

## CHAPTER 5

### Research Summary Discussion and Suggestions

This research is regarded as Research and Development and has 3 main objectives. 1) To improve factors and indicators in evaluating internal quality assurance of special educational school. 2) To improve form and handbook for evaluating internal quality assurance and 3) To experiment with the use of form and handbook for evaluating internal quality assurance. Method of research is divided into 3 steps. The first step is to improve factors and indicators in evaluating internal quality assurance. The second step is to improve form and handbook for evaluating internal quality assurance. The third step is to study experimental result of using form and handbook for evaluating internal quality assurance with population and content boundaries. Detail of the operation can be seen as follows;

**Step 1:** The improvement of factors and indicators in evaluating internal quality assurance of special educational school derived from the analysis of documents, principles, concepts, theories, researches related to quality assurance, concept about improving factors and indicators, handbook for quality assurance of basic education as well as some researches in Thailand and abroad. Suitability and possibility for implementation are tested by the executives and staff of special school. The total number is 105 people. Tools used in the research are recordable form to synthesize factors and indicators in the evaluation, questionnaire to ask for opinion about indicators for the operation of internal quality assurance of special educational school as well as questionnaire to ask for opinion about suitability of indicators in the evaluation for internal quality assurance of special educational school. Data is collected by data synthesis and questionnaire by postal mail. Statistical values used in data analysis are Frequency, Mean, Standard Deviation (SD) and Content Analysis. After synthesizing factors and indicators in evaluating internal quality analysis and in order to gain more confidence, the structural correctness of factors and indicators in evaluating internal

quality assurance of special educational school is tested by testing suitability for model for measurement and empirical data. The sample group is executives and staff of special educational school. The total number is 139 people. Tools used for this is a form to test suitability of indicators in evaluating internal quality assurance of special educational school. The reliability value is 0.92 and data is collected by questionnaire by postal mail. Statistical values used in data analysis are Mean, Standard Deviation (SD), Correlation Analysis, Exploratory Factor Analysis and Confirmatory Factor Analysis.

**Step 2:** The improvement of form and handbook for evaluating internal quality assurance of special school is the making of evaluation form from factors and indicators in Step 1 as a basic data for making form by the operation of synthesizing form for evaluating internal quality assurance of special educational school from researched documents about the improvement of form for internal quality assurance of basic educational institute and bring draft of evaluation form. The sample group is executives and staff of special educational school. Total number is 7 people. Tools used in this research is recorded form of Brainstorming session and evaluation form for opinions about draft of evaluation form. Apart from this, suitability with school context and possibility for implementation of evaluation form are tested as well as from asking some experts in the school and outsiders. The total number is 10 people. Tools used in this research are evaluation form for suitability and possibility of indicators for evaluation as well as evaluation form for suitability and possibility for implementation of evaluation form. As a researcher, I collected the data by myself.

**Step 3:** For the study for experimenting to use form and handbook for evaluating internal quality assurance of special educational school, a special educational school is selected for testing form and handbook of evaluation. Vice principal of academic department, Vice principal of administrative department, chief of quality assurance, representative for chief of educational standard, representative for chief of levels and teachers. Tools used for this are recorded note of observation, collecting data from observation, note-taking, recording sounds and images. Statistical values used in this research are Frequency, Percentage, Mean, Standard Deviation (SD) and Content Analysis.

## 5.1 Research Summary

### 1. Result of improving factors and indicators in evaluating internal quality assurance of special educational school.

#### 1.1 Factors and indicators in evaluating internal quality assurance of special educational school.

In this research factors and indicators for evaluating internal quality assurance can be improved. There are 3 factors and 10 indicators as the following;

Factor 1: Readiness preparation before assessment

Indicator 1 Appointment of person who is responsible for the assessment

Indicator 2 Educating about the assessment

Indicator 3 Planning of assessment procedure

Factor 2: Assessment procedure

Indicator 1 Collecting data of assessment

Indicator 2 Analyzing data of assessment

Indicator 3 Summarizing assessment

Indicator 4 Examining assessment

Factor 3: Reporting assessment

Indicator 1 Presenting assessment result

Indicator 2 Making a report for assessment result

Indicator 3 Informing assessment to people who are related to

assessment

#### 1.2 Test result of structural validity.

For test result of structural validity, it is found that all indicators have structural validity. Indicator in each factor have factor loading value. Indicators for readiness preparation before assessment have range from .69 - .81. Indicators for assessment procedure have range from .51 - .83. Indicators for reporting assessment have range from .55 -.86.

### **1.3 Test result of suitability.**

For test result of suitability, it is found that all indicators are suitable for evaluation. Indicator in each factor have average of suitability. Indicators for readiness preparation before assessment have range from 3.40 - 3.54. Indicators for assessment procedure have range from 3.79 - 4.07. Indicators for reporting assessment have range from 3.30 - 3.77.

### **1.4 Test result of suitability for model of measurement in evaluating internal quality assurance of special educational school and empirical data.**

For analytical result of improving indicators for evaluating Internal quality assurance of special educational school, it is found that the model is consistent with the empirical data which is collected from the sample group. This can be considered from Chi-square value at 13.36. The probability value (P) is 0.89. Thus, Chi-square value is different from 0 with no statistical significance. The model is made to be research assumption which is suitable for empirical data. Good Fit Index value (GFI) is 0.98.

This can be concluded that the model of measurement is the model for structural linear relationship of indicators for evaluating internal quality assurance of special educational school and it is the assumption model for this research which is consistent with the empirical data in very good level. Besides, from the analysis of factor loading value (b) for 3 factors, it appears that the factor loading values have range from .51 - .71 and every value has statistical significance at level .01. This shows that all factors are important for evaluating internal quality analysis. The level of significance is arranged from high to low. Therefore, the first one is the factor of readiness preparation before assessment, the second one is the factor of reporting assessment and the last one is the factor of assessment procedure.

## **2. Result of form improvement and handbook for evaluating internal quality of special educational school.**

The result of form improvement and handbook of evaluation could create the form for evaluating internal quality assurance of special educational school. This can be summarized as the following;

2.1 Form for evaluating internal quality assurance of special educational school has important factors such as objectives of evaluation, target of evaluation, evaluators, indicators and rules of evaluation, tools of evaluation and duration of evaluation.

2.2 Handbook for evaluating internal quality assurance of special educational school has 3 factors as the following;

### **1. Readiness preparation before assessment**

1.1 To appoint staff to be the committee for evaluating internal quality assurance, it is necessary to consider 5 people to be committee members. The appointed committee is composed of vice principal who is responsible for quality assurance works, representative for chief of educational standard, representative for chief of levels, representative of teacher and chief of quality assurance works.

1.2 To provide knowledge about evaluating internal quality assurance to the evaluating committee members as the following;

1.2.1 To set up the committee meeting to inform about evaluating internal quality assurance.

detail of the meeting as the following;

1.2.2 To review all 8 systems of internal quality assurance.

1.2.3 To assign a person to be responsible for each system which is consistent with the work of each committee member.

1.2.4 To inform about the operation according to handbook for evaluating internal quality assurance to the evaluating committee.

1.3 To assign the operation for evaluating internal quality assurance The operation should be done as the following;

1.3.1 To set up committee meeting for evaluating Internal quality assurance. all committee members participate in the meeting for planning to publish the operation calendar together.

1.3.2 To assign the framework of the operation calendar for evaluating internal quality assurance to be consistent with activities and operation plan assigned by school.

1.3.3 To set up meeting for the operation in the step to provide knowledge about the evaluation for internal quality assurance of the school.

## **2. Assessment procedure**

2.1 To keep the data of evaluation, methods of data collection are interview, observation, asking from related people in internal quality assurance and checking documents and evidences related to quality assurance in order to add given data into tools of evaluation.

2.2 The analysis of evaluation is the operation after data of evaluation was collected from the committee which was appointed to evaluate internal quality assurance. The given data is analyzed by using statistical values such as Frequency, Mean as well as rules to interpret the meaning

of average value which is prescribed in the rules of evaluation.

2.3 The summary of evaluation result is the operation to summarize the data analysis result for each indicator and system. This can be divided into 5 parts as the following;

Part 1: The evaluation of system 1 – 8.

Part 2: The evaluation of quality control.

Part 3: The evaluation of quality audit.

Part 4: The evaluation of quality assessment.

Part 5: The evaluation of internal quality assurance.

2.4 The audit of evaluation result is the operation to check the evaluation result and data analysis result by each indicator, system and prescribed rules in order to check the correctness and to confirm the evaluation summary of quality assurance system which has validity.

### **3. Reporting assessment**

3.1 Boundary of presenting evaluation result

3.1.1 To present evaluation result for each indicator and system, overall evaluation result, result of internal quality assurance in every system as well as conditions of problems and obstacles for evaluation and suggestions.

3.1.2 Statistics used in the presentation are basic statistics such as Frequency, Percentage, Mean and Standard Deviation (SD).

3.1.3 The presentation uses tables, diagrams, photos And explanation by talking.

3.1.4 Language for presentation should be easy to understand and concise. Unnecessary statistic language and academic jargon should be avoid.

### 3.2 Making a report of evaluation result

Part 1: Introduction is composed of cover, summary from the executives, preface and table of contents.

Part 2: Contents is composed of principles and reasons, objective of evaluation, method of evaluation, basic school information, plan for educational quality improvement of school, evaluation result for internal quality assurance of school, problems and obstacles in the operation and some suggestions.

Part 3: Ending is composed of order to appoint operating committee, project plan, minute, tools for evaluation, photos of the operation and documents related to the evaluation.

3.3 For reporting evaluation result to related people, finished report of evaluation result is sent to the related people within 2 weeks after the end of evaluation or the summary report of the basic evaluation can be reported to the executives first before the complete report of evaluation is sent in the later time.

### **3. Research result of using form and handbook of evaluating internal quality assurance of special educational school.**

3.1 From the research result of using form and handbook of evaluating internal quality assurance, it is found that all 3 factors (factor 1 readiness preparation before assessment, factor 2 assessment procedure and factor 3 reporting assessment) and 10 indicators are suitable for using in real practice. However, a meeting to inform about the role of staff who are appointed to be evaluating committee should be set up to make understanding about the operation for evaluating internal assurance. Prescribing rules for the consideration to select the staff to be evaluating committee should give precedence to responsibility and devotion for work because the majority of staff have duties to teach and take care of students all the time because this place is



boarding school. Evaluation for 2 times per 1 semester can be adjusted to be more flexible according to school operation in a particular year. Not to create too much burden to staff, person who provide knowledge about internal quality assurance should be the staff who are responsible for quality assurance work of the school because they understand and see overall picture of total operation for internal quality assurance of school as well as they can answer questions from the committee immediately. The procedure for evaluating internal quality assurance should focus on convenient use, time-saving but gain the most benefit in order to be consistent with working context of staff in special educational school. The evaluation must be undertaken by studying some information, references and evidences from the operation. Hence, the evaluating committee members should receive some essential information beforehand so that they can connect the experience with the practice. This leads to the evaluation which is consistent with various missions according to indicators for evaluation. Computer system should be installed to help for evaluating internal quality assurance in order to have convenience and quickness in the working of evaluating committee. For the increase or decrease documents and evidences in each indicator for evaluation, in order to be more flexible in evaluation, it is necessary to have joint consideration among evaluating committee members about required documents in each indicator. There should be the talking about the result summary for evaluating internal quality assurance of school by evaluating committee before reporting to the executives and related people. Projects and activities should be operated fully in PDCA cycle for more efficient follow up and tracking.

3.2 Result for quality assurance of form and handbook for evaluating internal quality analysis of special educational school.

3.2.1 For overall evaluation result of satisfaction to form and handbook of evaluating internal quality assurance of special education school, the satisfaction is in the highest rating. The detail of satisfaction to form and handbook of evaluation has average range from 4.50 – 5.00.

### 3.2.2 For overall evaluation result of satisfaction

to form and handbook of evaluating internal quality assurance of special education school, the quality is in the highest rating. For evaluation in each part, the part which has the highest rating is suitability part and part which has the lowest rating is utility part. The detail of the average for the quality assurance of form and handbook of evaluation has average range from 4.70 – 5.00.

## 5.2 Discussion

1. From this research, factors and indicators are improved to evaluate internal quality assurance of special educational school which has reliability in both content and structure as well as it has suitability with school context and implementation for evaluating internal quality assurance of special educational school. This composes of 3 factors and 10 indicators. Factor 1 (Readiness preparation before assessment) has 3 indicators. Factor 2 (Assessment procedure) has 4 indicators. Factor 3 (Reporting assessment) has 3 indicators. It is found from the result that overall the factors and indicators have consistency with concept and researches which might be different in detail part. That is, this research focuses on the improvement of indicators in order to be used in evaluating internal quality assurance of special educational school. It appears that there is still no research improvement for form and the evaluation for internal quality assurance of special educational school.

However, 3 indicators from 3 factors in this research are regarded as important factors which are used in evaluating internal quality assurance of special educational school but the number of factors and indicators, factor name and difference in category arrangement of indicators in each factor. One clear example is form for evaluating internal quality assurance from the Office of Private Education Commission (1998:65) There are 4 steps in this research. 1) Make an improvement plan. 2) Operation according to the school constitution 3) Testing 4) Self-assessment. This is quite similar to form for evaluating internal quality assurance from Office of the Basic Education

Commission of Thailand (2003:90) which uses this form to evaluate quality assurance in the school. There are 6 steps in this research. 1) To study condition and operation result of the school. 2) To implement policy and evaluation direction. 3) To appoint committee or working group. 4) To understand staff in all departments. 5) To plan the operation. 6) To plan method of data collecting, analyzing, summarizing and reporting result.

Apart from this, factors and indicators in this research are consistent with the research result of Naphawan Sriphuthorn (2001) who studied about educational quality assurance in a pioneer school, a member under Department Of General Education, Nong Bua Lam Phu Province. It was found that the operation for internal quality assurance of that pioneer school had the operation for internal quality assurance in 3 parts which are preparation, operation for PDCA cycle and report. It is also consistent with other researches such as study result the procedure to improve internal quality assurance of Vajiravudh College by Siriwan Soda (2003). The result from studying conditions and problems of the operation for internal quality assurance in school. A member under educational area 1 in Lopburi Province. Result of form improvement for internal quality assurance in basic educational institute : Additional evaluation from Chonchakorn Wora-in (2006) and research about improvement of teacher quality standard and school executives as well as the installation of internal quality assurance system. Those aforesaid researches have the same result. In the evaluation of internal quality assurance system, there should be factors and indicators about readiness preparation, operation, planning and reporting. All 3 factors and 10 indicators from this research are consistent with those above mentioned researches.

2. For the arrange of importance of 3 evaluating factors, it is found that Factor 1 (Readiness preparation before assessment) is the most important. This is consistent with the internal quality assurance from Office of the National Education Commission (2002:7) which stated that the concept about evaluating internal quality assurance to be a part of administration procedure and normal working should concern about important conditions to be successful in the operation. That is, the executives have to realize to promote, support and co-operate including work as a team. All staff in the school must prepare for readiness in evaluation in order to see the value and

understand about internal quality assurance before the operation for evaluating internal quality assurance of school begins. Likewise, Siriwan Soda (2003) studied the operation to improve internal quality assurance system of Vajiravudh College. It was found that the improvement of internal quality assurance of Vajiravudh College consisted of 3 processes. 1) Readiness preparation 2) Appointment of responsible committee 3) The operation for internal quality assurance using PDCA cycle (for quality administration) which was also consistent with the study of participation of teachers in the operation of internal quality assurance in Office of the Basic Education Commission of Thailand. A member under educational area in Suphan Buri Province by Prasan Bangpetch (2005) He found that readiness preparation was an activity which the school have to do first before beginning to the process internal quality assurance of school. This was also consistent with other researches including the evaluation for internal quality assurance of Baankad Wittayakom School in Chiang Mai Province by Phongphan Chaiwan (1998) as well as result of the operation for internal quality assurance in Wichianchom school. A member under Office of Primary Education in Songkla Province by Nawaporn Juthong (2003). Both researches had the same result. It was found that the school had internal quality assurance began with readiness preparation. This was regarded as the first activity in the operation of internal quality assurance. However, although there was the arrangement of importance of factors to check how and how much each factor was important. In reality, the factor loading of each factor was quite high ranging from .51 -.71. Thus, the ranking was only the presentation for order of importance for factors. In this part it was necessary to consider factor loading for each factor as well. The research found that model of measurement was a model for the linear structural relationship of indicators to evaluate internal quality assurance of special educational school which was the model of the assumption in this research and this was suitable and consistent with the empirical data in the highest level. All 10 indicators were important indicators in each factor that affected the evaluation of internal quality assurance in special educational school.

3. In this research, form for evaluating internal quality assurance of special educational school composes of Readiness preparation before assessment, Assessment procedure and Reporting assessment. The form has the suitability in the highest level. It can be concluded that the evaluation for suitability to implement in evaluating internal

quality assurance of special educational school. A factor that affects a form of improved evaluation in this time has suitability in the implementation might be from the following factor;

3.1 The qualifications of experts is determined for the improvement and checking to give suggestions about form and improved handbook. They are selected experts related to the operation for internal quality assurance of special educational school from executives and school staff and they are also experts in educational quality assurance, measurement and external evaluation. They tested to use form and handbook of evaluation in one special educational school. The reason was to obtain information for improvement and upgrade form and handbook of evaluation to be more suitable and consistent with special educational school and possibility for implementation in real practice. This is consistent with the research result to improve form for managing knowledge from Office of Educational Service Area in Maha Sarakham Province by Theerawat Yiamsaeng (2007:180). He found that the form improvement by studying knowledge management before improving form temporarily and then the form was to be tested and improved. This research was consistent with the research from Chanoknart Chuenchoei (2007:179) who improved form of evaluation by studying related information, analyzing and synthesizing factors of form as well as evaluating opinions from experts. This research was the same as the form development by checking, testing, finding quality and improving form by Piyapong Saisophon (2007:153) as well as the result of improving form of evaluation from finding quality of form using the participation of related people by Atcharawadee Sawatsuk (2006:160)

3.2 The process to improve form of evaluation has systematic principles and steps. That is, the form for evaluating internal quality assurance of special educational school is synthesized from documents including form of evaluation, form for educational quality assurance of basic educational institute (Office for National Education Standards and Quality Assessment, 2003:37) form of rules and principles for internal quality assurance of school (Office of the Basic Education Commission 2000:11) Form of internal quality assurance from the Ministry Of Education (Ministry Of Education, 2000:2-3) form of following up and tracking evaluation result for internal quality assurance of special educational school (Bureau of special education, 2013)

Report of self-assessment of a special educational school (Special educational school,2012: 3-4) and in this research there is the use for process of participation to present draft form for evaluation with the executives and related staff for using form of evaluation for internal quality assurance of special educational school which is consistent with important features of form for internal quality assurance by Somwang Piriyanuwat (2002:24) who stated that the operation of internal quality assurance is the participation from everyone in school under the suggestions and quality improvement from the executives. At the same time the development of indicators in the evaluation for quality assurance of special educational school use process to create and improve indicators for education according to the concept from Juajan Jongsatityu and Sawaeng Pinnim (2002) in order to create indicators using theoretical and empirical data. This is the grouping of variables which have relationship with wanted state by using theoretical reason and concept and then the operation to arrange order of importance by rules to synthesize factor to be indicator. After that the empirical data is used to determine weight of indicators. The technique to create indicators like this is Factor Analysis when the data is in interval scale. Besides, the form of evaluation is used in real practice with special educational school which is consistent with systematic form improvement according to the concept from Sirichai Kanchanawasri (1999) who presented the steps to improve form using designed system to test in simulation situation or real practice in order to test whether form of evaluation has high quality or not as well as are there any mistake in which factor to be corrected. This research was consistent with the process to improve form evaluation by Boonchom Srisa-at (1992: 104-106 referred by Thiwarak Sereephap, 2005:62) who stated about form development. After the form was improved in initial state, it is required to test form of evaluation because the improved form was based on foundation of theory, concept of forms done by others. Even other previous researches or refined information from experts were just assumed form. It was essential to keep data or experiment in real practice to test the suitability. Moreover, form of evaluation is sent to experts to test for suitability with school context and possibility for implementation of using form and handbook. This creates form and handbook which cover the contents and are consistent with the working process as well as they have unique feature as form of evaluation for internal quality assurance of special educational school.

3.3 The support of the improving process to form of evaluating internal quality assurance from the executives are consistent with concept to improve educational quality assurance system of Office of the Education Council (2002:7) which stated that executives are important factor and condition for success in any kind of internal quality assurance system they used. The executives had to see the importance to manage and participate from the start as well as they followed up, directed, promoted and supported the operation to have the continuity. This research was also consistent with two researches. The first one was research about factor which promoted the operation in the process of internal quality assurance of school by Ketkanok Uewong (2003) and the research of form to reinforce the efficiency for the operation in internal quality assurance in educational institute by Chakrit Chomchuen (2014) The results of these research were consistent. Factor that reinforced quality assurance work in basic educational institutes was state of leadership from the executives which also reinforced operation of educational quality assurance of school.

3.4 Form for evaluating internal quality assurance in special educational school is consistent with the research for the installation of internal evaluation system by Suwimol Wongwanich (2002) who found that the design of internal evaluation system of educational institute was consisted of system to prepare and improve teacher, system to evaluate quality of the operation, supervising system to follow up operation of teachers and system to improve teacher. Moreover, this research was consistent with the research result for case study to study the process to improve internal quality assurance system of Vajiravudh College by Sriwan Soda (2003) who found that the internal quality assurance of school had 3 following processes. 1) Readiness preparation. 2) Appointment of the committee. 3. The operation of internal quality assurance.

4. Evaluation result of form and handbook for evaluating internal quality assurance of special educational school for utility, possibility for implementation, suitability and correctness. It is found that quality is in the highest rating and related people in using form and handbook of evaluation have satisfaction to the form and handbook of evaluation in the highest rating because form and handbook of evaluation are convenient to use for evaluation as well as they are consistent with the context of

special school. This research is consistent with the result of form improvement for internal quality assurance in basic educational institute by Chonchakorn Wora-in (2006) For the evaluation result for internal quality assurance in educational institute from the test form, it is found that form has utility, possibility suitability and correctness. Related people have satisfaction in high rating.

From the discussion, it can be concluded that the improvement for evaluating internal quality assurance is very beneficial for special educational school or related people can apply it for evaluating internal quality assurance because form and handbook have clear steps of operation in each step. The executives can use form of evaluation to evaluate internal quality assurance before using external evaluation. The staff can use evaluation result to improve the operation of internal quality assurance of themselves according to the given responsibilities as well as collecting data according to educational standard and indicators. The form of evaluation us a guide for staff who change duty or are transferred from other special school. They can learn to operate the evaluation for internal quality assurance of school faster.

### **5.3 Suggestions**

#### **Suggestions for implementing research result**

1. For use in evaluating internal quality assurance of special educational school The research result shows that form of evaluating internal quality assurance has 3 factors and 10 indicators in implementing to evaluate internal quality assurance as the following;

1.1 The success for evaluating internal quality assurance in special educational school happens when related executives and staff operate according to the steps of form systematically. It is regarded that the evaluation for internal quality assurance is a usual job that everyone participate in the operation.



1.2 Special educational school should evaluate internal quality assurance of special educational school at least once a year by using improved form and handbook and reporting to related people to know.

1.3 Chance is given to the staff to participate in evaluating internal quality insurance because it reflects reliable evaluation and leads to acceptance in evaluation as well as implementation of result to improve the operation of internal quality assurance

1.4 Special educational school implement a policy to improve internal quality analysis by using form and handbook to of evaluation for internal quality assurance of special educational school continuously.

1.5 The evaluation for internal quality assurance in special educational school is the evaluation to improve internal quality assurance of special educational school according to school mission in order to go towards the improvement and upgrade educational quality of school in overall. The evaluators must have knowledge and experiences about internal quality assurance as well as the management of special educational school.

2. For related people to implement in evaluating internal quality assurance of Special educational school

2.1 Executives can use form and handbook of evaluation to control the process for internal quality assurance of school according to the guideline for internal quality assurance of school which makes special educational school to be more clear in directing, and following up quality assurance easier.

2.2 Form and handbook of evaluation are used to control and test quality by operating according to form and handbook which might be different. It depends on the administration of each school. Form and handbook should be applied suitably with the school context.

2.3 Benefit from the staff who changed their duties or were transferred from other schools is that they can learn the process of evaluating internal quality assurance of special educational school from the form and handbook of evaluation more quickly

### **Suggestions for further research**

This research is the study of factors and indicators in evaluating internal quality assurance of special educational school, creating form and handbook of evaluation as well as testing form of evaluation in order to research internal quality assurance of special educational school to be improved continuously in the future. Here are some suggestions for the next research as the following;

1. Form and handbook of evaluation should be tested with other special educational school in order to check the suitability and quality of the form and handbook of evaluation again. This can lead to the improvement to be more suitable and efficient.
2. Use form and handbook of evaluation for internal quality assurance of special educational school for improving other related system with internal quality assurance such as self-assessment for staff, evaluation to follow up educational quality.
3. There should be further improvement in form and handbook of evaluation for using in electronic form completely