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The Development of Preventing and Monitoring Guidelines of Student Dropout in Schools under Samutprakan Primary Educational Service Area Office 1

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ABSTRACT

Student dropout has been a serious problem for schools which has been becoming more serious due to the COVID-19 situation. This study aimed to survey student dropout causes and create preventing and monitoring guidelines of student dropout in schools under Samutprakan Primary Educational Service Area Office 1, Thailand. Purposive sampling was applied for participants consisted of educational administrators, officers and stake holders in 5 schools. Descriptive statistic and content analysis were used for data analysis. The results concluded that there were 11 causes of children dropout as 1) family necessity 2) migration 3) insufficient income 4) health problems or disabilities 5) behaviour and adaptation problems, 6) impact of COVID-19, 7) the risk of wrongdoing, 8) inconvenient transportation, 9) marriage, 10) academic performance, and 11) parents' inattention.

The preventing and monitoring guidelines of student dropout involved 5 parties, namely 1) Educational Service Area Office 2) School Directors 3) Teachers and Educational personnel, 4) Family and 5) Cooperation networks. All parties should join in the following actions: 1) Raising awareness 2) Formulating an action plan 3) Implementing the plan 4) Getting to know students, and families 5) Applying digital technology 6) Organizing information systems 7) Connecting information 8) Passing on information 9) Network creation 10) Budget allocation 11) Brainstorming 12) Flexibility of Education and Individual Program 13) Improving guidance learning 14) Developing student admissions system 15) Promoting student support system 16) Assessing child risks, 17) Mobilizing resources, and 18) Developing a supervision system..

Keywords: Dropout, Preventing and Monitoring, Guidelines

1. INTRODUCTION

Article 54 of the Constitution of the Kingdom of Thailand (B.E. 2560 (2017)) stipulates that the government must ensure that every child is educated with quality for twelve years from pre-school age until completing compulsory education without charge. The government must ensure that young children are taken care of and developed before they go to education in order to develop physical, mental, discipline, emotion, social and intelligence according to their age by promoting and supporting local government organizations and the private sector to participate in the operation as well. In addition, the government must ensure that people receive the education they need in various systems including promoting to have lifelong learning. They must provide inter-state cooperation local government organization and the private sector in managing education at all levels The government has a duty to operate, supervise, promote and support such education management to have quality and meet international standards. (Royal Gazette, 2018). The Compulsory Education Act also stipulates that to the board of education areas or the local government organization announces details about sending children to study in educational institutions and the allocation of opportunities for further study among

educational institutions that meet compulsory education criteria by posting the announcement at the educational service area office, offices of local government organizations and educational institutions. They must notify the child's parents in writing not less than one year before the child enters the school (Government Gazette, 2002).

The policy of the cabinet, Prime Minister General Prayut Chan-o-cha, announced to the National Assembly on Thursday, July 25, 2019, laid the path for continuous development through the vision and development drive of past national leaders. Currently, this government's vision to drive the country is "Strive to make Thailand a developed country in the 21st century." The government has set a policy for the administration of national affairs in terms of education, which is to reform the learning process and develop the potential of Thai people of all ages. The policy of Ms. Treenuch Thienthong, the Minister of Education, recognizes the importance of the national strategy for developing and enhancing human resource potential, especially the master plan under the national strategy. One of the important policies is to increase the opportunity and access to quality education of disadvantaged groups and students with special needs to increase the opportunity and access to quality education of disadvantaged groups and students with special needs to be developed to their full potential. They can live in society with dignity and dignity equal to others in society, can help themselves and contribute to the development of the country. (Ministry of Education, 2021).

The policy of the Office of the Basic Education Commission (OBEC) requires children to be developed from early childhood to have competencies and characteristics suitable for all aspects of their age by reforming the learning process in response to changes in the 21st century. Learners are aware of the multiple human intelligences. The goal is for learners of all age groups to receive quality education according to standards. They have the necessary skills of the future world and able to solve problems, adapt, communicate and work with others effectively. Furthermore, they have discipline and have the habit of learning continually throughout life as well as being a citizen who knows his rights and responsibilities and has a public mind. In the fiscal year 2023, the OBEC (2023) has issued an announcement on policies and emphasizing areas related to the prevention, surveillance, monitoring and assistance of children who are missing and dropout.

For this reason, laws and policies of stakeholders have been given great importance in education management. Basic education for Thai people should at least be educated to the level before higher education according to basic education for 9 years. However, according to information from the Office of the Basic Education Commission, Samutprakan Primary Educational Service Area Office 1 still has 166 children dropout. They need to be followed up and sought to return to the education system. As a result, this research aimed to 1) study the causes of students' dropout in schools under Samutprakan Primary Educational Service Area Office 1 and 2) create preventing and monitoring guidelines of student dropout in schools under Samutprakan Primary Educational Service Area Office 1.

2. METHOD

a. Participants

The participants in this research were divided into 2 groups consisted of students group and teachers and educational personnel group as follows:

1) Students: The population in this study were 3,732 students in Grade 4-Grade 9 from 5 schools in Samutprakan Primary Educational Service Area Office 1. The sample size was determined using the Krejcie & Morgan formula at a 95% of confidence level. Then, 400 students were selected by simple random sampling. This group was applied for current

condition study.

2) Educational personnel: This group was key informants who provided the guidelines to prevent and monitor student dropout by Focus Group Discussion. Purposive sampling was applied for participants consisted of educational administrators, officers and stake holders in 5 schools.

b. Measures

The tools used for data collection in this research consisted of 2 editions, namely,

1) A survey form was used for analysis of dropout causes of 400 children that to be the starting point for creating guideline of preventing and monitoring dropout of students. This tool was an opened ended question.

2) A focus group discussion recording form was applied for group discussion to create preventing and monitoring guidelines of student dropout in schools under Samutprakan Primary Educational Service Area Office 1. This tool was used to collect the data from educational administrators, officers and stake holders in 5 schools.

c. Procedure and design

This research used the survey research methodology by 2 phases of the research process

1) Phase 1 Survey Step

This step, the teachers survey problems of 400 students and analysed dropout causes applying online survey form.

2) Phase 2 Creating guidelines of preventing and monitoring student dropout

Focus Group Discussion was conducted to collect the data from educational administrators, officers and stake holders in 5 schools.

d. Data Analysis

Descriptive statistics were applied for quantitative data from the survey and content analysis was applied for qualitative data from Focus Group Discussion.

3. RESULT AND DISCUSSION

The causes of students' dropout in schools under Samutprakan Primary Educational Service Area Office 1.

There were 11 causes of children dropout as 1) family necessity 2) migration 3) insufficient income 4) health problems or disabilities 5) behaviour and adaptation problems, 6) impact of COVID-19, 7) the risk of wrongdoing, 8) inconvenient transportation, 9) marriage, 10) academic performance, and 11) parents' inattention portray in table 1.

Table 1 number of students classified by dropout causes

Dropout causes	Number	Percentage	Priority
1) family necessity	82	20.45	1
2) relocating	70	17.40	2
3) insufficient income	54	13.50	3
4) health problems or disabilities	38	9.50	6
5) behaviour and adaptation problems	46	11.50	4
6) impact of COVID-19	22	5.45	7
7) the risk of wrongdoing	14	3.50	8
8) inconvenient transportation	13	3.15	9
9) marriage	11	3.15	9
10) academic performance	38	9.55	5

11) parents' inattention	12	2.85	11
Total	400	100	-

The most common cause of student dropout was family necessity of 82 students (20.45%), followed by migration of 70 student (17.40%) insufficient income of 54 student (13.50%) behaviour and adaptation problems of 46 student (11.50) and health problems or disabilities of 38 student (9.55%) respectively.

3.2 Preventing and monitoring guidelines of student dropout in schools under Samutprakan Primary Educational Service Area Office 1

The guidelines to prevent and monitor the student dropout involved 5 parties, namely 1) Educational Service Area Office 2) School Directors 3) Teachers and Educational personnel, 4) Family and 5) Cooperation networks. All parties should join in the following actions:

1) Raising awareness: Focus and publicize the policy and action plans to prevent and monitor dropouts of students.

2) Formulating an action plan: Set a clear action plan continuously and possibly

3) Implementing the plan: Encourage, support, drive the implementation of the plan.

4) Getting to know students, and families: Get to know students, parents and family in all aspects.

5) Applying digital technology: Apply digital technology to collect data and organize the information system to be convenient, ready to use, easy to access, and able to link and pass on to other educational institutions and agencies.

6) Organizing information systems: Organize information systems for all individual students to be accurate, up-to-date, showing strengths and weaknesses that need to be protected, monitor, promote, develop or forward.

7) Connecting information: Link information of individual learners with the database system (Data Management Centre: DMC) of the Office of the Basic Education Commission.

8) Passing on information: Forwarding information to relevant agencies for promotion, development, prevention, monitoring, assistance, problem solving, or forwarding to educational institutions or other agencies conveniently.

9) Network creation: Create a network of cooperation with relevant individuals and agencies by signing a Memorandum of Understanding (MOU) and coordinating the creation of a network of cooperation closely and continuously.

10) Budget allocation: Allocate sufficient budgets and personnel to support the operations of related persons and agencies.

11) Brainstorming: Meetings to listen and brainstorm ideas to ask for help from relevant people and agencies for solving individual student problems.

12) Flexibility of Education and Individual Program: Promote flexible education management flexibility of education and organize individual learning programs linked to future careers.

13) Improving guidance learning: Modify the guidance curriculum learning management style to be proactive that connects children to meaningful learning. There is guidance on future career trends and directions of the world.

14) Developing student admissions system: Develop the school's admissions system to have sufficient information on individual students, parents and families.

15) Promoting student support system: Promote a student care and support system seriously and continually.

16) Assessing child risks: Assess the child's risk before entering each school year to provide information on individual child prevention and monitoring.

17) Mobilizing resources: Mobilize resources, scholarships, and brainstorm ideas, including cooperation in preventing and monitoring student dropouts. Provide assistance to dropout children returning to the education system that is congruence the needs of individual learners.

18) Developing a supervision system: Develop supervision and monitoring systems to be able to promote, support and solve operational problems efficiently.

4. CONCLUSION

The causes of students' dropout in schools under Samutprakan Primary Educational Service Area Office 1.

There were 11 causes of children dropout as 1) family necessity 2) migration 3) insufficient income 4) health problems or disabilities 5) behaviour and adaptation problems, 6) impact of COVID-19, 7) the risk of wrongdoing, 8) inconvenient transportation, 9) marriage, 10) academic performance, and 11) parents' inattention. This may be due to the current economic and social conditions in Samutprakan Province which is a big city. The cost of living is high, which is why parents and student families need to focus on making a career. Parents must work in order to have enough income to cover the expenses incurred, including complex social problems, divorce, family problems, lack of warmth and lack of attention from parents. In addition, there may be immigration following parents without coordination or notifying the school officially, including insufficient income problems caused by economic problems in which parents' occupational income is inappropriate and insufficient for the current conditions. Students therefore need to help their parents earn enough income and reduce unnecessary expenses. These are the 3 main reasons why more than 50 percent of students drop out. This research is consistent with Patcharapa Tantichuwet (2017), stating that the factors that cause children and youth to leave the educational system are divided into 2 factors: 1) factors from the target group, such as attitude towards learning, adaptation, marriage 2) family factors community and environment, such as family attitudes towards education family economic problems, difficulties in traveling to school. In addition, Patthanarat Montonananthon (2019) said that the data indicating students dropout and students at risk of dropout consist of 4 indicators: 1) students are bored in school 2) students are special children/with learning disabilities 3) underprivileged students; and 4) students whose rights have been violated. Furthermore, Sajaporn Lapoonpong (2015) stated that the causes of dropout of children were caused by 1) poverty 2) the nature of the area which is remote and rugged 3) family problems that students do not have parents to take care of or some People have to help their parents at home, resulting in a lack of regularity in coming to school and eventually missing school. Sitthiporn Ketjoi (2014) also stated that the causes of dropout of students were caused by 1) the community environment, 2) the school, 3) the family, and 4) the student's behavior.

Preventing and monitoring guidelines of student dropout in schools under Samutprakan Primary Educational Service Area Office 1

The preventing and monitoring guidelines of student dropout involved 5 parties, namely 1) Educational Service Area Office 2) School Directors 3) Teachers and Educational personnel, 4) Family and 5) Cooperation networks. All parties should join in the following actions: 1) Raising awareness 2) Formulating an action plan 3) Implementing the plan 4) Getting to know students, and families 5) Applying digital technology 6) Organizing information systems 7) Connecting information 8) Passing on information 9) Network creation 10) Budget allocation 11) Brainstorming 12) Flexibility of Education and Individual Program 13) Improving guidance learning 14) Developing student admissions system 15) Promoting student support system 16) Assessing child risks, 17) Mobilizing resources, and 18) Developing a supervision system. This research is congruence with Parin Thanachotphon and Pennee Narrot (2021) stating that student dropout prevention guidelines can be divided according to the following factors: 1) Learner factors from the reason that students do not have goals in their studies There are guidelines for prevention that must make learners realize the importance of education and see future goals. It requires cooperation between parents and teachers to guide both education and life in order to create a balance and a good direction together. The reason for not being able to study in time

with friends, there are ways to prevent as follow; Teachers and parents must pay special attention to them. Teachers may need to teach extra and create a learning atmosphere that is conducive to learning. Parents must try their best to support their studies. For drug causes, it requires cooperation from many sectors to be absolutely serious about dealing with drug problems. Everyone has to monitor children and youth in the community to prevent before they become difficult to solve. 2) Family factors from the cause of the parents' separation or death. Caring parents must give special attention, trying to fill in the gaps, provide love, and support like a normal family. The cause of the unpreparedness of the status and the uncertainty of the family's occupation causes frequent relocation. The government must also be involved, for example, by providing jobs for people in need, but the family must try to help themselves as well. 3) Factors related to educational institutions due to the lack of scholarships at schools. The government must allocate sufficient budgets, especially for schools with underprivileged students. The reason for the students' lack of good relationship with their fellow students. Teachers must closely monitor student behavior. There must be a discussion when there is a problem in order to be able to solve it in a timely manner. The cause of the lack of good cooperation with the parents in education. Both parties should work together to monitor and take care of the students. Moreover, they should hold regular meetings to share student information and work together to solve problems. 4) Housing environmental factors from the reason that the student's residential community is surrounded by vices. The community must be aware of the dangers of vices in various forms and must create a hygienic environment in the community and jointly monitor the youth. The reason for the student's residence is far from the school. Transportation between the community and the school must be arranged to facilitate students in going to and from school. Most of the youth in the community of students do not attend the system. The community must jointly create an atmosphere and educational values and create a community learning center to promote and support youth learning. This is consistent with Patcharapa Tantichuwet (2017) stated that educational management guidelines for children and youth outside the formal education system: a case study in Tak Province are as follows: 1) educational management that is flexible according to the context of the learners. 2) Educational management focusing on individual difference. 3) education management for living and occupation, 4) participation of all sectors in education management, and 5) alternative education management to promote lifelong learning.

Suggestions for applying the research results Samutprakan Primary Educational Service Area Office 1 should implement guidelines for dropout prevention and surveillance of children in schools under its jurisdiction through continuous cooperation and assistance from individuals and community agencies. Helping, passing on information, including preventing children from dropping out by observing, monitoring, knowing children, students and families truly. Adjust the process and methods of learning management as well as flexible assessment and assessment tailored to students based on their individual needs. Suggestions for further research should include action research to implement prevention strategies. Watch out for dropout children into concrete action. In addition, evaluative research should be undertaken to monitor and evaluate the performance according to the guidelines for child dropout prevention and surveillance of the educational institutions under the jurisdiction.

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