



Needs and trends of guidance services in primary education in Thailand

Wunlapa Sabaiying

School of Educational Studies, Sukhothai Thammathirat Open University, Nonthaburi 11120, Thailand

Article Info

Article history:

Received 7 April 2023

Revised 22 June 2023

Accepted 28 June 2023

Available online 15 December 2023

Keywords:

guidance needs,
guidance trends,
guidance services,
primary education,
Thailand

Abstract

The objectives of this study were to study the needs, trend, and to compare the needs of 5 guidance services of educational, career, and personal and social guidance services at the primary school level in Thailand. The mixed-method research model was used to collect both quantitative and qualitative data. The research samples are 20 primary school guidance specialists, 400 primary school students, and 200 primary school teachers. The study findings revealed that: (1) The overall need for guidance services of elementary school students was at the highest level. The personal and social and career aspects were at the highest level while educational service was at the high level. Guidance experts expressed that educational guidance services were for students to know and understand themselves in terms of education, how to study happily, know career information, interests, and professional aptitudes, and know a variety of professions including personal and social aspects according to their desirable characteristics; (2) The overall trend and by specific aspects in guidance services in elementary schools were all at the highest level, whereby guidance specialists expressed that there was a tendency for elementary school guidance to become more important in individual inventory service, a tendency to use technology to collect information. There was a tendency for technology and information to become more diverse and complex. Consulting services tend to provide more consulting services including parents and guardians. Individual Inventory and Information Services tend to use technology to collect more information increasingly while Counseling Service needs are at a personal and social level. There was a tendency for personnel placement services to focus more and more on individualized learning management. The monitoring and evaluation services tend to use technology to collect data and use the evaluation results to develop more efficient guidance work; and (3) Males needed more guidance services than female students with those in Grades 1–3 needing guidance services more than in Grades 4–6 with a statistical significance at the .05 level.

© 2024 Kasetsart University.

E-mail address: escoswun@hotmail.com.

<https://doi.org/10.34044/j.kjss.2024.45.1.14>
2452–3151/© 2024 Kasetsart University.

This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Introduction

The National Education Plan (2017–2036) has identified problems and challenges in the education system of school-aged children as students still suffer from behavioral and emotional problems, and lack thinking skills to distinguish or screen values according to good norms of Thai society. Such also included the lack of life skills, which results in problems of drug addiction, premature pregnancy, planning for further study, and selecting further studies that do not meet their interests and potential, creating problems in pursuing future careers.

Data for the academic year 2017–2021, under the Office of the Basic Education Commission, showed an average of more than 3 million students in the primary education level in 2021 among 3,036.882 in the elementary guidance group that needed to be attended to also. (Office of the Basic Education Commission Ministry of Education, 2021)

The organization of guidance activities according to the Basic Education Core Curriculum 2008 (Revised 2017) and Guidance System Development Group (2008) state that the guidance process was both a science and an art that focused on working on preventing risks and solving problems. In addition, it promoted the development of desirable competencies for students to know and understand themselves, know how to preserve the environment, promote skills in thinking processes, decision-making, and problem-solving, be able to set goals in their own lives in terms of education, a career, as well as being able to adapt to live a quality life in society happily along with virtues. Despite being clearly planned but not mandatory for guidance activities in curriculum schedule, primary education in the country is only on going but not in a systematic way. This was in accordance with the direction of the Basic Education Guidance Development Plan No. 1 (2018–2022) (Guidance System Development Group, 2008), which mentioned the vision of guidance that focused on enabling learners to have competence in education, personal career and social skills, good health, life skills, and essential skills needed in the 21st century. Two main features concerned are to be introduced (Sabaiying, 2022) as: (1) *Principles of guidance activities* included: (1.1) organize activities by the problem conditions, needs, and nature of students; (1.2) organize activities to cover educational, professional, personal, and social matters; and (1.3) coordinate with all concerned parties in the developing of students, including the administrators,

all teachers, parents, communities to play a role and participate in the implementation, cooperate and support the organization of activities conveniently and efficiently; (2) *Scope of Guidance Activities* included: (2.1) study guidance which has a scope of work from forming a positive attitude towards learning, training effective skills or study techniques, planning good studying, knowing ways to study, and choosing a way for further study, including the creation of lifelong learning habits; (2.2) career guidance which has a scope of work from creating a good attitude towards conducting work and careers, raising awareness about the changing career world, conducting career surveys, making career decisions, planning career preparation for career entry, and self-improvement for career advancement as well as having professional skills; (2.3) personal and social guidance which has a scope of work ranging from knowing life and society that is constantly changing, knowing oneself and self-worthiness, knowing how to adapt and solve problems, forgoing self-development, life skills training, and social skills for good personality, physical and mental health.

Literature Review

Aspects of guidance services were described as (Sabaiying, 2022):

Individual Educational and Personal Inventory Services

This means that teachers or counselors collect in detail and systematically information about students in every aspect, data assessment, data interpretation, identifying characteristics of learners leading to the diagnosis, forecasting, and individual assessment of Inventory services so that teachers or counselors will get to know and understand students as well as information that will reflect on students to truly know and understand oneself enabling them to live happily and efficiently with relevant details;

Information service

This is an information service for career education on personal and social aspects of students for decision making and planning for further education and career as well as the lives of students by presenting information in various forms such as informational signs, electronic media, organizing exhibitions, inviting speakers, study tours, etc. In organizing the collection of information about the

guidelines of education and careers, facts related to the student's social and personal improvement, and anything else will provide the student with a story or information. It is also for the benefit of the guidant or counselor to study the information in guiding students on how one should choose to continue their education or choose a career or how to act appropriately in other social conditions. The information is divided into 3 categories: (1) Educational Information Services; (2) Career Information Services (Occupational Information) and; (3) Personal and Social Information.

Counseling service

This means the process of assisting, and communicating with words and gestures, arising from professional relationships of at least two persons, namely, the giver and the recipient. A counselor in this case refers to a teacher or lecturer who has characteristics conducive to counseling, having knowledge and skills in counseling, serving to assist students who are currently experiencing difficulties or suffering and needing assistance, helping to understand oneself, understand the environment, to have decision-making skills, and to find solutions to reduce or eliminate suffering and trouble by oneself efficiently, being able to develop themselves towards desired goals; (4) Placement Service. This means a service to provide opportunities for individuals to participate in activities or an environment that is suitable for their physical condition, needs, interests, abilities, and aptitudes for individuals to perform according to their plans, to develop themselves to their full potential both in education, occupation and living in society successfully; and (5) Follow-up & Evaluation Service. This refers to the service provided to study the results of the guidance service provided to all service recipients provided to cover all service recipients. This is to help all guidance providers be able to use the information gained from the follow-up as a guideline for their services, more suitable and in line with the needs of the counselors as a guidance service that performs quality assessments and inspections. It also provides various services according to the goal, seeking information that is weak and strong for strategic implementation, planning, assistance, improvement, development, or decision to terminate the service. The monitoring and evaluation services are detailed.

As for guidance principles at the elementary level, such was a process of helping students understand themselves and their surroundings to be able to adapt themselves and develop happily to the maximum physically, intellectually, emotionally, and socially in

all aspects. Guidance teachers must have knowledge and understanding of child development. Guidance comes from cooperation. The guidance aimed to prevent problems, solve problems, and promote development. Guidance is an ongoing service. Guidance teachers must have appropriate qualifications as knowledge of guidance, have a personality suitable for the job, and have a guided teacher's code of conduct (Submi, 2000).

There was a study of problems and solutions for the guidance administration in schools under the *Phra Nakhon Si Ayutthaya* Primary Educational Service Area Office. The study results show that: (1) Overall guidance administration problem was at a moderate level. The highest level of problems was student Inventory service, followed by the personal placement service, information services, following up service, and consulting services, respectively; (2) guidelines for solving problems of guidance administration, consisting of 5 aspects, totaling 42 approaches, namely, 8 approaches for student Inventory services, such as setting up a meeting to summarize problems and obstacles together. There were 9 guidelines for information services, such as summarizing/reporting on the results of providing information services on education, career, personality, and social adaptation. In terms of consulting services, there were 10 approaches such as following up and evaluating performance by supervisors. Regarding personal placement services, there were 8 approaches such as appointing the Board scholarship grantees. The follow-up services included a total of 7 approaches such as surveying the basic information of personnel to select suitable candidates. In all, there were 18 approaches at the highest level, 23 approaches at the high level, 1 approach at the moderate level, 6 approaches at the most likely level, and 36 approaches at the low level (Mahaprab, 2014).

Primary school guidance in the country was still facing problems. Many elementary schools lacked personnel with guidance qualifications and did not have the experience in this field to provide systematic guidance services in elementary schools. A Study of Problems and Needs for Guidance Services of School Administrators and Teachers in Elementary Schools, Bang Sue District Office, Bangkok showed results that can be summarized as follows. Educational administrators and teachers in primary schools faced problems in their services with the individual Inventory service, information services, consulting services, personal placement service, and follow-up services at a moderate level. There was a need for individual Inventory services, counseling

services, information services, consulting services, personal placement services, and follow-up services at a high level (Ariyarasameesap, 2011).

A needs assessment study to develop guidance services in schools under the Office of the Basic Education Commission Chiang Mai Province. The results showed that the need for the development of guidance services in schools with the average score of the actual situation of the guidance service as a whole was high. Information services had the highest average score, followed by individual Inventory services, personnel placement services, monitoring and evaluation services, and consulting services, respectively. The desirable conditions of the guidance services were at a very high level with the personnel placement service at the highest average score, followed by information services, consulting services, monitoring and evaluation services, and individual Inventory services, respectively. Such can be summarized as follows: The executives suggested that all educational agencies concerned should help support the guidance work to be effective and help students to know and understand themselves as much as possible in terms of continuing education and future careers. There should be training to educate teachers who perform guidance duties every year, and there are guidance teachers in every school under the Basic Education Board (BEC) (Inta, 2019).

In Ireland, the Professional Development Services for Teachers (PDST) provides particular opportunities through Social, Personal and Health Education (SPHE) framework to foster the personal development, health and wellbeing of the individual child, to help them to create and maintain supportive relationships becoming an active and responsible citizen in society. Through SPHE, children can develop a framework of values, attitudes, understanding and skills that will inform their decisions and actions both now and in the future. This comprehensive guidance document aims to support schools in making decisions around the provision of SPHE, in order to ensure continuity of learning in SPHE during school closures (Stationary Office, Government of Ireland, 1999)

Therefore, it is necessary to organize guidance activities for all students continuously at all levels and systematically implement learning activities to focus on promoting and developing students to develop themselves to their full potential, love and value themselves and others, become self-reliant, have skills in choosing career paths, personally and socially, have good mental health, have the consciousness of making contributions to the family, society and the country.

Research Objectives

1. To study the needs of educational, career, and personal and social guidance services at the primary school level in Thailand.

2. To study the trend of 5 guidance services in primary school education, namely, (1) individual education and Inventory services, (2) information services, (3) counseling services, (4) placement services, and (5) monitoring and evaluation services.

3. To compare the needs for educational, career, personal and social guidance services at the primary school level classified by personal characteristics.

Research Hypothesis

The need for an educational, career, and personal and social guidance services varies according to personal characteristics

Methodology

The mixed-method research model was used to collect both quantitative and qualitative data.

Population and Sample

1. Population are experts in primary school guidance, primary school students, and primary school teachers

2. Research samples are 20 primary school guidance specialists, 400 primary school students, and 200 primary school teachers.

Research Tools

1. Interview form for guidance specialists was used to solicit qualitative data on: (1) needs for elementary school guidance services in Thailand consisting of educational, vocational, and personal and social needs of each side. It offers individual data collection services, information services, counseling services, personnel placement service, monitoring and evaluation services; and (2) trends of guidance services in primary education in Thailand including individual inventory service, information service, counseling service, placement service, and follow-up service.

2. As for quantitative data, 12-item questionnaire forms with a rating scale of 5 levels, most to the least, created in Google Form link were used for elementary school teachers on; the needs for elementary school

guidance services in Thailand, consisting of educational, vocational, and personal and social needs and trends, individual data collection services, information services, counseling services, personnel placement service, and tracking and evaluation service; and on the need for elementary school guidance services in Thailand consisting of educational, vocational, and personal and social needs.

3. The quality of the questionnaire was examined for content validity by 3 experts to give opinions on the consistency of the questions and the structure, then was explored for the index of congruence between .67 to 1. The reliability from the experiment with a group of 30 people was .94.

Data Analysis

Data were analyzed by using percentages, means, standard deviation, *T*-test analysis of variance, and content analysis.

Results

Summary of the educational, career, and personal and social needs of primary school students for student guidance services.

There were 400 primary school students, 208 female respondents representing 52.00 percent, 192 males representing 48.00 percent. Education level. There were 292 students in primary grades 4–6, representing 73.00 percent; 108 students in primary grades 1–3, representing 27.00 percent. The results are shown in the following Table 1.

From Table 1, it was found that primary school students expressed an overall need for guidance services

in primary schools at the highest level ($\bar{x} = 4.22$, $SD = 0.67$); personal career and the social aspect was at the highest level ($\bar{x} = 4.32$, $SD = 0.68$); career aspect was at the highest level ($\bar{x} = 4.25$, $SD = 0.73$); the education aspect was at a high level ($\bar{x} = 4.09$, $SD = 0.75$).

Summary of the Educational, Career, and Personal and Social Needs of Primary School Teachers for Student Guidance Services

Among 200 respondents there were 137 female teachers, representing 68.50 percent, and 63 males, representing 31.50 percent. The number of respondents under 40 years old was 114 people, representing 57.00 percent, followed by over 40 years with 86 people, representing 43.00 percent, teaching primary school grades 1–4, 86 people, representing 43.00 percent, both levels, 60 people, representing 30.00 percent, the most educational level, bachelor's degree, 106 people, representing 53.00 percent, followed by a master's degree, 94 people, representing 47.00 percent, working positions, teacher advisors, 162 people, representing 81.00 percent, executives, 20 people, representing 10.00 percent, 6–10 years of work experience 73 people, representing 36.50 percent, 16 years or more, 56 people, representing 27.5 percent. The results are shown in the following tables.

From Table 2, it was found that teachers of the primary school level expressed an overall need for guidance services in primary schools at the highest level ($\bar{x} = 4.45$, $SD = 0.55$); the career aspect was at the highest level ($\bar{x} = 4.46$, $SD = 0.57$); the personal career and social aspect were at the highest level ($\bar{x} = 4.46$, $SD = 0.54$); the education aspect was at the highest level ($\bar{x} = 4.42$, $SD = 0.56$).

Table 1 The need for student guidance services

Aspects of the need for primary school guidance services	Means	SD	Interpretation
1. Education	4.09	0.75	Needed
2. Career	4.25	0.73	Strongly needed
3. Personal career and social	4.32	0.68	Strongly needed
Overall average	4.22	0.67	Strongly needed

Table 2 Teacher guidance service needs

The need for primary school guidance services	Means	SD	Interpretation
1. Education	4.42	0.56	Strongly needed
2. Career	4.46	0.57	Strongly needed
3. Personal career and social	4.46	0.54	Strongly needed
Overall average	4.45	0.55	Strongly needed

Information on The Need for Guidance Services from Guidance Specialists in Primary Education

Educational aspect: All 5 educational services are important and necessary for the guidance teachers to perform completely to help students know and understand themselves in education, know how to study happily, and be able to study successfully in each subject. And in each grade level from grade 1 to Grade 6, all 5 educational guidance services must be implemented seriously and continuously. It will help elementary students to be motivated, and guided and have goals to continue their studies after finishing Grade 6.

Career aspect: All 5 aspects are important and necessary for the guidance teachers to complete to help students to know and understand themselves concerning their careers. Career interests, professional aptitude, and getting to know a variety of professions will help students for the importance and benefits of a career, being able to study with the goal of what occupation to grow up with.

Personal and social aspect: Personal and social information services, collecting student personal information such as preparation of questionnaires, surveys, interviews, or activities that will provide personal information such as height, weight, religion, ethnicity, living conditions, community or friends, etc., as information for educational guidance and advising on various fields appropriately.

From Table 3, it was found that teachers at the elementary level required guidance services in primary schools with an overall trend at the highest level ($\bar{x} = 4.40$, $SD = 0.53$) with all services, namely, individual data collection, monitoring, and evaluation, personal placement, consulting and information services at the highest level ($\bar{x} = 4.43$, $SD = 0.55$; $\bar{x} = 4.42$, $SD = 0.54$; $\bar{x} = 4.40$, $SD = 0.52$; $\bar{x} = 4.38$, $SD = 0.56$; $\bar{x} = 4.37$, $SD = 0.55$) respectively.

Guidance Service Trends from Guidance Specialists in Elementary Education

Individual Inventory Service tends to use technology to collect more information increasingly. The issue of this service will become more diverse and complex due to social, economic, and technological changes, and various epidemics that spread rapidly.

Information Service tends to use technology to provide more information. The issue of providing information will become more diverse and complex due to changes in education, occupation, society, economy, and technology, as well as various epidemics that spread rapidly.

Counseling Service needs at a personal and social level. Children, students, and guidance teachers tend to provide more counseling services which may increase services because of the changing conditions in education, occupation, society, economy, and technology, including various epidemics that spread rapidly, making students experience more stressful. Consulting services can help prevent and solve those problems.

Placement Service tends to be increasingly needed because, at present, learning management for future careers emphasizes more individualized learning management; each student may have a variety of choices but must make a choice that is suitable. Therefore, placing a person for students to be able to study and do activities that are suitable will cause happiness and success in learning, even more with various activities. Such needed personnel are still fewer in number. Therefore, there should be more guidance activities to increase awareness and demand. Follow-up Service tends to use technology to collect more information. The evaluation results are used to develop the guidance service more efficiently. Monitoring and evaluation in all aspects are still insufficient. Therefore, monitoring and evaluation of all aspects should be added to provide information for guidance work.

Table 3 Trends of guidance services based on opinions of primary school teachers

Trends in Elementary School Guidance Services	Means	SD	Interpretation
1. Individual Inventory service	4.43	0.55	Strongly needed
2. Information services	4.37	0.55	Strongly needed
3. Consultation service	4.38	0.56	Strongly needed
4. Personal placement service	4.40	0.52	Strongly needed
5. Monitoring and Evaluation Services	4.42	0.54	Strongly needed
Overall average	4.40	0.53	Strongly needed

From Table 4, it was found that the results of the comparison of the student's needs for guidance services on specific and overall aspects such as education, career, and personal and social needs were categorized by gender. Male students had the mean needs for educational, career, personal and social guidance services higher than that of females in all aspects and overall with statistical significance at the .05 level.

From Table 5, it was found that the results of the comparison of student guidance service needs on specific and overall aspects such as education, career, and personal and social needs were categorized by educational level. The mean needs for educational, career, personal and social guidance services of students in Grades 1–3 had

higher needs than those of Grades 4–6 in all aspects and overall at the statistically significant level of .05.

Educational, Career, and Personal and Social Needs of Primary School Students according to the Opinions of 200 Teachers

The respondents were 137 female teachers, representing 68.50 percent, and 63 males, representing 31.50 percent. The results are shown in the following Table 6.

From Table 6, it was found that teachers' needs for elementary school guidance services in each specific and overall aspect, classified by gender showed there was no statistically significant difference at the .05 level.

Table 4 Comparison of student guidance service needs, both individually and collectively, classified by gender

Aspects	Genders	<i>n</i>	mean	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
1. Education	Male	192	4.35	0.593	398.00	7.08	.00*
	Female	208	3.84	0.805			
2. Career	Male	192	4.53	0.586	398.00	7.82	.00*
	Female	208	4.00	0.757			
3. Personal and social	Male	192	4.58	0.558	398.00	7.58	.00*
	Female	208	4.09	0.714			
Overall average	Male	192	4.35	0.593	398.00	8.11	.00*
	Female	208	3.84	0.805			

Note: * $p < .05$.

Table 5 Comparison of student guidance service needs, both individually and collectively, classified by grade level

Aspects	Primary Grade	<i>n</i>	mean	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Education	Primary Grade 1–3	108	4.39	0.47	398.00	5.00	.00*
	Primary Grade 4–6	292	3.98	0.82			
Career	Primary Grade 1–3	108	4.40	0.56	398.00	2.50	.00*
	Primary Grade 4–6	292	4.20	0.78			
Personal and social	Primary Grade 1–3	108	4.52	0.47	398.00	3.40	.00*
	Primary Grade 4–6	292	4.25	0.74			
Overall average	Primary Grade 1–3	108	4.44	0.42	398.00	3.91	.00*
	Primary Grade 4–6	292	4.14	0.73			

Note: * $p < .05$.

Table 6 Comparison of teachers on guidance service needs of elementary school teachers by aspects and overall classified by gender

Aspects	Genders	<i>n</i>	mean	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
1. Education	Male	63	4.36	.56	198	1.31	.79
	Female	137	4.46	.56			
2. Career	Male	63	4.36	.55	198	1.93	.87
	Female	137	4.51	.57			
3. Personal and social	Male	63	4.41	.52	198	1.07	.45
	Female	137	4.48	.58			
Overall average	Male	63	4.37	.54	198	1.45	.81
	Female	137	4.48	.56			

Note: * $p < .05$.

Discussion

1. The results showed there was a need for guidance services in primary schools with the overall student demand at the highest level including those of primary school teachers. This is in line with the relationship between guidance needs and guidance development (Inta, 2019), which has found that there was a need for guidance development at a high level. The research by (Tantitrakul, 2014) found that the overall guidance administration had the highest level of practice. This is in line with the guidelines for organizing guidance activities at the basic education level in the situation of the spread of the Coronavirus 2019 (Guidance System Development Group, Office of Academic and Educational Standards, 2020), that had discussed educational guidance for students to achieve their aptitudes, interests, and self-discovery. They could choose to make decisions to continue their studies with goals, get to know a variety of careers with career goals providing the foundation for further careers, including instilling desirable character traits, responsibility, diligence, patience, honesty, thrifty and frugal, which is the need for guidance in all 3 aspects. The results correspond with Penratanahiran (2020), showing that there is a great need in the same direction for the development of guidance services in schools under the Office of the Basic Education Commission overall and in each aspect.

2. The results showed trends of guidance services in primary education in Thailand were most likely on individual educational and inventory services, information services, consulting services, placement services, and monitoring and evaluation services. The reason is due to the development of primary school-age students at the age where there are needs and interests for clarification. Therefore, the trend of guidance services plays a very important role in all aspects (Wanakit, 2019).

1) The Individual Inventory Service has not collected individualized information and has not collected enough individualized information at the elementary level to be used as effective guidance information. Nowadays, there is a very important trend where data collection will require the use of technology to collect all student data.

2) Information Service at the elementary level has not been enough for creating the importance of choosing the needed study and making decisions for one's future. With the current trend of providing a wide range of

information and a wide variety of resources, students must have access to reliable sources of information that they can use to make their choice of studies and career decisions.

3) There were also insufficient counseling services. This may be due to the need for advice, of which there is not enough at the elementary level. Whether it had to be considered why there was not enough demand for advice; whether it had been no information received, no stimulus or other reasons. Therefore, if students get more counseling, they will be able to walk in the right direction and by their needs and skills. Consulting services are therefore very important. There is a tendency for more students to seek advice. Counseling services not only solve problems but encourage students to develop to their full potential.

4) The trends to provide more placement services at present as learning management for future careers emphasizes more individualized learning management. Each student may have a variety of choices. A student has to make decisions that are suitable for oneself. Allowing students to study and do various activities that are suitable will bring even more happiness and success in learning. Organizing various activities to suit the individual is still insufficient. Therefore, there should be more guidance activities to increase awareness and demand.

5) Follow-up Service: There is a tendency to use more technology to collect data. The evaluation results are to be used to develop the guidance service to be more efficient. Monitoring and evaluation in all aspects are still insufficient. Therefore, monitoring and evaluation of all aspects should be added to provide information for guidance work.

3. For comparison of student guidance service needs both overall and specific aspects, male primary school students had a higher need for guidance services than female students. Students in grades 1–3 needed guidance services more than students in grades 4–6 because male students in elementary age Grade 1–3 are more interested in surrounding things, have increased enthusiasm and curiosity and can understand things around them better, while grade 4–6 students are at an age with higher confidence and more independent. It is the age when they start to have more close friends. This is the reason why students in Grades 1–3 need more guidance services. Male students' physical development is slower than that of females at the elementary level. Therefore, there is a need to show interest in accepting gender roles. When in groups, boys sometimes have difficulty working together,

thus requiring more guidance services. This is in line with Piaget's Theory of Intellectual Development (Woolfolk & Perry, 2012) that children who are developing intellectually are able to reason logically, can perceive the environment as it really is, have creative thinking in solving the problem in their own way, and seek ways through practicing, questioning, and comparison. Therefore, guidance services are necessary to meet the needs of children in each age group.

Suggestions

The results show that there is a need for guidance services as expressed by all groups, namely, experts in guidance, elementary school teachers, and students. There is a tendency to provide such services in all aspects to meet the needs of today's students. Therefore, there are suggestions as follows.

There is a serious need for developing guidance services in Thai elementary schools. Even at a higher level, there is almost no development, easily observed, despite Guidance being important. A whole school may only have 1–2 guidance teachers. There is no time to work on guidance to develop various aspects. Therefore, there should be more guidance teachers suitable for the number of students, equivalent to other subjects.

The need to promote the development of emotional, social, and life skills, which is now as important as education or even more so. Children need mental support and attention from adults who understand and are ready to assist. The school should have room to listen to problems and give advice and provide a comment box. There could be a job placement where students can work part-time or earn extra money while studying. Learning outside the classroom and field trips need to be organized. There should be scholarships for poor students. Various and interesting guidance activities are to be organized. There is a need for various educational counseling camps and inviting experienced speakers or seniors in various career fields to advise on further study. In that career field, additional classes are to be organized for students after school.

School administrators should pay attention to the guidance work by providing enough guidance personnel as appropriate with the number of students in each school. There is a need for an independent guidance room. The guidance teachers need to have

educational qualifications in guidance. There should be a program or application that collects student information in an online format, such as student history, cumulative records, and continuing education services, including online counseling, and the teacher advisor should provide guidance services systematically and cover all tasks.

Conflict of Interest

The author declares that there is no conflict of interest.

Reference

- Ariyarasamesap, P. (2011). *A study of problems and needs for guidance services of school administrators and teachers in elementary schools. Bang Sue District Office Bangkok* [Unpublished master's thesis]. Srinakharinwirot University. [in Thai]
- Guidance System Development Group. (2008). *Guidance activities according to the 20-year National Strategic Plan, Grades 1–3*. Office of the Basic Education Commission Ministry of Education. [in Thai]
- Guidance System Development Group. (2008). *Guidance activities according to the 20-year National Strategic Plan, Grades 4–6*. Office of the Basic Education Commission Ministry of Education. [in Thai]
- Guidance System Development Group, Office of Academic and Educational Standards. (2020). *Guidelines for organizing guidance activities at basic education level in the situation of the Corona Virus Epidemic 2019*. Office of the Basic Education Commission, Ministry of Education. [in Thai]
- Inta, M. (2019). *An Assessment of necessary needs for guidance service development in schools. Under the office of the basic education commission Chiang Mai Province. Faculty of Education Department of Psychology, Chiang Mai Rajabhat University* (Research report). received research funding from Chiang Mai Rajabhat University Research Fund in the year 2018 and 2019. [in Thai]
- Mahaprab, P. (2014). A study of problems and solutions for guidance administration in schools under Phra Nakhon Si Ayutthaya Primary Educational Service Area Office 1. Educational Administration Department. Office of the Graduate Studies Commission Phra Nakhon Si Ayutthaya Rajabhat University. *Research Journal of Old Capital University*, 1(1), 37–45. [in Thai]
- Office of the Basic Education Commission Ministry of Education. (2021). *Educational Information Summary 2021*. [https://www.boppbec.info/home/?page_id=35338\(opens%20in%20a%20new%20tab](https://www.boppbec.info/home/?page_id=35338(opens%20in%20a%20new%20tab) [in Thai]
- Penratanahiran, R. (2020). Evaluating the necessary requirements for developing educational services at schools affiliated with the Office of Basic Education Commission in Chiang Mai Province. *Academic Journal of Science. Prince of Songkla University*, 31(2), 110–131. [in Thai]

- Sabaiying, W. (2021). *Guidance concepts and psychological counseling theory in the subject matter collection (Unit 1)*. Sukhothai Thammathirat University. [in Thai]
- Submi, W. (2000). Encyclopedia of Education. *Faculty of Education, Srinakharinwirot University. Issue 19/21 (Apr. - Oct.)*. [in Thai]
- Stationary Office, Government of Ireland. (1999). *Social, personal & health education*. Professional Development Service for Teachers. <https://www.pdst.ie/sites/default/files/SPHE%20Curriculum.pdf>
- Tantitrakul, P. (2014). The factors for guidance services control in secondary school in Secondary Education Service Area Office 8–10. *Veridian E-Journal, Silpakorn University*, 7(2), 65. <https://he02.tci-thaijo.org/index.php/Veridian-E-Journal/article/view/27300/23265> [in Thai]
- Wannakit, N. (2019). *Literature for children* (2nd ed.). Inthanin. [in Thai]
- Woolfolk, A., & Perry, N. E. (2012). *Child and adolescent development*. Pearson Education, Pearson Higher Ed.