

# CHAPTER 1

## Introduction

### 1. Background and Significance of Problems

Humanity has been praised as the most valuable human resource and plays a role direct to develop economy, society and nation as the Twelfth National Economic and Social Development Plan (2017-2021) defined “People-Centered Development” (Office of the National Economic and Social Development Board, 2016, p. 5). Therefore, education is a social learning process that is critical for the quality development of human resources and it is a tool for creating opportunities and equality of people to live in society. Even though the people are different in fundamental economy, society, and culture as well as the conditions of physical, mental, and intellectual but Constitution of the Kingdom of Thailand 2017 in chapter V refers to duties of the State in Section 54 stipulates that the State shall ensure that every child receives quality education for twelve years from pre-school to the completion of compulsory education free of charge. In addition, the State shall undertake to provide the people education as needed in various systems including promoting a life-long learning. (Cabinet and Royal Gazette Publishing Office, 2017, p.14).

In according with the National Education Act, B.E. 2542 (1999) (Cabinet and Royal Gazette Publishing Office, 1999, p. 7) Chapter 2 Educational Rights and Duties in Section 10 stated that in the provision of education, all individuals shall have equal rights and opportunities to receive basic education provided by the State for the duration of at least 12 years. Such education, provided on a nationwide basis, shall be of quality and free of charge. Persons with physical, mental, intellectual, emotional, social, communication and learning deficiencies; those with physical disabilities; or the cripples; or those unable to support themselves; or those destitute or disadvantaged; shall have the rights and opportunities to receive basic education specially provided.

Besides, Education Provision for Persons with Disabilities Act B.E. 2551 (Cabinet and Royal Gazette Publishing Office, 2008, p.3) Chapter 1 Educational Rights

and Duties in Section 5 identified that a person with disability shall have the following educational rights: to receive education without cost at birth, or upon discovery of the disability until the end of life, as well as to receive technology, facilities, media, services, and other educational assistances; to choose educational service, establishment of education, system, and style of education, by taking into consideration, skills, interest, aptitude, and special requirements of such person; and to receive up-to-standard and quality-assured education, including educational course, educational examination which are appropriate and harmonious with special requirements of each individual person with each type of disability.

However, the educational management for persons with visual impairment in the changing society in globalization and knowledge based economy affecting to Thai educational administration must be under the conditions of the competition and commitment according to the social expectations. Thus, the process of school administrator for the visually impaired persons have to be adjusted in consistent with the conditions under the provisions of the National Education Act, B.E. 2542 (1999) as amended by Act (No.2), B.E. 2545 (2002) in Section 39 stipulates the Ministry of Education shall decentralize powers in educational administration and management regarding academic matters, budget, personnel and general affairs administration in order to be flexible and free for educational administration with efficiency and effectiveness. It also builds the foundation and the strength for the educational institution to be able to provide quality educational standards and continuous development. (Cabinet and Royal Gazette Publishing Office (2001, p. 24)

For the past years, there were organizations and educational sectors both the policy level and practical level conducted the education management for visually impaired persons in Thailand within the provisions of the Constitution of the Kingdom of Thailand, National Education Act And the National Economic and Social Development Plan, and the Declaration on the Rights of the Disabled including the government policy but in overall, people with visual impairment were lack of opportunities and cannot access the basic education thoroughly and have a quality. Due to the problems of promoting and improving the educational quality for people with visual impairment, there are still a lack of clear operational procedures as well as the responsible personnel lack the knowledge and tools to manage the education appropriate

with the conditions of the student's disability. (The Second Decade of Education Reform (2009-2018), 2009, p.8)

After the declaration of Education Provision for Persons with Disabilities Act B.E. 2551 (Cabinet and Royal Gazette Publishing *Office*, 2008, p.4) Chapter 1 Educational Rights and Duties in Section 8 states that establishments of education of any affiliation shall create individual education plan in harmonious with special needs of persons with disabilities, and shall improve individual education plan at least yearly, as per the rules and procedures prescribed in the Ministerial Notification. Moreover, the establishments of education affiliated to all, and specific learning centres for disabilities may offer education for persons with disabilities, whether formal, non-formal, and informal, in various styles, such as inclusive education, specific education provision for disabilities, including provide rehabilitation service, improvement in potential of independent living, development in necessary basic skills, vocational training, or other services as well as the establishments of educations of any affiliation shall provide proper environment, support the teaching, as well as technology services, facilities, media, services, and other educational assistances which persons with disabilities can access, and utilize. In addition, the establishments of higher education of any affiliation shall have the duty to offer places to persons with disabilities in an appropriate proportion or number, as per the rules and procedures prescribed by the committee. Furthermore, the establishment of education refusing a place for a person with disability shall be deemed an act of unfair discrimination under the law and the establishment of education or relevant agencies shall support caretakers of persons with disabilities, and coordinate with the society, or professionals to have persons with disability educated in all level, or serviced, in the area of education, in harmony with special requirements of persons with disabilities, the schools under the Office of the Basic Education Commission : OBEC responded this policy to provide the more inclusive education.

However, after the policy was implemented, it was found that there were many problems and barriers. Academic scholars have studied the evaluation of educational policy implementation for the disabled people in the past, the readiness and the need for the inclusive education during 1999 – 2012, it was summarized concerning the crucial issues and barriers in implementing the educational policy for disabled people as follows: Firstly, it was unclear what the objectives and goals of the policy are,

an action plan was unclear and not catch up with changing; Secondly, personnel involved in policy implementation lack of skills, knowledge, and ability appropriate with policy and the use of policy uncovering and insufficient diversion for the problems' conditions of each type of disability. Thirdly, there was no authority of committees act as regulators and controllers to order across sectors. Fourthly, there was not a variety of policy resources such as budget, personnel, media, and educational technology. Fifth, there was lack of support from the social elites, media and public relations for the policy implementation into action, unequal and equitable. Lastly, as regards the curriculum and the use of curriculum, teaching and learning activity management, teaching media technology, measurement and evaluation were not supervised according to the policies of administrators and practitioners who needed supervisors. (Nonglak Wiratchai, 2000, pp. 27-29; Bencha Chonthanon, 2002, p. 6; Pramudh Ratschasena, 2005, pp. 115-116) as similar as the Chantira Loescharataramdee, 2001, abstract) revealed that there were other factors affecting such success: the instructors, resource instructors' mainstream students, and the visually impaired students themselves. The study found that the following problems have occurred. Some instructors lack basic knowledge of how to manage an integrated classroom. There is insubstantial cooperation between the school and parents. The communication media for the visually impaired is inadequate for their needs in the same classes. Mainstream and visually impaired persons do not have a clear understanding of how to adapt themselves to the same environment and the former is uncertain about the means and degree of help they should offer the latter. There is a shortage of resource instructors. Some resource instructors may not clearly understand how to proceed with the program. Another factor is that the visually impaired persons outnumber the instructors, resulting in insufficient care which poses a considerable problem particularly in classes involving practical experience.

Likewise, the results of inclusive education project evaluation of Northern Region School for the Blind under the Royal Patronage of Her Majesty the Queen, Chiang Mai since 1989 till now, it was concluded that it had been the problems of 1) in terms of fundamental factors of project concerning personal, material, and learning equipment including budget supporting project; 2) in terms of the appropriateness of the operational project approach that the school-sponsored all teachers assisted in academic

teaching, materials and equipment, budgets and expenses as well as the production of problematic textbook. Moreover, the textbooks did not meet demand of using because of many factors, such as improving educational curriculum., the use of books by each of the inclusive schools has a wide variety of publishers, the lack of equipment for modern learning media production including the lack of personnel to promote and develop learning for learners beyond the office hours; 3) in terms of the students' achievement in the inclusive educational project both primary and secondary level, the learning achievement was only passed of each school criteria, the grade point average was 2.00 (Northern Region School for the Blind under the Royal Patronage of Her Majesty the Queen, Chiang Mai, 2014, p. 9) in the same direction with the students' achievement with visual impairment in the disability school under the Office of the Special Education Bureau, Academic Year 2014, Grade Point Average (GPA) of Mathayom Suksa 3 students was 2.43 and Mathayom Suksa 6 was 2.37 (Office of Special Education Bureau, 2015, pp. 67-72)

As the data and analysis of the above mentioned problematic conditions, therefore, the school administration guidelines for the visually impaired persons, the school is a key practical sector; the school administration model must be developed effectively to drive the learners' quality development for achieving educational goals by having school administration model according to the decentralization and being a legal entity including the relevant educational law that takes into account the value, effectiveness and school quality in order for consensus in the satisfaction of educational service recipients and to meet the important needs of the visually impaired persons conform to the National Education Act of B.E. 2542 (1999) As Amended by National Education Act, B.E. 2545 (2002), Chapter 6: Educational Standards and Quality Assurance, Section 47 stated that there shall be a system of educational quality assurance to ensure improvement of educational quality and standards at all levels. Such a system shall be comprised of both internal and external quality assurance as well as Section 48 stated that internal quality assurance shall be regarded as part of educational administration which must be a continuous process. (Cabinet and Royal Gazette Publishing Office, 2002, p. 22).

To achieve the goals of educational administration, the school must be managed into quality and standards as a social institution that is responsible for

knowledge management, developing knowledge, developing ideas and developing learning potential of , "People with visual impairment" to be "human " with good quality, have basic vocational skills that can lead to future careers to generate income, be creative good things for society and can live happily in society conventionally with self-reliance, it is not a burden on families, society and nation according to the philosophy of education. "Make yourself useful and do good things for society ". (Northern Region School for the Blind under the Royal Patronage of Her Majesty the Queen, Chiang Mai, 2014, p. 2)

For the reasons mentioned above, it is necessary for the school that provides education for the visually impaired persons have to develop the effective model and process of school administration affecting the efficiency for the visually impaired persons. Therefore, I as a researcher taking charge of a school director for the visually impaired persons have realized and focused on the importance of research to develop the model of school administration with effectiveness for the visually impaired persons.

## **2. Research Questions**

As the title research of “Developing Effective School Administration Model for the Visually Impaired persons”, I as a researcher has identified the following research questions as follows:

2.1 What and how are problems, obstacles, and school administration guidelines for the visually impaired persons?

2.2 What is the effective school administration model for the visually impaired persons?

2.3 What are the results of using the effective school administration model for the visually impaired persons?

## **3. Objectives of Research**

The research objectives were divided as follows:

3.1 General objective:

To develop the effective school administration model for the visually impaired persons.

### 3.2 Specific objectives:

3.2.1 To investigate the conditions, problems, obstacles, and school administration guidelines for the visually impaired persons.

3.2.2 To create the effective school administration model for the visually impaired persons and a manual.

3.2.3 To study the results of using the effective school administration model for the visually impaired persons.

## 4. Scope of Research

The scope of this research was determined into 3 phases as follows:

### **Phase 1: To investigate the conditions, problems, obstacles, and school administration guidelines for the visually impaired persons.**

The investigation of the conditions, problems, obstacles, and school administration guidelines for the visually impaired persons was determined the scope as follows:

#### 1.1 Sample group

There were 165 key informants as follows

1) The administrators and administrative sections of 15 schools for disabled children both public and private, 6 of each school, for a total of 90 informants.

2) The school board committee of 15 schools for the visually impaired persons both public and private, 1 of each school, for a total of 15 informants.

3) The teachers of 15 schools for the visually impaired persons both public and private, 4 of each school, for a total of 60 informants selected by purposive sampling.

#### 1.2 Scope of content

The studying of the school administration guidelines that provided specific education for disability under the Office of the Special Education Bureau awarded Royal Award School, the scope of content based on the administrative systems theory consisted of input, process, output, environments, and conditions for the success.

**Phase 2: To create the effective school administration model for the visually impaired persons and a manual.**

The creating of the effective school administration model for the visually impaired persons was divided into 3 steps as follows:

Step 2.1: To study the school administration guidelines that provided specific education for disability under the Office of the Special Education Bureau attached to the Office of Basic Educational Commission awarded Royal Awarded School.

2.1.1 Information resources

The information resources were 5 schools that provided special education under the Office of the Special Education Bureau attached to the Office of the Basic Education Commission awarded Royal Awarded School from the academic year 2008 to the academic year 2016 selected by purposive sampling based on the determined criteria.

2.1.2 Scope of content

The studying of the school administration guidelines that provided specific education for disability under the Office of the Special Education Bureau awarded Royal Awarded School, the scope of content based on the administrative systems theory consisted of input, process, output, environments, and conditions for the success.

Step 2.2: To draft the effective school administration model for the visually impaired persons was implemented as follows:

2.2.1 Sample group

The sample group for drafting the effective school administration model for the visually impaired persons was the same group as Phase 1 and Step 1.1.

2.2.2 Scope of content

The scope of content for drafting the model components and the manual effective school administration model and the manual for the visually impaired persons was according to the semantic model which explained the relationship of 6 components (Teera Roonjaroen) as follows: 1) Model principles, 2) Model objectives, 3) System and model mechanism, 4) Operational method of model, 5) Model evaluation



guidelines, and 6) Conditions of model, by using the conceptual comparisons and the phenomenon (Keeves, 1988, pp. 561-565)

Step 2.3: To verify the effective school administration model for the visually impaired persons

#### 2.3.1 Sample group

Key informants were selected by purposive sampling consisted of 15 administrators of inclusive schools for the visually impaired persons, 15 administrators of Special Education Schools that provided the education for the visually impaired persons, 15 administrators of Special Education Centers that provided the education services for the visually impaired persons, and 5 specialists of Special Education, for a total of 50 informants.

#### 2.3.2 Scope of content

The studying based on the evaluative framework referred to the dimension of evaluating the model suitability in three areas: accuracy, covering, and suitability.

### **Phase 3: To study the results of using the effective school administration model for the visually impaired persons.**

The studying of the results of using the effective school administration model for the visually impaired persons was divided into 3 steps as follows:

Step 3.1: To try out the effective school administration model for the visually impaired persons.

#### 3.1.1 Sample group

Key informants were 30 the personnel of 2 experimented schools using the educational administration model consisted of 4 administrators of each school, 12 group leaders of each school, for a total of 32 informants.

#### 3.1.2 Scope of content

The scope of the research content is based on the systematic management framework of the components of the effective school administration model for the visually impaired persons.

Step 3.2: To evaluate the effective school administration model for the visually impaired persons.

The feasibility and benefit of the effective school administration model for the visually impaired persons were used in this evaluation step.

### 3.2.1 Sample group

Key informants consisted of 14 administrators and personnel of basic education institutions involved with the educational administration for the visually impaired persons selected by purposive sampling and 7 experts with experiences in terms of model or special education selected by purposive sampling, for a total of 21 informants.

### 3.2.2 Scope of content

The feasibility and benefit of the effective school administration model for the visually impaired persons were determined for the content.

## **5. Expected benefits and application**

5.1 The problem conditions, obstacles, and school administration guidelines for the visually impaired persons were found, these will benefit the school administrators or general educators to adopt the research results for the next planning or to find the guidelines for to improving or developing the educational management for the visually impaired persons or other disabled people.

5.2 An effective school administration model for the visually impaired persons was studied to be able to demonstrate the research methodology. These will benefit the school administrators or general educators to apply the research results for practicing. It is beneficial for the development of educational administration involving with the educational management for other disabled students.

5.3 The research proposal will benefit for a policy level to develop the effective school administration model for the visually impaired persons. The information will be provided for the educational development guidelines of the educational institutions for other disabilities in the basic education level of the country.

## **6. Definitions**

**6.1 The effective school administration model for the visually impaired persons** refers to the structure of the relationship between the components and the school operational guidelines in the basic educational management for the visually

impaired persons. One model consists of the principle components of the administrative process with the relationship and involving in system. It will make schools more efficient and effective consisted of 6 components as follows: 1) Model principles, 2) Model objectives, 3) System and model mechanism, 4) Operational method of model, 5) Model evaluation guidelines, and 6) Conditions of model

**6.2 Input** refers to the important terms to the process of school administration for the visually impaired persons consisting of 4 parts as follows:

**1) Personnel** refer to the specific characteristics of personnel who perform on duties in schools for the visually impaired students that to be able to work together in order to provide the basic educational management for the visually impaired persons to achieve their goals, including school administrators, teachers, and supporting staff.

**2) Instructional media and technology** refers to facilities and technology used to develop learning for the visually impaired persons that were limitation for learning supporting to access to the knowledge the most equal or similar to the regular students and lead to the learning development with the full potential of each individual. The media was considered with three components: learners, learning environment, and content.

**3) Learning resources and building premises** refer to the places where the knowledge is gathered according to the objectives and the state of context conducive to the individual studying of the visually impaired persons who are limits to moving yourself from one place to another. It is a great obstacle to the knowledge finding from external sources. It is imperative that schools have to provide and develop a variety of learning resources and facilities to focus on child-centered learning and to develop learners to develop naturally and fully according to individual potential to meet the needs of the visually impaired students.

**4) The school administration functions** refer to the mission and scope of work that operate in school administrators for the visually impaired persons according to the regulations or the law in accordance with the school conditions and school context and it can be provided the educational management to achieve the following goals consisting of 2 functions as follows:

4.1) Main function: Academic administration is the main function consisting of 15 sections as follows: 1) School curriculum development, 2) Developing of learning process management, 3) Measurement, evaluation and transferring of learning outcomes, 4) Research for educational quality development, 5) The development of media, innovation, and educational technology, 6) Library and the development of learning resources, 7) The supervision, monitoring, following-up and evaluation of educational management, 8) Educational guidance and social welfare, 9) Educational quality assurance, 10) Inclusive education, 11) Remedial teaching, 12) Occupational teaching and learning management and income earning during learning, 13) Learners' rehabilitation, 14) Learners' development activities, 15) Network development to promote the efficiency of education management.

4.2) Supporting function: Academic supporting is the supporting function consisting of 4 sections as follows: 1) personnel administration, 2) general administration, 3) planning and budget administration, and 4) student affairs administration.

**6.3 Process** refers to the administrative process of school operational guidelines providing the educational management for the visually impaired persons by using the 5-step process consists of: 1) Planning 2) Organizing 3) Staffing, 4) Directing and 5) Controlling.

**6.4 Output** refers to the outcomes or effectiveness from using the effective school administration model for the visually impaired persons. It consists of three parts: 1) Quantity is the opportunity and equality to obtain the educational services, 2) Quality is the learners' quality, 3) Efficiency is the efficiency of school management.

**6.5 Environment** refers to the school internal and external factor conditions and impact to the school administration for the visually impaired persons both the factors facilitating to the success of school administration for the visually impaired persons and the obstacle factors to the school administration for the visually impaired persons.

**6.6 Conditions for achievements** refer to the factors facilitating to the success of school administration for the visually impaired persons including: 1) law and policy of educational management for the visually impaired persons; 2) leadership of school administrators.

**6.7 Suitability of the model** refers to the judgement consideration by the experts to the effective school administration model for the visually impaired persons in terms of input, process, and output and the environment are consistent and being related to and in accurate according to the academic principles, administrative theory in order to adopt the effective school administration model for the visually impaired persons appropriately to the students' condition and the area context to increase educational opportunities, the quality development, and the effectiveness in the educational management for the visually impaired persons.

**6.8 Feasibility of the model** refers to the judgment consideration by the educational administrators, school administrators, and school personnel that adopt the effective school administration model for the visually impaired persons. It is consistent with the real situation, suitable with the context conditions, acceptability and implementation.

**6.9 Benefit of the model** refers to the judgment consideration by the educational administrators, school administrators, and school personnel that adopt the effective school administration model for the visually impaired persons that can build educational opportunities, the learners' quality both academically and professionally as well as the effectiveness of educational management for the visually impaired persons.

**6.10 Covering of the model** refers to the judgment consideration by the educational administrators, school administrators, and school personnel that adopt the effective school administration model for the visually impaired persons. It is consistent with the conditions and school context that provide educational management for the visually impaired persons.

**6.11 Manual of the effective school administration model for the visually impaired persons** refers to a guideline for the implementation of the effective school administration model for the visually impaired persons based on 6 components as follows: 1) Model principles, 2) Model objectives, 3) System and model mechanism, 4) Operational method of model, 5) Model evaluation guidelines, and 6) Conditions of model, in order to give the personnel to adopt it in accurate

**6.12 Conditions of school administration for the visually impaired persons** refer to the operational method or the school implementation guidelines. The problems of obstacles in the implementation of school administration for the visually

impaired students are: 1) academic administration, 2) personnel administration, 3) general administration, 4) planning and budget administration, and 5) student affairs administration

**6.13 Schools for the visually impaired persons** refers to schools that provide the basic education for the visually impaired students according with the National Education Act, B.E. 2542 (1999) (Cabinet and Royal Gazette Publishing Office, 1999, p. 7) Chapter 2 Educational Rights and Duties in Section 10 states that in the provision of education, all individuals shall have equal rights and opportunities to receive basic education provided by the State for the duration of at least 12 years. Such education, provided on a nationwide basis, shall be of quality and free of charge. Persons with physical, mental, intellectual, emotional, social, communication and learning deficiencies; those with physical disabilities; or the cripples; or those unable to support themselves; or those destitute or disadvantaged; shall have the rights and opportunities to receive basic education specially provided.

**6.14 Effective school administration** refers to the ability concerning the school administration for the visually impaired persons achieving in overall goals to be determined in 3 dimensions: quantitative, i.e., Individual with visual impairment. The school has the opportunity and the educational equality that is appropriate to their potential. Qualitative Students in the educational institution for persons with visual impairment have a good quality of life. Be ethical, have life skills and professional skills. And knowing the change of society, the world can choose to use technology media and know the potential benefits and blame of technology and can live happily in society. And the efficiency is the educational institution that organizes education for people with learning disabilities as a learning organization. It is a learning center for people with visual impairments.

1) Quantity: the visually impaired persons have the educational opportunity and equality appropriate with their individual potentials,

2) Quality: the learners who studying in schools for the visually impaired persons have a good quality of life, have morals, ethics, life skills and career skills including cope to the social change, to be able to use media, technology, and know the useful and the useless of technology as well as livable with happiness, and

3) Efficiency: schools to provide the educational management for the visually impaired persons are the learning organization and learning centers for the visually impaired persons.

**6.15 The visually impaired persons** refer to students who have lost sight of a slightly level to complete blindness. The World Health Organization (WHO) is defined as two groups: The blind group that has one sight of a good eyes but the vision of less than 3/60 (20/400) in better eye. The second group is low vision or subnormal vision or partially sighted those who suffer visual acuity between 3/6 meters 20/400 feet or a Field of Vision between 20 to 30 degrees”

**6.16 Inclusive education** refers to the educational management satisfying to the diversity of all learners. Students with learning disabilities can study with the regular students and be treated equally. All school personnel make a positive contribution, assist all students and support as a member of an undivided school. Everyone can participate in various activities as a member of the school, teaching by designing as well as assisting and supporting students with special needs. All-inclusive students will be educated appropriate with their levels of ability, the instructional will be supported with differentiated and peer tutoring in the same learning environment.

**6.17 Special Education Center** refers to an educational section under the Office of the Special Education Administration attached to the Office of the Basic Education Commission plays a role in promoting and supporting the education in terms of the early intervention and readiness preparation of disabled students to enter the school system, development and training of personnel to care for the disabled students, providing the transitional services for students with disabilities, providing the rehabilitative services by families and communities as well as becoming the educational information center for the disabled students including the systemic provision to support for inclusive learning management and coordination of educational management for the disabled students.

**6.18 Special Education Schools** refer to educational institutions that provide education for students with various disabilities as follows: students with hearing impairment, who provide education in various schools for the deaf, students with intellectual disabilities are educated at Panyanukul School, students with visual impairment are educated in schools for the blind.

**6.19 Royal Awarded School** refers to is an educational institutions selected by the Ministry of Education to receive the Royal Award. There are 6 qualitative components: 1) Student quality, 2) Curriculum and academic administration, 3) Administrative management, 4) Relationship between school with parents and community, 5) Personnel and personnel management, and 6) Outstanding school.



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