

**ASSESSMENT REPORT ON THE PREVENTION AND SOLUTION OF  
SCHOOL PREGNANCY PROBLEMS OF WATJAMAROM SCHOOL  
UNDER THE ROI ET PRAIMARY EDUCATION SERVICE AREA 2**

Preeyanan Hernthaisong

Teacher, Dongkhrangyai School, Thailand

DOI: 10.46609/IJSSER.2023.v08i02.004 URL: <https://doi.org/10.46609/IJSSER.2023.v08i02.004>

Received: 7 Feb. 2022 / Accepted: 22 Feb. 2023 / Published: 28 Feb. 2023

**ABSTRACT**

This research aims to 1) To evaluate the performance of the Watjamarom School in Thailand project on the prevention and alleviation of teenage pregnancy problems, which is a part of Roi Et Primary Education Service Area 2 according to the CIPP model in four aspects. It consists of (1) context evaluation, (2) input evaluation, (3) process evaluation, and (4) product evaluation. 2) To study problems and obstacles and recommendations on the implementation of the prevention and alleviation of teenage pregnancy problems Watjamarom School in Thailand project on the prevention and alleviation of teenage pregnancy problems, which is a part of Roi Et Primary Education Service Area 2. The sample group used in the assessment it consists of administrators, teachers and educational personnel, totaling 16 people, students totaling 118 people, basic education board totaling 7 people, parents totaling 118 people, which totals 259 people. The tool used to gather data during this time was a total of 5 questionnaires, with No. 1–4 being a questionnaire for the Watjamarom School Pregnancy Prevention and Solution Project under the Roi Et Primary Education Service Area 2. This questionnaire was used to gather information about the environment, preliminary factors, processes, and productivity. The sixth problem in this respect is a satisfaction survey with a 5-point rating system for the Watjamarom School Pregnancy Prevention and Solution Project, which is part of the Roi Et Primary Education Service Area Valuable confident by finding Cronbach's alpha coefficient ( $\alpha$  - Coefficient) equal to 0.90, 0.88, 0.95, 0.93, 0.93 respectively, data were analyzed using a computer program to calculate percentage, mean, and standard deviation.

The results of this study were concluded as follows:

1. Assessment findings for the Watjamarom School Pregnancy Prevention and Solution Program within the Roi Et Primary Education Service Area 2, all assessment criteria were satisfied, and

the findings were overall very good ( $X = 4.27$ ,  $S.D. = 0.61$ ). When sorting in descending order of the mean, it was found that the side with the highest mean was the productivity side ( $X = 4.41$ ,  $S.D. = 0.55$ ), followed by the processes side ( $X = 4.35$ ,  $S.D. = 0.56$ ), environment ( $X = 4.34$ ,  $S.D. = 0.58$ ), and preliminary factor ( $X = 3.96$ ,  $S.D. = 0.73$ ), respectively. When considering each side, it will be found that;

When examining each one separately, it was discovered that they all met the requirements on a high-level overall environment ( $X = 4.34$ ,  $S.D. = 0.58$ ). The first 3 items with the highest mean are; objective of the project is consistent with the policy of the school and the parent agency ( $X = 4.83$ ,  $S.D. = 0.42$ ), the project has concrete details of activities that can be implemented ( $X = 4.73$ ,  $S.D. = 0.52$ ), and the project is reasonable and reliable ( $X = 4.70$ ,  $S.D. = 0.67$ ) respectively.

The overall preliminary factor was at a high level ( $X = 3.96$ ,  $S.D. = 0.73$ ), when considering individually, the first 3 items with the highest mean were; the executives give importance to and participate in setting policies for operations ( $X = 4.37$ ,  $S.D. = 0.86$ ), to avoid and address issues related to teenage pregnancy, staff members engaged in brainstorming sessions ( $X = 4.25$ ,  $S.D. = 0.77$ ), and personnel who organized the project had knowledge in organizing activities to prevent and resolve pregnancy problems in school age ( $X = 4.23$ ,  $S.D. = 0.74$ ), respectively.

The overall processes aspect was at a high level ( $X = 4.35$ ,  $S.D. = 0.56$ ), there was ongoing and successful development of preventative and problem-solving activities for school-age pregnancy, according to the first three items with the highest means when taken separately ( $X = 4.78$ ,  $S.D. = 0.44$ ), arrange a place environment and atmosphere conducive to learning ( $X = 4.67$ ,  $S.D. = 0.63$ ), creating news presentation activities concerning teenage issues and were suitable, respectively ( $X = 4.63$ ,  $S.D. = 0.62$ ).

The level of overall productivity was high ( $X = 4.41$ ,  $S.D. = 0.55$ ), teachers have the knowledge and abilities to create a space and atmosphere that is favorable to learning, according to the first three items with the highest mean when taken separately ( $X = 4.82$ ,  $S.D. = 0.47$ ), the instructors continuously paid close attention to how the initiative to prevent and address pregnancy-related issues in schools was carried out ( $X = 4.80$ ,  $S.D. = 0.52$ ), and the students were more interested and used their free time to benefit ( $X = 4.76$ ,  $S.D. = 0.51$ ) respectively. At Watjamarom School which is part of Roi Et Primary Education Service Area 2, there was generally high satisfaction with the programmed on preventing and addressing pregnancy issues during school age ( $X = 4.42$ ,  $S.D. = 0.55$ ). The satisfaction with reaching project goals ( $X = 4.83$ ,  $S.D. = 0.54$ ) was among the top three variables to have the highest mean when taken separately, satisfaction with the way educational activities and signs were set up to prevent and address pregnancy-related issues in school-aged children ( $X = 4.75$ ,  $S.D. = 0.62$ ), and satisfaction with organizing activities to prevent and solve pregnancy problems in school age ( $X = 4.74$ ,  $S.D. = 0.59$ ) respectively.

2. Findings from the analysis of perspectives of issues, challenges, and suggestions related to various elements of the Watjamalom School Pregnancy Prevention and Solution Project implementation within the Roi Et Primary Education Service Area 2. For instance, the parent agency should take seriously implementing the project since it has solid details and complies with school rules. Additionally, a survey of student interests should be conducted to gather data for designing a more creative and varied type of activity.

**Keywords:** Assessment Report on the Prevention, Solution of School Pregnancy Problems

## **I. Introduction**

The following activities must be taken by educational institutions in order to prevent and address the issue of adolescent pregnancy, under Section 6 of the Prevention and Solution of Adolescent Pregnancy Problem Act 2016: (1) offer sexuality education teaching that is age-appropriate for the children or learners, (2) provide and train educators who can advise adolescents on prevention and resolution of adolescent pregnancy and teach sexuality education to students or learners, and (3) establish a referral system for receiving health services, fertility treatments, and adequate social welfare arrangements, as well as a system of care, help, and protection for students or students who are pregnant to obtain education in an appropriate and continuous way. (Royal Gazette, Volume 133/Chapter 30 Kor/Page 1/31 March 2016) Which has established guidelines for advancing the prevention and resolution of teenage pregnancy issues at the national level in the same direction by organizing and collaborating across many areas, including education, public health, local, entrepreneurs, and civil society, both at the local level and as a whole in policy. Young people or adolescents benefit from this act in the following ways: (Thai Health Promotion Foundation, 2017) (1) everyone gains knowledge and life skills, making it possible for everyone to study sex education that is age-appropriate and applicable in the real world, (2) teens who are pregnant can finish their education without being suspended or being required to transfer to another school if they continue to study, (3) adolescents can use the services of a sexual health clinic with the assurance that their secrets won't be disclosed, they won't be embarrassed, and they will be allowed to make their own decisions without parental agreement, (4) seek assistance if you become pregnant, teenagers have a right to assistance if they are having pregnancy-related issues in order to protect themselves, and (5) raise great kids; teen parents are urged to practice good parenting.

Since more than ten years ago, attempts have been undertaken to discover answers to the issue of adolescent pregnancy in Thailand, while the issue has not subsided, there has been an increase in its complexity. There are channels that enable opportunities to acquire skills, experiences, and learning in a variety of ways because prosperity, state-of-the-art technology, and a borderless world (globalization) are pushing for access to learning resources through

various media easily, conveniently, quickly, without limits. What is concerning is that many Thai children who are in their adolescence still lack the knowledge and awareness necessary to choose information for their own good and benefit, choosing instead to focus on learning from undesirable sources like pornographic websites, games, and entertainment, which are so dangerously rife with violent aggression. As a result, proactive problem-solving nowadays must concentrate on figuring out how to develop knowledge and self-defense techniques that focus on the capacity to solve difficulties and adapt for one's future, which is sometimes referred to as "Life Skills" along with more beneficial learning. In order to lessen societal pressures on unexpected pregnancies among teenage or school-aged females, the immediate objective is to develop life skills that are sufficient to ensure sexual safety for oneself and others. Reducing baby neglect and abuse, including pregnancy termination and other forms of violence, whether purposefully and unintentionally, and adopting a positive outlook on the issue (School protection and assistance center, 2015).

Watjamarom School in Thailand, which is a part of Roi Et Primary Education Service Area 2, has a policy to cater to individual differences in education by collecting basic data on its students, such as their names, where they went to school, how they did in school, how they were feeling physically, and how well they did in class. In order to aid students according to their needs and routinely support those with particular talents, teaching and learning activities have been developed in combination with other student development activities with a focus on enhancing the quality of life of learners. The school recognized the significance of the issue and made an effort to find a solution since during the academic year 2017, one female student, who was around 15 years old, became pregnant in January 2018. Therefore, in order for the prevention and solution of school pregnancy problems to be effective, effective, and directly impact students, the school established a program to prevent and resolve school-age pregnancy problems in addition to the school project plan, which operates systematically, has a working process evidence of performance, techniques, methodologies, and tools are available, and is standardized. Through assistance from educators, students, parents, groups, or communities. In this regard, it is important to keep in mind that students are the primary learners and must be able to apply their knowledge in order to know how to act, think, and solve problems. They must also have morals and ethics, good values, and desirable characteristics, as well as the ability to think critically and solve problems.

In order to gather data for decision-making or to make the project more effective, the school created a report on the evaluation of the prevention and solution of school pregnancy problems from the project's execution, this report was created utilizing the CIPP Model assessment model. The assessment is broken down into 4 parts in accordance with the developmental sequence of the project execution in 3 phases because this sort of assessment is a decision-making model that

uses a thorough examination of what is to be examined to gain meaningful information. This includes phase 1: pre-operational assessment and includes the context evaluation and the input evaluation as its two components, phase 2: assessment during project implementation by evaluating the process evaluation, and phase 3: evaluation after the end of the project, by evaluating in terms of productivity ( product evaluation), the information obtained from this evaluation will be used to develop a project to prevent and solve the problem of pregnancy in school effectively and continue to be sustainable.

## **II. Objectives of project evaluation**

1. To evaluate the performance of the Watjamarom School in Thailand project on the prevention and alleviation of teenage pregnancy problems, which is a part of Roi Et Primary Education Service Area 2 according to the CIPP model in four aspects. It consists of (1) context evaluation, (2) input evaluation, (3) process evaluation, and (4) product evaluation.
2. To study problems and obstacles and recommendations on the implementation of the prevention and alleviation of teenage pregnancy problems Watjamarom School in Thailand project on the prevention and alleviation of teenage pregnancy problems, which is a part of Roi Et Primary Education Service Area 2.

## **III. Scope of Project Evaluation**

1. The population that provides information for the preparation of project evaluation reports, a total of 362 people consisting of;

1.1 The initiative, which is a part of the Roi Et Primary Education Service Area 2 academic years 2018, involves 168 students from kindergarten 2 to grades 13 who attend Watjamarom School in Thailand, it is focused on preventing and resolving issues related to adolescent pregnancy.

1.2 Teachers and educational personnel in Watjamarom School in Roi Et Primary Education Service Area 2, totaling 19 people.

1.3 Basic Education Board of 7 people.

1.4 Parents of Watjamarom School in Roi Et Primary Education Service Area 2, totaling 168 students.

2. Sample group

The sample group used to collect data, totaling 300 people consisted of;

2.1 Watjamarom School in Roi Et Primary Education Service Area 2, academic year 2018, has 138 students in grades 1 through 13, making up the whole class.

2.2 Teachers and educational personnel in Watjamarom School in Roi Et Primary Education Service Area 2, totaling 17 people.

2.3 Basic Education Board of 7 people.

2.4 Parents of Watjamarom School in Roi Et Primary Education Service Area 2, totaling 138 students.

### 3. Content/Method

3.1 Reporting on evaluation results of the prevention and alleviation of pregnancy problems in Watjamarom School in Roi Et Primary Education Service Area 2, using a rating scale questionnaire according to the CIPP Model, which includes; environment, preliminary factors, process and productivity.

3.2 Using a questionnaire with a 5-point rating scale, research was conducted at Watjamarom School in Roi Et Primary Education Service Area 2 to determine how satisfied staff members were with the prevention and solutions for problems with teen pregnancy.

3.3 Employing an open-ended questionnaire, the Watjamarom School in Roi Et Primary Education Service Area 2 preventive and alleviation project's implementation challenges and staff recommendations are studied, the questions include; (1) context evaluation, (2) input evaluation, (3) process evaluation, and (4) product evaluation.

### 4. Tools used in the process

4.1 Using a 5-point rating scale questionnaire, the Watjamarom School in Roi Et Primary Education Service Area 2 preventive and alleviation project assessment findings will be reported.

4.2 Using a 5-point rating scale questionnaire, a study of the staff's satisfaction with the Watjamarom School's execution of the preventive and alleviation project for adolescent pregnancy problems in Roi Et Primary Education Service Area 2 was conducted.

4.3 A study of problems, obstacles, and suggestions of personnel towards the implementation of the Watjamarom School in Roi Et Primary Education Service Area 2 project, using an open-ended questionnaire.

5. Project evaluation period Conducted the assessment in 3 phases as follows;

5.1 Phase 1: Environmental assessment and preliminary assessment are carried out as part of the assessment process before the project is started.

5.2 Phase 2: Assessment during project implementation take a process assessment.

5.3 Phase 3: Assessment at the end of the project, assessing productivity and take a satisfaction assessment.

**IV. Research Process**

The purpose of this project assessment report is to evaluate prevention initiatives and address the issue of teenage pregnancy at Watjamarom School in Roi Et Primary Education Service Area 2 as stated by the reporter:

**Assessment process**

The Watjamarom School's Roi Et Primary Education Service Area 2 project for the prevention and treatment of pregnancy issues was evaluated using the procedures outlined in table 1 for this project.

**Table 1: Procedures for evaluation of Watjamarom School Pregnancy Prevention and Solution Project in Roi Et Primary Education Service Area 2**

Desired Issue	Operation	Results
1. Assessment Guidelines	- study the concept of assessment - study project details/ relevant documents	Assessment Guidelines/Methods/CIPP MODEL
2. Assessment conceptual framework	- set assessment issues - set indicators - set evaluation criteria	Sketch a concept with issues/indicators.
3. Examine the assessment framework.	- select 5 experts - interview with experts - analyze, improve	Validated conceptual framework.
4. Scope of assessment	- define a sample - assign widgets - define analytical tools	Assessment conceptual framework with assessment scope.
5. Data Collection Tools	- draft 5 questionnaires - selection of experts to check IOC values - some editions try to find the confidence value.	Quality-tested tools

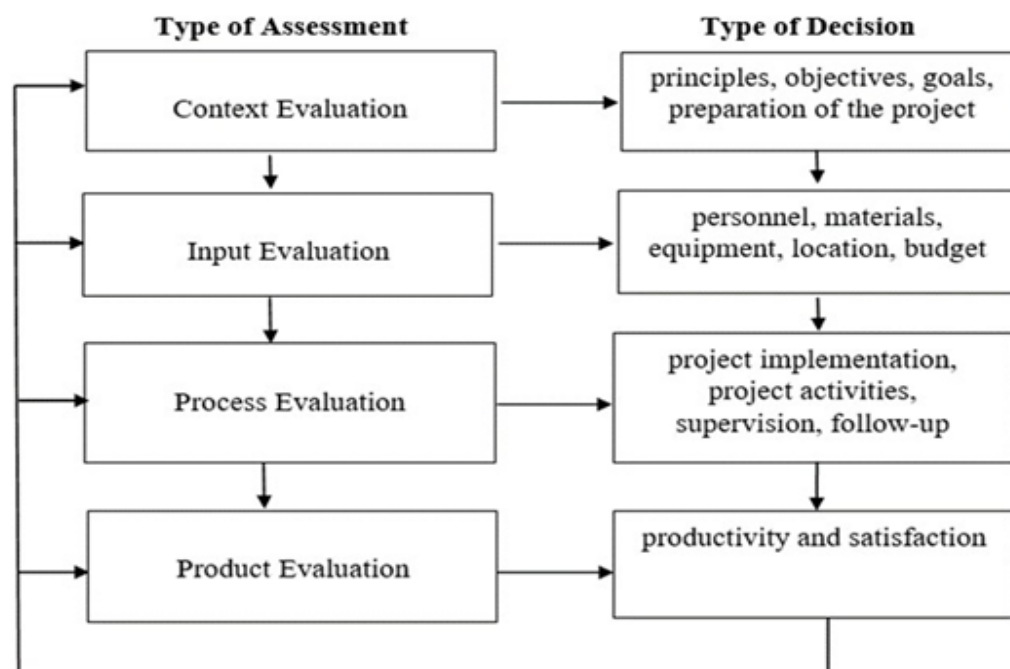


6. Collect and analyze data	<ul style="list-style-type: none"> <li>- collect data according to indicators environment, inputs, processes, outputs and satisfaction from informant group according to the specified period</li> <li>- analyze data</li> </ul>	Results of data analysis and judgment results based on indicators
7. Summary of assessment results	<ul style="list-style-type: none"> <li>- summarize the results of the analysis.</li> <li>- judge the evaluation results according to the specified criteria.</li> <li>- assessment results report.</li> </ul>	Complete project assessment report

**Project evaluation model**

As illustrated in Figure 1, the CIPP MODEL assessment model was used to evaluate all stages of the Watjamalom School in Roi Et Primary Education Service Area 2 project on prevention and relief of adolescent pregnancy problems.

**Figure 1: Assessment Model for School Pregnancy Prevention and Solution Program of Watjamalom School in Roi Et Primary Education Service Area 2.**





**Project evaluation conceptual framework**

In this assessment, the assessor specifies criteria through the assessment as follows;

**Table 2: The Conceptual Framework for Assessment of Watjamarom School in Roi Et Primary Education Service Area 2**

<b>Assessment Items</b>	<b>Indicator</b>	<b>Criterion</b>	<b>Source of Information</b>	<b>Tool</b>
1. Assess the environment	1. The project's goals are distinct and in line with the guidelines established by the parent agency and the school. 2. The project is suitable and meets the needs of the parties concerned. 3. The proposal is viable and appropriate.	$\bar{X} \geq 3.51$	1. Administrators, teachers and personnel 2. Student parents 3. Board of Educational Institutions basic 4. Students	Questionnaire
2. Preliminary factors	1. preparedness, including the availability of sufficient numbers of people, supplies, tools, facilities, and operating budgets. 2. The work plan's clarity, appropriateness, and determination of operational guidelines	$\bar{X} \geq 3.51$	1. Administrators, teachers and personnel 2. Student parents 3. Board of Educational Institutions basic 4. Students	Questionnaire
3. Evaluate the process	1. have a structure Operations and assignments That's clear. 2. The project is implemented as planned. 3. Organizing activities according to the project is appropriate. 4. There is supervision, supervision and follow-up. 5. Have an evaluation and improve work.	$\bar{X} \geq 3.51$	1. Administrators, teachers and personnel 2. Student parents 3. Board of Educational Institutions basic 4. Students	Questionnaire
4. Evaluate productivity	1. Achievement Project according to the purpose. 2. Effects on learners, administrators, teachers, parents and	$\bar{X} \geq 3.51$	1. Administrators, teachers and personnel 2. Student parents 3. Board of Educational	Questionnaire

communities. 3. Satisfaction of people involved in the project.	Institutions basic 4. Students
---	--------------------------------------

**Population and sample**

1. Population used in this assessment are related and affiliated with Watjamarom Schoolin Roi Et Primary Education Service Area 2, in the academic year 2018, totaling 361 students, which consists of a total of 168 students, parents of students totaling 168 people, administrators, teachers and staff total number of 16 people, and the basic education board a total of 9 people.

2. The sample was 259 people related to Watjamarom School in Roi Et Primary Education Service Area 2, in the academic year 2018, comprised of 118 students, parents of 118 students, administrators, teachers and personnel totaling 16 people, basic education boardtotal of 7 people, the details are shown in table 3.

**Table 3: Population and Sample**

Population		Sample	
status	total/person	total/person	determination of size/ method of acquisition
Student	168	118	Krejcie and Morgan Table /Pick Specific
Student parents	168	118	Krejcie and Morgan Table /Pick Specific
Administrators and teachers	16	16	Study from the population
Personnel basic education board	9	7	The population was studied except administrators and directors from teacher representatives.
<b>Total</b>	<b>361</b>	<b>259</b>	

**Creation and quality of project assessment tools**

**1. Tools**

There are 5 instruments utilized in the assessment of this project, including questionnaires for the environmental assessment, factor or resource assessment, process assessment, productivity assessment, and satisfaction assessment, which comprise the following;

1.1 A questionnaire to assess the environment of Watjamarom School in Roi Et Primary Education Service Area 2 prevention and alleviation program for teenage pregnancy problems, which was divided into 3 parts; part 1: general information of respondents, part 2: questionnaire to assess the project on prevention and remediation of school age pregnancy problems of Watjamarom School in Roi Et Primary Education Service Area 2 in terms of environment, and part 3: general problems, obstacles or suggestions.

1.2 A questionnaire for preliminary assessment of Watjamarom School in Roi Et Primary Education Service Area 2 Preliminary Factors for Preventing and Alleviating Pregnancy Problem Project, which was divided into 3 sections; part 1: general information of respondents, part 2: questionnaire to assess the project on prevention and remediation of school age pregnancy problems of Watjamarom School in Roi Et Primary Education Service Area 2 in terms of environment, and part 3: general problems, obstacles or suggestions.

1.3 The questionnaire for the assessment of the prevention and alleviation of teenage pregnancy prevention projects of Watjamarom School in Roi Et Primary Education Service Area 2 in terms of the process is divided into 3 parts; part 1: general information of respondents, part 2: questionnaire to assess the project on prevention and remediation of school age pregnancy problems of Watjamarom School in Roi Et Primary Education Service Area 2 in terms of environment, and part 3: general problems, obstacles or suggestions.

1.4 The questionnaire for evaluation of the prevention and alleviation of school age pregnancy project of Watjamarom School in Roi Et Primary Education Service Area 2 in terms of productivity was divided into 3 sections; part 1: general information of respondents, part 2: questionnaire to assess the project on prevention and remediation of school age pregnancy problems of Watjamarom School in Roi Et Primary Education Service Area 2 in terms of environment, and part 3: general problems, obstacles or suggestions.

1.5 The Satisfaction Questionnaire on the Project of Preventing and Resolving Pregnancy during School Age of Watjamarom School in Roi Et Primary Education Service Area 2, which was divided into 2 sections; part 1: general information of respondents, and part 2: satisfaction questionnaire on the prevention and solution of school pregnancy problems of Watjamarom School in Roi Et Primary Education Service Area 2.

## **2. Construction method and tool quality determination**

2.1 The construction and quality determination of the questionnaire to assess the Watjamarom School Pregnancy Prevention and Solution Program in Roi Et Primary Education Service Area 2, which was divided into 2 was carried out as follows;

2.1.1 Conduct research on prevention-related papers, books, articles, and studies, as well as the issue of teen pregnancy, in order to inform the development of the questionnaire.

2.1.2 Create a questionnaire covering content, purpose, and terminology.

2.1.3 Bring the generated questionnaire to experts for consideration of accuracy to the extent specified and corrected.

2.1.4 Take the questionnaire considered by the expert to be revised according to the advice of the expert.

2.1.5 Record the results of each expert's opinion. for each item and then sum all expert opinion scores individually, the results from the consideration of the opinions of all 5 experts have an IOC consistency value of 1.00 for all items, show that the questionnaire highly consistent with content and objectives, applicable.

2.1.6 Bring the revised questionnaire to try out with the teachers, basic education board and parents of students at Ban Nok Hoe School Office of the Roi Et Primary Education Service Area 2, a total of 30 people, which is a school that operates a project to prevent and solve the problem of pregnancies in school age like Watjamarom School.

2.1.7 Take the questionnaire responses to find the confidence value, using the Cronbach's alpha coefficient formula ( $\alpha$  - Coefficient), the results of the questionnaire 1-5 have a confidence value of 0.90, 0.88, 0.95, 0.93, 0.93 respectively, the questionnaire can be used.

### **Data Collection**

Data from many groups were gathered for this evaluation, with the following information being obtained from each informant group by the assessors;

1. Gather information on environmental suitability, including information from administrators, teachers, and staff, as well as basic education institute committees. Watjamarom School in Roi Et Primary Education Service Area 2 used a questionnaire to assess the prevention and alleviation of teen pregnancy problems in terms of the environment, data was gathered between 26 July and 13 August 2018.
2. A questionnaire was used to evaluate the input factors of Watjamarom School in Roi Et Primary Education Service Area 2 prevention and alleviation of teenage pregnancy problems, data collected between July 26 and August 13, 2018. Collect data on the suitability of input factors, collect data from administrators, teachers and staff, basic education committee members.

3. Gather information on the suitability of the process; gather data from executives; teachers; basic education committees and students, at Watjamarom School in Roi Et Primary Education Service Area 2, information was gathered from 15 to 30 December 2018, the questionnaire was used to assess the prevention and alleviation of teenage pregnancy issues.
4. A questionnaire was used to assess the prevention and alleviation of teen pregnancy problems at Watjamarom School in Roi Et Primary Education Service Area 2 between March 16 and March 31, 2019. Data on productivity, data from administrators, teachers, and staff, basic education institute committees, students, and parents were also collected.
5. Gather information on satisfaction; the Watjamarom School in Roi Et Primary Education Service Area 2 project on prevention and alleviation of teenage pregnancy problems used the satisfaction questionnaire to gather data from administrators, teachers and staff, basic education institute committees, students, and parents between March 16 and March 31, 2019.

### **Statistics used in data analysis and interpretation**

#### 1. Statistics used for data analysis

In analyzing this data, the assessor analyzes the data and finds the following statistics;

1.1 Percentage of general information of the respondents, namely status, gender, and education level.

1.2 The average (Arithmetic Mean =  $\bar{X}$ ) of the opinion level in the assessment of the prevention and solution of school pregnancy problems in terms of the environment, preliminary factors, process, productivity, and the level of satisfaction towards the project, prevent and resolve pregnancy problems during school age.

1.3 The standard deviation (Standard Deviation = S.D.) of the opinion level in the assessment of the prevention and solution of school pregnancy problems in terms of environment, preliminary factor, process, productivity, and satisfaction level, towards the project to prevent and solve the problem of pregnancy in school age.

1.4 The consistency index of the questionnaire for the evaluation of the prevention and alleviation of school pregnancy problems.

1.5 The questionnaire's confidence was determined by Cronbach's alpha coefficient ( $\alpha$  - Coefficient).

## 2. Interpretation of data analysis results

2.1 Criteria used in evaluating or defining the meaning of evaluating determining the evaluating mean value ( $\bar{X}$ ) of the 5-level estimation scale, using the evaluative criterion of Boonchom Srisaard (2002).

2.2 Criteria for assessing project indicators, average  $\bar{X} \geq 3.51$  means that qualify, average  $\bar{X} < 3.51$  means that not qualify.

## V. Conclusion

These were the goals of this project evaluation: (1) to use the CIPP methodology to assess the Watjamarom School initiative in Roi Et Primary Education Service Area 2 to prevent and address adolescent pregnancy issues in four different ways; context assessment, input evaluation, process evaluation, and product evaluation, and (2) to research issues, barriers, and suggestions on how to execute the Watjamarom School in Roi Et Primary Education Service Area 2 prevention and relief of pregnancy difficulties project. From the analysis of information on project evaluation, the results are as follows;

1. The evaluation results of the overall prevention and solution of school pregnancy problems were at a high level ( $\bar{X} = 4.27$  S.D. = 0.61), which passed the evaluation criteria. When considering each aspect, it was found that all aspects were at a high level, and all criteria passed, when sorted in descending order of the mean, it was found that the side with the highest mean was the product evaluation side ( $\bar{X} = 4.41$  S.D. = 0.55), followed by process evaluation ( $\bar{X} = 4.35$  S.D. = 0.56), context evaluation ( $\bar{X} = 4.34$  S.D. = 0.58), and in terms of primary factors ( $\bar{X} = 3.96$  S.D. = 0.73), respectively.

2. The results of the evaluation of the prevention and alleviation of school pregnancy problems, in terms of context evaluation, were found that the overall level was at a high level ( $\bar{X} = 4.34$  S.D. = 0.58), which passed the evaluation criteria. When considering individually, 4 items were at the highest level and 11 items passed all criteria at a high level. When sorted by the highest averages, the first 3 orders are that the objectives of the project are consistent with the policies of the school and the agency ( $\bar{X} = 4.83$  S.D. = 0.42), the project has concrete details of activities that can be implemented ( $\bar{X} = 4.73$  S.D. = 0.52), and the project is reasonable and reliable ( $\bar{X} = 4.70$  S.D. = 0.67), respectively.

3. The results of the evaluation of the project for the prevention and solution of pregnancy problems in school age in terms of preliminary factors. Overall, it was at a high level ( $\bar{X} = 3.96$  S.D. = 0.73), which passed the evaluation criteria. When considering individually, it was found that all items passed the evaluation criteria, and the evaluation results were found to be at a high

level for all items, when sorted by the highest mean, the first 3 were executives who gave importance and participated in setting policies in operation ( $\bar{X}$ = 4.37 S.D. = 0.86), personnel participated in brainstorming activities to prevent and solve school-age pregnancy problems ( $\bar{X}$  = 4.25 S.D. = 0.77), and the personnel who organized the project had knowledge in organizing activities to prevent and resolve pregnancy problems in school age ( $\bar{X}$ = 4.23 S.D. = 0.74), respectively, and the item with the lowest average was the budget used to implement the program to prevent and solve the problem of pregnancy in school age. is sufficient ( $\bar{X}$  = 3.70 S.D. = 0.87).

4. Evaluation results of the program for the prevention and alleviation of school pregnancy problems in the process evaluation, it was found that overall was at a high level ( $\bar{X}$ = 4.35 S.D. = 0.56), which passed the evaluation criteria. When considering item by item, it was found that all items passed the assessment criteria, and the assessment results were found to be at the highest level for 5 items, and at the high level for 25 items. When ranked according to the highest mean, the first 3 were the continuous and effective development of activities to prevent and resolve school-age pregnancy problems ( $\bar{X}$  =4.78 S.D.=0.44). Organized a place, environment and atmosphere conducive to learning ( $\bar{X}$  = 4.67 S.D. = 0.63) and activities to present news about adolescent problems is appropriate ( $\bar{X}$  = 4.63 S.D.=0.62), respectively.

5. Evaluation results of the product evaluation of the prevention and alleviation of school pregnancy problems, it was found that the overall score was at a high level ( $\bar{X}$  = 4.41 S.D. = 0.55), which passed the evaluation criteria. When considering individually, all items passed the evaluation criteria, and the evaluation results were found to be at the highest level of 10 items, at a high level of 10 items. When sorted by the highest mean, the first 3 were teachers with knowledge and skills in developing environments and atmospheres conducive to learning ( $\bar{X}$  = 4.82 S.D. = 0.47), the teachers were attentive to the implementation of the prevention and problem solving program for school-age pregnancy problems on a regular basis ( $\bar{X}$  = 4.80 S.D. = 0.52), and the students were more interested and spent their free time ( $\bar{X}$ = 4.76 S.D. = 0.51), respectively. However, satisfaction with the prevention and resolution of school pregnancy problems found that overall was at a high level ( $\bar{X}$ = 4.42 S.D. = 0.55), when considering individually, it was found that the first 3 items with the highest mean were the satisfaction with the achievement of the project goals ( $\bar{X}$ = 4.83 S.D. = 0.54), satisfaction with the organization of informational sign activities for the prevention and solution of pregnancy problems in school age ( $\bar{X}$ = 4.75 S.D. = 0.62), and satisfaction with organizing activities to prevent and solve pregnancy problems in school age ( $\bar{X}$ = 4.74 S.D. = 0.59), respectively.

6. Remarks on the issues, suggestions for how to overcome them, and suggestions for carrying out the project to avoid and address the issue of teenage pregnancy. The key points in a variety of fields can be summed up as follows; context evaluation, for instance, a well-detailed project should be seriously implemented because it is in line with agency and school policies, and



schools should create a project implementation plan for relevant parties before the start of the school term, and should be labeled to display the calendar Implementation of the project so that everyone can acknowledge and act together, and students' interests should be investigated in order to gather information for designing a more creative and varied form of activities. Regarding fundamental elements, for instance, schools should send staff to training sessions and seminars on the operation of the program to prevent and resolve additional teen pregnancy problems each year. There should also be a study visit to schools that have successfully implemented the prevention and solution of teen pregnancy problems to learn how it is done in practice. The heavy workload of each operational employee prevents them from having enough time to finish the project, and the tight budget makes it challenging to plan operations. Process evaluation, for instance, should encourage greater parental or community involvement in the prevention and treatment of teen pregnancy problems. Personnel issues with other missions may result in the promotion and development of some activities that do not occur within the predetermined time frame. Therefore, students should be encouraged to take an active role in the planning of activities to lessen the load on teachers and to create a system to support effective student learning. The activity management principles from the school pregnancy prevention and resolution program should be used in daily life, for example in product evaluation, students who take part in the program should have their behavior regularly observed, they should receive serious, ongoing attention, and teachers should provide a positive example for their moral and ethical behavior.

## **VI. Discussion**

The following important considerations should be highlighted in relation to the Watjamarom School in Roi Et Primary Education Service Area 2 project on the prevention and treatment of teen pregnancy issues;

1. Context evaluation discovered that the overall evaluation findings were at a high level, based on the results of the evaluation of the prevention and relief of school pregnancy issues. When each item was looked at separately, it was discovered that the first three had the highest means, which were, respectively, that the project's goals aligned with the regulations of the school and the parent organization, had specific details that could be put into practice, and was logical and trustworthy, demonstrate the suitability of the project's setting for avoiding and addressing issues with teen pregnancy. This is in line with the Prevention and Solution of Adolescent Pregnancy Problem Act 2016, in accordance with Section 6, which states that educational institutions must take action to prevent and solve the problem of adolescent pregnancy as follows; (1) teach sexuality education in a way that is age-appropriate for the students or learners, (2) provide and train educators who can advise adolescents on prevention and resolution of adolescent pregnancy and teach sexuality education to students or learners, and (3) provide a system of care and

assistance, safeguard pregnant students or pupils, and ensure that they obtain an adequate and ongoing education, this includes creating a referral system for health services, fertility treatments, and suitable social welfare arrangements.

2. The project's overall assessment result was determined to be at a high level, according to the findings of the preliminary factors evaluation of the project on the prevention and treatment of pregnancy issues in school-age women. The items with the highest average value in the first three orders are executives who place importance on and take part in policy formulation in operations, staff members who engage in brainstorming sessions to encourage reading habits, and project staff members who are knowledgeable about organizing project activities to prevent and address the issue of pregnancy in school- age women. In order to encourage teachers to work together in the growth of learners to learn and get the right learning experience, the project has been prepared and explained to parents and those involved. This shows that teachers and administrators in schools are aware of the importance and necessity of implementing programs to prevent and solve the problem of pregnancies in school age. This is in line with the findings of a study conducted by the Department of Social Development and Welfare's Bureau of the Prevention and Solution of Trafficking in Women and Children in 2014, which investigated how to encourage learning processes in order to prevent and address the issue of teen pregnancy by unintended pregnancy with participation. These are the goals; (1) to research the social, environmental, and medical aspects that affect the issue of teen pregnancy in the area, (2) to research local approaches, methods, and policies for preventing and resolving the issue of adolescent pregnancy, (3) to increase understanding of the problem of teen pregnancies in the area, and (4) to publicly disseminate research processes on the promotion of adolescent pregnancy correction. The findings indicated that there are three primary environmental variables that contribute to teenage unwanted pregnancies; (1) the actions of the children themselves, such as their ignorance about contraceptives, their curiosity to test them, their lack of self-worth as a result of carelessness, their allergy to contraceptives, and their incorrect sexual ideals, (2) factors related to the family, such as a dysfunctional family, financial difficulties, an unsuitable upbringing, and being mistreated by relatives, and (3) community environmental degradation, peer influence with erroneous beliefs, and media influences with incorrect values are examples of social environmental elements.

3. It was determined that the overall level was at a high level based on the findings of the evaluation of the program for the prevention and remediation of school pregnancy issues in the process evaluation. When each item was taken into account, it was discovered that the first three items with the highest mean scores were the following; there is ongoing and effective development of activities to prevent and solve the problem of pregnancy in school-age women, arrange a location, an environment conducive to learning, and the provision of news reporting

activities on adolescent issues is appropriate. This is in line with the findings of a study conducted by Pattama Pongsomboon and Sopit Champasak in 2012 on the development of adolescent pregnancy prevention models in the Thai province of Phichit, the goal of their research was to determine the causes and contributing factors of the problem of teenage pregnancies in Phichit Province. With students in 3 groups of educational institutions, namely college upper secondary schools, vocational levels, and non- formal education centers, where education consists of 4 phases as follows; phase 1: through the analysis of quantitative and qualitative data, difficulties and variables that contribute to challenges and barriers in the implementation of teenage pregnancy prevention are studied, in phase 2 : use the results to determine the model for preventing adolescent pregnancy in Phichit Province, in phase 3 : bring the model to trial with a group of 46 high school and vocational students, and phase 4: evaluate the use of the adolescent pregnancy prevention model. The study discovered that the negative impacts of poor family circumstances, the media, and the social environment were to blame for the problem of adolescent pregnancy as well as the challenges in implementing the prevention of adolescent pregnancy in Phichit Province. The model for avoiding adolescent pregnancy in Phichit Province, according to the supervision of educational institutions and the teenagers themselves, was created by the collaboration of families, schools, and communities. This is avoided by focusing on the health and education of teenagers, which calls for collaboration, sincere problem-solving, and the involvement of all stakeholders; (1) family-based means that all of the family's responsibilities are met, including the need for the family to devote time to being loving, attentive, and persistent, setting a good example, serving as a consultant in all matters, being able to impart positive values to children, and teaching them life skills that will help them become more resilient in the face of adversity, (2) taking care of the school environment, school media, managing free time, providing recreational activities for kids, planning student activities, having a clear child problem management policy, creating cooperation with n, setting a good example, improving counseling skills, screening risk groups, teaching risk groups beyond the curriculum, training, caring for love, giving time, teaching life immunity and life skills, and taking care of the school environment are all duties of the school, and (3) community based is the responsibility of the relevant community; the community is required to take part in caring, setting a good example, caring, and upholding social and dormitory regulations in accordance with their respective duties.

4. The overall picture was determined to be at a high level based on the findings of the evaluation of the prevention and solution of the issue of pregnancy in schools in terms of product evaluation. When each item was taken into account, it was discovered that the first three items with the highest means were: teachers' knowledge and abilities to create a learning environment and atmosphere; teachers' attention to the implementation of the program to prevent and address the issue of frequent pregnancies in schools; and students' increased interest in and use of their

free time. This may be the result of a program the school has implemented to prevent and address issues related to teen pregnancy. This program involves researching current issues, formulating solutions, and actively developing student character. Additionally, there was support for the work during the performance. In addition to offering assistance and counsel while working, monitoring, controlling, inspecting, and evaluating the work to find flaws, and assessing the work with data collection issues and workplace obstacles, as well as improving work procedures that find flaws from the evaluation and inspection to achieve success.

5. Viewpoints on the issue, based on the study's findings the project has solid features and should be taken seriously in terms of implementation, however there are a number of challenges and ideas for the prevention and resolution of school pregnancy issues. Students' interests should be surveyed in order to gather information for designing a more creative and varied activity style since it is a project that is in line with the policy of the school and the parent agency. Nevertheless, the school has taken these issues, challenges, and recommendations to the meeting of teachers, parents, and school committees in order to acknowledge them and identify solutions to improve project activities. A study visits to exchange information about the implementation of the prevention and solution of school-age pregnancy problems from the school until the end, for example, showed awareness and sincerity in implementing programs to prevent and solve the problem of school-age pregnancy. In addition, the school immediately put actionable suggestions into action, which shows awareness and sincerity in implementing programs to prevent and solve the problem of school-age pregnancy. According to research findings from the Office of Gender Equality Promotion Office of Women's Affairs and Family Development (2014), which investigated ways to prevent and treat the issue of teenage unwanted pregnancy, there are a number of factors that can contribute to teenage pregnancy (Teenage mother). Its objectives are (1) to integrate gender issues into participatory work of families, communities, and societies in preventing and solving the problem of unintended adolescent pregnancy, (2) develop gender-specific suggestions for teenage pregnancy prevention and response that may be used in health facilities, families, communities, and schools, (3) create a recommendation approach to encourage family, community and society. The findings of this study indicated that the youngest adolescent mothers were 12 years old, the youngest adolescent mothers having sex for the first time was 11, and prevention of adolescent unintended pregnancies was not sufficiently effective to delay adolescent girls, slow down the first intercourse. The results of this qualitative study indicate that it is unlikely that having sex with teenagers under the age of 20 will be outlawed. All adolescent females, whether "tourist children" or "student children", are at danger of unintended pregnancy because of the child's belief that having sex at school is normal, not a mistake, simply that adults don't like it, and that having hidden sex is still difficult.

## **VII. Suggestion**

The reporter assessed the project assessment data, selected the topics that are significant, pertinent, and likely to be helpful for the overall implementation, and evaluated the project for prevention and relief of school pregnancy problems, using the information supplied below, which pertinent agencies can utilize to decide on the operation;

### **1. General recommendations**

1.1 Teachers and other associated staff members should be able to execute the project in accordance with the plan step-by-step and continually updated.

1..2 Should supervise, supervise, follow up at regular intervals.

1..3 Continued communication with the appropriate individuals, groups, and organizations is necessary.

1.4 Should boost teacher morale and emphasize the importance of the work they do by applauding them and giving them awards each year for “excellent teachers who support the prevention and solution of pregnancy issues at school age”.

1.5 The work ought to be made public as a manual for future sustainable development.

### **2. Suggestions for project assessment reporting**

2.1 In order to create long-lasting project work, all instructors should be urged to report on various initiatives aimed at preventing and resolving school pregnancy issues.

2.2 In evaluating this project using the CIPP MODEL, some other assessment formats, such as the Stake model or the provus model, to check whether the results are different or not and how they differ.

2.3 In order to get data that is trustworthy, realistic, and as close to the sentiments of individuals engaged in the project as possible, it is advisable to combine it with other methods, such as interviews and recordings of student behavior.

## **References**

Department of Social Development and Welfare's Bureau of the Prevention and Solution of Trafficking in Women and Children. (2014). *Act on Prevention and Solution of*

*Adolescent Pregnancy Problems*. Bangkok: Royal Gazette.

Pongsomboon, P. & Champasak, S. (2012). *Development of adolescent pregnancy prevention model in Phichit Province*. Phichit: Provincial Public Health Office.

Royal Gazette. (2016). *Reproductive and appropriate social welfare provision*. Bangkok: Thai Government.

School protection and assistance center. (2015). *Life Skills*. Bangkok: Child Protection and Assistance Center.

Srisaard, B. (2002). *Criteria Used to Assess or Determine the Meaning of Assessment*.

Bangkok: Suwiriyasas.

Thai Health Promotion Foundation. (2017). *Situation of adolescent pregnancy in Thailand*.

Bangkok: Thai Health Promotion Foundation.