourth of the teachers, 130 (29.1 per cent), reported that they taught languages. Arts was taught by 50 (11.1 per cent) teachers. One hundred and eighteen (26.4 per cent) taught Social Studies, 60 (13.5 per cent) taught Mathematics and Sciences, and 89 (19.9 per cent) taught other subjects such as Physical Education or Home Economics.

Of 447 teachers, 318 (71.2 per cent, 83 males and 235 females) reported having been assigned as homeroom teachers; 84 (18.8 per cent, 18 males and 66 females) were assigned teacher/counselor duties, and 271 (60.6 per cent, or 80 males and 191 females) were assigned extra-curricular advisement duties.

Administrators

Table VI, page 52, shows the administrators' age range, education, number of staff, year of administrative experience, and guidance

TABLE VI

NUMBER AND PERCENTAGE OF ADMINISTRATORS IN TERMS OF AGE, EDUCATION,
STAFF, YEAR OF ADMINISTRATIVE EXPERIENCE, AND
GUIDANCE TRAINING RECEIVED

Demographic data	Number	Percent
<u>Age</u>		
38-42	1	9.1
43-47	4	36.4
48-52	5	45.4
53-57	-	-
58-62	1	9.1
<u>Education</u>		
Bachelor	6	54.5
Above Bach. below Master	1	9.1
Master	4	36.4
<u>Number of Staff</u>		
1- 99	2	18.2
100-199	8	72.7
200-299	1	9.1
<u>Year of Experience</u>		
1- 9	6	54.5
10-19	4	36.4
20-29	1	9.1
<u>Training in Guidance</u>		
Yes	9	81.8
No	2	18.2

training received.

The data revealed that one (9.1 per cent) administrator was in the 35 to 42 age category, four (36.4 per cent) were in the 43 to 47 category, five (45.4 per cent) were in the 48 to 52 age category, and one (9.1 per cent) was in the 58 to 62 age category. None were in the 53 to 57 age range.

Concerning the education, number of staff, and year of administrative experience among the 11 administrators, the data indicated that six (54.5 per cent) had bachelor degree, one (9.1 per cent) had certification above the bachelor level and four (36.4 per cent) had master's degrees; two (18.2 per cent) had 99 or less staff, eight (72.7 per cent) administrated a staff of 100 to 199, and one (9.1 per cent) supervised a staff of more than 200. The data also indicated that six (54.5 per cent) administrators had nine or less years of administrative experience, four (36.4 per cent) had between 10 to 19 years, and one (9.1 per cent) had more than 20 years of administrative experience. Of the 11 administrators, nine (81.8 per cent) reported having had guidance delivery training while two (18.2 per cent) had not had the training yet.

Parents

Individuals with parental responsibility were surveyed. Table VII, page 54, shows that parents' ages ranged from 18 to 62 with three (2.7 per cent) parents in the 18 to 22 age category, 11 (9.7 per cent) in the 23 to 27 age category, 16 (14.2 per cent) in the 28 to 32 age category, 24 (21.3 per cent) in the 33 to 37 age category, 29 (25.6 per cent) in the 38 to 42 age category, 11 (9.7 per cent) in the 43 to

TABLE VII

NUMBER AND PERCENTAGE OF PARENTS IN TERMS OF SEX, AGE, OCCUPATION,
NUMBER OF OFFSPRING, AND CHILDREN IN MATHAYOM SUKSA THREE

Demographic Data	Male		Female		Total	
	N	%	N	%	N	%
<u>Age</u>						
18-22	-	-	3	2.7	3	2.7
23-27	1	.9	10	8.8	11	9.7
28-32	7	6.2	9	8.0	16	14.2
33-37	15	13.3	9	8.0	24	21.3
38-42	15	13.3	14	12.3	29	25.6
43-47	7	6.2	4	3.5	11	9.7
48-52	4	3.5	4	3.5	8	7.0
53-57	2	1.8	3	2.7	5	4.5
58-62	5	4.4	1	.9	6	5.3
<u>Occupation</u>						
Government empl.	47	41.6	30	26.6	77	68.2
Private Co. empl.	3	2.7	10	8.8	13	11.5
Own a business	6	5.3	9	8.0	15	13.3
Others (Housewife, Unemployed)	-	-	8	7.0	8	7.0
<u>No. of Offspring</u>						
None	7	6.2	12	10.6	19	16.8
One	13	11.5	17	15.0	30	26.5
Two	15	13.3	8	7.1	23	20.4
Three	9	8.0	7	6.2	16	14.2
More than three	12	10.6	13	11.5	25	22.1
<u>Children in Mathayom Suksa Three</u>						
Yes	11	9.7	23	20.3	34	30.0
No	45	39.9	34	30.1	79	70.0

All parents = 113

Male parents = 56 (49.6%)

Female parents = 57 (50.4%)

47 age category, eight (7.0 per cent) in the 48 to 52 age category, five (4.5 per cent) in the 53 to 57 age category, and six (5.3 per cent) in the 58 to 62 age category.

Of 113 parents, 77 (68.2 per cent) were civil service employees, 13 (11.5 per cent) were private company employees, 15 (13.3 per cent) were business owners, and eight (7.0 per cent) parents were unemployed or housewives.

With regards to the number of children per family, the data indicates that 19 (16.8 per cent) parents had no children of their own, 30 (26.5 per cent) had one child, 23 (20.4 per cent) had two children, 16 (14.2 per cent) had three children, and 25 (22.1 per cent) had more than three children.

Of the 113 parent respondents, only 34 (30.0 per cent) reported having family members attending Mathayom Suksa three levels.

Students' Needs and Attitudes

Toward Selecting Careers

The students' needs for career guidance and students' attitudes towards selecting career choices were analyzed according to Questions identified in Chapter I.

Question #1

As perceived by the Mathayom Suksa three students, teachers, administrators and parents, do Mathayom Suksa three students need career guidance?

The data reveals that of 1,353 students, 1,281 (94.7 per cent) indicated the need for career guidance services. Similar perceptions

were also reported by 439 (98.2 per cent) teachers, all 11 administrators, and 110 (97.3 per cent) parents. The comparison of the perceptions is shown in Table VIII, below.

TABLE VIII
COMPARISON OF STUDENTS', TEACHERS', ADMINISTRATORS', AND PARENTS'
PERCEPTIONS OF STUDENTS' CAREER GUIDANCE NEED

Perception of	Yes		No		Total	
	N	%	N	%	N	%
Student (#17)	1,281	94.7	72	5.3	1,353	100.0
Teacher (#9)	439	98.2	8	1.8	447	100.0
Administrator (#7)	11	100.0	-	-	11	100.0
Parent (#7)	110	97.3	3	2.7	113	100.0

Information related to need for career information resources was analyzed. Comparison of perceptions of all respondents regarding students' knowledge of such resources is shown on Table IX, page 57.

The data indicates that 716 (52.9 per cent) students reported the lack of knowledge about career information resources. Teachers and parents seemed to have similar perceptions; 316 (70.7 per cent) teachers and 91 (80.4 per cent) parents thought that the students did not know about such resources.

On the contrary, 10 (90.9 per cent) administrators reported that

the students knew where to obtain career information.

TABLE IX
COMPARISON OF STUDENTS', TEACHERS', ADMINISTRATORS', AND PARENTS'
PERCEPTIONS OF STUDENTS' KNOWLEDGE OF CAREER
INFORMATION RESOURCES

Perception of	Yes		No		Total	
	N	%	N	%	N	%
Student (#10)	637	47.1	716	52.9	1,353	100.0
Teacher (#13)	131	29.3	316	70.7	447	100.0
Administrator (#8)	10	90.9	1	9.1	11	100.0
Parent (#9)	22	19.6	91	80.4	113	100.0

Regarding the need for career information, Table X, page 58, shows that only 105 (7.8 per cent) of 1,353 students reported of having ample knowledge of career information while 1,152 (85.1 per cent) reported having some knowledge but not enough and 96 (7.1 per cent) reported having no knowledge of such career information.

Of 1,353 students, 1,262 (93.2 per cent) indicated a desire to consult someone about career selection, 44 (3.3 per cent) did not wish for such assistance, 47 (3.5 per cent) felt differently.

The data also revealed that 1,284 (94.9 per cent) of 1,353 students desired their teachers to provide them with career information.

TABLE X

ANALYSIS OF STUDENTS' NEED FOR CAREER INFORMATION IN TERMS OF
STUDENTS' SEX, INFORMATION OBTAINED, NEED FOR CONSULTING
SOMEONE OR TEACHER

Student's Needs	Male		Female		Total	
	N	%	N	%	N	%
Have you obtained sufficient career information? (#9)						
Yes, plenty	67	5.0	38	2.8	105	7.8
Yes, not sufficient	517	38.2	635	46.9	1152	85.1
No	41	3.0	55	4.1	96	7.1
Do you wish to consult someone about your career selection? (#11)						
Yes	566	41.8	696	51.4	1262	93.2
No	28	2.1	16	1.2	44	3.3
Indifferent	31	2.3	16	1.2	47	3.5
Do you wish your teacher to provide you career information? (#16)						
Yes	576	42.6	708	52.3	1284	94.9
No	49	3.6	20	1.5	69	5.1

Question #2

Do the Mathayom Suksa three students have future career plans? If so, what are the plans?

Table XI, page 59, indicates that students had made tentative future plans and were in the process of selecting a specific career.

Of 1,353 students, 1,217 (89.9 per cent, 544 males and 673 females)

revealed plans to pursue higher education, 66 (5.0 per cent, equal numbers of males and females) planned to quit school in order to help parents earn a living, 26 (1.9 per cent, 18 males and 8 females) planned to quit schools and make their own livings, 15 (1.1 per cent, 12 males and 3 females) planned to quit school and get married, and 29 (2.1 per cent, 18 males and 11 females) were undecided.

TABLE XI
STUDENTS' FUTURE PLANS IN TERMS OF SEX

Students' Plans	Male		Female		Total	
	N	%	N	%	N	%
What do you wish to do after your graduation from Mathayom Suksa three? (#6)						
Pursue higher education	544	40.2	673	49.7	1,217	89.9
Quit school and help parents make a living	33	2.5	33	2.5	66	5.0
Quit school and make own living	18	1.3	8	.6	26	1.9
Quit school and get married	12	.9	3	.2	15	1.1
Others (not know, undecided)	18	1.3	11	.8	29	2.1
Have you selected a career choice you wish to pursue? (#7)						
Yes	259	19.1	268	19.8	527	38.9
In the process of selection	259	19.1	303	22.4	562	41.5
No	107	8.0	157	11.6	264	19.6

Concerning the stage of career decision making, of 1,353 students, 527 (38.9 per cent, 259 males and 268 females) reported having completed their career decision, 562 (41.5 per cent, 259 males and 303 females) were in the process of career selection, and 264 (19.6 per cent, 107 males and 257 females) had not yet made a career decision.

Question #3

As perceived by the Mathayom Suksa three students and teachers, what are the Mathayom Suksa three students' attitudes towards selecting careers?

The data indicated that students were worried and felt the need to make career decisions before graduation. Table XII, page 61, shows the comparison of student and teacher perceptions of Mathayom Suksa three students' attitudes towards selecting career choices.

The study revealed that 826 (61.1 per cent) students and 402 (98.9 per cent) teachers did not believe that the Mathayom Suksa three students had made career decisions; 562 (41.5 per cent) students and 251 (56.1 per cent) teachers thought that the students were in the process of selection.

Concerning the students' worry about selecting careers, the data indicated that 1,221 (90.2 per cent) students and 438 (98.0 per cent) teachers perceived the Mathayom Suksa three students as being worried about the selection of their careers. 375 (27.7 per cent) students reported being very much worried while 846 (62.5 per cent) students were somewhat worried.

Regarding the need for students to have careers chosen before graduation, 1,166 (86.2 per cent) students and 350 (78.3 per cent)

teachers felt that the Mathayom Suksa three students should decide on a career choice prior to their graduation.

TABLE XII

COMPARISON OF STUDENTS' AND TEACHERS' PERCEPTIONS OF MATHAYOM SUSKA
THREE STUDENTS' ATTITUDES TOWARD SELECTING CAREER CHOICES

Questions	Student		Teacher	
	N	%	N	%
Have Mathayom Suksa three student selected a career choice? (S#7, T#10)				
Yes	527	38.9	45	10.1
In the process of selection	562	41.5	251	56.1
No	264	19.6	151	33.8
Are Mathayom Suksa three students worried about career selection? (S#8, T#12)				
Yes	375	27.7	438	98.0
Yes, very much	846	62.5		
Yes, some	132	9.8	9	2.0
No				
Do Mathayom Suksa three students need to make a career choice before graduation? (S#12, T#11)				
Yes	1166	86.2	350	78.3
No	187	13.8	97	21.7

Students N=1,353

Teachers N=447

The data revealed that students and teachers thought that the Mathayom Suksa three students had not yet made a career selection.

Additionally, students and teachers reported that they were worried about career selections and felt that they needed to make a career choice before graduation.

Table XIII, below, shows that students considered their aptitudes to be a part of the career decision making process as well as considered themselves flexible to make career choices. The data indicated that of 1,353 students, 1,324 (97.9 per cent) thought their aptitudes to be important criteria for career selection while 1,082 (80.0 per cent) reported being able to change career choices although previous decisions had been made.

TABLE XIII
STUDENTS' ATTITUDES TOWARD SELECTING CAREERS

Student's Attitudes	Male		Female		Total	
	N	%	N	%	N	%
Do you think your aptitude is an important criteria for your career selection? (#13)						
Yes	608	44.9	716	52.9	1,324	97.9
No	17	1.3	12	.9	29	2.1
Once you have decided on your career choice, can you change it any more? (#14)						
Yes	490	36.2	592	43.8	1,082	80.0
No	135	10.0	136	10.0	271	20.0

Students' Utilization of Career Information
and Guidance Resources

Question #4

Where do the Mathayom Suksa three students obtain career information and guidance?

Table XIV, page 64, shows that schools were the main career information resources for students. The data revealed that of 1,353 students, 796 (58.8 per cent) reported obtaining career information from schools, while 180 (13.3 per cent) cited the home, 92 (6.8 per cent) cited community centers such as Wats, and youth centers. However, 221 (16.4 per cent) students reported never having received career information from any sources, while 64 (4.7 per cent) did not remember the sources or were unable to locate sources.

Question #5

Whom do the Mathayom Suksa three students consult regularly about their career selection and whose opinion is most influential as perceived by the Mathayom Suksa three students, teachers, administrators, and parents?

The data reveals that students most regularly consulted their friends but that parents were the persons who most influenced students.

The data in Table XV, page 65, shows that the majority of students consulted friends about career selections; 479 (35.4 per cent) students consulted friends regularly while 692 (51.1 per cent) did one in a while. On the contrary, teachers and counselors were the least regularly consulted by students; 31 (2.3 per cent) students reported

consulting teachers regularly while 767 (56.7 per cent) students cited that they never consulted their teachers. Of the 1,353 students, only 36 (2.7 per cent) students indicated that they regularly consulted counselors while 864 (63.8 per cent) students never consulted their counselors about career selection.

TABLE XIV
CAREER INFORMATION RESOURCE LOCATIONS UTILIZED BY STUDENTS

Resource Locations	Male		Female		Total	
	N	%	N	%	N	%
Where have you obtained career information? (#5)						
School	352	26.0	444	32.8	796	58.8
Home	84	6.2	96	7.1	180	13.3
Community center	50	3.7	42	3.1	92	6.8
Received none	102	7.6	119	8.8	221	16.4
Other (Not remember, not able to specify)	37	2.7	27	2.0	64	4.7

All students N=1,353

Male students N=625 (46.2%)

Female students N=728 (53.8%)

Table XVI, page 66, compares students', teachers', administrators', and parents' perceptions of the person most influential to students who are making career decisions.

The data revealed that parents were cited as the most influential

persons. 903 (66.7 per cent) students, 143 (32.0 per cent) teachers, three (27.2 per cent) administrators, and 58 (53.2 per cent) parents reported that parents were the most influential on students' career decisions.

TABLE XV

FREQUENCY OF STUDENT CONSULTATION WITH PARENT, TEACHER, COUNSELOR, SIGNIFICANT ADULT AND FRIEND IN RELATION TO CAREER SELECTION

Consultants	Frequency of consultation							
	Regularly		Once in a while		Never		Total	
	N	%	N	%	N	%	N	%
Parent (#18-s*)	230	17.0	932	68.9	191	14.1	1,353	100.0
Teacher (#19-s)	31	2.3	555	41.0	767	56.7	1,353	100.0
Counselor (#20-s)	36	2.7	453	33.5	864	63.8	1,353	100.0
Significant adult (#21-s)	88	6.5	628	46.4	637	47.1	1,353	100.0
Friend (#22-s)	479	35.4	692	51.1	182	13.5	1,353	100.0

*All questions were asked in Student Questionnaire.

Interestingly, teachers were reported as being the second most influential person. A total of 198 (14.6 per cent) students, 141 (31.5 per cent) teachers, four (36.4 per cent) administrators, and

TABLE XVI

COMPARISON OF STUDENTS', TEACHERS', ADMINISTRATORS', AND PARENTS' PERCEPTIONS ON THE MOST INFLUENTIAL PERSON REGARDING STUDENTS' CAREER CHOICES

Perceptions of	Friend		Teacher		Parent		Significant Adult		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Student (#15)	32	2.4	198	14.6	903	66.7	29	2.2	191	14.1	1,353	100.0
Teacher (#17)	128	28.6	141	31.5	143	32.0	15	3.4	20	4.5	447	100.0
Administrator (#9)	2	18.2	4	36.4	3	27.2	-	-	2	18.2	11	100.0
Parent (#10)	16	14.7	12	11.0	58	53.2	-	-	27	21.1	113	100.0

12 (11.0 per cent) parents, believed that teachers were the second most influential on students' career decisions.

On the contrary, significant adults were the least cited by students and teachers as persons who most influenced students on their career decisions. Only 29 (2.2 per cent) students and 15 (3.4 per cent) teachers, but none of the administrators or parents, indicated significant adults as being the most influential.

Teachers', Administrators', and Parents'

Attitudes Toward Career

Guidance Programs

The information relates to attitudes among teachers, administrators, and parents towards the career guidance program. The results are presented according to the following questions:

Question #6

As perceived by teachers, administrators, and parents, is a career guidance program important to Mathayom Suksa three students?

The data revealed that teachers and administrators considered career guidance to be an important service to the students. Parents also wanted schools to provide career guidance services.

Table XVII, page 68, shows teachers' ratings on the importance of career guidance services. Of the 447 teachers, 227 (62.0 per cent, 86 males and 191 females) rated the statement "Career guidance is one of the most important services for Mathayom Suksa three students" as "strongly agree," 127 (28.4 per cent, 27 males and 100 females) agreed with the statement generally, 26 (5.8 per cent, 6 males and 20 females)

TABLE XVII
TEACHERS' RATINGS ON THE IMPORTANCE OF CAREER GUIDANCE SERVICES

Statement	Combined agree- ment responses		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%	N	%
Career guidance is one of the most important services for Mathayom Suksa three students? (#27)												
Male teachers	113	25.4	86	19.3	27	6.1	6	1.3	6	1.3	-	-
Female teacher	291	65.0	191	42.7	100	22.3	20	4.5	7	1.6	4	.9
Total	404	90.4	277	62.0	127	28.4	26	5.8	13	2.9	4	.9

All teachers N=447

Male teachers N=125 (28.0%)

Female teachers N=322 (72.0%)

were undecided, 13 (2.9 per cent, 6 males and 7 females) disagree, and four (0.9 per cent, all females) strongly disagree.

Regarding administrators' perceptions on career guidance programs, the data in Table XVIII, page 70, shows that of the 11 administrators, seven (four trained and two untrained in guidance) reported of having difficulties in providing the services. (A list of obstacles to the career guidance service is shown in Appendix G, page 130). The data also revealed that seven administrators (all trained in guidance) thought that the program was important to the students, four (three trained and one untrained in guidance) did not think that the program would be important.

The data related to parents' opinions about schools providing career guidance services revealed that all parents but one thought that schools should take responsibility of providing career guidance. Parents' opinions are shown in Table XIX, page 70.

Question #7

Should teachers play career counseling roles? If so, how do the teachers perceive their roles to be?

The data revealed that teachers seemed to perceive themselves responsible for career counseling. Most of the responding teachers provided career information and career consultation services to students once in a while.

Table XX, page 71, shows teachers' ratings on career guidance roles and responsibilities.

With the statement "teachers should provide career guidance in addition to teaching duties," 447 teachers, 431 (96.4 per cent)

TABLE XVIII

PERCEPTIONS OF ADMINISTRATORS ON SCHOOL CAREER GUIDANCE PROGRAMS

Administrators' Perceptions	Training received	
	Yes	No
Do you have difficulty in providing or trying to provide career guidance in your school? (#10)		
Yes	5	2
No	4	-
Is career guidance important to Mathayom Suksa three students? (#12)		
Yes	7	-
No	3	1

N=11

TABLE XIX

PARENTS' REPORT OF WHETHER SCHOOL SHOULD PROVIDE CAREER GUIDANCE

Parents' Perceptions	Male		Female		Total	
	N	%	N	%	N	%
Do you think school should provide career guidance service? (#8)						
Yes	55	48.7	57	50.4	112	99.1
No	1	.9	-	-	1	.9
Total	56	49.6	57	50.4	113	100.0

TABLE XX
TEACHERS' RATINGS ON CAREER COUNSELING ROLE AND RESPONSIBILITY

Teacher's Perceptions	Combined agree- ment responses		Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Combined disagree- ment responses	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teachers should provide career guidance in addition to teaching (#18)	431	96.4	271	60.6	160	35.8	13	2.9	-	-	3	.7	3	.7
Teachers should be trained before delivering career guidance (#19)	405	90.6	232	51.9	173	38.7	28	6.3	12	2.7	2	.4	14	3.1
Career guidance is only counselor responsibility (#25)	63	14.1	20	4.5	43	9.6	34	7.6	193	43.2	157	35.1	350	78.3
Only parent has a right to provide career guidance (#26)	40	9.0	15	3.4	25	5.6	47	10.5	193	43.2	167	37.4	360	80.6

All teachers N=447

expressed their agreement (271 strongly agreed and 160 agreed), 13 (2.9 per cent) were undecided, and three (0.7 per cent) "strongly disagreed".

With the statement "teachers should be trained before delivering career guidance," of 447 teachers, 405 (90.6 per cent) expressed their agreement (232 strongly agreed and 173 agreed), 28 (6.3 per cent) were undecided, and only two (0.4 per cent) "strongly disagreed".

In reacting to the statement "career guidance is only the counselor's responsibility," the majority of teachers, 350 (78.3 per cent), expressed their disagreement; 157 teachers strongly disagreed and 193 teachers disagreed.

Concerning the statement "only parents have a right to provide career guidance," most of the teachers disagreed with it: 167 (37.4 per cent) strongly disagreed and 193 (43.2 per cent) disagreed.

Table XXI, page 73, reveals the frequency of teachers' career guidance role activity. Regarding career guidance activity in the classroom, the data indicated that the majority of teachers added career information to classroom subjects: 119 (26.6 per cent) added career information regularly while 287 (64.2 per cent) did so once in a while. The data also indicated that 45 (10.1 per cent) teachers were consulted by students regularly, 288 (64.4 per cent) were consulted once in a while, and 114 (25.5 per cent) had never been consulted by students for career information and guidance.

Question #8

To what activities can a career guidance program be added?

Five types of activities such as graduation orientation, classroom subject, homeroom activity, student club activity, and special

activity of the quarter, were rated by 447 teachers. The data revealed that an average of 394 (88.12 per cent) teachers agreed on utilization of the activities mentioned.

TABLE XXI

FREQUENCY OF TEACHERS' ACTIVITY RELATED TO CAREER GUIDANCE ROLE

Teacher Activities	Regularly		Once in a while		Never		Total	
	N	%	N	%	N	%	N	%
How often do you add career information to Mathavom Suska three classroom subject? (#14)	119	16.6	287	64.2	41	19.2	447	100.0
How often do the Mathavom Suska three students consult you about their career selection? (#16)	45	10.1	288	64.4	114	25.5	447	100.0

Table XXII, page 74, shows that among the 398 (89.0 per cent) teachers approving the orientation program, 191 (42.7 per cent) strongly agreed and 207 (46.3 per cent) agreed.

Concerning the addition of career information into classroom subjects, 380 (85.0 per cent) teachers approved such a combination; 130 (29.1 per cent) teachers strongly agreed while 250 (55.9 per cent) agreed.

TABLE XXII

TEACHERS' RATINGS ON ACTIVITY IN WHICH CAREER INFORMATION CAN BE INCLUDED

	<u>Combined agree-</u> <u>ment responses</u>		<u>Strongly</u> <u>agree</u>		<u>Agree</u>		<u>Undecided</u>		<u>Disagree</u>		<u>Strongly</u> <u>Disagree</u>	
	N	%	N	%	N	%	N	%	N	%	N	%
Graduation orientation program (#20)	398	89.0	191	42.7	207	46.3	33	7.4	9	2.0	7	1.6
Classroom subject (#21)	380	85.0	130	29.1	250	55.9	45	10.1	21	4.7	1	.2
Homeroom activity (#22)	396	88.6	135	30.2	261	58.4	43	9.6	8	1.8	-	-
Student club activity (#23)	394	88.1	155	34.6	239	53.5	41	9.2	12	2.7	-	-
Special activity during each quarter (#24)	402	89.9	147	32.9	255	57.0	38	8.5	7	1.6	-	-
	X ⁻ 398	88.12										

All teachers N=447

Homeroom activity was well rated by the teachers. Of 447 teachers, 135 (30.2 per cent) strongly agreed while 261 (58.4 per cent) agreed. The combination of agreement responses was 396 (88.6 per cent).

Regarding the use of student club activity as a source of career information, the data reveals that 394 (88.1 per cent) teachers approved such usage; 115 (34.6 per cent) strongly agreed, and 239 (53.5 per cent) agreed.

The findings revealed that use of a special activity was also favored by 402 (89.9 per cent) teachers. Of the 447 teachers, 147 (32.9 per cent) strongly agreed while 255 (57.0 per cent) agreed.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

The purposes of this chapter are to summarize the major results of the study, to present conclusions, to make recommendations for the future research studies and to present implication for career counseling services for Thai secondary schools.

Summary

This study was designed to investigate the need for career guidance of Mathayom Suksa three students in Thailand. Career guidance related issues such as students' attitudes toward selecting careers, students' utilization of career information and guidance resources, as well as teachers', administrators' and parents' attitudes toward the career guidance service program were also addressed. Questionnaires for students, teachers, administrators, and parents were developed to investigate students' career guidance needs and related issues as mentioned.

The questionnaires were administered to 1,353 Mathayom Suksa three students, 447 teachers, 11 administrators of 11 governmental (public) schools during the 1979-1980 academic year and 113 parents throughout Bangkok. All respondents were selected at random. One hundred thirteen adults who were identified by the interviewers as

parents or guardians at the initial contact were invited to participate in the study. The results were reported in descriptive and tabulated forms, showing frequencies and percentages.

Summary of Students

The demographic data showed that the majority of Mathayom Suksa three students during the 1979-1980 academic year were the youngest children of families of private entrepreneurs with more than three siblings.

Summary of Teachers and Teacher/Counselors

The information from teacher respondents revealed that the majority of governmental (public) secondary school teachers were in the 23 to 27 age category, held bachelor degrees, had less than nine years of teaching experience, taught languages, had extra assignments such as homeroom and other extra curricular advisement duties. One-fifth of the classroom teachers were assigned counseling duties in addition to their teaching duties.

Summary of Administrators

The demographic data of administrators indicated that the average governmental (public) school administrator was 49.5 years of age, had education above the bachelor level, supervised a staff of 150, had 7.8 years of administrative experience and had received guidance training.

Summary of Parents

The data revealed that the average parent in Bangkok was 39.5

years of age, a government employee, had one child, and had no children attending Mathayom Suksa three.

Summary of the Results

The data regarding students' need for career guidance services were analyzed. Information related to teachers', administrators' and parents' perceptions of students' needs, attitudes toward career selections, knowledge of career information resources, and the utilization of the resources was reported. Teachers' administrators' and parents' attitudes toward career guidance service were also analyzed and reported. The comparison of selected responses are shown in Table XXIII, page 79.

Students' Needs and Attitudes

Toward Selecting Careers

The results of the study indicated that there was a need for knowledge of career guidance resources, career information, and career guidance services among Mathayom Suksa three students in Thai secondary schools.

The data revealed that Mathayom Suksa three students planned to pursue higher education and were anxious to make career choices before graduation. The majority of students had not yet made career choices. Both students and teachers indicated that Mathayom Suksa three students were worried about career selections. Students felt that their aptitudes could be one important guide to career decisions. In addition, students indicated their wish to receive career information from classroom teachers.

TABLE XXIII

SUMMARY OF STUDENTS', TEACHERS', ADMINISTRATORS', AND PARENTS' PERCEPTIONS OF STUDENTS' NEEDS
FOR CAREER GUIDANCE IN TERMS OF PERCENTAGE

Findings (Objectives)	Responses	Students %	Teachers %	Administrators %	Parents %
Q.#1 Do the Mathayom Suksa three students need career guidance?	Yes	94.7	98.2	100	97.3
Q.#3 Are the Mathayom Suksa three students worried about career selection?	Yes	90.2	98.0	N/A	N/A
Q.#3 Have the Mathayom Suksa three students selected career choice yet?	No	61.1	89.9	N/A	N/A
Q.#3 Do the Mathayom Suksa three students need to select career choice before graduation?	Yes	86.2	78.3	N/A	N/A
Q.#4 Do the Mathayom Suksa three students know career information resources?	No	52.9	70.7	9.1	80.4
Q.#5 Who is the most influential person on the Mathayom Suksa three students' career decisions?	Parent	66.7	32.0	27.2	53.2
Q.#6 Is career guidance one of the most important service to Mathayom Suksa three students?	Yes	N/A	90.4	90.9	N/A

Students' Utilization of Career

Information and Guidance

Resources

It was found that schools were the main resources for career information. Students reported that they consulted with friends regularly about career selections, but cited parents as having the most significant influence on their career decisions. Teachers, administrators, and parents themselves also cited the parent as the person with the most influence on students' career choice.

Teachers', Administrators', and Parents'

Attitudes Toward Career Guidance

Programs

The data indicate that teachers and administrators perceived career guidance as one of the important services to Mathayom Suksa three students. The administrators also reported having difficulties in providing career guidance services. The obstacles cited included:

1. Schools lacked trained personnel, facilities, budgets, and support from parents.
2. Students were too young to make effective career choices on their own.
3. Students were over-influenced by parental and societal occupational values. Thus the school career guidance program seemed to be ineffective in assisting students to make appropriate career choices.

The findings also revealed that parents were interested in seeing

schools providing the services.

Concerning career counseling roles, teachers perceived themselves to be career counselors as well as resources for career information. Teachers reported occasionally providing career information and consultation to students.

The data also revealed that activities such as graduation orientation, classroom learning, homeroom meetings, student clubs, and special activities during each academic quarter were seen by teachers as resources to which the career information could be added.

Conclusions

The data presented reflects perceptions of students, teachers, administrators, and parents of the needs of Mathayom Suksa three students for career guidance and related issues specified in the objectives of this paper. Based on these results, the following conclusions have been drawn:

1. Students have indicated their tentative plans to pursue higher education but have not yet made a career choice. They reported being worried and lacking adequate knowledge of career information resources. Teachers' responses were congruent with the student responses. Therefore, the investigator concludes that students need extensive career guidance services at the Mathayom Suksa three level.

2. The findings indicate that students utilized schools as career information centers, friends as career consultants, and parents as counselors for making career decisions. The investigator concludes that schools have not been the primary career guidance resources for Mathayom Suksa three students. Teachers and teacher/counselors, in

spite of willingness to assume career counseling duties, were not holding significant counseling or consulting roles. Rather parents and friends were recognized as counselors by students.

3. The data indicated that parents had the most influence on students regarding career choices. Therefore, the investigator concludes that Mathayom Suksa three students' career choices reflect parental demands and values rather than individual student interests.

4. Regarding the teachers' career counseling roles, the investigator concludes that Thai teachers perceive themselves as not only providing students with the basic knowledge of how to read and write but also as being responsible for guiding students toward successful future careers.

Recommendations

Future Research

The following research studies related to career guidance service in Thai secondary schools are recommended:

1. A specific career guidance needs assessment should be conducted. The study should determine how the needs are currently being met and what needs are not being met. The results of the study should be disseminated to secondary schools throughout the country so that schools will be aware of these needs.

2. The effectiveness of the secondary school's comprehensive guidance program should be studied and the results should be re-oriented toward assisting school officials in career guidance service implementation.

3. A feasibility study of implementing career guidance curriculum materials for the exiting level of primary (presently Prathom six) and secondary education (Mathayom Suksa three and five) should be conducted. The curriculum feasibility study should identify curriculum related to career exploration and world of work materials. Additionally, the feasibility study should make practical recommendations for integrating a career guidance program into the existing school structure.

4. Friends were regularly consulted by students. It seems that peer counseling programs are needed. It is recommended that peer counseling feasibility study program should be conducted. A peer counselor program should be implemented into the career guidance program as cited above.

Implications for Career Guidance Program in Thai Secondary Schools

Concerning the needs of Mathayom Suksa three students for career guidance, the following implications are intended to help teachers and schools recognize and utilize potential resources to meet the students' needs:

1. There were fewer students reported seeking career counseling from teachers or counselors. The lack of student consultation with teachers or counselors may be due to the authoritative images of the teacher and counselor. Culturally, students are expected to respect an authority's opinion. Expressing different opinions or contradicting beliefs to teachers or counselors is considered to be disrespectful. As a result, students are afraid to express to teachers or

counselors the occupation they desire if their desires contradict the teachers' or counselors' occupational values for that student. Thus, fewer students consulted with teachers or counselors about their career selection. In order to attract students to seek professional help from career counselors, it is recommended that outreach counseling program should be organized so that teachers and counselors can lessen the authoritative images and work with students on a more egalitarian level.

2. In response to the urgent need for career guidance among secondary school students, implementation of career development and career exploration courses into current curricula is recommended. Activities mentioned in Question #8 of this study, where teachers and teacher/counselors are resources for occupational decision-making are recommended.

3. The results of this study indicate that more students regularly consult peers than teachers or teacher/counselors. The student peer consultation reflects the fact that many students find it easier to express their true feelings or values about career selections to the peers rather than to teachers or teacher/counselors. It is recommended that a peer counseling program be organized. A training program for youths who are interested in helping their peers should be included. The impact and effectiveness of a peer counseling program should also be studied according to each school environment.

4. The findings reveal that parents have a considerable influence on students making career decisions. It is recommended that existent and potential parental influence be recognized. A parental guidance program should be included in the career guidance program.

Parental involvement and cooperation is needed in order to bridge the gap between parental demands of occupational choices for their children and students' personal career interests.

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APPENDIX A

STUDENT QUESTIONNAIRE

APPENDIXES

STUDENT'S NEED SURVEY

The purpose of this survey is to study whether or not you need career guidance and from whom you have obtained help in career guidance.

Your opinion is strictly for research purposes. It will be held confidential and you are not required to give your name.

Instructions: Please place the number of your answer to each question in the box to the left of the question.

Example: What level are you studying?

- 1.) Mathayom Suksa one
- 2.) Mathayom Suksa two
- 3.) Mathayom Suksa three
- 4.) Mathayom Suksa four
- 5.) Mathayom Suksa five

1. What is your sex?
 - 1.) Male
 - 2.) Female
2. What is your father's (your supporter) occupation?
 - 1.) Government employee
(Specify) _____
 - 2.) Private company employee
(Specify) _____
 - 3.) Own a business
(Specify) _____
 - 4.) Other
(Specify) _____
3. How many brothers and sisters do you have (not including yourself)?

1.) None	4.) 3
2.) 1	5.) More than 3
3.) 2	

4. ☐ What rank in the family are you?
- 1.) The oldest
 - 2.) Second
 - 3.) Third
 - 4.) The youngest
 - 5.) Other (Specify) _____
5. ☐ Where have you obtained career information?
- 1.) School
 - 2.) Home
 - 3.) Community centers (Wat, Youth center, etc.)
 - 4.) I have received none
 - 5.) Other (Specify) _____
6. ☐ What do you wish to do after your graduation?
- 1.) Pursue higher education
 - 2.) Quit school and help parent make a living
 - 3.) Quit school and make your own living
 - 4.) Quit school and get married
 - 5.) Other (Specify) _____
7. ☐ Have you selected career choice you wish to pursue?
- 1.) Yes
 - 2.) In the process of selecting
 - 3.) No
8. ☐ Are you worried about selecting your career choice?
- 1.) Yes, very much
 - 2.) Yes, some
 - 3.) No
9. ☐ Have you obtained sufficient career information?
- 1.) Yes, plenty
 - 2.) Yes, but not sufficient
 - 3.) No
10. ☐ Do you know any career information resources?
- 1.) Yes
 - 2.) No

11. ☐ Do you wish to consult someone about your career selection?
- 1.) Yes
 - 2.) No
 - 3.) Indifferent
12. ☐ Before your graduation from Mathayom Suksa three, do you think you should select career choice you wish to pursue?
- 1.) Yes
 - 2.) No
13. ☐ Do you think your aptitude is an important criteria for your career selection?
- 1.) Yes
 - 2.) No
14. ☐ Once you have decided on your career choice, can you change it any more?
- 1.) Yes
 - 2.) No
15. ☐ Whose opinion about career selection is the most influential to you?
- 1.) Friend's
 - 2.) Teacher's
 - 3.) Parent's or relative's
 - 4.) Significant adult's but not your relatives
(i.e. monk's, neighbor's, priest's)
 - 5.) Other's (Specify) _____
16. ☐ Do you wish your teacher provide you career information?
- 1.) Yes
 - 2.) No
17. ☐ Do you need career guidance?
- 1.) Yes
 - 2.) No

For the questions below, please read and select the appropriate choice on the extent to which how often you consult these people about your career choice during the past few years.

18. ☐ How often do you consult your parent about your career selection?
- 1.) Regularly
 - 2.) Once in a while
 - 3.) Never
19. ☐ How often do you consult your teacher about your career selection?
- 1.) Regularly
 - 2.) Once in a while
 - 3.) Never
20. ☐ How often do you consult your counselor about your career selection?
- 1.) Regularly
 - 2.) Once in a while
 - 3.) Never
21. ☐ How often do you consult a significant adult who is not your relative about your career selection?
- 1.) Regularly
 - 2.) Once in a while
 - 3.) Never
22. ☐ How often do you consult your friend about your career selection?
- 1.) Regularly
 - 2.) Once in a while
 - 3.) Never

แบบสอบถามความคิดเห็นของนักเรียน ชั้น ม.ศ. 3

เรื่อง ความต้องการการแนะแนวในการเลือกอาชีพ

.....

วัตถุประสงค์ในการสอบถามครั้งนี้ ก็เพื่อจะวิจัยว่า ท่านต้องการ
การแนะแนวด้านอาชีพหรือไม่ และท่านเคยได้รับการแนะแนวทางด้าน
อาชีพจากใครบ้าง

ความคิดเห็นของท่านจะนำมาใช้ในการวิจัยเท่านั้น ท่านไม่
ต้องเปิดเผยชื่อของท่านลงในแบบสอบถามใด ๆ ทั้งสิ้น ผู้วิจัยจะเก็บจำ
ตอบของท่านไว้เป็นความลับ และจะไม่นำไปใช้ในทางเสื่อมเสียแก่ท่าน
เป็นอันขาด

คำแนะนำ .- กรุณาเลือกคำตอบที่เหมาะสมกับตัวท่านมากที่สุด
สุดท้ายเขียนหมายเลขของหัวข้อที่ท่านเลือกลงในช่อง ☐ ที่อยู่ทางซ้าย
มือของท่านเท่านั้น

ตัวอย่าง

☐ 3 ท่านกำลังเรียนชั้นไหน ?

1) ม.ศ. 1

2) ม.ศ. 2

3) ม.ศ. 3

4) ม.ศ. 4

5) ม.ศ. 5

1. ☐ เพศของท่าน

1) ชาย

2) หญิง

2. ☐ อาชีพของบิดาหรือผู้อุปถัมภ์

1) รับราชการ (ไปรกระบุ)

- 2) หน่วยงานเอกชน (โปรดระบุ)
- 3) ทำกิจการค้าขาย (โปรดระบุ)
- 4) อื่น ๆ (โปรดระบุ)

3. ☐ ท่านมีพี่น้องกี่คน (ไม่นับตัวท่านเอง) ?

- 1) ไม่มีเลย
- 2) 1 คน
- 3) 2 คน
- 4) 3 คน
- 5) มากกว่า 3 คน

4. ☐ ท่านเป็นบุตรคนที่เท่าไร ?

- 1) คนโต
- 2) คนที่สอง
- 3) คนที่สาม
- 4) คนสุดท้อง
- 5) อื่น ๆ (โปรดระบุ)

5. ☐ ท่านเคยได้รับข่าวสารความรู้เกี่ยวกับการเลือกอาชีพจากที่ไหนบ้าง ?

- 1) โรงเรียน
- 2) ทางบ้าน
- 3) แหล่งชุมชน เช่น วัด ศูนย์เยาวชน ฯลฯ
- 4) ไม่เคยได้รับจากที่ไหนเลย
- 5) อื่น ๆ (โปรดระบุ)

6. ☐ เมื่อจบ ม.ศ. 3 แล้วท่านต้องการทำอะไรมากที่สุด ?

- 1) เรียนต่อ
- 2) หยุดเรียนแล้วช่วยพ่อแม่ทำมาหาเลี้ยงชีพ

- 3) หยุดเรียนแล้วทำงานเลี้ยงตัวเอง
- 4) หยุดเรียนแล้วแต่งงาน
- 5) อื่น ๆ (โปรดระบุ)

7. ☐

ท่านเลือกอาชีพที่อยากทำไว้หรือยัง ?

- 1) เลือกไว้แล้ว
- 2) กำลังเลือกอยู่
- 3) ยังไม่ได้เลือก

8. ☐

ท่านกังวลใจในการเลือกอาชีพที่อยากทำหรือไม่ ?

- 1) กังวลมาก
- 2) กังวลบ้าง
- 3) ไม่กังวลเลย

9. ☐

ท่านมีความรู้เกี่ยวกับการเลือกอาชีพเพียงพอหรือไม่ ?

- 1) มีมากเพียงพอ
- 2) มีบ้างเล็กน้อยแต่ไม่เพียงพอ
- 3) ไม่มีเลย

10. ☐

ท่านทราบแหล่งที่จะไปหาความรู้ด้านการเลือกอาชีพหรือไม่ ?

- 1) ทราบ
- 2) ไม่ทราบ

11. ☐

ท่านต้องการที่จะปรึกษามุคคละใดบุคคลหนึ่งเกี่ยวกับการเลือกอาชีพของท่านหรือไม่ ?

- 1) ต้องการ
- 2) ไม่ต้องการ
- 3) เฉย ๆ ไม่ยินดียินร้าย

12. ☐

ท่านคิดว่าควรเลือกอาชีพที่อยากทำไว้ก่อนเรียนจบชั้น ม.ศ. 3 หรือไม่ ?

- 1) ควร
- 2) ไม่ควร

13. ☐ ท่านคิดว่า ความสามารถของตนเอง (Aptitudes) มีความสำคัญต่อการเลือกอาชีพของท่านหรือไม่ ?
- 1) สำคัญ
 - 2) ไม่สำคัญ
14. ☐ เมื่อท่านเลือกอาชีพที่ท่านอยากทำไว้แล้ว ท่านสามารถเปลี่ยนใจได้หรือไม่ ?
- 1) ได้
 - 2) ไม่ได้
15. ☐ คำแนะนำในการเลือกอาชีพของใครมีอิทธิพลต่อการตัดสินใจของท่านมากที่สุด ?
- 1) เพื่อน
 - 2) ครูอาจารย์
 - 3) พ่อแม่หรือญาติพี่น้อง
 - 4) ผู้ใหญ่ที่ท่านนับถือแต่ไม่ใช่ญาติพี่น้อง
 - 5) อื่น ๆ (โปรดระบุ)
16. ☐ ท่านอยากให้อาจารย์ของท่านช่วยแนะแนวความรู้ในการเลือกอาชีพแก่ท่านหรือไม่ ?
- 1) ต้องการ
 - 2) ไม่ต้องการ
17. ☐ ท่านต้องการบริการแนะแนวทางด้านอาชีพหรือไม่ ?
- 1) ต้องการ
 - 2) ไม่ต้องการ
- กรุณาอ่านคำถามต่อไปนี้ และเลือกคำตอบที่เหมาะสมกับตัวท่านโดยพิจารณาจากประสบการณ์ที่ท่านได้รับว่า ท่านเคยได้ปรึกษาศุภคผลที่จะกล่าวข้างล่างนั้นบ่อยเพียงใดในช่วง 2 - 3 ปีที่ผ่านมา จนถึงปัจจุบันนี้

18. ☐ ท่านเคยขอคำปรึกษาเกี่ยวกับการเลือกอาชีพกับพ่อแม่หรือญาติพี่น้องน้อยเพียงใด
- 1) เป็นประจำ
 - 2) นาน ๆ ครั้ง
 - 3) ไม่เคยเลย
19. ☐ ท่านเคยขอคำปรึกษาเกี่ยวกับการเลือกอาชีพกับครูอาจารย์ทั่วไปน้อยเพียงใด ?
- 1) เป็นประจำ
 - 2) นาน ๆ ครั้ง
 - 3) ไม่เคยเลย
20. ☐ ท่านเคยขอคำปรึกษาเกี่ยวกับการเลือกอาชีพกับอาจารย์แนะแนวน้อยเพียงใด ?
- 1) เป็นประจำ
 - 2) นาน ๆ ครั้ง
 - 3) ไม่เคยเลย
21. ☐ ท่านเคยขอคำปรึกษาเกี่ยวกับการเลือกอาชีพกับผู้ใหญ่ที่ท่านนับถือแต่ไม่ใช่ญาติพี่น้องเพียงใด ?
- 1) เป็นประจำ
 - 2) นาน ๆ ครั้ง
 - 3) ไม่เคยเลย
22. ☐ ท่านเคยปรึกษาเพื่อนเกี่ยวกับการเลือกอาชีพน้อยเพียงใด ?
- 1) เป็นประจำ
 - 2) นาน ๆ ครั้ง
 - 3) ไม่เคยเลย

ขอขอบพระคุณในความร่วมมือของท่าน

APPENDIX B

TEACHER AND TEACHER/COUNSELOR QUESTIONNAIRE

TEACHER'S AND TEACHER/COUNSELOR'S

PERCEPTION SURVEY

The purpose of this survey is to study Mathayom Suksa three student's need for career guidance and what roles you wish to assume in order to fulfill students' needs.

Your opinion is strictly for research purposes. It will be held confidential and you are not required to reveal your name.

Instructions: Please place the number of your answer to each question in the box to the left of the question.

Example: What continent is Thailand located in?

- 1.) Europe
- 2.) North America
- 3.) South America
- 4.) Asia
- 5.) Australia

1. What is your sex?

- 1.) Male
- 2.) Female

2. What is your age? Between

- | | |
|-----------|-----------|
| 1.) 18-22 | 6.) 43-47 |
| 2.) 23-27 | 7.) 48-52 |
| 3.) 28-32 | 8.) 53-57 |
| 4.) 33-37 | 9.) 58-62 |
| 5.) 38-42 | |

3. What is your educational level?

- 1.) Below Bachelor Degree
- 2.) Bachelor Degree
- 3.) Above Bachelor but below Master Degree
- 4.) Master Degree
- 5.) Doctoral Degree

4. ☐ How many years of teaching experience do you have?
- | | |
|-----------|------------|
| 1.) 0-4 | 6.) 25-29 |
| 2.) 5-9 | 7.) 30-34 |
| 3.) 10-14 | 8.) 35-39 |
| 4.) 15-19 | 9.) 40-44 |
| 5.) 20-24 | 10.) 45-49 |
5. ☐ What subject are you teaching?
- 1.) Languages
 - 2.) Arts
 - 3.) Social Studies
 - 4.) Sciences or Mathematics
 - 5.) Other (Specify) _____
6. ☐ Are you a homeroom teacher?
- 1.) Yes
 - 2.) No
7. ☐ Are you assigned to counsel students in your school?
- 1.) Yes
 - 2.) No
8. ☐ Are you assigned to supervise extra-curricula activity?
- 1.) Yes
 - 2.) No
9. ☐ Do you think the Mathayom Suksa three students need career guidance?
- 1.) Yes
 - 2.) No
10. ☐ Do you think the Mathayom Suksa three students in general have selected career choices they wish to pursue?
- 1.) Yes
 - 2.) No
11. ☐ Do you think the Mathayom Suksa three students need to have career choice (they wish to pursue) before their graduation?
- 1.) Yes
 - 2.) No

12. ☐ Do you think the Mathayom Suksa three students are worried about selecting their career choices?
- 1.) Yes
 - 2.) No
13. ☐ Do you think the Mathayom Suksa three students know any career information resources?
- 1.) Yes
 - 2.) No
14. ☐ How often do you add career information to the Mathayom Suksa three classroom subject?
- 1.) Regularly
 - 2.) Once in a while
 - 3.) Never
15. ☐ How often do you participate in the classroom meetings?
- 1.) Regularly
 - 2.) Once in a while
 - 3.) Never
16. ☐ How often do the Mathayom Suksa three students consult you about their career selections?
- 1.) Regularly
 - 2.) Once in a while
 - 3.) Never
17. ☐ Whose opinion about career selection is the most influential to Mathayom Suksa three students?
- 1.) Friend's
 - 2.) Teacher's
 - 3.) Parent's or relative's
 - 4.) Significant adult but not relative
(i.e. monk's, neighbor's, priest's)
 - 5.) Other's (Specify) _____

For the questions below, please read the statements and decide on the extent to which you agree or disagree with the items. Then circle the number next to the statements.

Here is the key for the number

- 5 = Strongly agree
- 4 = Agree
- 3 = Undecided
- 2 = Disagree
- 1 = Strongly disagree

- | | |
|---|-------------------|
| 18. Other than teaching, a teacher should also be able to provide career guidance for students. | 5 4 3 2 1 |
| 19. Teacher should be trained in guidance techniques before delivering guidance services. | 5 4 3 2 1 |
| 20. Career information can be included in the graduation orientation programs. | 5 4 3 2 1 |
| 21. Career information can be included in classroom subjects. | 5 4 3 2 1 |
| 22. Career information can be included in homeroom activities. | 5 4 3 2 1 |
| 23. Career information can be included in students' club activities. | 5 4 3 2 1 |
| 24. Career information can be provided through special activities during each quarter. | 5 4 3 2 1 |
| 25. Career guidance service is the responsibility of the counselor's only. | 5 4 3 2 1 |

26. Only parents have the right to provide career
guidance to their children. 5 4 3 2 1
27. Career guidance is one of the most important
service for the Mathayom Suksa three students. 5 4 3 2 1

THANK YOU

แบบสอบถามความคิดเห็นของอาจารย์และอาจารย์แนะแนว
เกี่ยวกับความต้องการแนะแนวในการเลือกอาชีพ ของนักเรียนชั้น ม.ศ.3

.....

วัตถุประสงค์ในการสอบถามครั้งนี้ ก็เพื่อจะวิจัยว่า นักเรียนชั้น
ม.ศ.3 ต้องการแนะแนวทางด้านอาชีพหรือไม่ และท่านเองคิดว่าควรจะมี
บทบาทอย่างไรในการช่วยเหลือให้นักเรียนบรรลุความต้องการ

ความคิดเห็นของท่าน จะนำมาใช้ในการวิจัยเท่านั้น ท่านไม่ต้อง
เปิดเผยชื่อของท่านลงในแบบสอบถามใด ๆ ทั้งสิ้น ผู้วิจัยจะเก็บคำตอบของ
ท่านไว้เป็นความลับ และจะไม่นำไปใช้ในทางเสื่อมเสียแก่ท่านเป็นอันขาด

คำแนะนำ.— กรุณาเลือกคำตอบที่เหมาะสมกับตัวท่านมากที่สุด
แล้วเขียนหมายเลขของหัวข้อที่ท่านเลือกลงในช่อง ☐ ที่อยู่ทางซ้ายของ
ท่านเท่านั้น

ตัวอย่าง

☐ 4

ประเทศไทยอยู่ในทวีปอะไร ?

- 1) ยุโรป
- 2) อเมริกาเหนือ
- 3) อเมริกาใต้
- 4) เอเชีย
- 5) ออสเตรเลีย

1. ☐

เพศของท่าน

- 1) ชาย
- 2) หญิง

2. ☐

อายุของท่านอยู่ในระหว่างช่วงใด ?

- | | |
|------------|------------|
| 1) 18 - 22 | 2) 23 - 27 |
| 3) 28 - 32 | 4) 33 - 37 |

- 5) 38 - 42 6) 43 - 47
 7) 48 - 52 8) 53 - 57
 9) 58 - 62

3. ☐ ท่านจบการศึกษาระดับใด ?

- 1) ต่ำกว่าปริญญาตรี
 2) ปริญญาตรี
 3) สูงกว่าปริญญาตรี แต่ต่ำกว่าปริญญาโท
 4) ปริญญาโท
 5) ปริญญาเอก

4. ☐ ท่านมีประสบการณ์ในการสอนมากี่ปี ?

- 1) 0 - 4 2) 5 - 9
 3) 10 - 14 4) 15 - 19
 5) 20 - 24 6) 25 - 29
 7) 30 - 34 8) 35 - 39
 9) 40 - 44 10) 45 - 49

5. ☐ ท่านสอนวิชาอะไร ?

- 1) ภาษาศาสตร์
 2) ศิลป
 3) วิทยาศาสตร์ (หรือ) คณิตศาสตร์
 4) สังคมศึกษา
 5) อื่น ๆ (โปรดระบุ)

6. ☐ ท่านเป็นอาจารย์ประจำชั้นหรือไม่ ?

- 1) เป็น
 2) ไม่ได้เป็น

7. ☐ ท่านได้รับมอบหมายให้ทำหน้าที่แนะแนวด้วยหรือไม่ ?
- 1) ได้รับมอบหมาย
 - 2) ไม่ได้รับมอบหมาย
8. ☐ ท่านได้รับมอบหมายให้เป็นอาจารย์ที่ปรึกษาในด้านกิจกรรมเสริมหลักสูตรของนักเรียนด้วยหรือไม่ ?
- 1) ได้รับมอบหมาย
 - 2) ไม่ได้รับมอบหมาย
9. ☐ ท่านคิดว่านักเรียนชั้น ม.ศ. 3 ต้องการการบริการแนะแนวความรู้ในการเลือกอาชีพหรือไม่ ?
- 1) ต้องการ
 - 2) ไม่ต้องการ
10. ☐ ท่านคิดว่านักเรียน ชั้น ม.ศ. 3 เลือกอาชีพที่อยากทำไว้แล้วหรือไม่ ?
- 1) เลือกไว้แล้ว
 - 2) กำลังเลือกอยู่
 - 3) ยังไม่ได้คัดเลือกเลย
11. ☐ ท่านคิดว่านักเรียนชั้น ม.ศ. 3 ควรเลือกอาชีพที่อยากทำไว้ล่วงหน้า ก่อนที่จะจบชั้นระดับนี้หรือไม่ ?
- 1) ควร
 - 2) ไม่ควร
12. ☐ ท่านคิดว่านักเรียนชั้น ม.ศ. 3 กังวลใจในการเลือกอาชีพที่อยากทำหรือไม่ ?
- 1) กังวล
 - 2) ไม่กังวล

13. ☐ ท่านคิดว่านักเรียนชั้น ม.ศ. 3 ทราบแหล่ง ที่ให้บริการความรู้
ด้านการเลือกอาชีพหรือไม่ ?
- 1) ทราบ
 - 2) ไม่ทราบ
14. ☐ ท่านเคยผนวกความรู้เกี่ยวกับการเลือกอาชีพเข้าในเนื้อหาวิชา
ของนักเรียนชั้น ม.ศ. 3 บ่อยเพียงใด ?
- 1) เป็นประจำ
 - 2) นาน ๆ ครั้ง
 - 3) ไม่เคยเลย
15. ☐ ท่านเข้าร่วมประชุมกับนักเรียนของท่านบ่อยเพียงใด ?
- 1) เป็นประจำ
 - 2) นาน ๆ ครั้ง
 - 3) ไม่เคยเลย
16. ☐ นักเรียนชั้น ม.ศ. 3 มาขอคำปรึกษาท่านโดยส่วนตัวเกี่ยวกับ
การเลือกอาชีพของเขามบ่อยเพียงใด ?
- 1) เป็นประจำ
 - 2) นาน ๆ ครั้ง
 - 3) ไม่เคยเลย
17. ☐ คำแนะนำในการเลือกอาชีพของใครมีอิทธิพลต่อการตัดสินใจ
ของนักเรียนชั้น ม.ศ. 3 มากที่สุด ?
- 1) เพื่อน
 - 2) ครูอาจารย์
 - 3) พ่อแม่ ญาติพี่น้อง
 - 4) ผู้ใหญ่นักเรียนนับถือ แต่ไม่ใช่ญาติพี่น้อง
 - 5) อื่น ๆ (โปรดระบุ)

กรุณารับนโยบายต่อไปนี้ และพิจารณาข้อความที่ท่านเห็นด้วย
 มากน้อยเพียงไร โปรดกาเครื่องหมายวงกลมลงบนตัวเลข ทางด้านขวา
 ขวามือของแต่ละประโยค

วงกลมเลข 5 ถ้าท่านเห็นด้วยอย่างมากที่สุด

วงกลมเลข 4 ถ้าท่านเห็นด้วย

วงกลมเลข 3 ถ้าท่านยังตัดสินใจไม่ได้

วงกลมเลข 2 ถ้าท่านไม่เห็นด้วย

วงกลมเลข 1 ถ้าท่านไม่เห็นด้วยอย่างมากที่สุด

18. นอกเหนือไปจากการสอนแล้ว อาจารย์ควรจะสามารถให้คำปรึกษาแนะแนวความรู้ทางด้านการเลือกอาชีพแก่นักเรียนได้ 5 4 3 2 1
19. อาจารย์ควรจะได้รับการอบรมทางด้านการบริการ 5 4 3 2 1
 แนะนำก่อนที่จะให้บริการแนะแนวนักเรียน
20. ความรู้ทางด้านการเลือกอาชีพ สามารถผนวก 5 4 3 2 1
 เข้ากับรายการปัจฉิมนิเทศน์ (Graduation
 Orientation) ได้
21. ความรู้ทางด้านการเลือกอาชีพสามารถผนวก 5 4 3 2 1
 เข้ากับเนื้อหาวิชาในชั้น (Class Subjects)
22. ความรู้ทางด้านการเลือกอาชีพสามารถผนวก 5 4 3 2 1
 เข้ากับกิจกรรมการเรียน การสอน
 (Homeroom Activities) ได้
23. ความรู้ทางด้านการเลือกอาชีพสามารถผนวก 5 4 3 2 1
 เข้ากับกิจกรรมของชุมนุมต่าง ๆ ในโรงเรียน
 (Student Clubs) ได้
24. ความรู้ทางด้านการเลือกอาชีพสามารถผนวก 5 4 3 2 1

เข้ากับกิจกรรมพิเศษเสริมหลักสูตร (Special Activities) ได้

25. อาจารย์แนะแนวเท่านั้นที่มีหน้าที่รับผิดชอบใน 5 4 3 2 1

การแนะแนวทางค่านิยมให้แก่นักเรียน

26. ผู้ปกครองเท่านั้นที่มีสิทธิ์แนะแนวทางค่านิยม 5 4 3 2 1

แก่ลูกหลานของเขา

27. บริการแนะแนวทางค่านิยมเป็นบริการที่ 5 4 3 2 1

สำคัญที่สุดอันหนึ่งสำหรับนักเรียนชั้น ม.ศ. 3

ขอขอบพระคุณในความร่วมมือของท่าน

APPENDIX C

ADMINISTRATOR INTERVIEW SCHEDULE

INTERVIEW SCHEDULE I

1. Your age_____
2. Your highest education received._____
3. Number of staff under your supervision._____
4. Administrative experience._____ years.
5. Have you been to any guidance training program?
(1) Yes_____ (2) No_____
6. Does your school provide career guidance service?
(1) Yes_____ (2) No_____
7. Do you think the Mathayom Suksa three students in general need career guidance?
(1) Yes_____ (2) No_____
8. Do you think the Mathayom Suksa three students know any career guidance resource?
(1) Yes_____ (2) No_____
9. Who is the most influential person on the Mathayom Suksa three students' career choice decision?_____
10. Do you have difficulties in providing or trying to provide career guidance service in your school?
(1) Yes_____ (2) No_____
11. Please list obstacles to the career guidance service that you have known of.
1) _____
2) _____
3) _____
4) _____
5) _____
12. Do you think career guidance is an important service for the Mathayom Suksa three students?
(1) Yes_____ (2) No_____

รายการคำถาม 1

1. อายุของท่าน?
2. การศึกษาสูงสุดที่ท่านได้รับ?
3. จำนวนผู้มีถิ่นที่อยู่ที่อาศัยอยู่ติดกับบ้าน?
4. ท่านดำรงตำแหน่งอาจารย์มาแล้ว?
5. ท่านเคยเข้าอบรมเกี่ยวกับการให้บริการแนะแนวหรือไม่?
(1) เคย (2) ไม่เคย
6. ท่านมีบริการแนะแนวทางอาชีพในโรงเรียนของท่านหรือไม่?
(1) มี (2) ไม่มี
7. ท่านคิดว่านักเรียนชั้น ม.ศ. 3 โดยทั่วไปต้องการการแนะแนวทางอาชีพหรือไม่?
(1) ต้องการ (2) ไม่ต้องการ
8. ท่านคิดว่านักเรียนชั้น ม.ศ. 3 ทราบแหล่งให้บริการ การแนะแนวทางอาชีพหรือไม่?
(1) ทราบ (2) ไม่ทราบ
9. ใครเป็นผู้มีอิทธิพลต่อการตัดสินใจเลือกอาชีพของนักเรียนชั้น ม.ศ. 3 มากที่สุด?
10. ท่านมีปัญหาเกี่ยวกับการให้บริการแนะแนวทางอาชีพหรือไม่?
(1) มี (2) ไม่มี
11. เท่าที่ท่านได้ทราบหรือประสบมา การให้บริการแนะแนวทางอาชีพมีปัญหาในด้านใดบ้าง?
(1) _____
(2) _____
(3) _____
(4) _____
(5) _____
12. ท่านคิดว่าบริการแนะแนวทางอาชีพแก่นักเรียนชั้น ม.ศ. 3 เป็นบริการที่สำคัญหรือไม่?
(1) สำคัญ (2) ไม่สำคัญ

APPENDIX D

PARENT INTERVIEW SCHEDULE

INTERVIEW SCHEDULE II

1. Your age _____
2. Your sex _____
3. Your occupation. _____
4. Your highest education received. _____
5. Number of children you have. _____
6. Do you have a member of your family studying at the Mathayom Suksa three level?
(1) Yes _____ (2) No _____
7. Do you think the Mathayom Suksa three students in general need career guidance?
(1) Yes _____ (2) No _____
8. Do you think schools should provide career guidance service?
(1) Yes _____ (2) No _____
9. Do you think the Mathayom Suksa three students know any career guidance resource?
(1) Yes _____ (2) No _____
10. Who is the most influential person on the Mathayom Suksa three students' career choice decision? _____

THANK YOU

APPENDIX E

COVER LETTERS FOR REQUESTING
COOPERATION FROM SCHOOLS



Oklahoma State University

DIRECTOR OF STUDENT SERVICES

STILLWATER, OKLAHOMA 74074
102 GUNDERSEN HALL
(405) 624-6350

October 19, 1979

To Whom It May Concern:

Mrs. Supa T. Sun is a doctoral student candidate at Oklahoma State University, located in Stillwater, Oklahoma, United States of America. I am chairman of Mrs. Sun's doctoral committee and we have authorized her to develop and administer a questionnaire which she has designed to survey students', teachers', teacher-counselors', administrators', and parents' opinions about the M.S. 3 students' career guidance needs.

Mrs. Supa T. Sun is an outstanding academic student in the doctoral program at Oklahoma State University. Her committee and the faculty have confidence in her ability to prepare and conduct this useful questionnaire. We recommend that the authorities in her home country give her permission to administer these questionnaires and to complete this very important study. We wish to express to you our sincere thanks for cooperating with Mrs. Sun and with Oklahoma State University.

Sincerely yours,



Frank E. McFarland
Director of Student Services
College of Education

มหาวิทยาลัยแห่งรัฐโอกลาโฮมา
ผู้อำนวยการแผนกบริหารนักศึกษา

สติลวอเตอร์, โอกลาโฮมา 74074
102 กันเคอร์เซน ฮอลล์
(405) 624-6350

วันที่ 19 ตุลาคม พ.ศ. 2522

เรียน ท่านผู้เกี่ยวข้อง

นาง สุภา ท. ชัน นักศึกษาปริญญาเอกแห่งมหาวิทยาลัยแห่งรัฐโอกลาโฮมา, เมือง
สติลวอเตอร์, รัฐโอกลาโฮมา, ประเทศสหรัฐอเมริกา ได้รับอนุญาตจากข้าพเจ้า
ผู้เป็นประธานคณะกรรมการที่ปรึกษา ในรูปแบบสอบถามและสำรวจความคิดเห็นของ
นักเรียน ครู-อาจารย์ ผู้อำนวยการโรงเรียน และผู้ปกครอง เกี่ยวกับความต้องการ
การแนะแนวทางการอาชีพของนักเรียนชั้น ม.ศ. 3

นางสุภา ท. ชัน เป็นนักศึกษาที่มีประวัติการเรียนดีในระดับปริญญาเอกของมหาวิทยาลัย
คณะกรรมการที่ปรึกษามีความมั่นใจในความสามารถของเธอในการสำรวจความคิดเห็นที่
เป็นประโยชน์ครั้งนี้ คณะอาจารย์ที่ปรึกษาขอความกรุณาจากท่านผู้มีหน้าที่รับผิดชอบใน
โรงเรียนโปรดให้ความอนุเคราะห์ช่วยเหลือในการสำรวจที่สำคัญของเธอด้วย คณะ
อาจารย์ที่ปรึกษา ขอขอบพระคุณท่านที่ให้ความร่วมมือ ช่วยเหลือนางสุภา ชัน และ
มหาวิทยาลัยแห่งรัฐโอกลาโฮมา

ขอแสดงความนับถืออย่างสูง

(ดร. แฟรงค์ อ. แมคฟาร์แลนด์)
ผู้อำนวยการแผนกบริหารนักศึกษา
คณะศึกษาศาสตร์

(TRANSLATION)



ที่ กธ 0807/36081

กรมสามัญศึกษา

14 พฤศจิกายน 2522

เรื่อง ขอความอนุเคราะห์ทบทวนแบบสอบถาม

เรียน ผู้อำนวยการโรงเรียน

สิ่งที่ส่งมาด้วย 1. รายการสัมภาษณ์

2. แบบสอบถามความถี่เห็นของอาจารย์ และอาจารย์แนะแนว

3. แบบสอบถามความถี่เห็นของนักเรียน ชั้น ม.ศ.3

กายนางสุภา ชีระกนก ชัน ซึ่งเป็นนักศึกษาระดับปริญญาเอกแนะแนว
 อยู่ที่มหาวิทยาลัยแห่งรัฐโอคลาโฮมา ขณะนี้ กำลังทำวิทยานิพนธ์ปริญญาเอก เรื่อง ความต้องการ
 การแนะแนวทางอาชีพของนักเรียนชั้น ม.ศ.3 อยู่ และนางสุภา ชีระกนก ชัน ไม่สามารถที่จะ
 เดินทางมาทำการสัมภาษณ์และแจกแบบสอบถามด้วยตนเอง จึงมอบให้นางสุวรรณี วิทยอุดม อาจารย์
 ระดับ 3 ส่วนการศึกษาเกษตร กรมอาชีวศึกษา กระทรวงศึกษาธิการ ทำการสัมภาษณ์และแจก
 แบบสอบถามอาจารย์และนักเรียนแทน

กองการมัธยมศึกษาขอให้โรงเรียน

โปรดให้

ความอนุเคราะห์ในการตอบแบบสอบถามและสัมภาษณ์ผู้ที่เกี่ยวข้องต่อไปด้วย

จึงเรียนมาเพื่อโปรดทราบ

ขอแสดงความนับถืออย่างสูง

(นายสุวรรณี จันทรม)

ผู้อำนวยการกองการมัธยมศึกษา

งานธุรการ

โทร. 2816330

MINISTRY OF EDUCATION
NO. 0807/38083

DEPARTMENT OF SECONDARY
EDUCATION

November 14th, 1979

Subject : Requesting for survey cooperation
To : School Director
Attachment : 1. Interview Schedules
2. Teacher and Teacher/counselor Questionnaires
3. Student Questionnaires

Mrs. Supa Teerakanog Sun, an Oklahoma State University doctoral candidate, is conducting a study of the needs for career guidance of Mathayon Suksa three students in Thailand. Because Mrs. Supa Teerakanog Sun is not able to administer the questionnaires by herself, she has assigned Mrs. Suwanee Vitaya-Udom an instructor of Agricultural Educational Section (Suan Karn Suksa Kaset), Department of Vocational Education of the Ministry of Education, to interview and conduct the survey for her.

The Department of Secondary Education request
NAME OF SCHOOL to please provide the interviewer assistance
and cooperation.

Please be acknowledged.

Sincerely yours

.....
(Suwan Chansom)

Business No.
281-6330

(TRANSLATION)

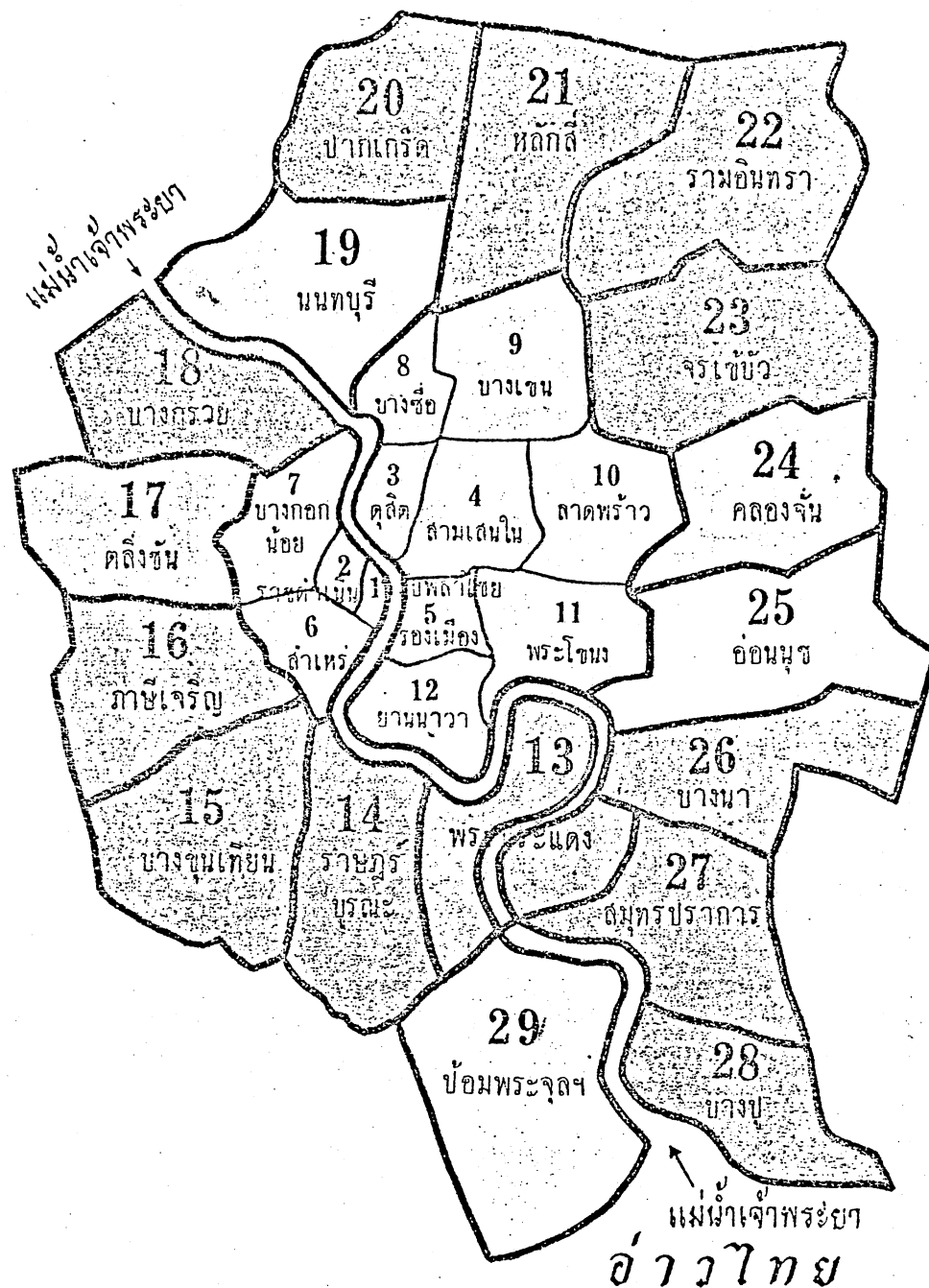
APPENDIX F

POST OFFICE ZIP CODE MAP OF BANGKOK

ZIP CODE MAP OF BANGKOK

- | | |
|--------------------|------------------|
| 1. Plubplachai | 2. Rajdamnern |
| 3. Dusit | 4. Samsen Nai |
| 5. Rong Muang | 6. Sam Re |
| 7. Bangkok Noi | 8. Bang Seu |
| 9. Bangkhen | 10. Lad Prouw |
| 11. Prakhnong | 12. Yanawa |
| 13. Prapadeang | 14. Raj Burana |
| 15. Bang Khuntien | 16. Phasi Jarern |
| 17. Taling Chan | 18. Bang Gruay |
| 19. Nontha Buri | 20. Phak Gred |
| 21. Laksi | 22. Ran Inthra |
| 23. Jorakhe Bua | 24. Klong Jan |
| 25. On Nuj | 26. Bangna |
| 27. Samuth Prakarn | 28. Bang Bu |
| 29. Pomprajul | |

แขวงไปรษณีย์ฯ กรุงเทพฯ 1-29



Zip Code Map of Bangkok

APPENDIX G

LIST OF OBSTACLES TO CAREER
GUIDANCE SERVICE

LIST OF OBSTACLES TO CAREERGUIDANCE SERVICE

1. Lack of building to house the center.
2. Lack of budgets.
3. Lack of trained counselors.
4. Lack of parent supports.
5. Students were over-influenced by parents.
6. Civil service occupations were over-emphasized by society.
7. Students were too young to have effective judgement on career choices.
8. Lack of official guideline for public schools to provide services.

2
VITA

Supa Teerakanog Sun

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF THE NEEDS FOR CAREER GUIDANCE OF MATHAYOM SUKSA STUDENTS IN THAILAND

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born in Tambol (Hamlet) Banphai, Khonkean, Thailand, March 20, 1949, the daughter of Mr. Plo and Mrs. Hee Salao.

Education: Graduated from Banphai Vitaya School, Khonkean, Thailand in March 1965; received Elementary Education Teacher Certificate from Bansomdej Chaopraya Teachers' College in 1967; received Bachelor of Education Degree from Srinakharinwirot (Prasarnmitr) University in 1971; enrolled in a Master degree program at Central State University, Edmond, 1972-1972; received Master of Education degree from the University of Oklahoma in 1973; completed requirements for the Doctor of Education degree at Oklahoma State University in May 1982.

Professional Experience: Senior-high school teacher Dusit Commercial School, Thailand, 1971-1971; counselor, Catholic Community Agency, Orange, California, 1979-1980; Specialist, Chaffey Community College, Alta Loma, California, 1981.

Activity and organization: Senior student senator, Srinakharinwirot (Prasarnmitr) University, 1970-1971; chairperson, Educational Committee, National Center for Thai Students, 1970-1971; member of Krusapha (Thai Teacher Organization), 1971-1971; Member of National Association of Women Deans, Administrators, and Counselors, 1973-1975; member of California Personnel and Guidance Association, 1981; member of American Personnel and Guidance Association, 1981; delegate to California State Refugee Forum, 1981.