

Needs of Parent in After School Program for Young Children in the Northeast of Thailand

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Abstract

Early childhood education is now promoting in terms of early year in learning development, is one of mainly education agenda in Thailand. Parents are considered to be learning facilitator after school day ; they are values of child competencies out-of-school activities. The research aims to study needs of parent in after school programs for young children in the Northeast of Thailand. The study determines and address between preferred and actual opinions toward after school programs. Data were collected through parents' survey instruction questionnaires. Data were analyzed by mean, standard deviation, percentage, and Pearson correlation. Findings showed that parents had preferred and actual opinions toward after school programs were at high level. Also, preferred and actual opinions had positively correlated at .01 level of statistical significance. Drawing on the proposal of the programs, parents consider a wide variety of options for after school hours. The findings need to be more discussed on how parents pay their learning environments to children.

Keywords: Needs assessment, actual opinion, after school program, early childhood

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Introduction

Thailand is now taken up in public discussions about how to best expand time and chances for young children and youth in and out of school in order to actively and effectively support their learning and individual development. In the process of education reform and the 21st century's citizens, as well as Early childhood Curriculum B.E.2560 (Department of Academic Affairs, 2017) states the complementary learning framework to prepare our nation's young people to best educate and alternative school programs. Most of young children in Thailand has received a lot of knowledge, but also cannot use knowledge of the life, as should lack the skills required for the 21st century. Thus have a low capacity to compete with international competency (Office of the Secretary General of the Council of Education, 2019). New era of education is beyond the criteria of surviving and taking perspective citizenship and how to live together in creatively. It is necessary that the teachers and those associated with the management of education, which is the future of the nation are aware of their role in helping to develop the learners at all levels (Prachagool *et.al.*, 2016).

Education as a tool in the development of students as individuals who have the skills and quality of performance that is required per the progress and changes of the world performance occurs. Window opportunities have been used the knowledge, skills and

attributes that they have to act to solve the trouble in various situations, with the fluency and confidence. Makes it possible to perform a task successfully to lead society early range from birth till 6 years, first as a range that children are ready to learn and get new experiences. Because the mind and central nervous system are developing rapidly and are producing a nerve interface between the brain cells cause to get a line and communicate data (Prachagool and Nuangchalerm, 2012). The physical growth of the brain is a way to achieve the objectives. Early childhood growth, quality and standards, it is necessary to have brought down the course into practice so that the destination is in early childhood learning environment where appropriate. Thus, the early childhood education courses to organized learning experience credits can bring this course to get the child's right, effective and consistent with the nature of childhood with curiosity.

Early childhood learning with action and experience, the chances kids learn and experience the environment the most. Intellectual growth is a process of internal reflection Abstract experience of learning more meaningful (Darling-Hammond, 2006). In Thailand, more than half of all kindergarten, elementary and secondary school students spend the total time in school to be a time of academic learning and also a time of learning to build social skills through teaching activities both inside and outside the classroom. However, academic activities



become more alternatively that children do every day when sometimes makes them become activities that lack the impulse response skills. Children and parents need to make after school time for the high quality activities to find their talent and develop themselves through some learning programs which are diverse and designed to develop individual knowledge and skills for children. Therefore, out-of-school programs are crucial education hours.

Early childhood development goals

Early childhood development goals of a country, Thailand is to encourage children to have a full development as potential so that they can grow into good people, quality and benefit society as a whole and the goal of many of the countries currently focus on the importance of child development, and even the World Bank is also defined as an important strategy to encourage children to do in the style element was body, mind, and society. Early childhood development goals of a country, Thailand is to encourage children to have a full development as potential so that they can grow into good people, quality and benefit society as a whole and the goal of many of the countries currently focus on the importance of child development, and even the World Bank is also defined as an important strategy to encourage children to do in the style element was body, mind, and society.

While in the long term small effects of social development in childhood to adulthood is the child's ability to learn and are able to receive a higher level of education. Work can better care and reduce dependence on Government, reduce crime and, most importantly, reduce the rate of abandoned children in the next generation, and the study also confirmed that the

investment project to support children's development has occurred since childhood, the smaller the better the small yield so much more worthwhile. This is not the only project that focuses on the health of children, but also including the deductible amounts that educate careers in child's development with this is because of the age, the most important and lead to the development of the full potential range is based early childhood from birth until the child's first year as a 6-range are ready to learn and get new experience, because the brain and central nervous system are growing rapidly and are creating a nerve interface between brain cells cause to learn and pass information.

Early childhood development, quality and standards, it is necessary to have brought down the course into practice so that the address is in early childhood learning environment where appropriate. Thus, to set the course of early childhood education up to B.E. 2560 is a Buddhist approach in organizing the learning experiences. Relevant people can bring this



course to develop the child's proper, effective and consistent with the nature of early childhood. Early childhood learning usually occur with action and feeling. The children learn and experience the environment most intellectual development as a process of internal reflection Abstract, experience of children learning more meaningful. (Darling-Hammond, 2006)

After school programs

“After school” is the general term used to identify an array of safe, structured course of studies that offer youngsters and youth ages kindergarten through high school with a range of supervised activities intentionally designed to promote scholarship and development outside of the typical school day. The terms “school-age care,” “out-of-school time,” and “expanded learning opportunities” are sometimes used interchangeably with the term “after school.” (Little, 2008). After school programs of studies can sustain working families by preventing children and youth engaged and safe while parents work. Some parents are able to fill out-of-school time with formal after-school programs that their children enjoy attending. Others patch together care by shifting work schedules, hiring babysitters, and setting up activities such as gymnastic or dance class, piano lessons and individual tutoring on different days. Still others ask relatives or neighbors to supervise the children after school. Some children have been left to care for themselves. Deciding on

an appropriate after-school arrangement is no easy things. When children attend programs or lessons, parents may worry that the school day is too long and that the program is either too structured or too chaotic and boring. When older children press for permission to come home after school to decompress, play with allies in the vicinity, or just have flexibility in using their time, parents care about safety, oversight, and a lack of opportunities for learning and development (Vandell and Shumow, 1999).

After school activities and its effects to children

Another popular form of after-school care is a patchwork of out-of-school activities, including enrichment lessons (piano, dance, computer classes), clubs (Scouts, Boys and Girls Clubs), organized sports, and individual tutoring. Such activities and lessons may or may not be

viewed by parents as child care. They are usually offered for limited time periods, an hour or two on one or two days each week and children's attendance may not be closely monitored. In contrast, formal programs typically operate five days a week for several hours each day. While children's participation in regular programs declines through the elementary school years, they attend enrichment activities at increasing rates over the same period. There is some evidence that participation in out-of-school activities is related to children's adjustment, both concurrently and over time. One study



of a small program that offered an hour of tutoring to second and third-grade children four days a week documented improvements in the reading and spelling scores of children who participated, compared to those in a matched control group.

The ecological Study of After-School Care revealed that third graders who spent more time than their peers in enrichment activities received better marks in conduct and were accounted by their instructors to have more dependable work habits, better relationships with peers, and better emotional adjustment. After school programs, extra time for academics by itself may be necessary but may not be sufficient to improve academic results. Balancing academic support with a variety of engaging, fun, and structured extracurricular or co-curricular activities that encourage youth development in a kind of real-world contexts appears to support and better academic performance. Vandell and Shumow (1999) pointed that parents and children consider a wide variety of options for the after-school hours. Children may be with a parent or relative, they may go to lessons or play sports, they may spend time alone or with friends.

For many youngsters, this blueprint of activities is reflective of their families' resources and neighborhood surroundings as well as their own needs and pursuits. They had different settings, discuss the variable quality of after-school programs, and how program participation and exposure

to self-maintenance can affect children's adjustment in elementary school. The research aims to study needs of parent in after school programs for young children in the Northeast of Thailand. The study determines and address between preferred and actual opinions toward after school programs. Findings can help educator to design after school program for parents as well as nature of children learning.

Methodology

Participants

The study engages early childhood, parents in the Northeast of Thailand who volunteering to participate in the survey. Parents are freely registered through an area based survey with the questionnaires and debriefing interviews. One thousand and two hundred parents from five provinces- Khonkaen, Mahasarakham, Nakhonratchasima, Ubonratchathani, and Udonthani are selected. One thousand and two hundred parents are limited through survey, registration, but the quantity of participant tends to be changed by considered data of the questionnaires. Early childhood, parents in each province are asked to respond to questionnaires about preferred and actual opinions on after school programs. They have to views and rate their views by themselves and also answer the short interviews after filled the questionnaires.



Research instrument

Questionnaires for asking parents' preferred and actual opinions about after school programs are implemented. The theoretical background for constructing questionnaires are employed (Vandell *et.al.*, 2005 ; Little, 2008 ; Durlak *et.al.*, 2010). Research instrument is validated by 3 early childhood experts, questionnaires are checked the completeness, and measures the congruency. Questionnaires toward implementation of after school programs consisted of 5 components with 45 item by 5-point Likert scale.

Data collection and analysis

Participants have to rate their opinions on the questionnaires then, the interviewers are asking for the additional data. The questionnaires are returned to researcher after all respondents filled. Data are checked and proved the completeness and filled in the computer. Mean, standard deviation, and correlation are used for statistical testing between preferred and actual opinions. This study employed correlational analysis and qualitative method to explain after school programs implementation.

The level of opinion was considered with Likert's five point rating scale. Each respondent was asked to rate each item on some response scale. They could rate each item on a 1-5 response scale where ; 1=lowest, 2=low, 3=medium, 4=high and 5=highest. Researcher checked the completeness of the data and then obtained data from responses to the questionnaire. Data were recorded ; statistic values were calculated and interpreted by using the criteria by mean and its interpretation (4.51-5.00 Highest ; 3.51-4.50 High ; 2.51-3.50 Medium ; 1.51-2.50 Low ; 1.00-1.50 Lowest). To meet the purpose of the study, data were described in terms of preferred and actual opinions about after school programs for describing needs of parent towards program.

Result And Discussion

The results showed that teachers in the northeastern region of Thailand had preferred and actual opinions about after school implementation are those at high level, which the preferred opinions were moderate higher than those actual opinions (Table 1).

**Table 1** Preferred and actual opinions

After school programs	Actual		Preferred	
	Mean score	Level of opinion	Mean score	Level of opinion
Management	3.66	High	4.44	High
Implementation	3.61	High	4.49	High
Coordinators	3.81	High	4.56	Highest
Resources	3.75	High	4.57	Highest
Service and consultative	3.68	High	4.54	High
Average	3.69	High	4.52	High

Then the study investigated correlation between phases of after school management, preferred opinion, and actual opinion. The findings showed that phases of instruction had the positive relationship with preferred opinion at .05 level of statistical significance (Table 2). While

as phases of instruction had the positive relationship with actual opinion at .01 level of statistical significance. In addition, preferred and actual opinions had the positive relationship with actual opinion at .01 level of statistical significance.

Table 2 Correlation among phases of instruction, preferred opinion, and actual opinion about after school programs

	Program	Actual	Preferred
Program	-	.368*	.976**
Preferred	.976**	-	.467**
Actual	.368*	.467**	-

* statistically differences at .05 level of statistics

** statistically differences at .01 level of statistics

Preferred and actual opinions about after school implementation occur naturally in parents association of early childhood education, they perceived at high level. The level of opinions in both preferred and actual opinions indicated that parents satisfied with

their expectation ; the result of preferred opinions show that two components-coordinators and resources are reaching the highest level of preferences. In addition, the correlation between preferred and actual opinions about after school implementation



is explored in positively reported. The consultative and management seems to be significant for parents-child due to it is concurrently used in programs. It is widely distributed in programs' course and others based on programs implementation and difference contextual. The results of this study confirmed that parents in the northeast of Thailand familiar with after school implementation. In addition, they need to have continuously improved program implementation with understanding in nature of joyful and meaningful play experiences of early childhood.

A study of the elements and indicators of child development programs outside of school hours in the early levels. It found that program management to develop children outside school hours, teacher or program-related personnel should support and resolve behavior problems. Parents need to choose the pattern and program management to learn lessons of childhood time, ornamented in dominance in different contexts. By parents who will have the primary role in selecting, recommendations act as facilitators in the learning and provide opportunities for students to choose to discover myself from the selection. An analysis of the elements that are associated with the development of the child outside of school hours, parents and early childhood can predict what will be gained by spending time outside of learning into the school to benefit the most. Activities outside school

hours are to meet the individual learning needs according to

the aims of education (Lotter *et.al.*, 2007). The motivation of the learners (Wallace and Kang, 2004 ; Crawford, 2007) with the program in part-time for child development that allow learners to learn and develop as effective.

The child development program management is to ask them for their opinion about the program to be appropriate, consistent with the changing social conditions. Design activities that enhance the natural learning of children. Innovations in learning consists the change of the current society. Activities that kids do associated with daily life. The program emphasizes the differences between people is important. A variety of activities by interested events are sorted by the development of children and childhood. The sequence activity is a sequence of easy cravings throughout the program. The activities in the program does not duplicate activities in normal time and learning content, activities and experiences that pivot come easy to learn. The process is a comment about the process in an efficient, create a good attitude to parents, and open opportunity to interact with stakeholders-in conjunction with the program. Regardless of the original experience, activities of the children, teachers or school director should provide enough information to the needs of parents.



Coordinators as significant query feedback, early childhood education needs to integrate technology for learning management. The actions of teachers have an image that is conducive to learning. The external environment, the building has a peaceful environment can stimulate child's learning. To provide support and resolve behavioral issues is to ask them for their opinion about the readiness to provide fast assistance. There is an ongoing service to finish the mission with service mind. There is a system of understanding and clarification of the intention to progress in solving the problem child. Parents can access the data used in the development or help children easily at any time. Tracking information learning and continuous behaviors and answer questions and suggest to parents. The child development program, a part-time early childhood education must provide opportunities for parents and early childhoods are involved in determining the format and how to manage the activity. Parents have the opportunity to ask questions.

However, parents expect conditions in the Northeast. Overall, but considering the average rating preferences, rather than the actual opinion, and when considering a list of aspects of child development programming processes outside school hours in the early levels. It was found that most level 2 and level 3 many sides, the relationship between the fact and the expected condition of the

parents is positively correlated with weather expected, statistically significant at the .05 level of statistical significance. Understanding child development programs outside of school hours in the early levels and can contribute to select and define the format for learning or developmental aptitudes of children in consideration of individual differences. Parents have the opportunity to meet or have the original experience, related to the study of early childhood in parents when children learn outside school routine. Make it possible to bring the knowledge acquired in the needs analysis and management activities outside school hours of a child in the early levels.

The findings also help indicate that parents in the Northeast with expectations for child development programs outside of school hours in the early school year. Because the program part-time child development early childhood education is a process that helps early childhood towards the attributes of those who know ourselves. It develops own competences and skills in the era of globalization. They can learn to seek the knowledge of the various capabilities in addition to academic classes and parents now have the ability to use good judgment to decide whether or not select those additional activities. While that is true, it exists on many levels as well. Suggesting that parents bring the information obtained from a variety of channels and their original experience analyzed and synthesized up to



a format that meets program expectations and social change in today's world. But it also depends on the context of the institution. Community and learning environments that enables the parents and early childhood learning and information, have the possibility to choose the activities outside school hours fully.

Conclusion

Early childhood parents in the northeastern region of Thailand had preferred and actual opinions about after school programs implementation at high

level by justify the means. Mostly, components of the implementing were at high level at all. In addition, only two-coordinators and resources are highest among all components. The correlation between opinions of parents in five provinces about preferred opinion, and actual opinion had the positive relation.

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