CHAPTER 1

Introduction

1.1 Background and the Significance of Problem

"… Education is a process to create individuals by using experience which will help create social values through the methods of constructing competency of individuals..." (John Dewey, 1859).

The world at present is in a globalized era which has advanced growth on information technology and social changes. It is necessary of countries to adjust themselves to keep up with the dynamic changes and ready to face the challenges from the world-wide movement. The important factors to face the changes and such challenges are the human quality (Office of the National Primary Education Commission, 2000). The changes and higher competition on the quality play important role on daily lives. The thing that keeps human beings survive in societies in present is necessity to develop human quality at all levels especially on education which is the base of subsistence of children, youth, and other people that they have knowledge, ability, and skills to survive in society happily and be ready for all changes (Supawadee Treerat, 2005: 1).

Educational management and the learning system with quality are the keys for developing human beings and the country in all aspects. Countries consider education important and thus focus on evaluation which is the important mechanism to check and monitor the educational quality and standards. It is also the important tool for the administration or the school administration to achieve the quality according to the targets (Suwimon Wongwanich 2000: 1). The evaluation of the educational reform era is not only evaluating the target just to find the useful discovery for the decision makers or the school administrators; because at present the schools are not centralized

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organizations anymore but they are decentralized organizations given under authorities of personnel in the schools. They have authority to make decision for developing their own schools. The schools follow the new vision of evaluation at present that aims that the evaluation can construct the learning in the organization, and all members in the organization can do the evaluation in order to improve their own organization (Chonchakorn Worain, 2006: 1).

Therefore, educational management needs to be changed in accordance to social economic conditions that have been changed rapidly. The processes for administration, instructional process, and curriculum need to be adjusted to have the learning contents in the basic academic knowledge and professional skills. There is the process of management in the quality process. The instructional management process must encourage learners to learn through the activities that encourage the learners into action (action-based learning); they can learn by themselves until the existing potentials in the learners can get full development. If the schools can manage to implement into reaching set targets, they are considered to give importance to educational quality insurance (Office for National Education Standard and Quality Assessment, 2003).

Educational quality assurance is a new thing and is just lately brought to Thailand in more concrete ways. For the developed countries the quality assurance has been considered important and practiced all the time. Only in Thailand it has just been awaken during the educational reform (Wichit Srisa-an, 2001: 1) when there was a Decree to put educational quality assurance in the National Education Act in 1999. The Decree's Paragraph 6 Section 47 states the standards and educational quality assurance and identifies them into a quality assurance system and educational standards at all levels which is composed of internal and external quality assurance systems. The Act's Section 48 allows parents organizations and schools to arrange t the system for internal quality assurance in schools (Rung Kaewdang, 2000) and considers that internal quality assurance is a part of the educational administration process that needs to be implemented continuously according to identified steps (Pitsanu Fongsri, 2005: 3). Such an Act creates the development of educational quality assurance system, constructs knowledge and understanding on the educational quality assurance to develop personnel and the schools to be able to implement them into an educational quality assurance

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system according to National Education Act.

For the definition, the educational quality assurance means administration and implementation of activities according to the normal mission of the school to develop learners' quality continuously. It is also the construction of confidence for the receivers of the educational service including the direct receivers of the service which are students and parents as well as the indirect service receivers who are people and society as the whole. The implementation of the school will be efficient and can produce learners with quality and desired characters according to the set educational standards (Office of the National Primary Education Commission, 2000).

Educational quality assurance is a management and implementation of activities according to the normal vision of the schools to develop quality of the learners continuously and develop confidence to the educational service receivers. In addition, it prevents from the poor educational management. At the same time the educational quality assurance is an important strategy for the Thai Educational Reform. Developing the quality for educational management to develop human quality is the important factor for the country development. Moreover the implementation of educational quality assurance is the strategy to preserve or conserve and enhance the quality standards of educational management to keep it efficient and continuous. As the whole system it is identified to have important mechanism which is "Internal Quality Assurance" which is considered the checking and revision of quality of the school whether the school has implement the development according to the quality standard or not (Apiradee Nhongsimma, 2004: Introduction).

In the educational quality assurance system, the internal quality assurance is considered as the most important activity according to National Education Act. The internal quality assurance means evaluation and monitoring to check the standard quality of the education from inside through the personnel in the school or the parents' organization who are responsible to take care or supervise the school (Boonlue Moonsawat, 2003: 42). The Ministerial Act on the Criteria System and the Method for Educational Quality Assurance in 2010 has identified that basic schools arrange the internal quality assurance system according to the criteria and the practice guideline on

internal quality assurance in basic schools. The implementation is arranged as the followings: (1) identify the educational standards, (2) prepare the development plan for educational management of the school, (3) arrange the administration system and information system, (4) implement according to the development plan for educational management of the school, (5) arrange the monitoring for educational quality, (6) arrange evaluation of internal quality according to the educational standard of the schools, (7) prepare annual report which is the internal quality assurance report, and (8) arrange the development of the educational quality continuously (Ministerial Law, 2010).

Every school must implement internal quality assurance according to the National Educational Act to have the quality assurance system to develop the quality and educational standards at all levels. This system is composed of internal quality assurance system and the external quality assurance system, and Section 48 allows parents' organizations and the school to arrange internal quality assurance system in the school and internal quality assurance as part of the process of educational administration that will lead to develop the quality and educational standards and to prepare for the evaluation from external quality assurance (Daranee Songtawe, 2008: 3).

Therefore, promoting and supporting the schools to implement internal quality assurance in schools will enable the schools to develop educational quality efficiently because the school has information and data that can be used wisely for the planning and identifying the policy to develop the school. The school has motivation to develop sustainably. Internal quality assurance is the process to control the quality, check the quality, and evaluate the quality of the school in the whole system (Chonchakorn Worain, 2006: 2). If the system is not implemented systematically, it will create three kinds of disadvantage. First, the system creates evaluation in parts which mean division according to the standards and indicators. (Many standards must work harmoniously together in one work or one system.) Second, the internal quality assurance will lack continuity that the school will not develop or improve itself in any certain system while waiting for the next round of evaluation. Third, internal quality assurance does not achieve the target for developing school to arrange education to have quality in sustainable manner (Tipawan Lekawattana, 2008).

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The special education school is the school under Office of Basic Education Commission under the supervision of Office of Special Education Administration that is responsible for arranging education for disabled individuals or children in Thailand. The arrangement started in 1941 in form of the special schools for disabilities. The Ministry of Education developed the model for educational management for these groups of people continuously to be appropriate to the conditions of special needs and social economic of the country. At present the educational management for the disabled in Thailand implements several programs or models such as the special education centers, the special education schools for certain disabilities, or the schools that arrange mixed class learning. For the special education school in Thailand is the school for serves seriously disabled children who cannot go to school and study with normal children. According to the announcement of Ministry of Education in 2008, there are four types of disability which are disability on sight, on hearing, on physical condition, and on intellectual. There are some special education schools for certain disabilities by the government with a total of 44 schools.

Special Education School	Number
For children who are disabled intellectually	19 schools
For children who are disabled on hearing	20 schools
For children who are disabled on physical	2 schools
For children who are disabled on sighting	2 schools
Total	**43 Schools**

Source: (Bureau of Special Education Administration, Ministry of Education, 2009)

The educational management of the special education school has identified mission and areas of four main works which are on academic, on administration of plan and budget, on general administration, and on administration of student affairs / implementation (Wichai Wiengsong, 2001: 2) . The administration for the special education schools envisions development of learners to be prosperous, aware of human relationship, and good citizens of the country who can help themselves and build characters consistent with the need of society. This vision is depended on the

development of educational quality, which is one factor that can influence the achievement of the targets.

The internal quality assurance system of the special educational schools under Bureau of Special Education Administration in the past implemented the development according to the announcement of Bureau of Special Education Administration. There is important component for implementing the educational quality assurance of the school which is the control over quality, the auditing of quality, and the evaluation of the quality. The responsibility for controlling and checking quality belongs to the administrators. Evaluating the quality is a shared implementation by personnel in special education school and other relevant personnel. It gives importance on the development of quality, the process, and the production. It will lead to the development to improve the implementation quality of the special education school continuously. And it becomes part of the system and the process for educational administration. The Bureau of Special Education Administration arranges the special education school under it to develop the system and quality standards that aim to the participation of all personnel and in both administration and individual levels. This is taking place in the cooperation to make worthy attempt to build the internal quality assurance in the school to become the mechanism of developing the educational quality of the school that is consistent with the educational standards.

The study on the condition of implementation of internal quality assurance in special education schools in the past (Anan Kaewtatip, 2010: Summary of the Administrator) reveals that the implementation of internal quality assurance in the special education school is still not implemented in systematic and continuous manners. This is a result from failures of stakeholders who lowly appreciate the values and suffer from deficit in knowledge on assurance and evaluation. The personnel have a lot of burdens when they must implement the internal quality assurance which has complicated steps that the personnel give up in desperation. The process of keeping information technology is still not systematic or there are repetitive changes in the persons in charge that the system lacks continuity. This lackluster performance brings no chance to bring the results of evaluation into use as part of the planning for developing the quality for implementation.

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Besides, there are observations from previous preliminary studies that the implementation of the internal quality assurance of the school is not evaluated to bring the feedback data to improve the school development or develop the system for better internal quality assurance. But the internal quality assurance is done according to the policy of the parents' organization or according to National Education Act only. This finding is consistent with the data collection in fieldwork through the interview with relevant key informants on the condition for problems in implementation of internal quality assurance in special education school either from administration, teachers, or practitioners. It is showing that the causes may come from many sources such as the personnel's different understanding on the system for internal quality assurance, complication from the implementation of internal quality assurance, lack of clarity in system on internal quality assurance, lack of confidence in implementation of internal quality assurance, and lack of participation in reviewing or evaluating the implementation. It is also agreed that internal quality assurance is a burden with a lot of time to spend, and the internal quality assurance is often not appropriate for the context in the implementation of personnel. Besides, this is consistent with the report of analysis of the system for educational quality assurance according to the intention of National Education Act of 1999 of the Committee on Education (2006) that found the problems in implementation in internal quality assurance in the school. First, there is a lack of understanding and cooperation from personnel to the development on internal quality system in the school. Second, there is poor development of administrator or personnel to have knowledge and understanding and participation in the process in internal quality assurance. Third, the preparation for the external quality assurance is still poorly covered, and the expansion of the results of the system for internal quality assurance in the school is still not dominant or clear.

In addition, such research findings above are consistent with the suggestion for developing the schools from the result of internal quality assurance of the Bureau for Special Education Administration in 2012 that revealed that (1) there should be the development on the system for monitoring and evaluating the educational quality, (2) there should be information and data gathering on quality assurance that has standards and systems, (3) there should dissemination of knowledge on internal quality assurance, (4) there should be feedback data from the internal quality assurance to use for

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developing the educational quality, and (5) there should be development on the process for administration of the system for the quality assurance in the school continuously.

From the above, it is clear that the internal quality assurance is something that is necessary for developing the educational quality because it sets the school administration system with clear targets, implementation plan, and internal quality evaluation to get the information that shows the weaknesses and strengths. It can be seen that every school must implement internal quality assurance which is considered as the main mission of the school. The special education school also implements quality assurance following the system for internal quality assurance up to now for quite a while, but it still lacks the process or the tools to help the implementation on internal quality assurance to run efficiently. The development of the model for evaluating internal quality assurance is a way to construct the system for internal quality assurance in the school. The system is thus clearer and more concrete. It helps the school to know the facts, problems, threats, or obstacles for implementing internal quality assurance in the school. It is reducing the complicated steps of the process on internal quality assurance and increasing venues for participation to implement the internal quality assurance by personnel at all levels. In addition, personnel who change their responsibilities for implementation or transfer from other schools can learn the process of internal quality quickly. To set the implementation of internal quality assurance in the school with the highest efficiency means creating outcome for the educational quality assurance of the school in the whole system.

From the importance and problems of the internal quality assurance of the special education schools under Bureau of Special Education Administration, the researcher perceives the importance in developing the model for evaluating the internal quality assurance in special education schools. This school is the school for learners with certain disabilities on intellectual in order to know the condition of internal quality assurance in the system in terms of appropriateness in the implementation and possible improvement at any point. It will lead to identification of guideline for improving the implementation of the internal quality assurance to achieve the targets. Therefore, in this research the researcher aims to develop the component or indicators for evaluating the internal quality assurance for special education school, develop the model and

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manual for evaluation, and try of the model and the manual for evaluation. This set of activities is set to acquire proper components and indicators for evaluating the internal quality assurance that show the clear implementation results, getting the evaluation model as the model to evaluating internal quality assurance for special education school, and testing the use the model and the manual for evaluation for feasibility or appropriateness. The special education school can make the evaluation of internal quality assurance on its own to certify the checking of educational quality from external organizations, to get the model and manual for evaluation to be used for evaluating the results of education management of itself efficiently, to reach help in planning for the policy to check the educational quality of the school systematically, and to prepare the school before receiving the external evaluators later.

1.2 Research Question

1. What components and indicators should be had by the evaluation of internal quality assurance of special education school for its appropriateness according to the relevant stakeholders?

2. After knowing the components and indicators for evaluating the internal quality assurance and constructing the model for evaluating internal quality assurance in special education school (developed according to the indicators and components discovered in earlier question), what the characters the model should be having?

3. After constructing and testing the model and the manual for evaluating the internal quality assurance of the special education school, what are the results of using the model and the manual?

1.3 Objectives of the Research

1. To develop components and indicators for evaluating internal quality assurance of the special education school.

2. To develop the model and manual for evaluating internal quality assurance in the special education school.

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3. To set a trial use of the model and manual for evaluating internal quality assurance of the special education school.

1.4 Areas of Research

Area of Research in Step 1

For the development of components and indicators for evaluating internal quality assurance in the special education school, the researcher identifies the population and contents as the followings.

Study Population

Group 1 is the group participating to check the appropriateness and feasibility of the components and indicators for evaluating internal quality assurance of the special education school. These are directors, deputy directors on academic, head on quality assurance, head on educational standards, head of grade level teachers, and the officer of the special education school from 19 schools. Belonging to this group are 105 experts on educational quality assurance.

Group 2 is this group participating for checking the validity of the components and indicators in evaluating internal quality assurance in the special education school. These are the administrators and personnel from 19 special education schools (a total of 139 people).

Area of Contents

The components and indicators studied by the researcher are those relevant for evaluating internal quality assurance of the special education school. They are synthesized components and indicators from the revision of secondary data and related literature. Their appropriateness can be tested from the implementation as reported by the administrators and personnel of the special education school from the whole country.

Area of Research in Step 2

The development of model and manual for evaluation of internal quality assurance in the special education school has an area of population and area of contents as the followings.

Study Population

Study population that is used for developing the model and the manual for evaluating internal quality assurance in the special education school is composed of two groups as the followings.

Group1 is the group that participates in developing the model and the manual for evaluating the internal quality assurance for the special education schools. They are the administrators and personnel of the special education school. They are deputy directors, head of quality assurance, head of educational standards, head of class level, teachers, personnel who are responsible for educational quality assurance, and academics on educational quality assurance (a total of seven people).

Group 2 is participating to check the appropriateness and the feasibility for model application. The members of this group are deputy director of special education school, head of quality assurance, head of educational standards, head of class level, teacher, personnel who are responsible for educational quality assurance, internal evaluation in basic education level, experts on measuring and evaluation, educational supervisors in basic education level, and personnel from other special education schools who have experience on evaluating internal quality (all 10 people).

Area of Contents

The model that is used for evaluating internal quality assurance of special education school has special character that it is developed to reduce complicated steps for data gathering, storing data, analyzing data, reporting the implementation results, and stimulating participation in implementation of internal quality assurance. This is consistent with the implementation context of the personnel at special education school. The administrators and personnel of special education school will try the model for checking the implementation of internal quality assurance of the school for appropriateness test. This will lead to improvement in the implementation of internal

quality assurance of the school before the external evaluation arrives. The model for internal quality assurance in special education school is composed of the objectives of evaluation, aspects to evaluate, the evaluators, the indicators, the evaluation criteria, the evaluation methods, and the duration of evaluation.

Area of Research in Step 3

The trial use of the model and the manual of evaluation on internal quality assurance in special education school in term of study population and contents will be shown as the followings.

Study Population

The study population that is participating for testing the model and the manual for evaluation in internal quality assurance of special education school is composed of two following groups.

Group 1 is participating to test the model and the manual for evaluation on internal quality assurance in special education school based on discovery in the research Step 2. This group is composed of the evaluator team who are composed of deputy directors of academic, deputy director on administration, head of quality assurance, head of educational standards, head of class level, and teachers (all six people).

Group 2 is used for evaluating the quality of the model and the manual for evaluation on internal quality assurance in special education school. The group is composed of administrators and personnel of special education school who are the target (total of 10 people). They are evaluator team and the administrators of the school that have used the model and the manual for evaluation for internal quality assurance in special education school.

Area of Contents

The study in this step is studying the feasibility of the model and the manual for the evaluation on internal quality assurance in special education school in solving the problems on internal quality assurance, evaluating the readiness of administration on internal quality assurance, assessing the appropriateness and feasibility to apply the model and the manual for evaluation on the internal quality assurance to use, measuring

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the quality of the model and the manual for evaluation, and measuring the satisfaction towards the use of model and the model for evaluation on internal quality assurance in special education school.

1.5 Definitions

Internal Quality Assurance means the implementation of the special education school under Bureau of Special Education Administration that has been implemented according to the identified system of internal quality assurance. This must be consistent with the vision and mission of the school. When the system creates confidence that the learners will have desirable characters according to school's need, the school is ready for the checking of its internal quality assurance.

Quality control means the process to supervise and monitor the quality of education of special education school that it follows the standards and quality indicators of educational management.

Quality check means the process to investigate the evidence and to measure the implementation according to the process of quality control in order to improve the educational quality of the special education school following the educational standards.

Quality evaluation means the process of judging the educational quality of special education school whether it has implemented the system according to criteria and standards or not.

The model for evaluating the internal quality assurance means the process for evaluating the appropriateness in implementing the internal quality assurance in special education school which is composed of objectives of evaluation, aspects to evaluate, the evaluators, the indicators, the evaluation criteria, the evaluation methods, and the duration of evaluation.

Evaluation methods mean the process of evaluation on the internal quality assurance of special education school which is composed of three parts: the preparation before evaluation, the implementation to evaluate the result, and the reporting of evaluation results.

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Preparation before the evaluation means the process to prepare the readiness for relevant people before the start of evaluation of internal quality assurance in the school. There is the implementation which is appointing the personnel to be responsible for the evaluator on internal quality, to give knowledge on internal quality assurance, and to identify the implementation plan for evaluating internal quality assurance in the school.

Implementation of evaluation means the process to implement the evaluation of internal quality assurance in special education school; how has the implementation followed the criteria and standards. This analysis begins from the data gathering on the internal quality assurance, the data analysis, the drawing the conclusion, and the checking the result of internal quality assurance.

The report of evaluation result means the method to present the data from the evaluation on internal quality assurance by using the frame or the report on the evaluation results of the internal quality assurance through settling identified boundaries or areas in presenting the evaluation results for internal quality assurance, making report on evaluation results on internal quality assurance, and disseminating the evaluation results on internal quality assurance to report to relevant people or stakeholders.

The manual for evaluating on internal quality assurance of special education school means the documents that are used to show the details of the implementation steps on the internal quality assurance in special education school of the personnel in special education school. In order to be able to implement the internal quality assurance of the school efficiently, the manual is composed of four chapters which are chapter 1 (background and basic principle for educational management in special education school), chapter 2 (the concept of internal quality assurance in the school), chapter 3 (the model of evaluation on internal quality assurance), and chapter 4 (the tools used for evaluating the internal quality assurance).

The standard for Basic Special Education means the identification on the character, the desired quality, and educational standards that are required by the special education school. They are composed of five standards and 55 indicators which are(1) the standards of learner quality, (2) the standards of educational management, (3) the

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standards of creating learning society, (4) the standards of the school identity, and (5) the standards of promotion or extension.

Indicators mean the variable in terms of quality and quantity that indicate or reflect the character and efficiency of implementation of internal quality assurance in special education school.

Criteria mean the level or standard that is used to judge the success of implementation or the implementation results which are used to judge the quality of implementation on internal quality assurance.

Special education school means the schools under Bureau of Special Education Administration that accept students with disabilities on intellectual aspects to study in pre-school level up to Mathayom Suksa 6 both in boarding school type and non-boarding school (a total of 19 schools).

1.6 Benefits from Research

The results of this research will produce the model for evaluating the internal quality assurance of special education school. It is important for the following reasons.

For the administrators and personnel of special education schools

1. The research creates a model and manual for evaluating internal quality assurance to be used in evaluating the educational management of the school efficiently.

2. To understand the results of the implementation results of the internal quality assurance of the school.

3. To get information that helps for planning and policy on checking the educational quality of the school systematically.

4. To create awareness around the use of model and manual for evaluating internal quality assurance of special education school for feasibility and appropriateness and on the fact that special education school can assess

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the quality assurance by itself to prepare for the check of educational quality from external organizations.

For other educational organizations

1. To get the model for evaluating the internal quality assurance for special education school which will be the model on the internal quality assurance in special education school.

2. Those who are interested in internal quality assurance in special education school can use the guideline of the model for evaluating internal quality assurance in their own special education school to apply for developing the implementation on the educational quality assurance to improve its efficiency.

For the branch of research on educational measurement and evaluation

1. Achievement on new knowledge in instructional management in the process of developing the components and educational indicators.

2. Learning on the process of applying statistical analyses in developing indicators.

3. To be a sample in implementing the research related to development of the model for learners or educators to use in studying or researching.

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