

CHAPTER 2

Literature Review

The administration for school educational management for the visually impaired persons based on the concept of administration and basic educational management that the state had to provide to all Thai children according to their rights and the educational opportunities with quality without paying the expense. Moreover, children, young people, and disability persons had the rights and opportunities to receive the basic education in according with the National Education Act, B.E. 2542 (1999) as amended by Act (No.2), B.E. 2545 (2002). Besides, the management of educational institutions that was consistent with the context and to meet the needs of the visually impaired persons. As a researcher studied the theoretical concepts, documentary and related researches both Thai and foreign in order to be the information for the development of an effective school administration model for the visually impaired persons as follows:

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Model Conceptualization and Model Development

1. Definition of Model

The word "Model" is a term for using several meanings. In general, the model means anything or operational methods of anything such as a model of construction, a model of rural development, a model of campaigning of the candidates for the House of Representatives, etc. Longman Dictionary of Contemporary English defined 3 meanings as follows: (<https://www.ldoceonline.com/dictionary/model>) 1) model referred to a small copy of a building, vehicle, machine, etc., especially one that can be put together from separate parts, 2) model referred to someone whose job is to show clothes, hairstyles, etc. by wearing them at fashion shows or for photographs, 3) model referred to a particular type or design of a vehicle or machine, 4) model referred to a computer representation or scientific description of something, 5) model referred to someone or something which people want to copy because they are successful or have good qualities.

The Royal Institute Dictionary, 1999 (The Royal Institute or the Office of Royal Society, 2003, p 965) defined 'model' as the primary or linear defined model that was accepted such anything, such as the house model, etc.

According to the Good (1973, p. 8) model referred to a pattern of something as a guideline to construct or to repeat as an example for copying, a chart, or a three-dimension for the representation of anything or model principles, a set of factors or variables that were interrelated that combined to a component and a symbol of the social system. By summarizing, model referred to a prototype of anything.

In the field of Education, there were many educators to define the model concepts to the research study, such as Somchai Chanyapaiboon (2012, p. 13), summarized the meaning of the model as an example for any operations to show or to explain the structure of the relationship of the essential elements for the studying to understood easily or to complicate as well. The specifications of the model elements depended on the nature of the objective phenomenon of creators and the model development to be consistent with Tisana Khammanee (2008, p. 1) defined 'model' to a thought concrete as an abstract that persons expresses in any ways, such as a description, a diagram, or a picture to help himself and others understand more clearly.

Besides, Benjawan Keesookpun (2008, p. 158) had given 2 characters of the model as follows: the physical meaning referred to a concrete model and the conceptual meaning referred to the abstract model. These two characters represented a simple reality or a small section of phenomena to occur for the continuous relationship, rationality and linking things together based on the rational information and assumption in order to explain the phenomenon, to describe the existed theories more clearly, to use as a guideline for creating new theories as well as a guideline for the operational anything. In other words, the model referred to the outline of the subject that had to be studied by illustrating the thought structure, the relationship of components to help in the studying of problems, concepts and phenomena to make the easier and better understanding.

Yaowadee Rangchaikul Viboonsri (2010, p. 27) had identified the model as an approach that a person had conducted his or her thoughts, understanding, imagination to any phenomenon or stories to appear in a variety of communication, such as a drawing picture, a portrait, a flow chart, a figure, or a math equation that could be easily understood and could propose the stories and issues appropriately as well as beyond the system.

Cleland and King (1983, p. 133) had given two meanings of the model: 1) model referred to the small copy of a real thing, 2) model referred to the systematic expression in order to be useful for the result prediction of the clear and relevant changing information.

Daft (1992, p.20) stated that the model referred to a simple representation that described some important dimensions of organization.

Robbins (1993, p. 44) stated that the model referred to an abstract thing made it understand the phenomenon or reality easily. Generally, the model had at least three important components: objectives, variables, elements or subject contents as well as the relationship among variables, elements or the subject contents.

Husen and Postlethwaite (1994, p. 32) stated that the model had a different meaning from the theory because the model was not a proven fact for the components of the model.

It can be concluded that model referred to a small copy of a theory or concept of anything or a prototype or a structure that has been developed in order to

illustrate the key components in replace of one's reality situation to be easier understanding and to be able to use as a guideline for the operations towards the implementation. For this research, the model refers to the structural relationship between the model components of the effective school administration model for the visually impaired persons in terms of input, process, output, and context that are the conditions for the success in the educational management for the visually impaired persons.

2. Kinds of Models

The kinds of models were divided into many characters by educators as follows: Husen & Postlethwaite (1994, p. 38 - 66) stated in the International Encyclopedia of Education the model was divided into 5 kinds as follows:

1. Analogue model was a form of the principles of finding the rational thoughts. This model was commonly used in the physical science, rarely used in social and behavioral science. An example of this kind using in education was the size of the school or the number of students in the school to be relevant with the number of students entering and leaving the schools. The number of students entered the schools by the several contexts/factors such as, aged criteria, educational service area, to move in of the parents and the number of students left the schools by several contexts/factors such as, to move out with the parents to the other places, finished the highest school graduation. This model was useful to describe the changes and to predict the future which could be used for planning and policy determination.

2. Semantic model was a form of expression by the use of speech, language, gesture, image, but this form had the obvious weaknesses that lacked of clarifying, it was too difficult to test. Therefore, this model was based on the clarity of the language used in the explanation, thus clarifying.

3. Schematics model was a form of displaying maps or charts that will try to link units and groups to relevant with contact. This model was commonly used in psychology. Guilford's model was popular related to the level of intelligence and to involve with 3 dimensions: contents, results, and actions.

4. Mathematics model was expressed the relationship of elements or variables using mathematical symbols. It had been used since 1960 in the field of

behavioral science, social science and psychology. However, in the field of education, the use of mathematics model had been used less in the research but using in some cases of mathematics evaluation model that to be useful for the assumption to be considered by quantification and to test with empirical data. This mathematics model could be written the relation as a formula or mathematical equations.

5. Causal model was derived from the techniques of textual analysis that had complicated variables. At the beginning of the late 1970s, the causal model had become more popular in the research. It was believed that this model was started in the field of genetics using in the path analysis. The key concepts of this causal model were related to the construction of a simple causal structural equation with various variables under reasoning, decision making, this causal model was divided into two types, the Recursive model and the Non-Recursive model.

Keeves, P.J. (1997, pp. 386-397) had classified the model in education and social science based on the guidelines of Caplan and Tutsuoka and the development of four types of education as follows:

1. Analogue model was a form of metaphorical phenomena in a concrete model to make an understanding of an abstract phenomena, such as, a model in predicting the number of students entering the school system which implied from the idea of the water put in and flow out the tank. The students who entered the school system as the water was put into the tank, the students who left the school system the water was flowed out the tank. Therefore, the students existed in the school system were the number of the students who entered minus the students who had left the school system. The purpose of the model was to explain the changing of the student population in the school.

2. Semantic model was a form of the language used for communicating in description or to explain the phenomenon studied by languages, charts or images to identify the structure of thoughts, the components and the relationship of the phenomenon components and use the text for describing to clarify. On the other hands, the weakness of this type of model was lack of clarity, to make it difficult to model testing. However, this model has been applied to many studies, such as the learning model in schools.

3. Mathematical model was expressed the relationship of elements or variables by mathematical symbols. Nowadays, it was more likely to be used in the field of behavioral science, especially, in the educational measurement and evaluation. This kind of model could be lead to create of theories because it could be tested for hypothesis. This mathematical model was developed based on the textual model.

4. Causal model was derived from the techniques of path analysis in studying concerning genetics. The causal model made it possible to study the complicated textual variations. The key concept of this model was built based on the related theories or the existed research. The model was written in the form of linear equations. Each equation represented the logical relationship between the variables. Then the data were collected in the real situation to the model testing. This causal model was divided into two types:

4.1 Recursive model was a model that showed the causal relationship between a variable with a directional line of causation in one direction without a reverse relationship.

4.2 Non-Recursive model was a model that showed the causal relationship between variable with a directional of the relationship of one variable. It could be the variables both cause and effect at the same time so it could be a reverse direction.

5. Schematic model was expressed the thoughts through figures, pictures, diagram, and graph, etc.

It can be summarized that there are several kinds of model depended on selecting the appropriate situation by users. Thus, to propose the school administration model for the visually impaired persons, the semantic model is used to study, languages will be described the relationship of components for the school educational administration for the visually impaired persons by using conceptual comparisons and the phenomenon.

3. Model Characteristics

Scholars had discussed the model characters as follows: Yaowadee Rangchaikul Viboonsri (2010, p. 27) had identified that the model had four main characters as follows:

1. To be the transmission in the manner of imitation or the transmission from the understanding, thoughts, and the people's imagination to any phenomenon occurring as a structured system and easy to the other people perceives.

2. The model characteristics were not the lecture or a long description, but they were the display of a symbolic relationship and the principles of the system.

3. The model emphasized only the important part leading to a mutual understanding between the model presenters and the model recipients.

4. The model image focused on the appropriate communication, holistic perceiving of meaning, see the relationship between subsections by a single presentation.

Keeves, P.J. (1997, p. 386) stated that the four key characters of model as follows:

1. The model should be composed of the structural relationships of the variables rather than the ordinary linear relationships. However, the linear relationships were useful at the primary of the model development.

2. The model should be used as a guideline for predicting the results of using the model which could be checked by observing and finding the supporting issues with the empirical data.

3. The model should be identified or indicated to the rationale mechanism of the subject contents that studied. In addition, the model was not only a tool for predicting but also used as a tool to explain the phenomenon.

4. The model should be a tool for creating concepts and creating the relationship of new variables which increased the body of knowledge in the subject of studying.

It can be concluded that the model characters is a clear description of the relationship structure, create new ideas, focus on important parts in order to enhance the relationships between the whole picture and the sub-picture clearly. Moreover, the creation of this school administration model was to explain the structure of thought, the components and relationships of the effective school administration model for the visually impaired persons.

4. Model Components

Based on the study of the model examples from related documents, it was found that there were no statistically significant criteria that what/how model components had. Most of them depended on the specific characters of the phenomena that people were interested in studying.

In terms of Thai educators, they had adopted a systematic approach to study administrative model as follows: Prachaya Wesarat (2007) identified eight key components of education; subject contents in the study, teachers, media and equipment, teaching methods, administrators and teaching supporters, budget, area and climate, and learners; Niwat Nakavech (2011, p. 214) studied the school management model of lab schools and concluded that there were the components of input, process, output, and supplementary components which were five main components; 1) lab school objectives 2) administrative management principles, 3) administrative structural system, 4) operational strategy, and 5) pictures of success. There were 24 sub-components and two supplementary components: school environment and evaluation for improvement and development. In addition, the model of lab school had qualification of usefulness, accuracy, suitability, and feasibility. It could be applied for lab schools and general school.

Tisana Khamanee (2008, p. 2) mentioned that the general model had the following components:

1. The model must be lead to the prediction of the result, which could be proved by testing, that was; it could be used to construct a tool to verify the test.
2. The model structure must be composed of causal relationships, which could be used to describe the phenomenon.
3. The model must be able to help creating an imagination, concept, and interrelations including extending the scope of the knowledge inquiry.
4. The model must be consisted of structural relationships rather than associative relationships.

Brown and Moberg (1980, pp. 16-17) synthesized the model from the system approach with the contingency approach included:

1. Environment,
2. Technology,

3. Structure,
4. Management Process,
5. Decision Making.

Brown and Moberg's studying and making an understanding the model concerning organizational management and administration were shown in Figure 2.1.

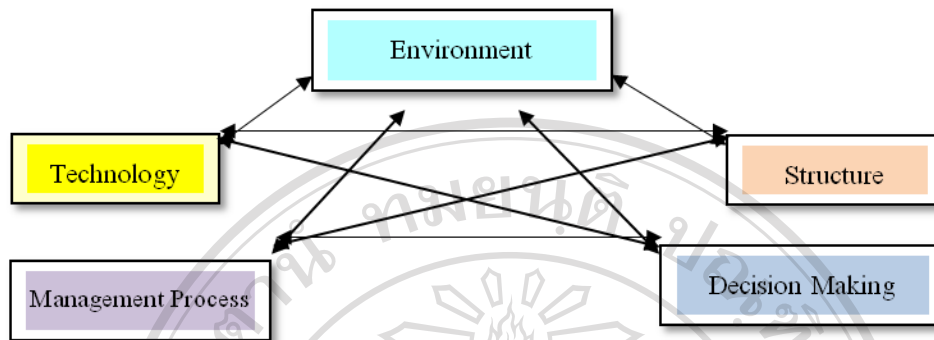


Figure 2.1: Brown and Moberg's system model and situation

Reference: Brown, W.B., and Moberg, D.J. (1980, p. 17)

Bardo and Hartman (1982, pp. 70-71) commented on the model components that it was not determined to identify the appropriate of model components, how many components and whatever should be depending on the particular phenomenon, for example, the model that had some characters of open systems, it was the model that showed the sub-components of the system, which consisted of 4 parts: 1) input, 2) process, 3) output, and 4) feedback from the environmental situation. It was considered this kind of model, the output of the system was derived from the input factors through the process that produce the output and pay attention to the feedback from the external environment of the open system.

In terms of components as found from the study of relevant documents of the educational administration model, most are mentioned concerning the organizational management or the structure of administrative system, and guidelines for implementation of important obligations of the organizational administration such as personnel administration, academic administration, financial management, etc.

It is summarized that how to determine the model components must be determined from the phenomena studied by various theoretical concepts in each model according to the objectives of the determination that corresponds to the operational

requirements. It depends on the organizational administration or the structure of the administrative system, implementation guidelines, and obligations of the organization that defines the components of the effective school administration model for the visually impaired persons in according with the legal obligation framework and the conditional context of the organizational to meet the service recipients including in consistent with the needs of the visually impaired students.

For the components of this effective school administration model for visually impaired persons was based on Teera Roonjaroen (2007, p. 63) that divided in to 6 components as follows: 1) Model principles, 2) Model objectives, 3) Model system and mechanism, 4) Method implementation, 5) Model evaluation, and 6) Model conditions, based on the model systems and mechanisms of the model by using the system theory as a framework for defining components consisted of input, process, output and environment.

5. Model Creating and Developing

Model creating defined a vision which related to concepts systematically to indicate what/how/ what for the model proposed and what phenomenon was explained as well as what something new to lead to the discovery in the model developing. Foreign scholars and educators had defined similar procedures but Thai educators had investigated a variety of research studies. In this research, the researcher studied the model developing used a group discussion verifying by the experts. Delphi Technique was used to study problems that emphasized on the opinions and judgment of the experts. Delphi process had four main characteristics. For the purpose that, Werayut Chatakan (2014, pp.198-209) concluded as follows: anonymity of the data informants, data repetition, feedback was controlled by the operators, and the summary of group responses by using the statistical methods. The Delphi technique could be summarized as follows:

1. To set up a group of experts, the researcher must select a group of specialists with knowledge, ability and expertise in the subject. The size of the group was between 10-15 specialists. If the group size was more than 17 specialists, the rate of deviation will be decreased till fixed rate. The Delphi technique was used to determine more than 17 specialists by most of the researchers.

2. To determine trends and construct the research tools, a questionnaire used to collect data as an important tool, a rating scale was used for the open-ended questions and closed-end questions.

3. The first round of Delphi technique, the open-ended questions were sent to the specialists to collect the general information. This data collection must clarify the purpose of data collection.

4. The data collection from the first round were analyzed by the summarizing the whole opinions of the specialists. The summary of data was adopted to the members to comment on all issues revealed in every message. The rating scale closed-end questions were used for the second round.

5. The second round of Delphi technique, each specialist received the group statistical feedback incorporated with their own original responses, then each specialist considered the new responses.

6. The third or fourth round of Delphi technique depended on depends on getting a consensus statement. Normally, data collection from Delphi technique will be used at least two rounds but should not exceed more than four rounds.

7. To summarize and discuss the results by presenting a consensus trend based on the determined criteria. It could be defined the level of consensus, thought, or consensus in Delphi techniques by two types of statistics, the first type was determined the statistical percentage to show the proportion of informants who had consistent opinions on what level and the frequency distribution of the data provider was distributed what type of responses; in the second type was determine the statistical mode to indicate the level of group opinions in summary and showed the statistics distribution to find how much the different opinions of the members. The criteria used to identify consensus based on the statistical used.

The consensus verification consisted of two parts: the first part determined the level of consensus of the majority; the second part defined the terminated criteria of the Delphi process when the members were not changed their opinions from the later round. Delphi technical summary was a research methodology that was used to study the problems based on decision-making by the group of specialists without the needs for a meeting. The researcher as a coordinator by designing questionnaires and send to specialists. Later, the responses were received, the result processing was returned to the

specialists. The specialists may also provide the additional comments, the response had been received again, the researcher will re-evaluate whether there was any change or confirmation in the original comments. If there were not any changes, it was possible to get the useful comments.

In the research concerning the development of school administration model, the educators had studied such as Rom Phayom (2009, p. 117) had studied the performance management model development of the basic schools under the Office of the Basic Education Commission, the steps was divided as follows:

1. To synthesize of the components of the performance management in the basic schools from the concepts, principles, theories and related researches, and then build a rating scale questionnaire to ask administrators.

2. To create the performance management model of basic schools under the Office of the Basic Education Commission using the synthesized data from of the first step, the experts considered by the group discussion.

3. To evaluate of the performance management model of basic schools under the Office of the Basic Education Commission consisted of 15 of administrators, educational institutes and teachers, considered the suitability, possibility, and the benefits of the performance management model development according to the Dhamma principles.

In addition, the construction of the school administration model in the lab schools, Niwat Nakawech (2011, p. 144) proposed a consistent implementation process as follows:

1. To study and to construct a school administration model in the lab schools included to study and analysis of concepts, theories and related researches, to study the administrative management in the lab schools, in the case study, to interview the experts and educational administrative specialists or educational institutions.

2. To develop the school administration model in the lab schools, group discussion of the experts and educational administration specialists, educational institutions and supervisors in the lab schools.

3. To examine the characters of the school administration model in the lab schools by questioning, interviewing the administrators and teachers' opinions.

Moreover, Somyong Keawsuphan (2009, 138-145) studied the effective administration model for educational quality assurance in basic education schools and proposed 4 phases of the model operations:

1. To analyze the effective administration model for the educational schools.
2. To construct the effective administration model for educational quality assurance in basic education schools using group discussion and critique.
3. To try out the effective administration model for educational quality assurance in basic education schools
4. To evaluate the use of the effective administration model for educational quality assurance in the basic education schools.

As regards of the internal quality assurance, Somchai Chanyapaiboon (2012, pp. 80-102) has developed the internal quality assurance model for schools under the Secondary Education Service Area Office 29.

Phase 1: To analyze the internal quality assurance model for schools in a case of studying the conditions of the internal quality assurance model of schools.

Phase 2: To construct the internal quality assurance model for schools.

Phase 3: To try out the internal quality assurance model for schools.

Phase 4: To propose the results of using the model.

Later, Maitree Boontod (2011, p. 66) studied the development of the administrative model for the internal quality assurance that affected the school quality by conducting the model development and to propose 6 steps by increasing the pre-research preparation and to evaluate and improve the administration.

1. To prepare before studying by choosing a research area and research team preparation, and the research tools.

2. To analyze the current situation, school problems of the research areas by studying the related documents concerning the current situation, school problems of the research areas, academic tour 3 successful schools.

3. To draft the administrative model for internal quality assurance that affected the school quality.

4. To examine and revise the draft of the administrative model for the quality assurance within the day that affected the school quality.

5. To try out the administrative model for the internal quality assurance that affected the school quality.

6. To evaluate and improve the administration for the internal quality assurance that affected to the school quality.

Therefore, the researcher had summarized for creating the model by using the analysis table as a framework to determine the model process for creating model as shown in Table 1.

Table 2.1 Analysis of Consistency of the Model Process

Model Creating Process	Somchai Chanyapaiboon (2012)	Maitree Boontos (2011)	Niwat Nakawech (2011)	Rom Phayom (2009)	Banjong Chareonsuk (2009)	Somyong Keawsuphan (2009)	Keeves (1988)
1. Model creating	√	√	√	√	√	√	√
To study and to analyze concerning the principles and basic information (Including components and real conditions by possible specialist seminars), identify problems and needs	√	√	√	√	√	√	√
- To draft a basic model	√	√	√	√	√	√	√
2. To verify / to try out (The model suitability, accuracy, and acceptance)	√	√	√	√	√	√	√
- To analyze the opinions from verifying (Which may be possible specialist seminars) and compare model with components and real or experimental function.	√	√	√	√	√	√	√
- To Review and improve completely.	√	√	√	√	√	√	√

For the model development according to the model creation process was divided in to two main concepts: Theoretical Concept or Concept-T and Observed Concept or Concept-O. Concept-T was derived from components that studied the Logical reasoning. It may be based on other theories or the other research results that the reviewers did not have the experiences directed the observation. Concept-O was derived from the empirical data collection by the reviewers themselves. The researches concerning the development of the school administration model, some educators have studied:

Willer (1967, p. 52) has developed a two-stage model of model creating and model developing, Saman Asawapoom (2007, p. 9-12) studied the research and model development for the operations was divided into 3 types.

1. To study the model to find out what kind of model current conditions before designing a research or defining the research methodology.
2. To propose the model to develop of the model studying.
3. To develop the model as an educational guideline concerning the model proposed above.

Research and Development was determined guidelines as follows:

1. To determine the scope and content of the model drafting that may start with a review of the problem conditions and experiences in the workplace, or may study of operational reports based on designing the draft model.
2. To review documents and to improve the model drafting to verify the concept and the model drafting to find any parts that needed to be revised or may ask for the experts' recommendation.
3. To study of current problems, based on conceptual frameworks of the model drafting to design methods and tools to study the real situation of the operations for the next design issues.
4. To design the final model for improvement the model drafting before examining the model quality of both the model content improvement or ask for the experts' recommendation or to analyze the consistency of the model and theory including the model objectives before investigating the model quality according to the methods and tools designed by the researcher.

5. To verify the model quality by any chosen methods depending on the suitability of the model, time, and budget for operations, such as, auditing by the experts, verifying by the seminar, verifying by experiment.

After that, adopt the verified data to further model improvement including summarizing the data, comments, and recommendations that were important to the model and to the model implementation.

Curtis and Jackson (1992, p. 68) applied two types of concepts to study indicators for creating the model clearly shown in Figure 2.2

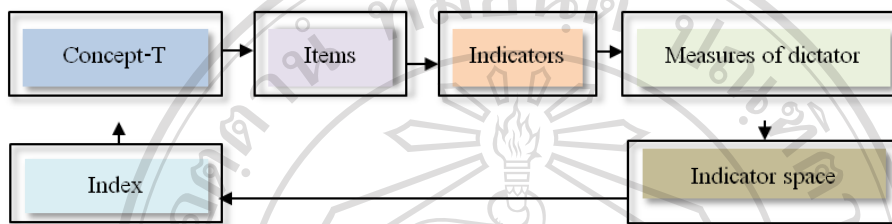


Figure 2.2: Model creation by indicators

Reference: Curtis and Jackson (1992, p. 68)

Regarding the synthesis the procedures of the model development of the educators, it could be summarized the procedures in creating and developing the school administration model for the visually impaired persons as follows:

Step 1: To study the conditions, problems and obstacles of school administration for the visually impaired persons. (R1)

Step 2: To create an effective school administration model for the visually impaired persons. (R2)

Step 3: To study the results of using the effective school management model for the visually impaired persons. (R3).

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As shown in Figure 2.3

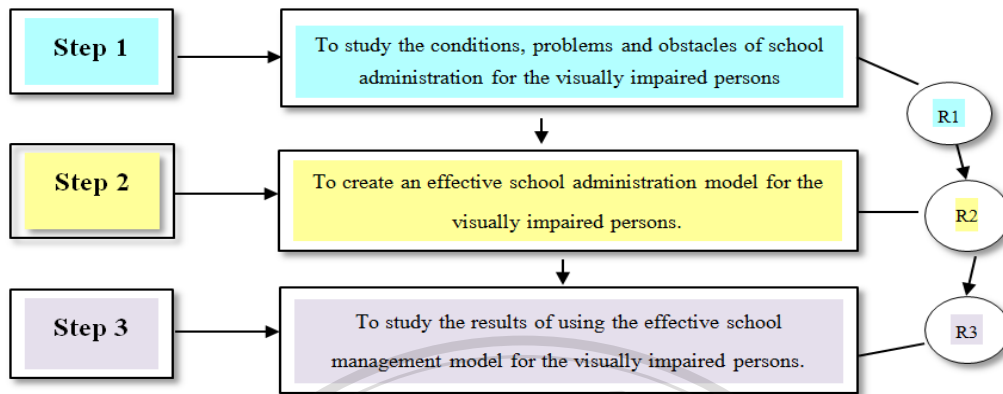


Figure 2.3 The procedures of the development the effective school administration model for the visually impaired persons.

6. Model Testing

An important aspect of creating a model was to test it or verify the model with the empirical data by estimating the parameters of the model. Therefore, the created model should be clear and suitable for testing technique. Typically, the research in social science and behavioral science were often tested by statistical methods. The test results will lead to acceptance or rejection including creating a new theory. Benjaporn Kaewmeesri (2002, p. 93) stated that the model testing could be done in two ways:

1. The model testing by the evaluation which the Joint Committee on Standards for Educational Evaluation had proposed the evaluation principles as the norm for the four types of verified activities (Madaus, Scriven and Stufflebeam, 1983, pp. 399 - 402).

- 1.1 Feasibility standards was the evaluation to implementation.

- 1.2 Utility standards was the evaluation of the response to the needs of the model users.

- 1.3 Propriety standards was the evaluation of the internal legal suitability and morality.

- 1.4 Accuracy standards was the evaluation the reliability and the complete coverage of the true requirement.

2. The model testing or some evaluation could not be done with the limitations of the circumstances. The concepts of testing or evaluation by the experts agreed that most educational researches were based on scientific or quantitative principles, and in some cases they required more clarity than numbers to summarize. The concept of evaluation by the experts was proposed as follows:

2.1 The model evaluation by this approach was not evaluated with focusing on the achievement goals or objectives according to the form of a goal based model, the problem responses and needs of those stakeholders according to the form of a responsive model or the decision support process in the form of a decision making model. However, the evaluation by the experts focusing on an in-depth analysis and criticize, particularly, the issues that were being considered. This was not necessarily related to the objectives or stakeholders who involved with the decision making. It might be a combination of factors with the experts' consideration to get a conclusion on health, efficiency and appropriateness of what to evaluate.

2.2 The model evaluation for specialization of the contents to be evaluated. It was developed from an art criticism which was delicate, it required a high level of specialists to be judgment. Due to the valuable measuring was not able to be measured with any measurement and required the evaluators' knowledge and ability. This concept has been applied in the higher education. Therefore, it was the specialized knowledge, the researchers who studied, had to know and understand deeply and high specialists.

2.3 The model evaluation was used by the experts was an evaluation tool. It was believed that the experts had a good judgment. Thus, the standards and considered criteria based on the experiences and the expertise of the experts.

2.4 The model evaluation that allowed the flexibility in the work process of the experts by satisfaction and the aptitude of each person from determining the significant issues to be considered, indication of the data requirement, data collection, data processing, and data diagnostics, including how to present.

Besides, Saman Asawapoom (2007, p. 9) proposed the guidelines for the model verifying as the final step of the research and development was used one of three methods as follows:

1. To verify by the experts, the researcher proposed the developed model to 15-20 experts including the evaluation of the model suitability and feasibility of the as well as more suggestions.

2. To verify by seminar, the researcher organized a seminar for the experts. Then the developed model was proposed to the seminar for critical the model evaluation in terms of suitability and feasibility and gave some suggestions

3. To verify by experiment, the researcher conducted the experiment of using the developed model in real or simulated situations according to the roadmap that was designed to observe, the data collection, and the relevant comments in order to apply for the further improvement.

After receiving the verified model from the experts, the researcher should review to improve the model including summarizing comments, and suggestions that were significant to the model and to the model implementation. Regarding the model verification, many educators who had studied such as Sumana Pumprapan (2007, p. 62) studied the effective administration model in the basic educational school by focus group discussion of the experts commented on the effective administration model in the basic educational school in all aspects. Later, Rom Phayom (2009, p. 117) developed the performance management model development of the basic educational institutions under the Office of the Basic Education Commission by using evaluation methods the performance management model development of the basic educational institutions under the Office of the Basic Education Commission consisted of 15 school administrators and teachers considered possibility and usefulness. Moreover, Banjong Jaroensuk (2009, p, 92-93) studied the development of good governance model for basic educational institutions administration in the provinces of the upper southern region of Thailand conducted the evaluation the model suitability by the basic school administrators using the questionnaire.

Furthermore, Niwat Nakawech (2011, p. 144) proposed the operational coherent process for the verification of the characters of the lab school's administration model by questioning and interviewing the opinions of the administrators and teachers.

It is concluded that the model testing could be done in two ways: the first method was according to the concepts of the Joint Committee on Standards for

Educational Evaluation, which was classified into four categories: standards of feasibility, benefit, suitability, and accuracy; and the second method was the evaluation by the experts presenting the conceptual structure of the comparable concepts, experiences, and information of components and relationships of components. As regards the evaluation of the effective school administration model for the visually impaired persons, the experiment was used by the researcher conducted to try out the developed model in real conditions in accordance with the designed plan and examined the model feasibility and benefit by connoisseurship to observe, to collect data, and to comment on the relevant persons in order to apply for further improvement of the model.

7. Model Verifying by Referring from Experts.

Connoisseurship model referencing by experts was a research concept used by experts which was the concept of Eisner who developed this concept, which was different from other evaluations as the following: (Prajub suksomboon, 2000, p. 39)

1. The goal-based model evaluation was a model that did not emphasize the achievement of the objectives according to responding to the problems and needs of those relevant persons neither the responsive model nor the decision-making acceptable process evaluation. However, the evaluation by the specialists or the experts focusing on an in-depth analysis particular the considered issues which were not necessarily linked to the objectives or the relevant persons or the decision-making process but might be a combination of factors following to the experts' judgment to make a conclusion about the quality, effectiveness or suitability of what was evaluated.

2. The specialized evaluation model focused on in the subject topics by developing from the art criticism with deep specifications and required a high level of specialists to criticize because measuring cannot be measured with any measuring instrument. Only use the judgment of the qualified. It has been applied to higher education in specific fields that require knowledge. The player in that story really. Be the evaluator. This model is popular for the evaluation of higher education that requires specialized expertise.

3. The evaluation model used the experts as the evaluation tool, emphasizing the belief that the experts were fair and had good judgment. For the

purpose that the standards and criteria were based on the experience and expertise of the experts.

4. The model that allowed flexibility in the work process of the experts both individuals and aptitudes since the determination of key issues to consider. The experts were selected focusing on the profession, experiences and high credibility of those professions.

Eisner (1976, pp. 192-193) proposed the concept of development and verifying by using the experts some topics which required more specifications than quantitative research. It was believed that equal recognition was the basis knowledge of knowledgeable people and proposed the concepts of evaluation by the experts as follows.

1. The model evaluation by this approach was not evaluated with focusing on the achievement goals or objectives according to the form of a goal based model, the problem responses and needs of those stakeholders according to the form of a responsive model or the decision support process in the form of a decision making model. However, the evaluation by the experts focusing on an in-depth analysis and criticize, particularly, the issues that were being considered. This was not necessarily related to the objectives or stakeholders who involved with the decision making. It might be a combination of factors with the experts' consideration to get a conclusion on health, efficiency and suitability of what to evaluate.

2. The model evaluation for specialization of the contents to be evaluated. It was developed from an art criticism which was delicate; it required a high level of specialists to be judgment. Due to the valuable measuring was not able to be measured with any measurement and required the evaluators' knowledge and ability. Later, this concept has been applied in the higher education. Therefore, it was the specialized knowledge, the researchers who studied, had to know and understand deeply and high specialists.

3. The model evaluation was used by the experts was an evaluation tool. It was believed that the experts had a good judgment. Thus, the standards and considered criteria based on the experiences and the expertise of the experts.

4. The model evaluation that allowed the flexibility in the work process of the experts by satisfaction and the aptitude of each person from determining the

significant issues to be considered, indication of the data requirement, data collection, data processing, and data diagnostics, including how to present.

This operations referencing by the experts was assumed that it was an educational evaluation namely educational criticism; the criticism required a great admirable of criticism. This method was popularly used in higher education and was credible because it was judged or criticized by a group of the experts with specific knowledge in that field or that profession as well is acceptable.

The advance organizers of this researcher were: "Points of criticism" such as values and concepts derived from tradition or habit of work as well as the direct and indirect theories concerning the nature of standards in evaluations and qualities. These "Points of criticism" accumulated in the experts' knowledge including the basic education and training of those experts. For this mention, the experts was a "tool" for the research, so this research could be used Delphi technique defined questioning of a group of experts and reports as the feedback whether three comments were change from the original comments repeating many times until consensus on the research problems which questioned. Finally, the researcher had collected the recommendation, conclusions, and reports might be also written. (Pornchulee Achava-Amrung as cited in Pansak Polsaram, 1997, p.67)

Thus, "Model and Model Development" for this research based on Teera Runcharoen (2007) that determined 6 components as follows: 1) Model principles, 2) Model objectives, 3) Model system and mechanism, 4) Method implementation, 5) Model evaluation, and 6) Model conditions by illustrating the structure of the relationship between the components and the operational guidelines for the effective school for the visually impaired persons in terms of input, process, output and environments as well as the conditions for success in the administration of educational institutions for the visually impaired persons by applying the concepts of effective organizational development to the development of effective school administration model for the visually impaired persons by studying problems and obstacles concerning the school administration, model creating, model verifying, and model evaluation. As regards the model verifying, it was a step that made the model develop, be accurate, complete and more reliable as well as the evaluation by the model user groups. For this research, the researcher used the approach of accuracy verifying, covering, and the

model suitability by the experts as well as evaluating the feasibility and benefits of expert seminars including experimenting in the educational institutions for the visually impaired persons and the relevant persons working in the educational institutions as the model evaluators.

Concepts and Theories of Effective Organization

1. Definition of Organizational Effectiveness

The concepts of the organizational effectiveness were topics that educators studied and strive for developing to reach the organizational effectiveness. But the meaning of organizational effectiveness was sometimes different according to the quality, quantity or combination as follows:

Seashore and Yuchtman (1991 p. 221) defined the organizational effectiveness as the ability of the organization to utilize resources that were limited and valuable to the environment to support the organizational operations.

Nahavandi and Malekzadeh (1999, p. 532) defined the effectiveness as persons or organization had attained the four goals and objectives of the plan as follows: 1) Quality of work 2) Customer or service satisfaction 3) New innovative 4) The satisfaction of the persons in the job.

Gibson (2000, p. 55) had given the meaning of 'effectiveness' derived from the word 'effect' in the context of relationship between cause and effect. It described the effectiveness of three levels: individual, group, and organization which each level of effectiveness was different in cause and effect: 1) Individual effectiveness focused on individual performance, or membership in organization that functions and positions in the organization. In general, directors evaluated their effectiveness at the individual level by using the evaluation process to consider to promote compensation or rewarding as a factor that causes a person's level of effectiveness, such as ability, skills, knowledge, attitude, motivation, and stress; 2) Group effectiveness was the overall perspective of a group of people who were members the organizational member that worked their duties and positions in the organization as a cause for their effectiveness, such as cohesiveness, leadership, structure, status, roles, and norms; 3) Organizational effectiveness was an overview of individual and group effectiveness. It was a factor that causes the organizational effectiveness such as environment, technology, strategy

choices, structure, process, and culture. Moreover, three levels of effectiveness had relationship to one another depended on the effectiveness of individuals and groups. It also depended on many other factors, such as the type of organizations, work done by the organization, and the technology used in the organization.

Regarding the definition of the organizational effectiveness mentioned above. It can be concluded that the organizational effectiveness defined any organizations that operated any work by using resources to achieve the successful goals according to the organizational objectives. The following three types of organizational theories can be summarized as follows: (Zammuto, 1982. p. 45)

1. Goal-based approach was the consideration whether the operations were achieved the determination goal.
2. System-based approach was the consideration that the organization utilizes resources to benefit the organization and achieved the organizational objectives.
3. Multiple-constituencies approach was the consideration that an organizational ability were met the satisfaction of stakeholders.

In this research, effective schools for the visually impaired persons can be concluded that effective schools were assumed as a successful school in aspects of input administration, school management process to lead to the development of students for the visually impaired students to meet the educated opportunity to be the quality of the academic and professional being able to live individually in the society happily.

2. Administration of Effective Organization

The administration of organization to achieve the highest effectiveness defined as using method and factors in cost-effective administration under the constraints and contexts of the organization to achieve the determined objectives and goals to effective organization. The educators had studied the effective administration of the organization as follows.

Steers (1977, pp. 59-60) proposed the administrative factors which determined the organizational effectiveness as follows: 1. Organization characteristics consisted of 1.1) The organizational structure, 1.2) The role of technology; 2) Environment characteristics consisted of 2.1) External environmental characteristics, 2.2) internal organizational environment; 3) Employee characteristics consisted of 3.1) Commitment to the Organization, 3.2) Performance; 4) Administrative policies and

practices consisted of 4.1) The determined goals, 4.2) Procurement and utilization of resources, 4.3) The environmental performance, 4.4) Communicative process, 4.5) Leadership and decision-making, 4.6) Organizational adaptation and the beginning of a new thing, Steers stated that if the organizations could be determined all four factors, the organizations would be successful in performing duties according to authority consistent with Campbell and Others (1977, pp. 132 - 135) studied and analyzed the organizational effectiveness including 19 criteria: 1) Overall effectiveness, 2) Quality, 3) Productivity, 4) Readiness, 5) Efficiency, 6) Profit, 7) Growth, 8) Utilization of Environment, 9) Stability, 10) Turnover or retention, 11) Absenteeism, 12) Accidents, 13) Morale, 14) Motivation, 15) Satisfaction, 16) Internalization of organization goals, 17) Conflict-cohesion 18) Flexibility-adaptation 19) Evaluations by external entities.

In addition, Milton (1981, pp. 11-12) offered three administrative components powerful organizational effectiveness as follows: 1) individual characteristics included attention, attitudes, ability to work, needs, skills and expertise; 2) Characteristics of the job included a variety of feedback, rewarded of roles' clarity, and 3) Characteristics of work environment included the current environment and the organizational climate.

From the concepts of the educators mentioned above, it could be concluded that the administration of effective organization referred to the organizational ability to apply the administrative process by adapting to the environmental conditions, to operate activities to achieve organizational goals by utilizing limited resources to maximize benefits by integrating for surviving and maintaining a good organizational culture. As regards this research, effective school administration referred to the ability of school administration to provide effective education for the visually impaired persons based on the limited resources, to be effective to meet educational goals and the expectations of the community including those relevant persons.

3. Evaluation of Organizational Effectiveness

The objective of evaluating of organizational effectiveness was to study how the organization had the conditions for achievements, the educators had proposed guidelines and international standards to evaluate organizational effectiveness:

Robbins (1983, pp. 24-41) proposed four approaches to measure the organizational effectiveness: 1) Measurement of organizational ability to achieve goals, 2) Measurement based on system thinking, 3) Measurement by the organizational ability to win the influential persons, 4) Measurement by the different values of the organizational members.

Steers (1985, p. 77) had defined the approach to evaluate organizational effectiveness by giving priority to the achieved goal, systematic approach, and the human behavior in the organization:

1. The goal optimization approach was currently used to evaluate the organizational effectiveness. Most focused on achieving organizational goals and every organization had a clear and different goal. Therefore, the evaluation of organizational effectiveness which a variety of organizational goals, most focused on achieving goals that can be achieved or a realistic goal not an ideal goal. As regards the evaluation of organizational effectiveness by means of achieving goals to had many benefits. Firstly, to know whether it was possible to achieve the ultimate goal, to cause damage to the organization or to grow the organization, and to survive. Secondly, the evaluation of the achievement of the goals required the acceptance of different organizations with different goals; the organizational administrators focus on the importance of people in the organization, know how to motivate people to love and work with satisfaction to be dedicated to physical strength to organizational goals. Thirdly, the administrators in the organization know the problems and limitations to break the organizational goals, Such as limitation of budget, personnel or technology. Fourthly, the criterion used to evaluate organizational effectiveness according to this approach was flexible, adaptable to organizational objectives.

2. A Systems perspective to evaluate of the organizational effectiveness based on the open system concepts as a guideline for analysis, to focus on the relationships of different parts of the organization and the environment. All of which influenced organizational effectiveness concepts could define four key elements that made an effective organization: 1) Organizational characteristics, such as organizational structure, technology, 2) Environmental characteristics, such as economic, market conditions, 3) Employee characteristics, such as job satisfaction, work commitment, 4) Administrative policies and operations as shown in Figure 2.4.

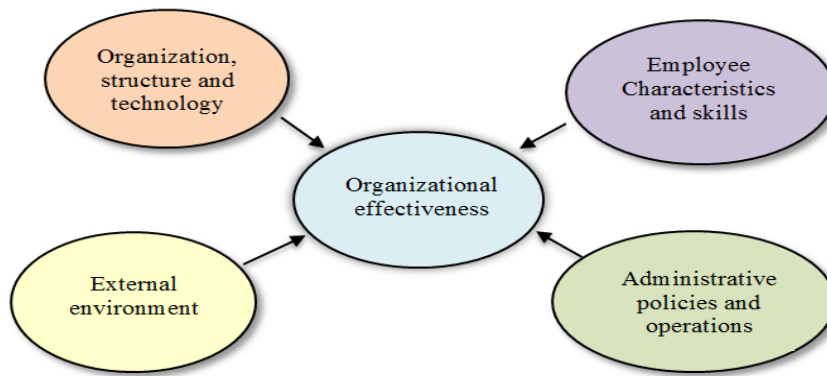


Figure 2.4: The key components influencing to the organizational effectiveness

Reference: Richard M.Steers, Gerardo R.Ungson and Richard T.Mowday, 1985, p.77)

A behavioral emphasis was believed that the individual behavior affected to the success or failure of the organization. Organizational evaluation or organizational analysis must consider the individual behavior in organizations that influenced the individual goals and the achieved goals of the organization focusing on the organizational goals as the individual goal. The organizational administrators had to motivate and use leadership to motivate the organizational personnel to show the expected behavior and respond to personal goals to achieve organizational goals.

Hoy and Miskel (1991, p. 383) proposed three evaluation models of organizational effectiveness:

1. Models insisted on the organization goals by considering whether the organizational operations meets the determined goals investigating from the successful conditions such as 1) The goals were determined by decision-making reasonableness, 2) The number of goals must be sufficient to achieve, 3) The goals must be clear and the participants must be agreed, and 4) The goal of evaluation Criteria could be determined.

2. Models was assumed the resource system based on the effective organization must be able to profit from the environmental resources to achieve the objectives of the organization focusing the importance of input rather than output which based on the organization received more resources should be more effective. In addition, the criterion used in this system was: the constant of internal process, structure and ability to monitor and adapt to the environment.

3. Models of integration were combined the models that insisted on both the organizational goals and the resource system by three main criteria: time dimension of related group and multivariate.

3.1 Time dimension of organization effectiveness that the criterion of evaluation was divided into 3 phases: short-term, intermediate, and long-term referencing to the evaluation was changed according to the organizational life cycles, such as, The initial stage of the operation required a flexible approach and the acquisition of resources; when the organization had maturity using the communication criteria, the ability to produce, and efficiency; and when the organization was in a recession, adaptive innovative criteria and resources were needed.

3.2 Relevant group used the effectiveness evaluation criteria were important to consider the values and ideas of individuals or groups both inside and outside the organization which influencing the organizational operations. Therefore, the evaluation criteria must be consistent with the satisfaction of the relevant group.

This integrated model was based on social system theory following the social functional model of Parson that mentioned the organization as an opened social system consisted of input, process and output. The indicators of organizational effectiveness composed of four basic functions to survive for the organization as follows:

1. Adaptation - A referred that the organization must adapt with the external environment by reforming the operations within the organization to respond to new situations which impact on the organization. The indicators used to measure were the ability to

1.1 Adaptability,

1.2 Innovation,

1.3 Growth,

1.4 Development.

2. Goal Attainment - G referred to the organizational objectives, providing and using resources within an organization to enable its operations to achieve the determined objectives. The indicators to measure were:

2.1 Achievement,

2.2 Quality,

2.3 Resource actuation,

2.4 Efficiency.

3. Integration - I referred to cooperative relationship of the organizational members to empower to unity for organizational mission, the indicators to measure were:

3.1 Satisfaction,

3.2 Climate,

3.3 Communication

3.4 Conflict.

4. Latency - L referred to maintaining and reserving the organizational valuable system consisted of the organizational culture model and motivation in working for the organization, the indicators to measure were:

4.1 Loyalty

4.1.1 Central Life Interest

4.1.2 Motivation

4.2 Identity

Based on the above concepts of the organizational effectiveness evaluation of Hoy and Miskel was integrated into the model as shown in Figure 2.5.

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Effectiveness Dimension	Considered things	Effective indicators
Adaptation	Time Relevant persons	Adaptability Innovation Growth Development
Goal Attainment	Time Relevant persons	Achievement Quality Resource actuation Efficiency
Integration (Integration)	Time Relevant persons	Climate Communication Conflict) Satisfaction)
Latency	Time Relevant persons	Loyalty Central interest Motivation Identity

Figure 2.5: Organizational effectiveness integrated model

Reference: Wayne K. Hoy, and Cecil G. Miskel, 1991, p. 383)

4.3 Multivariate referred to the evaluation using criterion based on a variety of components as the indicators, in particular, the system of the organization consisted of input, process, and output factors. Each factor had its own components and it must be evaluated by that component.

It is summarized that the evaluation of organizational effectiveness is to verify what the organizational performance is whether according to the target, how much for successfulness. Regarding the evaluation of the organizational effectiveness, it is necessary to consider the components including the organizational surrounding to be able to evaluate its effectiveness in the short term, intermediate and long term.

Concerning this research, the model effectiveness is the output or outcome of the target school operation using of the effective schools for the visually impaired persons for all school aspects whether how to follow the determined goals by the indicators included: opportunities and basic education equality, quality students and the efficiency of the school administration.

4. Effective Schools

Educational institution was a social organization had primary function to create a quality youth to be able to live happily in society. So the society had expectation with the educational institution higher than other organizations. Therefore it had been essential for educators to provide the scope and meaning of organizational effectiveness for the evaluation framework of the evaluators and the framework of the school administrators. The meanings of effective school administration were as follows.

Glickman (1987, p. 622) defined the effective school administration as a successful school where a leading organization that could explain self-education in accordance with appropriate goals and practices.

Mortimore (1988, p. 9) defined the effective school administration that the students would be progressed and achieved beyond expectations.

Reynolds and Creemers (1990, p. 1) stated the effective schools as the educational institutions with full of quality education.

It could be concluded that the educational institutions for the visually impaired persons were the goal achievement of educational institutions that provide education for persons for the visually impaired persons to have educational opportunities and to generate students who were visually impaired persons to have a good quality of life being good, having moral, ethics with knowledge in terms of academic skills, life skills and professional skills including the administrative management efficiency to meet the school's goals on the fundamental limitations of the environment and the context of the community.

5. Characteristics and Components of Effective Schools

Educators had proposed theoretical concepts concerning characteristics and components of effective school administration.

Edmond (1979, p. 37) proposed five factors leading to the effective school administration:

1. Strong leadership of administrators
2. Basic skills specialists
3. Clean and safe school environment.
4. Teacher expectations to students for a high level.
5. Continuous monitoring of student progress.

Stedman (1987, pp. 215-244) had studied the success of educational institutions. It could be concluded the appearance success related to the school effectiveness as follows:

1. Emphasis on ethnicity and race.
2. Parent involvement.
3. Collaborative planning to support students between teachers and parents.
4. Curriculum focusing on academic.
5. The use and development of teachers effectively.
6. Provide students' care closely.
7. Student responsibilities for peers.
8. Environmental support.
9. Teaching without academic problems

Austin and Reynolds (1990, pp. 167-168) had studied and reported the effective school administration must be characterized by the following:

1. Providing building and area.
2. Leadership
3. Personnel stability
4. Providing the system of curriculum and instruction.
5. Human resources development
6. Time management for the most benefits
7. The acceptance of excellence academic.
8. Parents participation and support
9. Cooperative planning
10. The unified feeling.
11. Clarify goals and expectations.
12. Disciplines.

John A. Herzog (1990, p. 2582-A) studied the variables of school effectiveness in 1990, the data were collected from 1,797 teachers. The results showed that the leadership and the organization climate related to the school effectiveness.

Marcel (1990, p. 1852) studied the principal empower and the school effectiveness in 1990, behavior questionnaire for school administrators, school evaluation form were: goal attained evaluation, leadership, teachers' communications and teachers' performance. The sample consisted of 34 principals, 113 assistant principals and 375 teachers. Data were analyzed by correlation. Factor analysis found that empower behavior was an important component of leadership affecting to the school operations teachers.

Wortman (1990, pp. 1-3) investigated the relationship between bureaucracy and the effectiveness of secondary schools in 1990, was aimed at studying the organizational effectiveness whether to have relationship and to make decision that each dimension of organizational effectiveness was the capacity of output, the ability to adapt, flexibility, related to the school bureaucratic level of the school by using two research tools: D.A. Mackay's School Organizational Inventory and Paul Mott's Index of Perceived Organization Effectiveness (IPOED). The research results revealed that there was a negative relationship between bureaucracy and organizational effectiveness. ability to provide teachers with the level of bureaucratic organization as well as the researcher suggested that school and school system should be separated from bureaucracy and should be focused on the cooperative organizational model. Regarding this type of organization can be appreciated by teachers as professionals. Moreover, schools were encouraged to engage in profession, teaching and focusing on empowering teachers towards leading.

Chrispeels and Ann (1990, p. 2209) conducted a case-study on eight primary schools concerning school effectiveness in 1990, analyzing the level of effectiveness of eight schools concerning: 1) School culture and climate, 2) Curriculum and instruction, 3) Organizational structure, 4) Principal leadership. The study was had conducted for 5 years, data were collected by interviewing, questionnaire, experimental results, and data recording. The study found that: 1) The curriculum committee and teachers were given opportunity to work together, it was essential for enhancing student

achievement, 2) as regards the effective school administration based on the principal leadership, 3) The good personnel development was planned.

Caldwell and Spinks (1990, pp. 5-12) studied the characteristics of effective school administration consisted of 4 components: 1) emphasis on learning and teaching; 2) ability to be monitored; 3) appropriate participation; and 4) professional development plan for administrators and teachers.

Sergiovanni (1991, pp. 258-263) summarized the effective school characteristics, components should be had as follows: 1) To focus on student-center; 2) To have a good academic plan; 3) To provide teaching and learning supporting students' learning; 4) To provide the positive in school climate; 5) To encouraged interaction among student groups; 6) To develop personnel widely; 7) To share participatory leadership; 8) To promote the problem solving creatively; 9) Parents and community participation.

Pierce (1991, p. 35) analyzed the effective school administration in 1991, it was found that:

1. To respect for the cultural diversity.
2. To develop human resource focusing on creating teachers to help students with cultural diversity.
3. Integrative curriculum to develop more than the basic skills.
4. Encourage students to cooperate in planning with the teachers.
5. Participation in student care between teachers and parents.

In 1995, Sammons, Hillman, and Motimore (1995, p. 8) had studied the research and development of components affected to the success or effectiveness of the effective school. There were 11 factors that are effective as follows:

1. Professional administrators consisted of:
 - 1.1 The stability and clarity of the organizational objectives and proactive management to build a school administration teamwork.
 - 1.2 The participation of teachers in curriculum administrative management, decision making and policy implementation.
 - 1.3 To create a teacher to be an academic leader.
2. The cooperative visions and goals consisted of:

- 2.1 To have unification of the school goals.
- 2.2. To be continued for implementation to improve student progress.
- 2.3 To respect the institutions.
3. The environment was conducive to learning:
 - 3.1 To have a systematic environment.
 - 3.2 To have an environment that attracts attention to teaching.
4. Strong instructions:
 - 4.1 Time used appropriate with instructional activities and administration.
 - 4.2 To focus on academic excellence.
5. To have a clear learning plan as follows:
 - 5.1 Efficiency of the lesson plan.
 - 5.2 Clear purposes of the lesson plan.
 - 5.3 The lessons were appropriate for the students.
 - 5.4 To use a variety of teaching methods.
6. To have expectations for school and students at a high level included:
 - 6.1 Teachers and students have high expectations at a high level in the whole school.
 - 6.2 To communicate and reinforce towards the real expectations.
 - 6.3. To have cooperative thinking to practice that led to expectations.
7. There was a reinforcement for teachers:
 - 7.1 Fairness of reward and punishment
 - 7.2 To inform and report on the results of development or improvements.
8. Monitoring the progress of students and the school development and improvement.
 - 8.1 The follow-up of students' learning results.
 - 8.2. The school potential was evaluated.
9. Students were responsible included:
 - 9.2 Creating a teacher's faithfulness.
 - 9.3 Assign students' responsibilities.

10. The participation between the school and the parents such as the cooperative facilitating students' learning.

11. To be a learning organization which was the development of all parties in the school for learning and school responsibilities to build teamwork for the school development.

Cuttence (1995, pp. 5–7) stated the examination of school quality in Australian schools focusing on the schools' effective evaluation.

Lunenburg and Ornstein (1996, p. 348) studied the effectiveness of the Connecticut school effectiveness project and summarized the seven effective school administration characteristics as follows:

1. There was a safe and orderly environment and was not a barrier to learning and teaching.
2. There was a clear school mission, personnel participate in the commitment of learning and teaching goals and activities as well as it could be examined.
3. There was an academic leadership by the administrators' understanding and applying the characteristics of instructional effective.
4. There was a climate of high expectation that the teachers could express their knowledge of basic skills for students.
5. There was a high time on task to plan the learning and teaching activities and skill development.
6. There was a frequent monitoring of student program to conduct the results for improvements.
7. There was a positive home school relation that parents supported the school's mission and helped a part of successfulness.

Hanson (1996, p. 35) suggested that effective school administration had the following characteristics: 1) the learning achievement was improved; 2) the student learning was supported the learning climate; 3) learning and teaching process were monitored; 4) personnel were standardized; 5) the student disciplines were promoted; and 6) the environment and work welfare were provided.

Chester (1966, pp. 286-288) studied the behavior of academic administrators in the United States, it was found that the behavior that made the

academic administrators have a high potential by encouraging teachers to have knowledge and to increase teachers' ability, such as, encourage teachers to use the various teaching techniques, discussion of problems and improvement of teaching at the meeting, orientation to help new teachers, providing additional knowledge training for teachers concerning education to improve their teaching techniques.

In 1999, Scribner (1999, p. 16) studied the characteristics of effective school administration, the factors were found as follows:

1. To create a society conducive to student success.
2. To create the parental cooperation and nearby communities.
3. To create a culture of caring for students in learning and teaching.
4. To create an evaluation system that emphasizes on the individual difference.

In addition, Liston (1999, p. 19) studied the school quality model that would be required the evaluation and review all activities to find out what needed to improve for building trust.

In 2001, Glickman, Gordon and Ross-Grodon (2001, p. 49) have summarized that there were 12 aspects concerning the effective schools or the successful schools for improved administration as follows:

1. Administrators had a variety of leadership models including the teachers' leadership.
2. To Be aware of the school environment and culture.
3. Parental participation.
4. To share and adapt vision continuously.
5. It was supported by both external and internal schools concerning learning time table, learning activities, and moral ethics.
6. To focus on teaching and learning.
7. Continuous development, such as analysis of current school conditions.
8. To prepare a good lesson plan.
9. Cooperative teachers.
10. The research was studied to find out how to create a school model.
11. There was a unity in the school development improvement.
12. To use a variety of methods to improve the school.

Harrison (2002, p. 4) studied the model of the changing conditions and effectiveness of community colleges by investigating 46 community colleges in North American used both qualitative and quantitative methods to analyze a questionnaire concerning leadership behaviors of college administrators by using the Multifactor Leadership Questionnaire and surveyed concerning Institutional Performance to find the college effectiveness, to study the relationship between leadership and the college effectiveness by using multiple regression. It was concluded that the transformational leadership was a better predictor of collegial effectiveness than an exchange leader. In addition, in terms of the interviews, the administrators as leaders with changeable behaviors were confident, opened communication, and vision visibility was better than the administrators with exchangeable behavior.

Moreover, Hoy & Miskel (2001, p. 297) studied and found that the quality and effective schools consisted of 3 components: 1) input, 2) process, and 3) output which could be verified.

In 2002, the State of Victoria: Education and Training Department, 2002, p. 1-25, studied the development of effective school components from the concepts of Sammons, Hillman & Mortimore, eight components were found as follows:

1. Professional leadership,
2. High expectations for students,
3. Emphasis on learning and teaching,
4. Teaching with objectives,
5. Reliability,
6. Learning community,
7. Responsibility.
8. A stable learning environment.

Barry (Online 21 June 2002) investigated the relationship between principal leadership model and teachers' empowerment, exchangeable leadership, and school participant empowerment scales (SPES). The study indicated that exchangeable leadership had a negative relationship with teachers' empowerment but changeable leadership had a positively relationship with teachers' empowerment. He gave the suggestions that for the educational reform, principals should have a changeable leadership model to be suitable.

The Office for Standard in Education studied the educational quality, it was found that the educational quality should be monitored to improve the educational quality continuously. In this study, the use of evaluation principles could be applied effectively according to the educational evaluation of the United States to determine four standard evaluation: 1) usefulness, 2) feasibility, 3) suitability, and 4) accuracy. Amrung Chantawanich, et al. (2003, p. 20-23) proposed the concepts of a perfect school consisted of: 1) The standard quality learners who developed in all aspects; virtue, intelligent, and happy, 2) The school was appreciated by the community, 3) The school was exemplary and supported the community and other schools, 4) The learning process focused on the learners, 5) The learning climate management supported the student quality development, 6) The good administrative management used the school-based and focused on participation, 7) The quality educational assurance had effectiveness as a part of school administration system, 8) There were the enough numbers of teachers, administrators, educational personnel, 9) The school physical conditions were standardized, 10) The curriculum was appropriate for the learners and the local, 11) The learning media was modern technology, 12) School learning resources were diversity, 13) Task-based oriented budgets 14) The external school environment was good, environmental society was conducive to educational quality management.

Sanan Kaewnuch (2006, p. 142) investigated the teachers' opinions on school administration for the lab school, it was found that the administrators had to promote teachers to acquire knowledge, ability to organize training, meeting, and seminars, and to support teachers to use new innovation to use in teaching for the efficiency instruction to be useful to students by administrators requiring participatory administration. Moreover, teachers and administrators had to learn and develop themselves all the time.

As regards the systemic components and the mechanisms of effective school administration model for the visually impaired persons. These included in terms of input included personnel, instructional media, and educational technology including the school administration; in terms of process included five elements: Planning (P), Organization (O), Staffing (S), Directing (D), Controlling (C), and Motivation (M) were driven in every step, in terms of output included educational opportunities, learners' quality, and educational efficiency within 2 conditions of achievements.

6. Effective School Administration Model

As regards the effective school administration model, educators studied as follows:

Cheng, as cited in Suwimon Wongwanich, 2000, p. 56-61) studied and proposed eight models of the effective school administration model as follows:

Model 1: A goal model that defined the school effectiveness as the educational institutions that could achieve all the goals which were determined. The conditions used for this model based the educational institutions had to have a clear goal and were accepted of all sectors. In practice, it was very difficult because the teachers, personnel or parents probably set goals for different schools, for example, the teachers focused on developing students with ethics while parents probably required focusing on students' achievements. The indicators used to evaluate this model were the objectives or goals set by educational the institutions.

Model 2: A resource-input model that defined the school effectiveness as the educational institutions that could provide resources or input (such as students). The evaluation conditions used for this model based on this model were to make sure that the relationship between the operational resources with the output and schools lacked of resources. If the educational institutions can provide the resources they need, it was indicated that the institutions were successful in their implementation. The indicators used in the evaluation were the available resources, the problems of this model were the emphasis on resources and input too much and more than the priority of the operational process.

Model 3: A process model that defined the school effectiveness as the educational institutions that could provide the internal operational process smoothly whether it was the administrative management process, teaching and learning activities. This model was worked well if it made sure that the relationship between the operational resources and the actual output. The indicators used in the evaluation was leadership, communicative approach used, the participation in the work of all sectors.

Model 4: A satisfaction model that defined the school effectiveness as the educational institutions with effectiveness, good operations was the ability to perform satisfactorily with all involved sectors, in particular, the authority that have roles of the school administration. If all involved had different needs, this model was not suitable to

use because it was difficult for the school to work to meet the needs of all sectors or the satisfaction of all sectors. The indicators used in the evaluation included the satisfaction of the sectors or committee or groups who involved or stakeholders.

Model 5: A legitimate model that defined the school effectiveness as the educational institutions with effectiveness, good operations was the school could compete in operations every way to keep the school to survive without breaking the rules. The conditions used for this model were those external changeable conditions that pressured the school to work, especially to acquire of resources used in the operations. This model allowed the educational institutions to use it when it was evaluated to apply the results to judge the school future to consider for the next improvement or to cancel if it was not worked. The indicators used in the evaluation were the school identity and reputation.

Model 6: An ineffectiveness model that defined the school effectiveness as the educational institutions that could operate without the undesirable characteristics. The conditions used for this model depended on the educational institutions could not identify what was the school desired goals clearly or completely but what else should not appear in the school, such as the student's addiction assumed that undesirable goals. If the school could carry out the work and showed the results of the non-narcotic students in the school truly, it was expressed that the school was successful in operations. The indicators used in the evaluation were the problem conditions, problems and weaknesses in the schools.

Model 7: An organizational learning model that defined the school effectiveness as the educational institutions that could develop a learning organization. It can adapt its operations to the changing environment. The conditions used for this model based on the changeable of the external environment, which pressures the school to be adapted. The indicators used in the evaluation were the awareness of the external needs, the monitoring, the development plan, and evaluation of the work.

Model 8: A total quality management model that defined the school effectiveness as the educational institutions that could be managed to meet the needs of all involved sectors and meet the set goals. The conditions used for this model based on the consistency of goals or needs of all involved sectors. The indicators used in the

evaluation were the administrative leadership, work process, and the successful visible achievement.

Based on the theories and the related researches concerning that effective school administration, it could be concluded that that effective school administration were the process of the school administration effected to in the success of the administration consisted of the elements as the model indicators based on the consistency of the legal entity schools, and the current situation of the improved schools including the school self-develop to be a good quality school, self-reliance to be the main institution for community, society, and nation to be sustainable forever.

As regards the effective school administration model for the visually impaired persons based on theories as a framework for implementation and the dedication of administrators, teachers, personnel, and involved personnel as well as the clear and fitting implementation based on the good governance and the sufficient amount of resources to support the improvement of the educational quality. In addition, there were the administrative vision, the teaching and learning, and the school administration and the learning course curriculum consistent with the students. There was a climate as a learning society, honor one another and proud of their own school both as administrators, teachers, personnel, students, parents, and community members, motivated of all sectors to improve the school educational quality to achieve the objectives of educational opportunities and equality, the learners' quality and the efficiency in educational management.

7. Royal Awarded School

The royal awarded school was an educational institution that was regarded as a standardized and quality educational institution which was successful in administration to be appropriately an authoritative example as follows.

7.1 History of Awarded School

Selecting students and schools for this award was held from the kindness of His Majesty King Bhumibol Adulyadej. King Rama the 9th. mentioned to His Excellency the Minister of Education (M.L. Pin Malakul) in the year B.E. 2506 while he had been opening the Students' Arts and crafts Exhibition, academic year 1963, and bestowed upon Islamic private schools awarded the school outstanding educational

management. In the sense of his mention: “There are many students who are well-conducted behavior and to endure and try to study well including schools that provide good education for students in general, the qualified students and the qualified schools deserved the royal awarded and he will be glad to give that award.” Ministry of Education by the Department of Academic Affairs at that time considered his mention with the appreciation of His Majesty’s incomparable kindness. It had been the great duty to perform a long-standing mission. Besides, it had been being a great opportunity to do activities to meet the monarchy of His Majesty King Bhumibol Adulyadej, the Royal Award was also stimulated the development of national quality educational standards as well. It was realized that His Majesty King Bhumibol Adulyadej had a wide vision to see beyond the importance of promoting national education, to give morale to well-conducted behavior students, to have good grades, and the school administrators who manage the outstanding educational standards. Concerning the Royal Award, at the beginning, he awarded by himself until now, nearly 60 years, the Ministry of Education had been working and developing the work until the present, over 3,000 students had been awarded and academic leaders of 2,500 educational institutions also had been awarded as well.

In the students’ selection, the Ministry of Education originally selected students from the high school students (Grade 11) who passed the 1st - 50th exams of the national test and rewarded the schools with the highest numbers of the Royal Award students. Later, more and more prizes were added and to adjust the evaluative approaches for students and schools emphasized on surrounding consideration. The educational institutions were determined what to be evaluated, covering the entire organizational administration to enhance the excellence of the educational institutions to be prominently shown deserving to be awarded. As regards the students and schools were selected by the judges, had to show the excellence and outstanding clearly and well-done. Moreover, everyone had always realized that the Royal Awarded was the most valuable and the highest honorable recipients, the virtue would be announced and published to the general public. All involved sector had to examine carefully and those who were awarded, had to maintain one's status forever.

7.2 Qualifications of the Royal Awarded School

The qualifications of primary and secondary schools awarded to be evaluated and selected are primary and secondary schools under the current national education plan, both government and private that can provide educational standards and quality as follows:

1. Quality students.
2. Curriculum and academic administration
3. Management administration
4. Relationship between schools with parents and community.
5. Outstanding school.

For the purpose that the educational institutions have never been awarded the Royal Awarded or have been awarded for at least 3 years including in accordance with the notification of the Ministry of Education will have the rights to be evaluated excluding the schools that change the school type or school size. (Office of the Basic Education Commission, 2016. p. 1-3)

7.3 Scope of assessment

In order to be awarded for primary and secondary level, the school will be evaluated in terms of input, process and output in 6 factors, the following specifications as follows:

1. Quality students.
 - 1.1 Students have moral, ethical and desirable characteristics.
 - 1.2 Students have knowledge and academic ability.
 - 1.3 Students are healthy, bright, and artistic of music / dance and sports / recreation.
2. Curriculum and academic administration.
 - 2.1 School curriculum development.
 - 2.2 Student-centered learning process management.
 - 2.3 Measurement and evaluation system development.
 - 2.4 Learning media production, using, development, and technology for learning.
 - 2.5 Student development activities
 - 2.6 Development of learning resources

3. Management administration
 - 3.1 Development of data and information systems
 - 3.2 Development of school information
 - 3.3 Budget and service management
 - 3.4 Building and area management
4. Relationship between schools with parents and community.
 - 4.1 Parental and community participation in education.
 - 4.2 School participation in local and community development.
5. Personnel and personnel administration.
 - 5.1 Characteristics of administrators.
 - 5.2 Characteristics of teachers
 - 5.3 Characteristics of supporting personnel.
 - 5.4 Personnel administration.
6. Outstanding school.
 - 6.1 School project / outstanding activities.
 - 6.2 Outcomes of project implementation / outstanding activities.

Concepts and Theories Related to School Administration

Educational administration is a science to be regarded as a profession career and educational administrators are regarded as highly professionals. Therefore, the educational administration has evolved since the early 1900s in the United States. There were various theories for describing and predicting the educational phenomena increasingly. From studying the concepts and theories of educational administration, the researcher applied the development of an effective school administration model for the visually impaired persons included concepts of system theory, concepts of school administration, and the concepts of school administration process as follows:

1. Concepts of System Theory
 - 1.1 System Definition

The term of “system”, according to the Royal Institute Dictionary, 1982, defined as the regulation of complicated things to be in the same order. In terms of academic reasons, natural phenomena were interlinked by combination the unity. System theory is the theory of organizational education and administration that brings

the elements together to be a systematic organization with the different relationship with one another, and to be able to affect to each other. In addition, one factor must have its own internal system in different characteristics from other types of factors. Scholars defined the meaning of the system as follows:

Kast and Rosenzweig (1985, p. 102) have defined the meaning of a system as the interrelated components or subsystem to perform functions or activities together to achieve the objectives of a larger and overall system.

Janthranee Sa-nguannam (2008, p. 93) has given the meaning of the system as a group of components that had interrelationship and involved with each other that made a unification to provide activities to meet the needs of the organization.

From the above definition, it could be concluded that the system referred to components or factors that had relationship in operating in order to achieve the objectives or goals of the organization. In general, there were three words defined system: system thinking, system approach, and system theory.

1.2 Principles and concepts of system theory

Bertalanffy (1973, pp. 26-48) proposed the system theory and applied for using, it was concluded that the system theory by considering the fact that the different things had correlation and value of change in the intellectual climate. It was to say the acceptance of new existed problem issues but it was formerly overlooked, considering the problem in a new way that was an important way to explain and to predict that the surrounding problems. It has been recognized for its emphasis on fundamentally changing systematic theories for non-stationary life. Even under constant external environment conditions, internal systems were still interrelated and system theory could be applied in real situations with diversity and appropriately.

Janthranee Sa-nguannam (2008, pp. 93-94) proposed the principles and concepts of system theory as follows:

1. System theory was believed that the system must be an open system, must interact with the environment by being influenced or affected at all times by the environmental condition.

2. The hierarchical model in terms of the relationship between the major systems and sub-systems.

3. Input and output models was shown the effects of interactions with the environment by starting from the input, process and output to be the components of the system.

4. Each component of the system must be the entities model, it meant that if one of the components of a system changed, it will affect to the modification of another components.

5. System theory was believed in the principles of cause and effect which was a scientific principle that could be proved and believed that the administrative problems that were often caused by more than one cause.

6. The system theory would be viewed in the overall of every element rather than a part of the system.

7. System theory realized the effects on performance of output or process that the final tasks may be many things which were the outcome or impact that occurred later.

8. System theory involves a process of modifying and feedback to show how the system is deflected. It should be corrected at any elements of the system that was the system analysis.

1.3 System Components

System components according to the concepts of many scholars, the following comments.

Kast and Rosenzweig (1985, p.112) stated that the system consisted of five components:

1. Input was defined as the resource or the necessary things to be imported to the system to work. However, the system resources and system are different with the type of system. For the educational system, the input was students, curriculum, materials, equipment, and personnel, etc.

2. Process was defined as the transformation of input or resources into output. The process may be different depending on the type of system. The process for the school system, such as educational administration, learning and teaching, measurement and evaluation of learning.

3. Output was defined as the purpose of the system. The output for the system of education institutions. Learners with desirable characteristics based on curriculum and the satisfaction of students, parents, community and personnel, etc.

4. Feedback was defined as a part that affected to the system. It could be used as a mechanism to control the operation of the system to meet the objectives. It points out the advantages and disadvantages of input, process, and output, and lead to the quality improvement.

5. Environment was defined as the environment that surrounded the system. The environment for the school system, such as the community and parents.

The five components were shown in Figure 2.6.

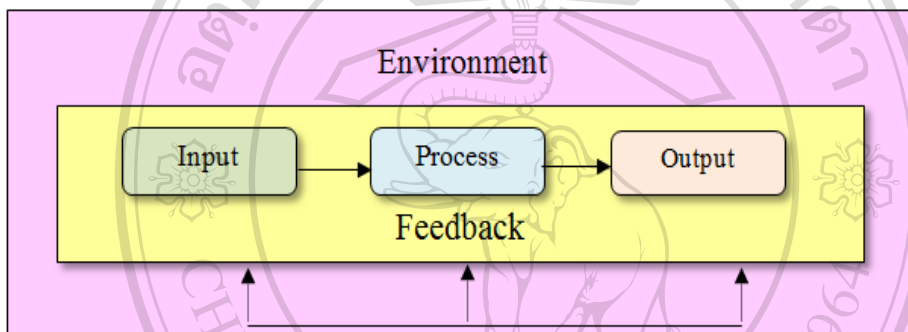


Figure 2.6 Components of fundamental system

Reference: Kast and Rosenzweig (1985, p. 112)

Hoy and Miskel (2008, pp. 292-293) discussed the school-system model for schools that the school's social system consisted of five components as follows:

1. Input included the environment that the school could control such as human resources, mission and state policy, material, equipment and administrative management.

2. Transformational process included the structural system, political system, personal system, and cultural systems are related to one another.

3. Output included the success of the work, drop rates during semester, drop investigation, and overall quality.

4. Feedback was the difference between the real conditions and the expected conditions.

5. Environment was an environment in which schools cannot be controlled.

According to the concepts of Hoy and Miskel, the main components of the social system of the school system included are the structure, individual, culture, politics, technical core, environment, outcomes, and feedback that the social behavior in educational institutions were directly affected by the internal four components of the organization including organizational structure, personnel, culture and politics within the context of teaching and learning, internal and external feedback to help to know the proper motivation of organizational behavior. Whenever there was a consensus between expectations and outcomes of real performance, the feedback would help the personnel in the organization and related sectors to know as shown in Figure 2.7

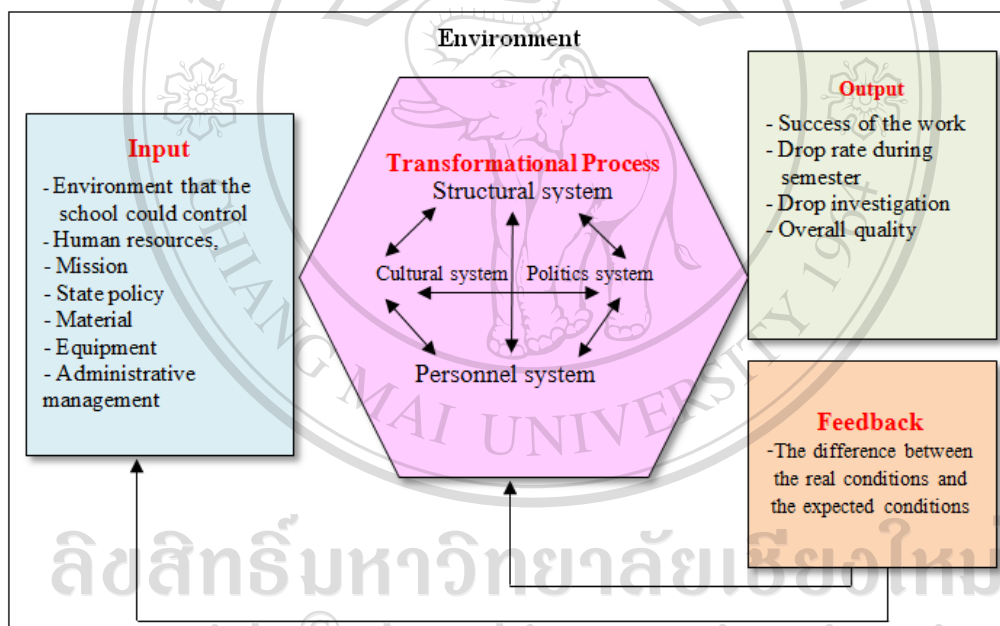


Figure 2.7: Model of school social system

Reference: Hoy and Miskel, 2008, p. 292)

Max Weber (1947) had the concepts of the structural components of the educational institutions were the social systems that could be found in the official organization. The characters were as follows:

1. Division of labor and specialization: the efficiency of educational management of the educational institutions will be higher because the division of work will help to specialize and the expertise will be reflected the teachers becoming a specialist in the instruction.

2. Impersonal orientation: in educational institutions, no privacy of administrators and teachers that can guarantee the equality of practice and the more convenience was reasonable. (Hoy and Miskel, 2005, p. 84).

3. Hierarchy of authority: rank management was a character that was visible clarifies in modern organizations. It was certain that large organizations would try to develop a better system to help for better coordinating both the majority and the minority as well as to help senior administrators to guarantee that the necessary management of the administrators will help the subordinates to perform their duties as prescribed by the organization.

4. Rules and regulations: every organization must have a system of rules and regulations that was set up with goals or purposes. The system of rules covered the rights and duties of each position to help coordinate the activities according to the process of hierarchy affected to perform continuously even though the personnel were changed.

5. Career orientation: All employees in the organization were committed to the profession of work, the promotion must be starting with the seniority first, or achievement in either or both. Top administrators must be sponsors to make a decision unbiased.

The educational institutions were the social interaction, the combination of all personality traits of the organization into a relationship of creature. (Waller, 1932) As regards the social system in the educational institutions were cultivated to have the attributes of environmental dependence. These might be called populations, as well as things including they were differed to the environment. The government organization analyzed the educational institutions as an organizational society that planned and unplanned as formal and informal organization which were combined to be the life of the organization.

Lunenburg and Ornstein (2007, p. 17-20) discussed the a system view of the school administration as a component of the social system: input, transformation

process, output, the external environment that affected to input and feedback as an important mechanism between the real situation and the expected success conditions with output. The system components were based on the concepts of Lunenburg and Ornstein as shown in Figure 2.8.

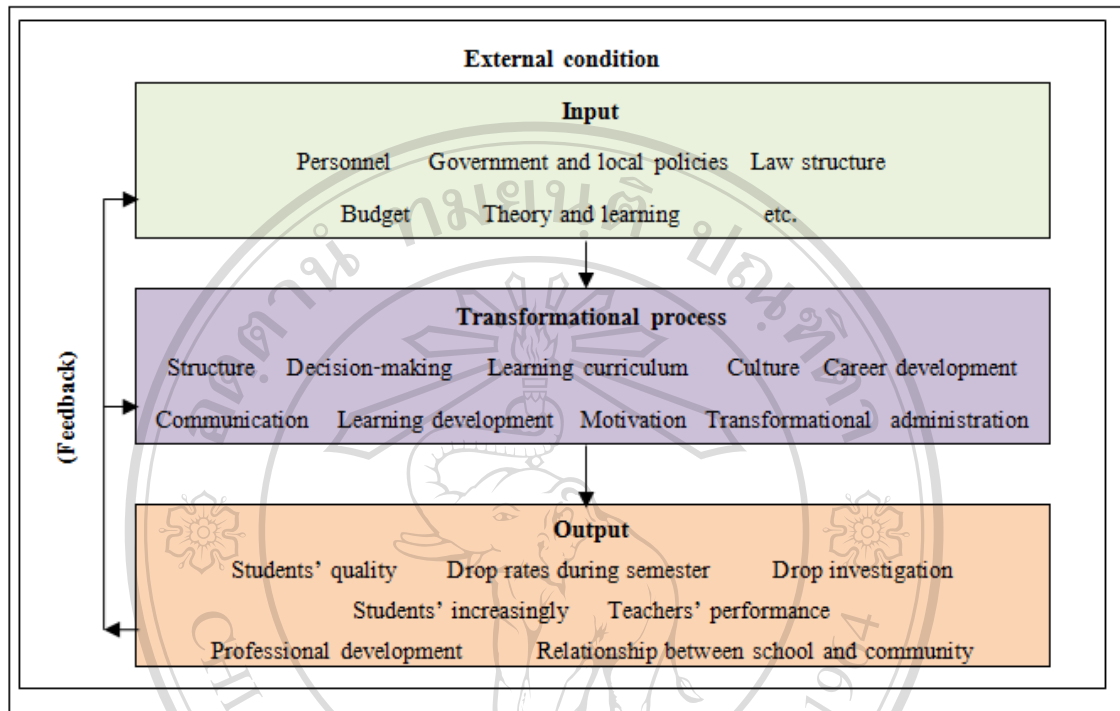


Figure 2.8: School administration system

Reference: Lunenburg and Ornstein (2007. p. 19)

Banks (2001, p. 24) referred to the school as a social system such as a school policy, school culture, core curriculum and learning subjects, behavioral and teaching methods, student behavior and learning methods, measurement and evaluation process, input and community participation, etc. These are important factors and conditions which were necessary to make the administration of the basic education institutions successful as shown in Figure 2.9.

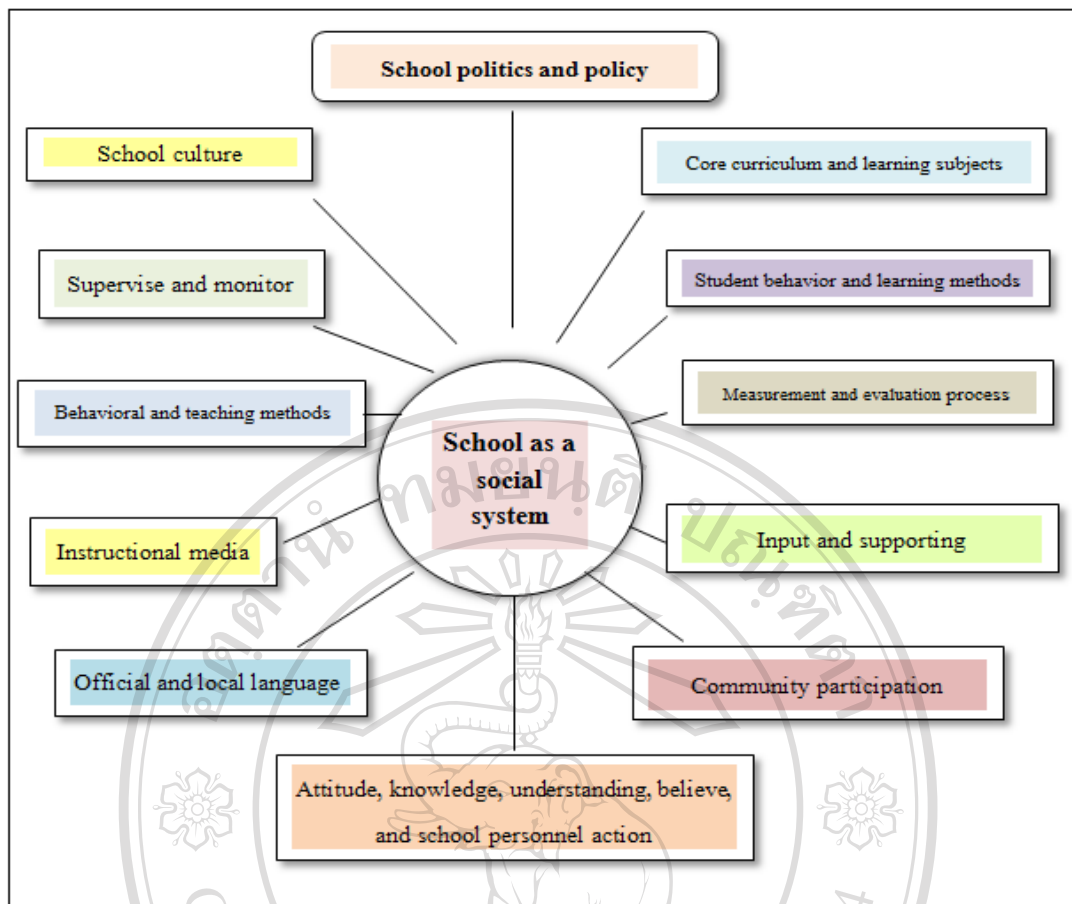


Figure 2.9: A school as a social system

Reference: Banks (2001, p. 24)

From the definition of principles and concepts of the system, the components of the system and the school administration mechanism that was a opened system in society as mentioned above. Researchers had concluded the conceptual framework for developing an effective school administration model for the visually impaired persons, consisted of four components: input, process, output, and external environment, which were a condition of success, that the government and the parent agencies must provide the educational institutions for the visually impaired persons. Each of the main components consisted of a related subset components to be collaborative to provide education for the visually impaired students to achieve their goals as shown in Figure 2.10.

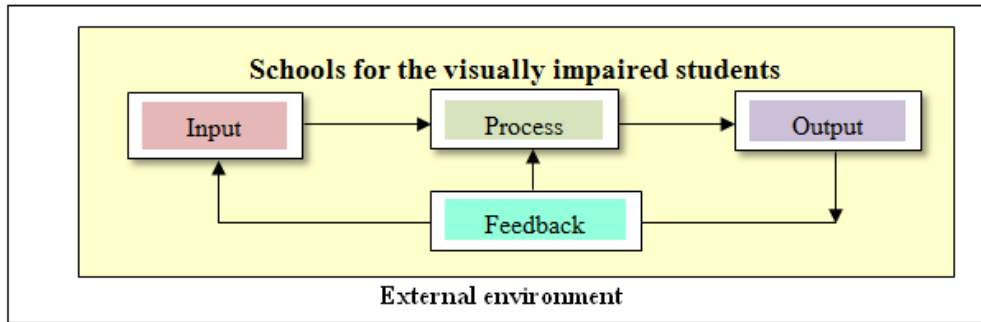


Figure 2.10: Components of an effective school administration system for the visually impaired persons

2. Concepts of Administrative Process

2.1 Administrative Function

The operational administration was the duty of administrators to perform effectively and efficiently in the scope of responsibility. The administrators must use the administrative principles namely the administration process or the administration function consisted of steps in administration as follows:

2.1.1 Definition of Process

The Office of Royal Society (1999) had defined the process as a noun, meaning a gradual natural phenomenon that slowly changed regularly to one output. Gove (1965) stated that the process was a continuous action that expressed the progress from one point to another to be the successful way.

It was concluded that the process was an action that caused change from one point or the first step to another or the other steps that there were a number of different steps that could be taken in a more advanced way than in the past any points or any ways leading to be successful in that activities.

2.1.2 Administrative Process

Henri Fayol (cited in Somkid Bang Mo, 2001) determined five process of the administrative functions:

- 1) Planning
- 2) Organizing
- 3) Commanding

- 4) Communication
- 5) Controlling

Luther H. Gulick and Lyndall Urwick formulated a seven-step administrative concepts (cited in Janthranee Sa-Nguanman, 2008) called POSDCoRB consisted of

- 1) Planning
- 2) Organizing
- 3) Staffing
- 4) Directing
- 5) Co-ordinating
- 6) Reporting
- 7) Budgeting

Harold D. Koontz and Cyril O 'Donnell defined the administrative process in five steps (as cited in Manop Sawamichai, 1994):

- 1) Planning
- 2) Organizing
- 3) Staffing
- 4) Directing
- 5) Controlling

The administrative process was based on the concept of Edward Deming (cited in Pravit and Wichitra Jongwisan, 1994).

- 1) Planning.
 - 2) Doing.
 - 3) Checking: after solving the problem. The problem conditions decreased until the target was set.
 - 4) Action: plan improvement, then solve the problem according to the new plan and then check the new outcomes.
- 2.1.3 Administrative functions

Wirot Sanrattana (2012, p. 42) stated that the administration was the process of operation to achieve the organizational goals. There were four major administrative functions: Planning, Organizing, Leading, and Controlling:

1) Planning (P) was the process of defining key elements from the vision and mission, followed by the goal and plan to goal attainment. (Nash, 1988 and Pearce & Robinson, 1988) as shown in Figure 2.11.

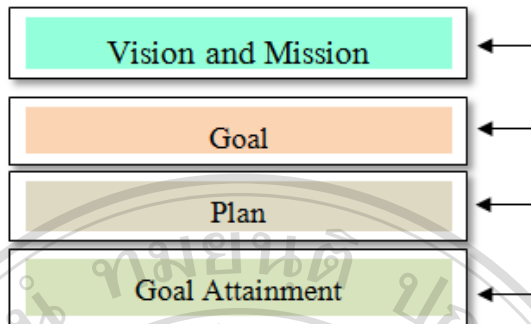


Figure 2.11: Overall planning process

It could be stated that the components of the organizational planning process included vision and mission, goals and plans. As regards the effective planning functions must adapt the basic concepts of change and innovation, the concepts of organizational life cycle, the concepts of organizational development, the concepts of administrative decision making, and the concepts of the future studies to apply to be effective. 2) Organizing: (O) was the administrative functions of administrators to periodically examine to ensure that the changing situation, the organizational structure designed was also appropriate to achieve organizational objectives. The organizational structure consisted of job designing, organizational department dividing, and coordinating both vertically and horizontally.

3) Leading (L)

4) Controlling (C)

It is concluded that administrative process refers to the process of general administration comprised of 5 steps: planning is the first step of the process provided to find the best choices for organizational administration; the second step is conducting internal organizational structure, determined roles, authority powers, and responsibilities according to the positions proportionally; personnel administration is the third step to recruiting people to work including taking care of welfare as well as the

release of work in various conditions; directing is the fourth step to carry on leadership in the operation of each step to be efficiency and effectiveness to lead the organization to be excellent.

As regards an effective school administration for the visually impaired persons in this research, the researcher adopted Harold D. Koontz and Cyril O' Donnell's concepts to determine five administrative process comprised of planning, organizing, staffing, directing, controlling, to be the framework for a model of developing an effective school administration for the visually impaired persons.

2.2 Components of School Administration

School administration consisted of five components that are related affected to one another, and to be effected to the better guidelines in developing as follows: (Prapapan Rakliang, 2013, pp. 69-70)

1. The context that forced to change included the quantity and quality of the population, the overall of natural resources, environment and pollution, the advancement of science, technology and information technology, economic conditions, violence of social problems, violence of ethics, moral and people values, caring and supporting the underprivileged and the gifted students, quality and service, democracy, and corruption.

2. Law of educational management and school administration included the National Education Act, The Council of Teachers and Educational Personnel Act B.E. 2546 (2003), The Administrative Organization of the Ministry of Education Act B.E. 2546 (2003), The Education Provision for Persons with Disabilities Act B.E. 2551 (2008)

3. The school administration included the school director and the school deputy director.

4. The school administration model included the school-based school administration model, Participatory Management Model for school.

5. School personnel included teachers, supporting staff, learners, janitors, caretakers, security guard, and traders.

So that the school administrators had to study the five key components of school administration in order to understand the scope clearly with caring, deliberating,

intention with cause and effect for adopting as a guideline for school administration and development in regularly, and to solve the problems that occurred in the school crisis.

Moreover, Campbell et al. (1983) proposed the administrative management of school administrators comprised of: (1) to determine of policies, goals, and school regulations for the operational framework; (2) to determine strategies and measures to implement for achievement the school objectives and the school goals; (3) to establish and coordinate within the organization to implement policies, programs, projects leading to the implementation as well as the administrators had to have the good human relations to make the personnel understand the job system; (4) to provide the supporting resources including to manage the sufficient resources and budget as well as to be successful; (5) to build a good relationship with the community; and (6) to manage effectively to achieve the objectives according to the goals of the educational institutions in an economical and cost worthy.

Kimbrough and Nunnery (1988) stated that educational administration consisted of (1) structural and organizational management, (2) curriculum development, (3) student affairs management, (4) school community leadership, (5) personnel administration, (6) administration of buildings and school areas, (7) the administrative management of school standards; and (8) directing and financial administration.

It can be said that school administration referred to the mission or activities that the administrators have to have planning, methods, and steps in the systematic implementation; the operational process in the various activities of the school including administrators, teachers and local community personnel to collaborate in the planning of providing education within the school according to a system of standards and quality for the youth to develop in every aspect efficiency and effectively for being the perfect human and to be able to live happily in society.

3. Concepts of School Administration

3.1. Definition and Significant of School Administration

School administration was a process that was important to the educational management of society and the nation. If the school has the ability to manage the educational institutions to be effective affected to the progress of the nation. National Education Act B.E. 2542 (1999), and amendments (Second National Education Act, B.E. 2545 (2002) in, Section 4, Paragraph 5, defined the meaning of “educational

institutions” as means early childhood development institutions, schools, learning centres, colleges, institutes, universities, educational agencies, or other state or private bodies with powers and duties or aims of providing education. And Section 21 stated that Ministries, bureaus, departments, state enterprises, and other state agencies shall be authorized to provide specialized education in accord with their needs and expertise, bearing in mind the national education policy and standards. The criteria, methods, and conditions as stipulated in the ministerial regulations shall be observed. In the school administration, school administrators should set guidelines for everyone to implementation. The school administrators used the guidelines to define the school management plan by setting the objectives, the educational management structure and the supporting mechanism to develop the school as follows: (Sompit Ho-ngam, 2010, pp. 59-70).

1. To stipulate the goals of the educational institutions.

Due to the goals of the educational institutions was the key components to make the quality operations within school because the goals were to compare the flag to determine the direction framework for the staff to work till the destination has been defined. However, the goals of educational institutions should be set according to government policies.

2. The objectives of the educational institutions, the educational management of Thailand had stipulated the objectives of the education under the National Education Act B.E. 2542 (1999) and amendments (Second National Education Act, B.E. 2545 (2002) focused the characteristics of Thai people: virtue, intelligent, and happy. It was mentioned that the educational management had to develop Thai people into a complete human body, physical, mind, intellect, knowledge and morals, ethics and culture for living, can live with others happily. This was consistent with the objectives of the National Scheme of Education of B.E. 2545-2559 (2002-2016). The Ministry of Education as the host to be responsible for the educational management of all schools focused on the learners’ development to be virtue, intelligent, to have the potential to study and work in the moral, ethical and desirable values, self-value, discipline and practice in accordance with the principles of Buddhism or other religions that they respect, adhere to the Philosophy of Sufficiency Economy as follows.

2.1 To have universal knowledge, ability to communicate, think, solve, use technology, and life skills

2.2 To have good physical and mental health, love to exercise.

2.3 To have patriotism, to be conscious of Thai citizenship, and global citizenship adhering to the lifestyle and democratic rule of the monarchy.

2.4 To be conscious in the conservation of Thai culture and Thai wisdom, environmental conservation, public mindedness, and live together in society happily.

3. To determine the structure of the school administration.

The Ministry of Education had decentralized the educational administration and educational management in terms of academic, budgeting, personnel administration, and general administration to the Office of Educational Service Area by reforming administrative structure and educational management with school-based management Rattana Kanchanapan (2010, pp. 29-87) proposed the structure of school administration in four aspects:

3.1 Academic

Academic was the main task or the primary mission of the school with the intention to make the school to conduct independently and quickly, in accordance with the needs of the learners, schools, community, local, and the participation of all stakeholders to be the important factors for schools to be strong in administration and management, can develop curriculum and learning process, as well as measure and evaluate including measure the factors supporting the students' quality development, community, local quality and effectiveness.

Scope / Mission

3.1.1 Development of the school curriculum.

3.1.2 Learning process development.

3.1.3 Measurement, evaluation, and transfer of learning results.

3.1.4 Research to develop the educational quality.

3.1.5 Development and use of media and technology for education.

3.1.6 Development and promotion of learning resources.

3.1.7 Education Supervision.

3.1.8 Educational Guidance.

3.1.9 Development of quality assurance system in schools.

3.1.10 Promotion of academic knowledge to the community.

3.1.11 Collaboration in academic development.

3.1.12 Promotion and support of academic work to individuals, families, organizations, institutions and other educational institutions.

3.2. Budget

The school's budget administration focused on the independence of administration with flexibility, transparency, monitoring, results based management, and performance based budgeting management to provide benefits from the school property affecting to the learners' quality.

Scope / Mission

3.2.1 Preparation and budget proposal. 3.2.2 Budget allocation

3.2.3 Monitoring, following-up, and evaluating including reporting the use of budgets and the operational results.

3.2.4 Mobilization of resources and investment for education.

3.2.5 Financial management

3.2.6 Accounting management

3.2.7 Procurement and asset management

3.3. Personnel administration

School personnel administration was an important mission to promote the school's ability to fulfill its mission to handle the personnel administration to be flexible, independently under the law and regulation according to the principles of good governance, government teachers and educational personnel to be developed knowledge, to have morale, to be honored, to have stability and to progress in the profession affected to the learners' quality.

Scope / Mission

3.3.1 Positioning planning and positioning

3.3.2 Nomination and placement

3.3.3 Quality enhancing in official service.

3.3.4 Discipline and discipline respecting.

3.3.5 Resign from government official

3.4 General Management

General management involved in the organizational administrative system providing for the other administrative organizations achieved to meet standards, quality and set goals. It played a major role in coordination, supporting, and affiliating in all educational services model focused on developing the schools using the appropriate innovation and technologies, to promote the school administrative management in accordance with the principles of results based management. It emphasized on transparency and the verified accountability including the participation of individuals, community and related organizations to provide education efficiently and effectively.

Scope / Mission

- 3.4.1 Documentary procedures.
- 3.4.2 Secretary of the Basic Education Commission
- 3.4.3 Systemic development and information networks
- 3.4.4 Coordinating and educational networks' development.
- 3.4.5 Administrative system management and organizational development.
- 3.4.6 Support for academic, budget, personnel and administration.
- 3.4.7 Information Technology.
- 3.4.8 Building and environmental care
- 3.4.9 Preparation of student census
- 3.4.10 Student entrance
- 3.4.11 Directing and coordinating educational management in the system both internal and external.
- 3.4.12 Mobilizing resources for education
- 3.4.13 Promotion of student affairs
- 3.4.14 Educational public relations
- 3.4.15 Promoting, supporting and coordinating the education of individuals, communities, organizations, agencies and other social institutions in providing education.

3.4.16 Coordination with the office of Education Service Area and other units

3.4.17 Organizational controlling system management within the school

3.4.18 Public service

3.4.19 Works which not specified in other works.

4. The management of educational institutions had to be based on the principles that all learners had the ability to learn and develop themselves and the students were the most important. The educational process had to be encouraged students develop naturally and fully potential. Therefore, the educational management of the school have to be in accordance with the aptitude and interest of the students including to be trained of thinking skills, management, confrontation situations, mixed knowledge, as well as cultivating the virtues, values of all places to provide effective education focused on the benefit of the students significantly in order for the students to be virtue, intellect, and happy. Ministry of Education had proposed the Second Decade Education Reform B.E. 2552-2561 (2009-2018) to encourage Thai people to quality lifelong learning and reform education the same time by focusing systematic improvement and defined four important issues to be reformed urgently (Office of the Secretary of Education, 2009, pp. 13-32)

4.1 To develop the quality of Thai people for new generation with the development of educational quality and learning, and standardized measurement and evaluation of learners' learning with providing the curriculum, the learning process, to develop internal quality assurance system at all levels, including conducting and developing the qualified people, competency, and to have knowledge, and ability to support knowledge capacity, knowledge, and ability of graduated students of all education levels in specific of vocational qualification.

4.2 To develop the quality of teachers for new generation with the development of creating process and qualified teachers' development suitable for higher profession standard for teachers to provide the quality teaching. The teachers were also promoted to their self-develop to acquire knowledge continuously. In addition, the improvement and development of the system and the criteria for evaluating the

professional qualification teachers, the development of teachers used school-based management to reduce the teachers' unnecessary workload.

4.3 To develop the quality of the educational institutions and learning resources for new era to be a quality learning resources in the system of formal, informal and non-formal education as well as the measure determination to develop the quality of schools, the basic infrastructure, and to promote the building of a environmental conditions of community, local and society.

4.4 To develop new administrative management quality focused on decentralization to schools under the Office of Educational service Area, Local Administrative Organization, and all sectors to have administrative systems, to developing the administrative management according to the administrative good governance system based on transparency, fair, and efficient examination system, as well as the development of administrative management to increase the quality of educational opportunities by providing all people of private sectors to be educated the basic education thoroughly and quality. As regards the participation of people in the private sector and all sectors in providing the education, supporting and learning more, as well as to develop a resource management system for education to be efficient by improving the financial and budget administration, to promote resource mobilization and investment for education.

5. The mechanism of developing the educational institutions

In the educational administration to be efficient, besides the knowledge and ability of the school administrators, the Office of the Secretary of the Education Council (2009, pp. 36-39) had suggested that administrators, educational personnel and school board committee need to co-ordinate the strategic that made the school administrators achieved as required. To stipulate the goals, objectives, structure, the educational management guidelines including the mechanism of the educational development. The development mechanism consisted of the following components:

5.1 Financial system development.

5.2 Development of information technology and communication for education.

5.3 Correction and improvement, the law enforcement of education and relevant.

In summary, the administration of educational institutions in the present, the school had divided the work into four departments: academic, budget, personnel, general administration had resulted to change in the structure of school administrative structure with the Thai educational process to be concise and unity in various policies in working, as well as being able to develop for the change of situations more.

As regards the schools for the visually impaired persons as the government school that were a legal entity under the stipulated law under the Office of the Special Education Bureau attached to the Office of the Basic Education Commission, Ministry of Education. The management for the visually impaired persons in terms of boarding school, the school administration was defined as 5 departments to cover with the mission for the goal as the quality of the learners who were the visually impaired persons to be crucial consisted of academic administration, planning and budget administration, personnel administration, general administration, and student affairs administration.

3.2 Management of school administrators

The success of the organization derived from the administration of leaders or administrators, the school administrators were the important person leading the organization to the desired goals.

Songdej Chandra (2002, p. 19) summarized the concepts concerning the functions of the school educational administrators in order to compare clearly as shown in Table 2.2

Table 2.2 The comparison the administrative process of school administrators.

Fayol (1961)	Gulicks, Urwick (1973)	Newman (1950)	AASA (1955)	Gregg (1975)
1) Planning	1) Planning	1) Planning	1. Planning	1. Decision-making
2) Organizing	2) Organizing	2) Organizing	2. Allocating	2. Planning
3) Commanding	3) Staffing	3) Staffing	resources	3. Organizing
4) Communication	4) Directing	4) Directing	3. Stimulate	4. Communication
5) Controlling	5) Coordinating	5) Controlling	4. Coordinating	5. Influencing
	6) Reporting		5. Evaluation	6. Coordinating
	7) Budgeting			7. Evaluation

It can be seen that the management process consisted of planning, organizing people to work, directing, allocating resources, communication, coordination, controlling, evaluation and stimulating or motivating. If the management process mentioned above, it could be divided into 3 parts.

Part 1: The preparation consisted of

- Decision making
- Planning
- Organization

Part 2: Operations

- Organizing people to work.
- Directing

- Allocating resources

- Communications
- Coordination

- Stimulating or motivating

Part 3: Control / Evaluation consists of:

- Controlling
- Evaluating

In the process of school administration for the visually impaired persons, the researcher used the concepts of Harold D. Koontz and Cyril O' Donnell in a five-step

administrative process consisting of planning, organizing, organizing, staffing, directing, and controlling to be a research framework for the model development of an effective school administration for the visually impaired persons.

3.3 School management to the best practice

3.3.1. The systemic management of school administration to the best practice.

As the management of school administration to the best practice, the school administrators had to play an important role, to be knowledgeable, to understand the educational administration, to have a broad vision to define the strategic management goals of education is concrete and possibility, as well as the school administrators had to know and understand the mission and responsibilities clearly.

The systemic management of school administration in general to be covered the basic mission of the school as follows:

1. Academic works included: curriculum and curriculum implementation, instructional tasks, curriculum materials and instructional media, library measurement and evaluation, internal supervision, planning and implementation method determination.
2. Personnel works included: staffing management, personnel development and retention, discipline and regulation, and evaluation of the personnel performance.
3. Student activities included: works complied with the National Education Act related to the students, learners' preparation, learners' services, nutritionists, guidance services, etc.
4. Financial and procurement included: general affairs (consisted of documentary, registration, security, building site, and public relations) financial and procurement.
5. The building site included: the building management, using of premises, building maintenance, building supervision, and use location assessment.
6. The relationship between the school-community included: providing services to the community in various areas, to be supported by community / school board committee, building relationships between communities and other organizations, establishing a club, association, or foundation, and promoting in public relations.

3.3.2 School administration to the best practice.

School administration to the best practice, the school administrators had to carry out the important mission was summarized as follows:

1. General Administration

1) All school-based had to managed according to the management process, i.e., study the current conditions and problems, planning and evaluation.

2) The main goal of the school operation had to be focused on the outcomes of the curriculum goals.

3) The school personnel had to be used for the school advantage and there should allow the school personnel in participating in the school works as much as possible to express their opinions and responsibilities in the work.

4) Controlling, monitoring, and supervision the performance and operations.

2. Academic administration

1) To defined policies, goals, objectives, and school plans.

2) To control, monitor, follow-up, and supervise the academic affairs systematically.

3) To provide teachers to supply of learning materials and the teachers should be supervised.

4) To promote and adopt new techniques appropriate to use in the operations.

3. Personnel administration.

1) To define the role of each person clearly.

2) To assign based on knowledge, capability of personnel.

3) To control, monitor, follow-up, and supervise personnel to perform their duties as fully as possible in accordance with the objectives of the educational institutions.

4. Student affairs administration.

1) To divide responsibility into each activity and also a coordinator in defining the work.

2) To look for the supporting resources to provide money for activities.

3) To facilitate in the various aspects such as budget allocation, supplying equipment and tools.

4) To approve all activities both inside and outside the school and also to order for canceling the inappropriate activities as well as inconsistent with the purposes.

5. Property administration

1) To construct the buildings and to ask the budget for building,

2) To use the buildings, to plan the use of the premises by allowing personnel to participate.

3) To maintain building, to provide a division of responsibilities for the premises of personnel.

4) To maintain building, to ensure that the premises were maintained in accordance with the National Security Regulations.

6. General affairs administration, financial, and procurement

1) To control general affairs, financial, and procurement to perform in compliance with the laws, regulations and principles.

2) To monitor and decide on performance improvement.

7. School-community relationship management.

1) To provide services to the community in various aspects that the school could do.

2) To be responsible for activities in the scope of work and participation in community activities.

It is summarized that administration is the operational process of achieving the organizational goals. The five main administrative functions included the organizational planning, providing the organizational structure, assigning responsibility, directing, and supervision by being motivated as a supporter the drive. In addition, the importance of the environment impacted on the organizational achievement so in this study, the researchers used the concepts of systematic approach to develop an effective school administration model for the visually impaired persons due to the people are the part of the organizational system, the organizations are part of the social system, and defines the administrative mission in consistent with the school roles, functions, and objectives divided into five aspects: academic administration, general administration,

student affairs administration, personnel administration, and planning and budgeting administration.

3.2. Basic School Administration for Visually Impaired Persons

The Education Provision for Persons with Disabilities Act B.E. 2551 (2008) defines the term means a public or private establishment of education offering education specifically for persons with disabilities, whether as boarding, day-school, or at-home establishment of education so the educational institutions where providing the basic education for the visually impaired persons is government sectors to be responsible in functional mission in accordance with National Education Act of B.E. 2542 (1999) As Amended by National Education Act, B.E. 2545 (2002) Section 39 stipulated that the Ministry shall decentralize powers in educational administration and management regarding academic matters, budget, personnel and general affairs administration directly to the Committees and Offices for Education, Religion and Culture of the educational service areas and the educational institutions in the areas. Criteria and procedure for the decentralization shall be as stipulated in the ministerial regulations. (Cabinet and Royal Gazette Publishing Office, 2002, p. 19). In order for educational institutions or schools to be more flexibility in administration and consistent with school administration used the school-based management system. Ampat Sukkarn (2004, pp. 13-21) had divided the administration by the scope, administrative mission, educational institutions management as follows:

1. Academic Administration

Academic Administration was the main task or main mission of the educational institutions following the in accordance with National Education Act of B.E. 2542 (1999) As Amended by National Education Act, B.E. 2545 (2002) aimed at decentralizing administrative authority to the school with the intention to allow the schools to operate independently and quickly, in accordance with the needs of learners, schools, local communities and participation from all stakeholders. This will be an important factor for the educational institutions to be strengthened in its management, can develop curriculum and learning process, and measurement and evaluation including measured the support factors in the quality development of students, community and local with qualification and efficiently.

Jittima Wannasri (2014, p.13) mentioned that the academic administration was the main task of the school to operate concerning learning management and learners' development to behave of desirable characteristics: virtue, intellect, and happy. Therefore, the academic administration consisted of the key tasks as follows: curriculum development, learning management, measurement and evaluation, learning media and learning resources, classroom action research including the other operations in order to support the learners' development such as supervision, guidance, educational quality assurance. As regards the research findings of the scholars' studying suggested the similar guidelines that the effectiveness of the educational institutions based on at least five important factors: academic leadership, to have a clear and challenging expectations and goals focused on the knowledge and basic skills of the learners. Systematic and continuous evaluation and academic environmental atmosphere. These factors were related to academic work and affected to the successful development in the school administration.

Preeyaporn Wong-anutraroj (2010, p. 7) stated that academic administration was the key section of school administration due to the school objectives were the school management, quality and the standards of educational institutions. So the academic department consisted of curriculum, teaching and learning, staffing, organizing the academic supporting including the measurement and evaluation. The process of academic work was the steps of academic planning, organizing and implementing, and promotion and follow-up. Therefore, the academic administration was the principles of efficiency and effectiveness.

Objectives

1. To enable to provide academic administration independently, flexibility, quickly and responsive service to the needs of learners, schools, communities and localities.
2. To enable the administration and management of the educational institutions to meet the standards, and quality consistent with the educational quality assurance, internal quality assessment for self-development, to be evaluated from external sectors.
3. To enable the educational institutions to develop the curriculum and the learning process including the supporting factors for the development of learning that

meet the needs of learners, communities and localities, based on the learners' importance, quality and efficiency.

4. To enable the educational institutions to cooperate in developing of educational quality of the educational institutions of individuals, families, organizations, sectors and other institutions widely.

Scope and Mission

1. The development of the curriculum.
2. The development of learning process.
3. The measurement, evaluation and transfer of the learning results
4. Internal quality assurance and educational standards
5. The development of media, innovation and technology for education.
6. The development and supporting of learning resources.
7. Research to improve the educational quality.
8. The development of the internal quality assurance system.
9. Educational guidance
10. The promotion of academic knowledge to the community.

From the concepts and scopes of academic administration mentioned above, it is evident that educational institutions have to provide education in order to meet the needs of the learners and the local community by the participation of the basic school board committee in curriculum management planning. In addition, the curriculum of educational institutions have to be approved by the basic school board committee for learning resources, and local wisdom as well as caring ability, monitoring the outcomes of academic administration. As regards the administrative guidelines and setting the goals of educational management for the visually impaired persons were not different from the regular ones. It was based on the same basic educational management except the curriculum improvement appropriate with the disabilities and attaching the knowledge concerning the deficiencies in order to maximize the benefit of the learners (Varee Thirajit, 1998, p. 29). And the courses for the visually impaired persons should be in the regular courses. This is so that people with visual impairment have the knowledge and skills are close or equal to the regular children when he graduates. However, some teaching methods and teaching equipment may be different from

regular children. This is to meet the needs and abilities of the learners. (Phadung Arayawinyu, 2001, pp. 78-85)

2. Planning and budgeting administration

The school budget administration focused on the independence of the management to be flexible, transparent, audit, adhere to the principles of results-based management to provide benefits from the school property included the revenue from services using for administrative management for the educational benefit affected to the better quality for the learners.

Objectives

1. To enable the educational institutions for the budget administration to be independent, flexible, transparent, and verifiable.
2. To enable the educational institutions get the output and outcomes based on the service agreement.
3. To enable the educational institutions to provide the adequate and efficient resources.

Scope and Mission

1. The preparation and proposal for a budget.
 - 1.1 Analysis and development of educational policy.
 - 1.2 Strategic planning and the quality educational plan.
 - 1.3 To enable the educational institutions to provide the adequate and efficient resources.
2. Budget allocation
 - 2.1 The budget allocation in educational institutions.
 - 2.2 The clearing, paying, and budget approval.
 - 2.3 Transferring and changing of budget
3. Monitoring, following-up and efficient evaluating of budget spending.
 - 3.1 Monitoring, following-up the use of budget.
 - 3.2 Monitoring, following-up the use of output.
4. Resource mobilization and investment for education.
 - 4.1 Resource management
 - 4.2 Resource mobilization

4.3 Promoting revenue management and benefits.

5. Financial management

5.1 Withdrawing money from the financial store.

5.2 Money receipts

5.3 Keeping Money

5.4 Payment

5.5 Delivery of money

5.6 Keeping money for overdue payment.

6. Accounting management

6.1 Financial accounting

6.2 Financial records preparation

6.3 The preparation of financial statements and financial budget.

6.4 The preparation and procurement of accounting, registers, and reports

7. Supply and asset management

7.1 Planning for the procurement.

7.2 Formulation of a list or specific characters

7.3 The development of data and information for the procurement

7.4 The procurement

7.5 Controlling, maintenance and distribution

7.6 Providing the asset benefits.

The budget administration of educational institutions for the visually impaired persons had to allow the community participation in all aspects of process concerning the budget administrative management. As regards the budgets, not only the school budget was allocated from the government section, but also allocated per student, money from community support, or otherwise were approved by the basic school board committee and the plan / project was supported the expense in accordance with the official rules and the school needs for the best value and the maximal benefits.

3. Personnel administration

Personnel administration of educational institutions was a key function to promote the ability of the educational institutions to response their mission in order to perform the personnel administration, to be flexible, independent under the law, the

rules, and regulations governing the good governance. The government teachers and educational personnel have been developed the knowledge and ability, to have morale, to recognize for honors, stability and progress in the profession which affected to the educational quality development of students.

Siriporn Pongsriroj (2000, p. 140) stated that personnel administration was the art of recruiting the right people to work, develop a quality person, and use that person to work efficiently and effectively in order to get outcome or the service both the quantity and the highest quality.

Objectives

1. To enable personnel administration to be accurate, fast and in accordance with good governance principles.
2. To encourage personnel to have the knowledge, ability and consciousness in carrying out the responsible tasks to be successful according to the principles of results-based management.
3. To encourage teachers and the educational personnel to perform their full potential by adhering to the regulations, discipline, ethics with the professional standards.
4. To provide teachers and educational personnel to work in accordance with professional standards, be praised, honor, stability and progress in the profession affected to the development of the significant of learners' quality.

Scope and Mission

1. Position planning
2. Defining the positions of the academic qualifications of teachers and educational personnel.
3. Equalization of government teachers and educational personnel,
4. Nomination and appointment
5. Strengthening the efficient performance in the official performance.
6. Disciplines and keep disciplines.

For the personnel administration in schools for the visually impaired persons. The personnel had to have the knowledge and skills in area both the knowledge in the specific subject and the major subject. Besides, the personnel were also sacrifice, patient, mercy, and kindheartedness. Even though the personnel administration was not

within the scope of the 5 tasks clearly, to be accepted that the administrators' knowledge, abilities, and management was inserted in every job. All steps of the administrative process, the administrators were the most influential in the organization and the ability of administrators directly affected to the organizational quality. All administration cannot take place without the administrator' determination and divided the personnel according to job description. It was to say that the administrators were to provide all available resources to be efficiently, to use leadership leading the personnel to work, to use the ability and potential becoming the outcome of performance. So, the administrators' quality defined as the quality of the administration overall 5 aspects, and quality of education management.

4. General Administration

General Administration was related to the organizational system management to make other task management to achieve the standards, quality, and the determined goals by playing a key role in coordinating, promoting, supporting, collaborating, and facilitating in all types of education services to develop the educational institutions for innovation and appropriate technology. In addition, educational institutions were promoted to the educational administration and management according to the results based management emphasized on the transparency, monitoring, and participation of people in the community, and related organizations to provide education efficiently and effectively.

Objectives

1. To support the services, coordinative promoting, and directing the operations of educational institutions in order to be efficient and effective.
2. To promote the dissemination of information, the school work to the public that raise the knowledge, good understanding, good attitude, faithfulness between the community and the educational institutions to make the community to be ready to cooperate to support education.

Scope and Mission

1. The development of systems and information networks.
2. The coordinating and developing educational networks.
3. Educational planning.

3.1 Educational development plan or strategic plan.

3.2 Annual educational development plan and annual action plan.

4. Research to develop policies and plans.
5. The management of administrative system and organizational development
6. The development of performance standards.
7. Technology for education
8. General affairs, financial, accounting, and procurement operations.
9. Personnel directing.
10. Maintaining of the premises and the environment.
11. Preparing a student census
12. Students' entrance.
13. Establishment, dissolution, or termination of educational institutions.
14. Directing and Coordinating of educational management in the system both inside and outside.
15. Mobilizing resources for education
16. Academic trip.
17. Promoting of students' affairs
18. Public relations for education
19. Promoting, supporting and coordinating the educational management of individuals, communities, organizations, sectors and other social institutions in managing education.
20. Coordinate with official sectors and local agencies.
21. School supervision: monitor, evaluate and report the results.
22. The internal control system.

General administration was to support and other services to carry out very well. The scope of work was widely because it was combined a variety of sub-division together including the school internal services, the school contact that the quality of administrative management and efficiency of general administration directly affected to the quality and the facilitation of other tasks. For the educational institutions that provide education for the visually impaired persons, the relationship collaboration with the social community, educational networks were very importance. So that the school administrators have to have the skills of human relationship for motivating the external resources both inside and outside the country to participate in the educational quality

development as much as possible to fulfill the unavailable part or things that not ready for Thailand: media, innovation and educational technology.

5. Student affairs administration

Student affairs administration was concerning all students' activities excluded activities that involved with teaching and learning for the students in the classroom. That student affairs administration will help to support the teaching and learning in the curriculum to be achievement. Educators had defined student affairs administration as follows.

Poonsawat Narksen (2001, p. 10) defined the student affairs as tasks directly related to students except teaching in there gular classroom, to support the learning and teaching of all students to progress high successfully, and to encourage the well-being of students in the school.

Charnvit Sopiyaakha (2003, p. 11) defined the affairs referred directly to student tasks except the regular classroom instruction, and focused on encouraging of the well-being of students in the school affected to the development of the student personality, knowledge, capacity, and individual aptitude to make progress and benefits to students. Santi Ninmuenwai (2003, p. 9) mentioned the student affairs administration as directly related to students except the regular classroom instruction, focused to encouraging of the well-being of students in the school affected to the development of the student personality, knowledge, capacity, and individual aptitude to make progress and benefits to students.

It can be concluded that the student affairs administration referred to the learners' activities administration and did not involve with teaching in the classroom both inside and outside the school starting at before the students entered the classroom, during in the school until leaving school and can adapt to society and environment effectively.

Objectives

1. To control the students to learn to live together in the society happily.
2. To give students' opportunities to learn more widely by learning from others, learning of each other, not only learning in the classroom.
3. To promote using and controlling how the students use the power of ideas and excessive physical power that in the right direction.

4. To encourage students to thrive as a perfect person with physically, intellectually, socially and emotionally.

5. To encourage students to obtain experiences leading to the secondary careers except to the main career studying in the classroom.

6. To encourage the students' aptitude, interest and ability by individually.

7. To promote a climate of equality to be educated.

8. To promote the good etiquette in society and to cultivate good national culture.

9. To help publicize and build good relationships between school and community.

For the educational institutions that provided education for the visually impaired persons, the school administration based on the same mission as the regular school. It also had the mission of a boarding school, students stayed in the school dormitories which were different from the regular schools.

Scope and Mission

1. Student dormitories: to be arranged for students who live in remote areas to stay during their studies with the regular teachers and care-teachers to help.

2. Nutrition: to provide cooking services for students to eat 3 meals a day.

3. School health section: to have a student health care system, nursing home, and nursing teachers take care the sick students.

4. Ethical and moral section: the teachers are trained to disciplines students closely.

5. Democratic promotion in schools: to provide a student council election to foster a democracy in school.

6. Student care and support system: to have a teacher on duties both the day time and night time every day to keep students safe closely. Besides, there is also the coordination with parents in cases that the students have behavioral problems and learning difficulties.

7. The promotion of the basic occupation for living.

Basic school administration for the visually impaired persons, the scope of the mission is not different from basic education under the supervision of higher education sectors with the authority to make administrative decisions. The structure of

the school administration is divided into 5 works: Academic is the main work and other is to support and promote the performance of the main work effectively as shown in Figure 2.12.

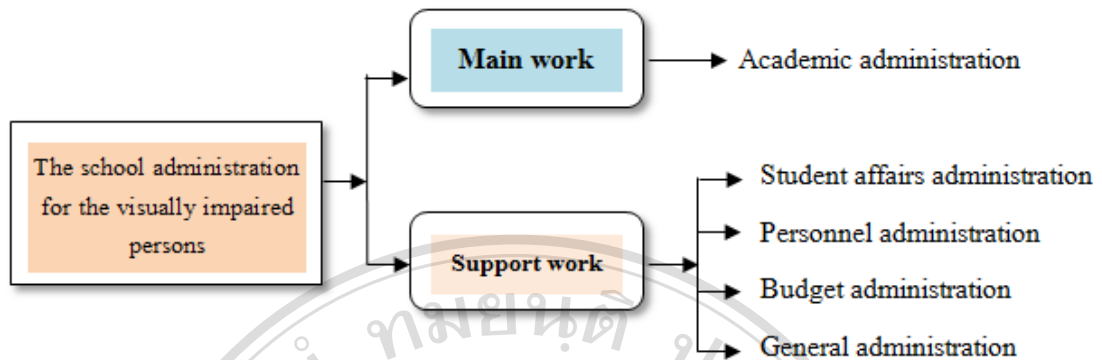


Figure 2.12 School Administration Framework for the visually impaired persons

For the educational management for the visually impaired persons in Thailand initiating by private organizations or foundations. Later, the government took part in the educational participation for the visually impaired persons and there was the Education Provision for Persons with Disabilities Act B.E. 2551. At present, there are two educational institutions under the Special Education Bureau attached to the Office of the Basic Education Commission: Northern Region School for the Blind under the Royal Patronage of Her Majesty the Queen, Chiang Mai Province and Southern Region School for the Blind, Surat Thani Province. There are 13 private schools over the country under the Office of Private Education Commission. The implementation of education management was following the policy of education management center by operating the implementation according to the context of each institution to meet the determined goals of educational management. Although the educational institutions are legal entities that were decentralized from the center but they are limited in particular, the decentralization in terms of personnel management and the budget, which is at the key of school administrative management to follow the center determination.

Concepts of Educational Management for the Visually Impaired Persons

1. Definition of the Visually Impaired Persons

The World Health Organization (WHO) provides the definition of a person with visual impairment, referring to people who have lost sight of a minor to a blind person. They may be used to classify the types of visual impairment. (Chanya Chuen Kasem, 2004, p. 17).

1. Blind means the sight of good vision that corrected the sight. It also sees less than $\frac{3}{6}$ meters or as a visual acuity worse than $\frac{20}{400}$ with the best possible correction. Blind people can see the object at a distance of less than 3 meters or 20 feet, while people can see the same object in the distance of 6 meters or 400 feet or a visual field of 10 degrees or less

2. Low Vision or Subnormal Vision or Partially Sighted is considered as visual acuity of is a good visual sight, but is less than or equal to $\frac{3}{6}$ meters to $\frac{20}{400}$ feet, narrower than 30 degrees

Phadung Arayawinyoo (2001, p. 75) defined children with visual impairment as blind or partially blind children

1. A blind child means a child with no perception of light or blind, even if it is fixed. Thus the eyes cannot be used in studying who have vision after correction. $\frac{20}{200}$.

2. Students who had low vision or moderate visual impairment referred to children with impaired vision. But after the correction they can see, can use the eyes to study who are persons with vision after correction between $\frac{20}{70}$ and $\frac{20}{200}$.

The Ministry of Education had announced concerning the type and nature of the educational disability in 2009 defined 2 types of visually impaired persons including those who suffer from low vision to blindness as flows:

1. A blind person means a person who loses sight till requires using media and audio. If measuring the sharpness of the eyesight when corrected, it is level 6, $\frac{60}{60}$ or $\frac{20}{200}$ until the light cannot be recognized.

2. A low vision person means a person who loses sight but can be used to read large alphabets with disability aids or technology devices. If measure the clear vision after the correctness at a level of 6 parts 18 ($\frac{6}{18}$) or 20 parts 70 ($\frac{20}{70}$)

2. Category of Visual Impairment

According to Fonda's principles, the visually impaired people are divided as follows:

Level 1: vision level 20/250 that the eyesight is the best to inclusive study.

Level 2: vision level 20/300 to 5/200 (20/800) that can use the vision machine to see well and should be used to stimulate rehabilitation. Can read and write large alphabet books (Large Print) and can also inclusive study.

Level 3: vision level 4/200 to 2/200 (20/1000 to 20/2000) that is enough to stimulate visual aids. There may be some difficulty in reading, writing large alphabets, should be accompanied by Braille.

Level 4: vision level 20/200 to 1/200 that requires Braille. No visual aids can be used (Fonda, 1981, p. 11).

For the World Health Organization (WHO), the visually impairment classification is as follows:

It is concluded that the people with visual impairment was divided into two types of blindness and vision level. There are several methods of visual acuity using the visual acuity card for baby, E Chart and Snellen Chart. The level of vision acuity depended on any organizations use any company's instruments. The cause of the defect was due to many causes such as from gene, various diseases, accident. In the development aspects: physical, emotional, social, mental, the visually impaired students only need to develop as regular students, just visible limitations made them less skills and movement than regular students.

3. Model of Educational Management for the Visually Impaired Persons

Educational management for the visually impaired students was to provide education of students with specific characteristics that should assist them more than regular students, to assist the visually impaired students to have the opportunities to learn properly with their physical conditions, emotions and society. So, the educational management for the visually impaired students had to be provided with the special arrangements. The main guidelines were: the preparation and treat rehabilitation to assist the visually impaired students to meet the most benefits of education till they

could be fully developed according to the individual potential. In the model of the educational management for the visually impaired students was as follows:

3.1 Educational management in the formal school system.

1) To provide education in the form of special education for the visually impaired students was the educational management for the disabled students founded for the first in Thailand at the beginning of the year 1938 by an American blind lady namely Miss Genevieve Caulfield (Nongluk Wiratchai, 2001) was established in the Bangkok School for the Blind, Rajavithi Road. Miss Genevieve Caulfield collected the visually impaired students to treat physical rehabilitation, mental well-being, living conditions to teaching both in the regular courses in each level including giving information and understanding concerning how to assist people who were the visually impaired students in the right way for the parents and closely persons. Then the education was expanded to the provinces. Northern Region School for the Blind under the Royal Patronage of Her Majesty the Queen, Chiang Mai was established Foundation for the Blind in Northern Thailand was established in 1960 to provide educational services to persons with visual impairments in Chiang Mai and neighboring provinces.

Later, Ajarn Prayad Phu Nong Ong, a blind teacher founded Saints Foundation for the Blind and established 3 schools for the Blind in the northeast area included Khon Kaen School for the Blind, Nakhon Ratchasima School for the Blind, and Roi-Et School for the Blind. In 1984, the government established a new school for blind people in Surat Thani and in 1987, Pattaya Redemptorist School for the Blind founded Pattaya Redemptorist School for the Blind, Chonburi province.

The background of the Foundation for the Blind in Thailand under the Royal Patronage of H.M. the Queen by Miss Genevieve Caulfield who initiated to provide education for the visually impaired students in Thailand at the first time over 70 years ago, even now, the Foundation for the Blind in Thailand under the Royal Patronage of H.M. the Queen was expanded the operations in various fields to meet the needs and response the needs of the visually impaired students mostly. The sectors was founded for providing both education and professional services for the visually impaired students.

2) Inclusive Educational Management Model

As regards the basic concepts of the inclusive educational management model, the educators for the special educations summarized the key concepts as follows: the most disabled students were accessed to regular conditions with the regular social approach to maintain the students' skills and behaviors as much as possible by giving the opportunities to attain to the same rights as regular as well as to be accepted without any special cases. (Smith et al. 1983, p. 22). Like the concepts of Johnson and Johnson (1980, as cited in Bangon Tonparn, 1994) were included that the educational management provided that all students to have the opportunities to achieve the appropriate education with the minimal limits. The benefits of the inclusive education, Hotchkis (1984, cited in Amphai Pukpiboon, 1992, p. 11) stated that if the special students could attend to a regular school, the government was not necessary to set up schools for the special students, the government costs and budgets were reduced, only specialists could be added as needed, including teachers, tutors, and special education teachers with only some special equipment. The administrators and educational structure was still the same.

The inclusive study with the regular students of the visually impaired students was initiated in 1955 by the first school, St. Gabriel's College to accept four students entered the school, later, and other schools accepted the visually impaired students to study in the regular courses. For a higher education, Chulalongkorn University was the first university to accept the visually impaired students to study in the Faculty of Arts, namely, Mr. Virat Srikunanont, the first the visually impaired students who was seen the first graduated students of Thailand.

The hierarchy of educational management development for visually impaired persons in Thailand were as follows: (Nonglak Wiratchai, 1999)

In 1938: Educational management for the visually impaired persons in Thailand was established the first time by Miss Genevieve Caulfield.

In 1939: A foundation to help and educate for the visually impaired persons in Thailand was established. The purpose was to provide education for the blind without limit of gender, race and religion.

In 1943: The government allocated the first-ever allowance for the education for children with the visual impairment.

In 1951: The first school for the blind was established at the Tuek Chai intersection, Rajavithi Road.

In 1960: Northern Region School for the Blind under the Royal Patronage of Her Majesty the Queen, Chiang Mai was established Foundation for the Blind in Northern Thailand

In 1962: The American Foundation for the Blind and the Ministry of Education firstly cooperated to accept the visually impaired persons to study in the regular schools. However, the special education teachers assisted in the regular schools for students with visual impairment

In 1963: The Vocational Training Center for the Blind was established at Pak Kret District, Nonthaburi Province.

In 1966: Education Division, Department of General Education initiated the experimental project for the blind students to study with the regular students in public schools in the Bangkok.

In 1982: Office of the National Primary Education Commission provided education for the visually impaired students to study in the regular school.

In 1990: The Academic Division joined the Special Education Division, Department of General Education, Foundation for the Blind of Thailand, and Helen Keller International (HKI) organized a pilot project on the instructional development of special needs students with regular students by providing the visually impaired students to study included in the project.

3.2 Non-formal Education Management

Besides, the visually impaired persons had the opportunities to be educated in school systems in specialized schools for visually impaired persons such as the Bangkok School for the Blind under the Royal Patronage of Her Majesty the Queen, Northern Region School for the Blind under the Royal Patronage of Her Majesty the Queen, Southern School for the Blind Surat Thani Province, and the inclusive schools, visually impaired students were also able to access educational services of non-formal education. At present, the Office of Non-Formal and Informal Education had played a significant role in facilitating this group according to the main mission focused on non-formal education to provide educated for people and the underprivileged people outside the school system to educate basic education, reading and writing literacy both general

and professional types to enhance education and improve quality of life, such as Pakkret Blind Potential Development Center, Chiang Mai Vocational Training Center where organized teaching and learning of Thai massage for students from all over the country in various subjects focusing on the significant needs of the learners and to be consistent with the state curriculum, nowadays.

It can be concluded that the model of education for the visually impaired persons can be developed for students to study in formal, non-formal, and informal education. In addition, the trend of education for the visually impaired persons is likely to accept the visually impaired students to study in regular schools called the inclusive education.

3.3 Educational Management Components for the Visually Impaired Persons

The educational management of Thailand was carried out in accordance with the purpose of the National Education Act of B.E. 2541 (1999), with the significant of equality of basic educational opportunities in terms of educational quality; administrative system and educational supporting; teachers and educational personnel; resources and investment for education; curriculum and learning process; and educational technology which linked in each aspect, being cause and factors to one another.

Various aspects of the National Education Act of B.E. 2541 (1999) were consistent with the concepts of Thai educators who identified the 8 key elements of educational management as follows: Prachya Wesarach (2003) stated that 1. Contents of the study. 2. Teachers, instructors, or persons who passed on learning contents. 3. Learning media and equipment for education, 4. Teaching approaches. 5. Administrators and educational personnel who performed supporting education. 6. Funding. 7. Educational facilities and environment. 8. Learners and students.

Education for visually impaired students at the basic educational level had operated under the principles of the National Education Act of B.E. 2541 (1999) and was also in accordance with the educational elements were mentioned above. Due to the educational institutions both the formal and informal educational system as the inclusive schools including the specialized schools, as well as the educational institutions that provide the non-formal education to be limited concerning the visually impaired

students and from the interviews with the three school administrators mentioned above, it could be concluded that the components of the learning and teaching facilitating of the groups of the visually impaired students who were learner's learning consisted of four main components as follows.

1. Site Management

The study sites including the buildings, the classrooms, and the environment for educational management were not different from regular students but the learning and teaching media should be provided were essential for the visually impaired students. (Phadung Arayawinyoo, 1999, p. 85). The administrators and educational managers had to pay attention to the adequate, safe and the environment is conducive to learner learning and the teachers were responsible for managing the classroom climate to be appropriate and to propose the solution guidelines adding the lacking parts to the school administrators.

2. Curriculum Management

The courses for the visually impaired students should be in the same as the regular course. This was so that in order that the visually impaired students had the skills similar to or equal to the regular students when they graduated. However, some teaching methods and teaching aids might be different from the regular students in accordance with the students' need and students' potential. (Phadung Arayawinyoo, 1999, p. 78) which the curriculum of the learning process was stipulated in the National Education Act of B.E. 2541 (1999), Chapter 4, Education Management, Section 24, which could be concluded that the educational institutions and relevant organizations should be provided the contents and activities to be in conformity with an interest and aptitude of a learners by taking into account the differences of individuals including providing training in thinking process, management, how to face various situations and application of knowledge for obviating and solving problems. Besides, organize activities for learners to draw from authentic experience; drilled in practical work for complete mastery; enable learners to think critically and acquired reading habit and continuous thirst for knowledge; to achieve, in all subjects, a balanced integration of subject matter, integrity, values, and desirable attributes; as Pillis (1983, as cited in บังอร ศันปาน Bangon Tonparn, 1994) had stated that the instructors ought to try many teaching

instruments to assist them understand the lessons, do not use only one method of teaching, and พัฒน์ ภาสบุตร Pat Pasabutr (1988, p. 583) stated that instructional methods and equipment should be used appropriately in compliance with the special requirements and the conditions of the students with disabilities.

3. Personnel Management

Onanong Yenutik (1993: a) mentioned that the first step was the acceptance and the supporting leading the giver as the pillar of the house, the stability, and morale; the school administrators were the most important persons in the educational management of special students to be developed. The school administrators and personnel supporting education were responsible of the person even though they were not the persons directly passing on the knowledge for the learners, such as the school administrators who provided education with their responsibilities leading to the desirable goals, there were also other educational personnel, such as administrative staff, registration, nutrition and hygiene including the other supporting.

The instructors or personnel who were on duties for passing on the knowledge ought to focus on encouraging the instructor to provide the climate, environment, instructional media, and learning facilities for learners to be learned and intelligent as well as using the research as a part of the learning process. However, the instructors and learners might learn together from the learning media including teaching and learning resources, and the learning management could be taken place all the time and every place as well as being coordinated with fathers, mother, parents, and all sectors in the community to develop the potential learners.

4. Budget Management

The budget or funding for education was another important issue the source of the budget might be allocated by the government as responsible for the development the human resources, parents, learners and the community in the form of donations or materials and equipment concerning the education. These budgets were the important elements that assisted to achieve the goals of education. (Prachya Wesarach, 2003)

From the mentions above, it can be concluded that the components of basic educational administration for the visually impaired students in general, the key elements are: 1) the contents of the courses or the curriculum of studying, 2) instructional persons or learning specialized mentors, 3) learning media and materials

for education in consistent and appropriate with the disabled conditions, 4) techniques of instructional management methods, 5) personnel on duties to support the teaching, 6) budget or resources as the supporting factors in educational management, 7) the location or atmosphere of the educational institutions with various resources of learning, and 8) leadership of the school administrators. However, the educational management for the visually impaired students had to provide very high in terms of personnel, budget, teaching materials, and extra courses which the government should support in the development of the visually impaired students maximal self-potential to be able to assist themselves as human resources and good citizen in society.

4. Education Management for the Disabled Persons in Foreign Countries

4.1 Special Education Management in the United States

Special education in the United States was a function of each state to be on duty according to the federal government, to promote and support each other. Each state provided a local educational management so each school district were not the same educational management regarding the curriculum, textbook, as well as the teaching and learning process but most of the education system was similar: 6 years of elementary education, 3 years of junior high school, and 6 years of high school education. The United States has announced its first special education law in 1975, entitled Education for All Handicapped Children Act of 1975 (Public Law 94-142), causing the children with disabilities to study the free education form the state management. Before the announcement of this law, more than 1 million disabled people in the United States did not attend school because of the public schools denied to accept children to study. As regards students enrolled in special education schools, welfare organizations, most of them were boarding schools, the children did not receive good service as they should according to the rights of the law.

In 1986, the United States Congress enacted the Education for All Handicapped Act, PL 99-457 Law, which emphasized on providing all children with disabilities to gain the benefit of education for all people and expand the educational opportunities to children with disabilities, to provide the greater safeguards for human rights, to increase the assistance during the 3-5 years, and to provide the direct budgets to all states that had held on the early intervention programs.

In 1990, the United States Congress enacted the law of PL 101-476, which had significantly changed a lot, the law name was changed to the Individuals with Disabilities Education Act (IDEA), and used the word Disability instead of the word Handicap. Later, PL 105-17 was enacted to stipulate Individualized Education Program: IEP, and the parents' involvement in IEP development and activities. This law is called IDEA'97 by adding an interim rule to ensure that every disabled child would receive the appropriate education. The specific criteria that was defined pre-service assessment unbiased and every school district had to specify the rights' identities that the parents should receive and participate in educational management services.

The IDEA'97 Law sets out important specifications on matters. Here are some examples: (Casteter, Web, and Yong, I.P. 2000)

1. Least restrictive environment (LRE) was defined that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate. They should have access to the general education curriculum, or any other program that non-disabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers.

2. Procedural safeguards was designed to protect the rights of children with disabilities and their families, and to ensure that children with disabilities receive a free appropriate public education (FAPE). The procedural safeguards include the opportunity for parents to review their child's full educational records.

3. Individualized education program (IEP) meant to ensure how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively that correspond to the needs of the students.

4. IEP Team included the students, the student's parent (s) or legal guardian (s), the student's case manager, at least one general-education teacher, a representative of the school or of the school districts who were knowledgeable about the availability of school resources, and an individual who could interpret the instructional implications of the results of the student's evaluation. The parents or schools might also bring other individuals who had knowledge or special expertise regarding the children,

professionals who had worked with or assessed the child, or someone to assist the parent in advocating for the needs of their children.

5. Parental participation was mandated meaningful parent involvement. This legislation requires that parents participate fully in the decision-making process that affects the child's education.

6. Linkage of each program meant to connect in the provision of educational services to children with disabilities systematically. All levels ought to be planned in advance. This should be the responsibility of the school districts.

7. Early intervention: EI was defined the services for children under the age of three years. All states had to provide early intervention services for children with disabilities and families by the appropriate management systems.

8. Standardized training meant the requirements for teachers with special education, parents, and those involved with all disabled children had to be trained and knowledgeable to work properly with disabled children.

As regards the educational management for the visually impaired students, services were provided from birth to 21 years of age, the services were various kinds such as the supporting services to babies were assisted by parents, to provide the services for pre-school children in the form of special classes and elementary schools in the form of special classes. There are academic enhancements at the secondary level in terms of moving round teachers teaching in reading and mathematics including to maintain the adequate learning media and materials. In addition, the schools ought to provide academic resource room teacher to be responsible for assisting students with problems in the inclusive classroom. The teachers ought to be provided concerning the students' movement and familiarity with the environment and the guidance teachers on duty to be as counselors for students and to coordinate with parents, as well as the training of the group relationship activities. (Phadung Arayawinyoo, 2001. P. 87)

From the above description of special education management in the United States can be summarized as follows:

PL 101-476 IDEA (1990) enacted that all children with disabilities ought to receive educational services from the state free of charge and have equal rights with all children in the least restrictive environment (LRE).

PL 105-17 IDEA (1997) made the least restrictive environment LRE regulations more prominent and significant, stating that all IEPs are mandatory and that all children must have the opportunity to live together in a regular classroom. If it cannot be done, then why should that be. In the 1990s, PL 101-336 was a law that supported the IDEA, to support the inclusive education called the Americans with Disabilities Act (ADA), which identified that every person with disabilities ought to have the same basic rights and support as the other under the terms of the ADA, all kindergartens ought to provide services for children with disabilities by policy improvement, the process, and the actual implementation. In other words, the institutional services that provide early childhood education had to have programs that can actually do.

4.2 Special Educational Management in Canada

Canada had promoted the development of the potential for people with disabilities (Benja Cholatanon, 2005, 12-14). There was a law recognizing the fundamental rights to access facilities, media, services and other educational assistances from the first of finding a disability. In addition, each province might have laws and guidelines in accordance with the special needs of people with disabilities by local governments, such as British Columbia. There was a clear policy to make full participation of children with disabilities in participatory education systems in consistent with the concepts of the inclusive learning being both a challenge and an opportunity because of everyone would benefit both the disabled and the general students. However, the state had to support the disabled students to be developed in order to achieve educational goals for children with disabilities, including intellectual development, social skills, as well as professional development skills. Besides, the law also stated that each local area had to develop an IEP plan for individualized education for all children with disabilities in all age groups in all schools including a plan to organize students in the inclusive schools and the students in the regular school. In addition, the special education had to be operated by the local government as required by law.

1. To provide education equality with the regular students.
2. To provide the educational quality.
3. To provide to meet the special needs.

4. To be able to evaluate.

Canada had defined the inclusive learning as the participation, friendship, and interaction but it was not compulsory that all students with disabilities had to attend. Some might attend only schools with disabilities depending on the special needs of each student.

In conclusion, Canada, the law recognized the fundamental rights from the first of finding a disability. There is a clear policy that children with disabilities participate fully in participatory education.

4.3 Special Education Management in Japan

Special education was initiated in Japan over one hundred years ago. The schools for the blind and for the deaf people were established before other types of schools but it was not a compulsory education for the disabled children to attend classes. The special education is mandatory in 1948 for the deaf and blind children. Later, there was a school for mentally retarded children. In 1956, Japanese education law was enacted to cover the study of children with disabilities included the children with disabilities. Most children with disabilities attend special schools established for each type of handicapped children. In 1987, an inclusive school was established to experiment to teach, and share lessons with other schools. Later, the inclusive schools had expanded throughout the country.

- Special Education System

There were 3 types of special education schools in Japan both special schools and inclusive schools as follows:

1. School for the deaf.
2. School for the blind.
3. School for the handicapped.

Regarding the school for the handicapped was also divided into three categories: the school for mentally retarded children, the schools for children with physical defects, and the schools for children with chronic illness that most of them were children with severe defects.

For children with moderate impairment, students were provided with regular classes which provided inclusive education both full time and some time, and special

classes. The children who were sent to special schools to be screened with procedures and determined law.

Japanese educational law required that one province (Prefecture) established one special education school and to accept special children in the vicinity especially the children with special needs who had accessed to educational services in Japan include:

1. Children with intellectual disabilities: mild – moderate.
2. Children with severe intellectual disabilities.
3. Children with hearing impairment: mild – moderate.
4. Children with severe hearing impairment
5. Child with speech impairment
6. Children with severe visual impairment (blind)
7. Children with emotional impairment
8. Children with physical disabilities
9. Children with health impairment (Chronic illness)

- Educational Curriculum

- Study courses

In the educational curriculum, Ministry of Education in Japan stipulated a national curriculum for regular children. At the same time, there was a manual for using curriculum for children with disabilities in school; the manual was as recommendations and guidelines in teaching children with disabilities in school as well as the contents of the curriculum that will be taught to children with disabilities.

- Attendance

Admission of special children was organized by the local authorities to conduct children surveys. If a child was found to be handicapped, local education officials will advise parents to send their children to appropriate schools in accordance with their disability and parental needs. The Ministry of Education in Japan had enacted the rules for this that most children with disabilities were enrolled in special schools or special classes in regular schools. Forty-three percent of the children with disabilities attended special schools while 57 percent attended special classes in the regular schools by providing a resource room system for children with less impairments and study with the regular students in schools. In some cases, children with special needs would be

separated to the academic room due to the teachers taught in small groups or individual in case the children in learning disorders, this system was the most in Japan.

- Special Education Centers

Japan had established several special education centers in the country, the teachers as researcher studied, to be trained, and provided teachers' manual in terms of teaching children with the special needs including coordinating with other agencies to provide education for children with special needs, to proceed efficiently.

- Special Education with Community

Japan's major educational specialization was trended to be the importance of the country, to be realized of living together with persons with disabilities in society. When the students graduated from school, to work for living, and living in society with the regular persons. The schools for the special education ought to prepare students for careers so the special education had the cooperation of many sectors both the public and private sectors, in order to share with the disabled persons to be a part of inclusion.

It is concluded that the special education in Japan has initiated over a hundred years ago. Laws related to the special education had been enacted for about a half of century. The special education in Japan was similar to the special education in other countries, starting with sending children to special schools, most of which were the boarding schools. Later, it was found that the school did not benefit students as it should, more students were sent to the inclusive schools. The rate of the special students studied in the special schools and the inclusive schools were similar. Later, new innovations were increased such as the special education centers. The highlight of the special education in Japan was technology which played an important role in the special education: tools, equipment, and computer both hardware and software.

(<http://www.once.go.th/publication/4015001/page0303.htm>)

It can be summarized that the educational management for the persons with disabilities in foreign countries to provide education in the form of inclusive study. Except the students with disabilities at high levels, they should study in the specific disabilities schools. The law was enacted concerning the assistant, technology media, facility media, and any other needs in education including the development of life quality beyond the participation of all sectors, both local and central to achieve the goals to assist the persons with disabilities to be able to live in the general society, happily

5. Laws Related to the Visually Impaired Persons.

Special educational management and the special educational administration in Thailand enacted many laws that provided education for the disabled persons.

1) The Education Provision for Persons with Disabilities Act B.E. 2551 (2008) (The Government Gazette, 2008, p 3) in Section 5 stated that a person with disability shall have the following educational rights:

(1) 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;

(2) 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;

(3) 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.

2) The Persons with Disabilities Empowerment Act B.E. 2550 (2550) (National Office for Empowerment of Persons with Disabilities (NEP) <http://dep.go.th/sites/default/files/files/news/2.pdf>, p. 9-13)

Section 15 stated that determination of policies, rules, regulations, measures, projects or practices of the governmental agencies, private entities or individuals that cause discrimination or injustice on persons with disabilities shall be prohibited. Discriminatory and unjust actions mentioned in Paragraph One include actions or omission of any action that result in the loss of benefits or rights of persons with disabilities on the ground of their disabilities, even though such actions are not done deliberately to discriminate persons with disabilities. Discriminatory actions with academic, traditional purposes or for public interests can be performed only when deemed necessary and on a case-by-case basis. Such actions are not considered discriminatory and unjust as mentioned in Paragraph One and Paragraph Two. However, the persons in charge of such actions must have measures to support and to protect the rights or interests of persons with disabilities according to their needs.

Section 16 stated that persons with disabilities who lose or will lose interests due to discriminatory and unjust actions mentioned in Section 15 shall be entitled to file

a petition to the Committee to revoke or prohibit such actions. The order of the Committee shall be deemed final. The petition mentioned in Paragraph One shall not waive the right of the claimers in suing the discriminators before the Court that has jurisdiction authority in that area for the indemnity in cases of the violation of their rights. The Court has authority to impose other indemnity that may not be pecuniary indemnity for persons with disabilities who are discriminated. In case such discriminatory and unjust actions are done deliberately or with severe carelessness, the Court may impose the punitive indemnity from the discriminators to the claimer in the amount not exceeding four times of the actual damages. Criteria and procedures of petition filing and the consideration of the Court pursuant to Paragraph One shall be in accordance with the Regulations prescribed by the Committee.

Section 17 stated that in exercising the right pursuant to Section 16, persons with disabilities or their caregivers may ask relevant disabled person's organizations to file a petition or lawsuit on their behalf. The lawsuit pursuant to Section 16 Paragraph Two shall be exempted from court fees no matter if it is filed by persons with disabilities or by the relevant disabled person's organizations.

Section 18 stated that the Office shall serve as the Central Registration Office for persons with disabilities residing in Bangkok, with the Secretary General as the central registrar. For other provinces, the Provincial Offices of Social Development and Human Security, in addition to their regular duties, shall serve as Provincial Registration Offices for persons with disabilities in their provinces, and the Chiefs of Provincial Social Development and Human Security Offices shall Act as the Provincial Registrars.

Section 19 stated that any person with disability wishing to avail himself/herself the rights pursuant to Section 20, shall submit an application for a disability identification card to the Central Registrar at the Central Registration Office or to the Provincial Registrar at the Provincial Registration Office or other offices subject to the Regulations prescribed by the Committee.

In case the person with disability is a minor, a quasi-incompetent or incompetent person, or severely disabled to the extent that registration by him/herself is not possible, their parents, guardians, custodians or caregivers, as the case may be, may submit the application for registration on his/her behalf. However, the persons acting on

behalf of persons with disabilities shall provide the evidence verifying disabilities to the Central Registrar or Provincial Registrar, as the case may be.

The application for disability identification cards, the issuance of disability identification cards, the determination, renunciation and change of the rights of persons with disabilities, and the validity of the cards are subject to the criteria, procedures and conditions of the Regulations prescribed by the Committee.

Section 20 stated that persons with disabilities have the rights to access and utilize public facilities including welfare services and other supports from the government as follows:

(1) Medical rehabilitation and expenses incurred from treatments, equipment, assistive devices and materials to facilitate all aspects of child development i.e. physical, mental, emotional, social, behavioral, intellectual and learning development, or to enhance their capacity, as prescribed by the Minister of Public Health,

(2) Education in accordance with the National Act on Education or National Plan on Education, which is provided appropriately in specific educational institutes or general educational institutes or alternative education or non-formal education, and where the agencies involved shall be responsible for providing facilities, media, services and any other assistance for persons with disabilities,

(3) Vocational rehabilitation which includes standard services, labor protection, measures for employment promotion and self-employment promotion, provision of media, facilities, technologies and any other assistance to support work and occupations of persons with disabilities according to the regulations, procedures and conditions prescribed by the Minister of Labor,

(4) Acceptance by society, including full and efficient participation in social, economic and political activities on an equal basis with others as well as the access to facilities and services according to their needs,

(5) Support for the access of public policies, plans, projects, activities, development and services, necessities, legal assistance, provision of lawyers to defend in legal cases, which shall be in accordance with the regulations prescribed by the Committee,

(6) Information, communication, telecommunication services, information and communication technology and communication access technology for persons with all types of disabilities as well as public media of the governmental agencies or related private sector that receive financial support from the government according to the regulations, procedures and conditions under the Ministerial Regulations prescribed by the Minister of Information and Communication Technology,

(7) Access to sign language interpretation in accordance with the Regulations prescribed by the Committee,

(8) Rights to bring service animals, guiding tools or equipment or other assistive devices with them on vehicles of public transportation or any other public places, and rights to access public facilities, with the exemption of additional payment for service charges, fees and rent for service animals, tools, equipment and assistive devices mentioned earlier.

(9) Allowances for persons with disabilities according to the criteria and procedures prescribed in the Regulations of the Committee,

(10) Modification of housing environment, provision of personal assistants or any other welfare services according to the criteria and procedures prescribed in the Regulations of the Committee,

Personal assistants are eligible for the deduction or exemption on service charges and fees according to the Regulations prescribed by the Committee.

Persons with disabilities who do not have caregivers are eligible for welfare services on housing and care provided by government agencies. In case persons with disabilities receive services on housing and care from private entities, such private entities shall be entitled for subsidies from the government, according to the Regulations prescribed by the Committee.

Caregivers are entitled for counseling services, trainings on care giving skills, education, career development and employment promotion, and any other assistance for self-reliance, according to the Regulations prescribed by the Committee.

Persons with disabilities and caregivers are entitled for tax deduction or tax exemption as prescribed by the law.

Private entities that support persons with disabilities to acquire and access the rights and interests mentioned in this Section shall be entitled for tax deduction or tax exemption at a certain percentage of the incurred expenses as prescribed by the law.

Section 21 stated that for the purpose of empowering persons with disabilities, local administration organizations shall issue their statutes, municipal ordinances, provisions, rules of practices, announcements, as the case may be, in compliance with this Act.

Section 22 stated that government agencies in charge of particular tasks shall fulfill these tasks for the empowerment of persons with disabilities under the scope of their authority.

3) The announcement of Ministry of Social Development and Human Security regarding types and criteria of disabilities (No. 2) (The Government Gazette, 2012, p 23)

Section 3: defines the type of disabilities as follows:

- (1) Visual impairment.
- (2) Hearing or speech impairment.
- (3) Motion or physical mobility.
- (4) Mental or behavioral disability.
- (5) Intellectual disability.
- (6) Learning disorder.
- (7) Autism Disorder

Section 10 defines the medical practitioner shall be responsible for the diagnosis and assurance of a certificate of disability for the purpose of complying with the application, having the identity card, the disabled person or the identity card of the disabled. Unless the central registrar, provincial registrar or assigned as the case may be that a person with a disability that is visible, no need to be diagnosed.

4) The Education Provision for Persons with Disabilities Act B.E. 2551 (2008) (The Government Gazette, 2008, p 3) Education Management for the Disabled Act, BE 2551 provides for the implementation of educational management by defining the following sections as follows:

Section 3 stated as follows:

“specific establishment of education for disability” means a public or private establishment of education offering education specifically for persons with disabilities, whether as boarding, day-school, or at-home establishment of education;

“special education centre” means a public establishment of education providing non-formal, or informal education to persons with disabilities at birth, or upon discovery of the disability until the end of life, and offering education, as well as training to caretakers of persons with disabilities, teachers, personnel and community, including provision of media, technology, facilities, services, and other assistances, as well as perform any other duties as prescribed in the Ministerial Notification;

Section 5 stated that a person with disability shall have the following educational rights:

(1) 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;

(2) 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;

(3) 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.

Section 6 stated that a special education teacher shall be entitled to receive special remuneration as prescribed by the law. A special education teacher, teacher, and faculty member shall be supported and developed in bodies of knowledge, continuous education, and skill in education provision for persons with disabilities, provided that it is in accordance with the criteria prescribed by the committee.

Section 7 stated that a public or private establishment of education offering inclusive education, private charity establishment of education offering education specifically for persons with disabilities, and qualified specific learning center for disability shall receive subsidies and special assistances from the State. Rules, and procedures on the receipt of subsidies and special assistances shall be as prescribed by the committee.

Section 8 stated 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.

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.

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.

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.

An establishment of education refusing a place for a person with disability shall be deemed an act fun fair discrimination under the law.

An 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.

Section 18 stated that the office of special education administration affiliated with Office of Basic Education Committee shall have a duty related to the work of secretary of the committee, including the following duties:

(1) to promote, support, and cooperate in education provision for persons with disabilities in establishments of education, including assess and report to the committee;

(2) to encourage educational service area offices to offer extensive and of-good-quality inclusive education to persons with disabilities in the area under its authority;

(3) to research and develop quality of teaching and learning of persons with disabilities;

(4) to produce, research, and develop technology facilities for education provision for persons with disabilities;

(5) to act in relation to allocation of technology facilities;

(6) to act in relation to general affairs of the fund;

(7) to encourage educational agencies to be able to produce, and develop technology facilities for the education provision of persons with disabilities;

(8) to coordinate, promote, support education provision of private establishments of education, local administrations, including persons, families, communities, community organizations, professional organizations, vocational organizations, religious institutions, establishments, and other institutions which provide education for persons with disabilities;

(9) to coordinate, and encourage local administration to be able to provide education for persons with disabilities in accordance with policies, and standard of education.

The Office of Basic Education Commission shall support, direct, supervise the Bureau of special education administration so as to perform the duties efficiently, and effectively.

The Director of the Bureau of special education administration shall be the person to command and be responsible for the course of performance of the Bureau of special education administration to be in accordance with policies, guidelines, and action plans of the Ministry and Office of the Basic education Commission.

Section 19 stated that the Educational Service Area Offices shall have the duty to provide education, especially joint study, and to communicate, direct, follow up, for persons with disabilities to have an extensive access to of-good-quality education as prescribed by the law.

To ensure the success of the performance under paragraph one, the Office of Basic Education Commission shall provide supports in resources, bodies of knowledge, and personnel with specific expertise to the Educational Service Area Offices.

Section 20 stated that a specific establishment of education for disabilities shall have the duty to provide education in accordance with its mission to persons with disabilities, and shall be a juristic person.

Manual and Manual's Using.

1. The Definition of the Operational Manual.

The Dictionary of the Royal Institute (1999, p. 12) referred to the notebook or book that was composed to use the subject. Or to facilitate the study of a particular subject.

The Office of the Commissioner for Civil Servants Development (2009) defined that the working method / method is a document that specifications how each particular process or process works. The information is specific to the preface to the work and including how the organization used to perform the task in specifications.

Phachya Siripuree (2007, as cited in Rungchai Charoonwitwat, 2011) mentioned concerning the operating manual was a document prepared for employees consisted of the following topics:

1. Summary of system steps.
2. Specifications system flowchart.
3. Job program setup instructions.
4. Backup procedures.
5. Recovery and restart procedure.

Rungchai Charoonwitwat (2011) stated that the operating manual referred to the documents that each agency generated to be a guideline for the operation of the sector and to be used as a guideline for the study of the performance of personnel in the agency. Moreover, it could also be developed conformity with the changing technology and procedures which worthy to use as follows:

1. It was like a road map with a starting point and the end of the process.
2. It was a document used to perform any tasks defined in the standard of positional appointment, consisted of a description of the work that was complete and specified covering the contents of each topic in each work, and to provide in the form of a book.
3. It can be changed when the operations were changed.

4. It was a qualitative document which incorporated the law, rules, regulations, the code of conduct, including guidelines for operation, as well as guidelines for solving problems.

5. It was identified the steps and specifications of the organization's process and how they are controlled.

6. It was often designed for complex tasks with many steps and involved many people.

By the definition of manual mentioned above, it could be concluded that the manual referred to a document, a publication, or a book designed to facilitate the study of any contents to know the specifications of those contents that to be easy to perceive and understand, adding an image to make the meaning clearer.

2. Objectives of the Operational Manual

The Office of the Public Sector Development Commission (2009, p. 27) had written concerning the purposes of preparing an operating manual as follows:

1. In order for the current operation to be systematic and to be the same standard, the outcomes were the same and constant.

2. The staff or service user knew and understood what to do before and after due to the flow of steps.

3. The staff or service users knew how / when to do the work with anyone, because it would be identified the full specifications.

4. In order to work in line with the policy, vision, mission and goals of the organization. If reviewed and approved, the purposes were to express clearly.

5. To keep track of all tasks for the administrators' monitor because it was distributed to all concerned and stored for references.

6. It was a training tool to assist to create an understanding clearer, and more specified description than only verbal explanations which might not be fully explained because some process might have a lot of employees or re-entry all the time, thus preventing the different work.

7. To use media to coordinate because there was a connection between the person or agency when the change or problem occurred, to be able to have the meetings or handle the coordination.

8. To use as reference document for work.

9. To get quality work as required.
10. The staff was not confused.
11. Each agency

3. Components of Manual and Manual Preparation

Artittaya Lohpattananon (2001, p. 7) stated that the preparation of a nutrition counseling manual for community health workers in urban areas, the components were: (1) Introduction, (2) Contents, (3) Screening recipients to find the supportive factors, and (4) Counseling techniques

Veerapan Sittipong (1997, Abstracts) stated that in preparing a manual for the best practice and creating a self-assessment guidelines for vocational administration consisted of 4 components as follows: (1) the objectives of the manual; (2) the content of the knowledge; (3) the tools; and (4) the learning unit for self-development.

Department of Academic, Ministry of Education (1997, pp. 1-32) stated that the preparation of manual of curriculum development according to the local needs composed of (1) Instruction, (2) Contents Part 1: Knowledge of local curriculum development, and (3) Part 2: Contents Part 2: Example of local strategic planning.

The Office of National Education Board (2001, pp. 1-161) stated that in preparing an internal evaluation manual for educational institutions in accordance with the standard of education as follows: (1) Preface 2) Part 1: Introduction to internal evaluation (3) Part 2: Internal evaluation system consisted of 12 activities, (4) Bibliography, and (5) Appendix

Amornrat Soonklang (2001, p. 5) stated that in preparing an integrated instructional manual for primary teachers, there were elements as follows: (1) An instruction manual, (2) The instructional objectives, (3) The principles, (4) The structures of the integrated instructional management (5) Steps of the integrated instructional management procedures, (6) integrated instructional management approach, and (7) evaluation approach.

It can be concluded that the good manual should have 4 important components as follows: (1) Introduction, (2) Instruction, (3) Contents, and (4) Bibliography. If that manual provided the activity, it should be done in the form of a leaflet or knowledge sheet, images; it may be inserted in the Appendix.

Related Researches

The researches related an effective school administration model for the visually impaired persons were as follows:

The Office of Special Education Bureau (2008) did the research entitled ‘Evaluation of the Special Education Management of Special Education Schools Under the Office of the Basic Education Commission’ The purposes of this research were to evaluate the special educational management of special education schools in terms of the school context, input, process, and product of the operations, to study the limitations, and to propose the recommendation in the operations of special educational management. The samples of this study were conducted by five groups who were involved in the special educational management for the special educational students consisted of 43 schools: (1) administrators, (2) teachers, (3) students, (4) parents, and (5) community, for a total of 6,503 informants. Instruments used to collect data collected were the empirical survey of the schools and a questionnaire of five samplings five sets in four aspects (context / input / process / product).

The results of the research were summarized as follows:

1. The operational conditions of the special educational management of special education schools for disabilities based on the empirical data and five sample groups data opinions, the study in 4 aspects in terms of context of all five sample groups, it was found that the school had managed the six contexts. (The environment was appropriate, clean, shady, tidy, warm, safe / school structural administrative management / to define the roles and functions of teachers and personnel / school policy in accordance with the strategy of Ministry of Education and to be able to the implementation / to determine the educational service area for learners based on the disabilities including and entirely / the learning resources supporting learning and teaching activities) were at a high level; 2) In terms of the school input, the school service system was organized in 9 aspects for the disabled students in the 4 types of disabilities overall at a high level in all types; 3) In terms of the school process, the study specific of five sample groups opinions classified 4 types of disabilities of the special education schools, it was summarized overall in 5 aspects (food management to be nutritional, and to be examined / supervise from the responsible sectors / to promote the democracy in working with others and responsible collaboration / the related

organizations coordinated in students care and support system / to develop the curriculum to meet the needs of students and local / to apply local wisdom and appropriate technology and media for teaching and learning) in conformity that the school management was at a high level, 4) In terms of the school out, the results of the empirical study on physical-health of students classified by 4 types of disabilities, the special education schools that accepted the students with the visual impairment, the average scores were overall at a high level; the schools that accepted the students with the hearing impairment, the average scores were overall at a high level; the schools that accept students with the intellectual disabilities, the average scores were overall at a high level; and the schools that accept students with the physical-health impairment, the average scores were overall at a high level.

2. As regards the results of the study, the limitations and obstacles to the educational management of the special education schools based on the opinions of five sample groups in consistent with the evaluative results in 4 aspects mentioned above. There were 3 aspects: 1) Personnel: 3 lists, the rate of teacher to students in each category of disabilities were not appropriate, the school curriculum was not focused on communication and occupation appropriate with the level and type of disabilities of the students, community / the school committee also lacked of participation in the learners' development activities of the schools, 2) Building sites: 2 lists, the lack of facilities and the improvement of buildings suitable for the teaching and learning for students with disabilities. 3) Learners: 4 lists, most students were poor, lacked of high opportunities, skills were difficult to develop, students' limited ability to develop their career potential, students with double disabilities and unhealthy.

3. As regards the recommendations in the operations of special educational management according to the opinions of the five sample groups, there should be included the school curriculum consistent with the type of disabilities by providing the instructional management focusing on the participation and to promote the use of Individualized Education Program (IEP), to bring the local wisdom, media and technology, career development, moral, arts, music, and health, the schools should have a specific disabled curriculum, the schools should provide the teaching and learning efficiently by the development of communicative skills, life skills, health, morals, ethics and professional skills for the students could take care of themselves after graduation.

Santi Buranachat (2009) studied a model of educational management in basic educational school on the basis of multiethnic group's culture. The purposes of this research were to propose a model of educational management in basic educational school on the basis of multiethnic group's culture in Thailand. The specific objectives were 1) to study the actual situation of educational management in basic educational school on the basis of multiethnic group's culture 2) to form a model of educational management in basic educational school on the basis of multiethnic group's culture and 3) to evaluate the model of educational management in basic educational school on the basis of multiethnic group's culture.

The research procedure followed three steps: 1) analyzed and synthesized relevant document research findings, concepts and theories in multicultural education and educational management, then studied the actual situation of educational management in basic educational school on the basis of multiethnic group's culture of 3 schools by using qualitative research methodology by means of multi-site studies. 2) formed a model by the researcher and 3) evaluated the model by 15 experts through a focus group discussion: educators, school principals and teachers in the field.

The research findings were as follows:

1. The educational management in in the 3 schools didn't reflect multiethnic group's culture as it should be, but it was the conventional approach.
2. The model of educational management in basic educational school on the basis of multiethnic group's culture performed in 5 parts: 1) the philosophy, 2) the policy, 3) the concept and the principle, 4) the process of educational management in five aspects: administration, curriculum, teaching and learning, personnel and participation of parents and community and 5) the goal of educational management. The multiethnic group's culture was reflected in each parts of the model.
3. A model performance evaluation was useful in the highest level and were practicality and feasible in high level.

Chakparut Wichaakarawit (2010, Abstract) studied a model of basic school administration based on the philosophy of sufficiency economy in Chiang Mai and Mae Hong Son Province. The objectives of this qualitative research were to synthesize lessons of basic school administration based on the philosophy of sufficiency economy in prototype sufficiency schools and to propose a suitable model for integrating

sufficiency economy into such school administration. The research procedures were divided into three phrases: developing an expected model by means of documentary research, developing a feasible model by means of ten case studies of the prototype sufficiency schools and developing a suitable model by means of a seminar of experts. The findings are as follows:

1. The synthesis of successful and exemplary lessons for management of basic education based on the philosophy is found as follows:

1.1 Academic administrations: School curricula was based on the philosophy which was integrated into the instructions of every strand. The focus was on the implementation of the philosophy in everyday life at individual, family and community levels by encouraging students to lead their lives wisely, moderately, honestly, patiently, generously, responsibly and happily. Furthermore, they were made to love and take pride in their being Thai. As for educational quality development, needs analyses were conducted for research and development. Teachers were encouraged to conduct classroom research in accordance with their interests, expertise and potential. Additionally, analysis collaborations on the philosophy were established in order to develop educational quality with the schools, individuals, families, organizations, agencies and other institutions.

1.2 Budget administration. Budget plans and proposals were appropriate and in line with actual needs of the schools. School strategy and direction analysis, work structures, projects and activities were conducted and planned, based on transparency and accountability. Moreover, financial administration, accounting and procurement were conducted in an honest and transparent manner.

1.3 Personnel administration. Workforce planning, analysis and assessment were conducted in accordance with actual needs of the workloads. School personnel development was encouraged according to their needs. Promotions and development were fair and based on individual merits.

1.4 General administration. School infrastructure and environment were utilized and maintained economically and cost-effectively, with a sense of responsibility and belonging being raised in all parties involved. Communities were allowed to use the school infrastructure for social activities. With respect to community

relationship, local wisdom or a parents' network were integrated or involved in the management of instructional process.

2. A suitable model of basic school administration based on the philosophy was composed of four major operational aspects. Academic administration included curriculum development, instructional development, assessment and credit transfer, standard and quality assurance, technology and media development, learning resource development and promotion, quality research and academic and community empowerment. Budget administration was composed of budget proposal, allocation, finance, accounting and asset and procurement. Personnel administration comprised workforce planning and human resource development. General administration consisted of school infrastructure, environment and community relationships. Each aspect was composed of five indicators, namely sufficiency, rationality, immunity, knowledge and ethics.

Surat Sridadech (2006, p.116) proposed model of effective administration of the school principals under the jurisdiction of the office of basic educational commission. The research methodology was characterized a research and development in education. The conceptual framework of effective administrative model was based on the documentary analyses and the synthesis in the educational theories and the rational researched by experts' interview. The construction and verification of the effective administrative model were conducted through the Delphi technique and public hearing.

The findings of the study were as follows:

A proposed model of effective administration of the school principals under the jurisdiction of the office of basic educational commission consisted of 4 primary components.

1. Social system components. A school as a social system and open system performs 4 functions: adaptation, goal attainment, integration and latent pattern maintenance.

2. Management skills components, consisting of the 9 managerial skills, namely, are technical skills human skills, conceptual skills, ethnical skills, and politics skills.

3. Management function components, consisting of the managerial functions, namely, are planning, organizing, commanding, leading, coordinating, budgeting and controlling.

4. Managerial roles components, consisting of and 13 subdivision roles, categorized into 3 major roles: 1) interpersonal roles, as symbolic of figurehead, leader, liaison, team builder, 2) information roles, as monitor, disseminator, spokesperson, supervisor, 3) decisional roles, as entrepreneur, disturbance handler, problem solver, resource allocator and negotiator.

Rom Phayom (2009, p.97) studied the performance management model development of the basic school education basic school education under the Office of the Basic Education Commission. The results of the research were as follows:

1) Six components of the performance management model development of the basic school education were: preparation, operational planning, the implementation of the agreement, communication on performance, performance development, performance monitoring, and performance evaluation,

2) The performance management model development of the basic school education consisted of one main component and 57 components.

As regards the main component concerning the operational planning could be illustrated into 11 sub-components, the main component concerning the performance development could be described by 8 sub-components, and the main component concerning the performance monitoring, and performance evaluation could be explained by 24 sub-components

Phichet Pohpakdee (2010, pp. 159-160) studied the development of an administrative model of schools with the status of a legal person under the Office of the Basic Education Commission. The purpose of this descriptive research was to develop an administrative model of schools with the status of a legal person under the Office of the Basic Education Commission (OBEC). The data were collected by analysis of related documents and interview the principal of Mahidol Wittayanusorn School and principals of the large school size under OBEC. The data were analyzed by content analysis in order to develop the administrative school models. The appropriateness and feasibility of the models were evaluated by focus group interview and experts. The results of the study were revealed as follows:

1. There were two administrative school models;

Model 1: Decentralized School Model and Model 2: Public Autonomous School Model. The models could be presented in 3 parts: 1) principles and objectives; 2) structure and substances; and 3) implementation procedure and key success factors. The prominent of Model 1: schools will have self-governing administration cover 4 aspects; academic, budget, personnel and general administration under the regulations which legislated by Ministry of Education (MOE) and related offices;

Model 2: schools will have complete authority in administration under the regulations which established by school committee itself.

2. There were two dimensions to improve educational regulations for school administration.

Model 1; MOE and related offices should develop the regulations in order to decentralize authority for schools while

Model 2; MOE should request the government cabinet to legislate the Decree establishing the Public Autonomous School according to the Public Organizations Act B.E. 2542 allowing the school committee to have absolute authority on the setting of the school system and regulations of the school administration.

In addition, Meesilt Shinpakdee (2012, pp. 215-216) studied the development of the model of educational reform administration for the Office of Educational Service Area. The results of the study revealed that the relationship between the administrative factors in overall and each of 3 aspects: context, input, and process were positively correlated with educational reform for the Office of Educational Service Area in statistical significance at .05 level. As regards the creative of administrative model from the analysis of the administrative factors from 13 positive correlations from 18 components.

Somyong Kaewsuwan (2009, pp. 223-230) studied the effective administration model for educational quality assurance in basic education schools. The research aimed to: firstly, analyze an effective administration model for educational administration, secondly, design an effective model for educational administration in basic education schools, and thirdly, implement and evaluate the effective administration models for educational quality assurance in basic education schools. The research was divided into three phases. The first phase was to analyze the effective

administration models for educational administration. The second phase was to create the model for educational administration in basic education schools using focus group and brain storming to cover the standard of learner, teacher, and administrator. The third phase was to implement and evaluate the results of the effective administration models for educational administration. The subjects, selected through the purposive sampling, were 13 basic education schools under Khon Kaen Basic Educational Service Area Office 2. The level of education quality assessed by the Office for National Education Standards and Quality Assessment on the second round was fair. The results of the research indicated that the model was designed based on focusing group and brainstorming process covering the standards of teachers, students and administrators.

Results of this research were as follows: The concepts of an effective model for educational administration were adopted from the synthesis of documents, theories, research and actual situation. The finding indicated that the administrative structure of 12 basic education schools consisted of 4 divisions: academic administration, personnel administration, financial administration and general administration. Six casual factors were administrators, teachers, and students, committee of basic education, parents and communities.

The model of educational administration for basic education consisted of 38 projects of basic education assurance focusing on 3 standards: student standard with 22 projects, teacher standard with 8 projects and administrators with 8 projects. The projects were operated by PDCA system.

In regard to the intervention and evaluation, it revealed that the standard of students, teachers and administrators was good.

Pongsak Phukabkhao. (2010, Abstract) studied the proposed policy for the effectiveness of inclusive schools in Khon Kaen province. The objective of this research was to develop the proposed policy for effectiveness of inclusive schools in Khon Kaen Province, including: vision, mission, goal, strategy, and indicators according to SEAT Framework regarding to the students, environment, activities, and tools by Proposed Research Methodology with 2 phases. The first phases was the preparation proposed policy including 3 methods of research methodology: 1) the survey to study current situation as well as guidelines in problem solving, 2) the focus group discussion for discussing the strength, weakness, opportunity, and threat. 3) the study of multi-cases of

pilot schools. The second phases was the development of the proposed policy from synthesized information from the research result of the first process, based on criterion of congruity, propriety, utility, feasibility, and acceptability. There were 3 research methodologies: 1) the focus group discussion, 2) the operational seminar, and 3) the public hearing of stakeholders. The research findings: 1. There was the vision that “In 2015, Khon Kaen Province would be a leading province in managing the inclusive classrooms in schools at all level with equality and quality including adequate policy based on the disabled children’s needs so that they would be developed with full potential in self -help skill, social and living skill, academic skill, working and occupational skill, and live in society happily under environmental condition could be accessed and utilized by them.” Nine missions were: 1) the development of inclusive educational management system with efficiency and effectiveness. 2) the creation of equal opportunity for disabled children to learn in the inclusive schools at all level. 3) the enhancement and development for disabled children based on standard criterion as well as development of necessary basic skills with full potentiality in every aspect. 4) the enhancement and development of disabled children’s quality of life so that they could live independently with human dignity, and participate in society in every dimension. 5) the creation and development of participatory network party, service origin and selection system from every sector. 6) the development of teachers and staffs to have knowledge and understanding, good attitude and working skill as well as creating good morale in work practice. 7) the development of curriculum, instruction, evaluation and transfer of learning achievement as well as developing a new knowledge through the research process. 8) the enhancement and support by the work units of public, private, local administrative organization, or family, in organizing the inclusive education with quality standard, and 9) the development of readiness in schools regarding to the environment condition, technology, facilities, educational media, service, and support that could be able to access and utilize by the disable children. 2. According to the finding, the package of goal, strategy, and indicators, based on SEAT Framework focusing on the success according to vision and mission such as the persistence in administration and management, the selection system for classifying the kind of disabilities, competency rehabilitation, preparation for children and transfer to studying, focusing on the environmental planning and analysis, establishment in work

center, determination of the standard, following up, monitoring and evaluating, the collection of all power in collaboration, encouragement and support the schools for being independent in implementation, the management of structure in teamwork, development with goal and direction, the development of standard criterion of quality assurance, the emphasis on the inclusive educational management to be relevant to children's needs, advertisement, budget allocation, technology, facilities, educational media, service, and support for being accessed and utilized by the disabled children.

Supat Punpatanakul (2012, Abstract) studied the development of an effective secondary school administration model under Office of the Basic Education Commission. The objectives of this research were to develop the effective administration model for secondary school and to evaluate that model. A mixed method research was 4 steps: to study about school effectiveness, to make the draft scheme, to determine, and to evaluate the effectiveness of Secondary Schools. The samples are administrators and teachers that purposively selected in secondary schools. Data collected during the year 2011, analyzed by content analysis, frequencies, percentage, mean and standard deviation. The research reveals that (1) The effective administrative model is a system theory and qualitative assurance. Three main components were input, process and output. The input elements had leadership, faculty and staff focus, good governance and school culture. The process elements in clued contain planning, process management, customer and stakeholder focus, and knowledge management. Process should include academic, budgets, personnel and general administration. The output elements have the effective students' qualified teachers and educational personnel's, community volunteers to support the school. However, for the process the schools should think out of the box for the change internal environment. (2) In evaluating this model it is found that the model is useful, in an appropriate and feasible. However school size and identity should be considered. (3) The effective administration model should be systematically developed under the support of continuously, the parent and alumni association to achieve sustainable development.

Chaiya Hongnee (2016, Abstract) studied the academic administration in the schools for the blind in the North Eastern part of Thailand. The objectives of this independent study were to investigate the conditions and problems of academic administration and to find the solutions for academic administration in the schools for

the blind in the North Eastern part of Thailand. Sampling group for this research included 80 school administrators and teachers. Research tool used were 5 rating scale questionnaires with the reliability value at 0.97 Statistical analysis methods used were percentage, mean and standard deviation. The research findings were as follows: For the conditions of academic administration in the schools for the blind in the North Eastern part of Thailand, it indicated that the overall of the performances was at high level. However, considering each aspect, the performance of learning development was at the highest level, following by the aspect of assessment and evaluation and the aspect of course and curriculum development. The performance of internal supervision was at the lowest level. For the problems of academic administration in the schools for the blind in the North Eastern part of Thailand, it showed the 2 most problematic areas: 1) the aspect of course and curriculum development where the subjects did not meet the requirements and needs of the learners 2) the aspect of media and innovation where there was lack of quality and sufficiency of learning materials. For the solutions for academic administration in the schools for the blind in the North Eastern part of Thailand, it was suggested that: There should be the adjustment of the courses and subjects to be suitable to each group of learners to solve the problems on the aspect of course and curriculum development; and the school administrators should seek for cooperation and assistance from both government sectors and private sectors, such as: Local Administrative Organizations, schools, companies and stores, to purchase for and provide them with sufficient and quality learning materials.

Thanon Veerathanon (2015: Abstract) studied the development of the organization system for the effectiveness of Special Education Center under the Office of Special Education Bureau. The purposes of this study were to analyze factors affecting the effectiveness of special education center, and to develop an organizational system for the effectiveness of the special education center under the Office of Special Education Administration Bureau by using descriptive method. Data was collected through questionnaire from chairpersons of school board, directors and deputy directors of special education center, head teachers, and teachers. Data was analyzed by using arithmetic mean, standard deviation, and coefficient correlation through the LISREL program. Furthermore the results will be analyzed for developing an organizational system for the effectiveness of special education center through applying the system

theory of Lunenburg and Ornstein (2008), and then the organizational system was validated by experts through focus group technique. The research results showed as follows: Factors affecting the effectiveness of special education center composed of teachers and educational personnel, administration and an implementation, community participation, instruction and instructional environments, and institutional administrator's leadership. The effectiveness of the special educational center composed of quality of teacher's performances, teacher's satisfaction, and learner's developments.

An organizational system in each component showed as follows: **Input** component: An input of an organizational system for the effectiveness of special education center related to teachers and educational personnel included teacher's knowledge and experiences, and teacher's characteristics; administration and implementation included budget, communications system, and administrative system; community participation included school board member participation; instruction and instructional environment included in school learning resource center media technology, and buildings and ground; institutional administrator leadership included administrator's moral, virtue, and modeling. **Transformational process** component: A transformational process of an organizational system for the effectiveness of special education center related to teachers and educational personnel included teacher's competencies and skills, and motives; administration and an implementation included strategic management. and change management; community participation included resource allocation; instruction and instructional environment included curriculum content integration, utilization of educational technology, and utilization of external learning resource center and local wisdom; institutional administrator leadership included policy implementation ability, administrator's skill and behavior. **Output** component: An output of an organization system is the effectiveness of special education center composed of quality of teacher's performance, teacher's satisfaction, and learner's developments.

Research Framework

In this research, the researcher developed an effective school administration model for the visually impaired persons by studying the theories, principles, theories, related theories of school administration, the concept of educational management for the

visually impaired persons, and the laws relating to the educational management for the visually impaired persons as shown in Figure 2.13

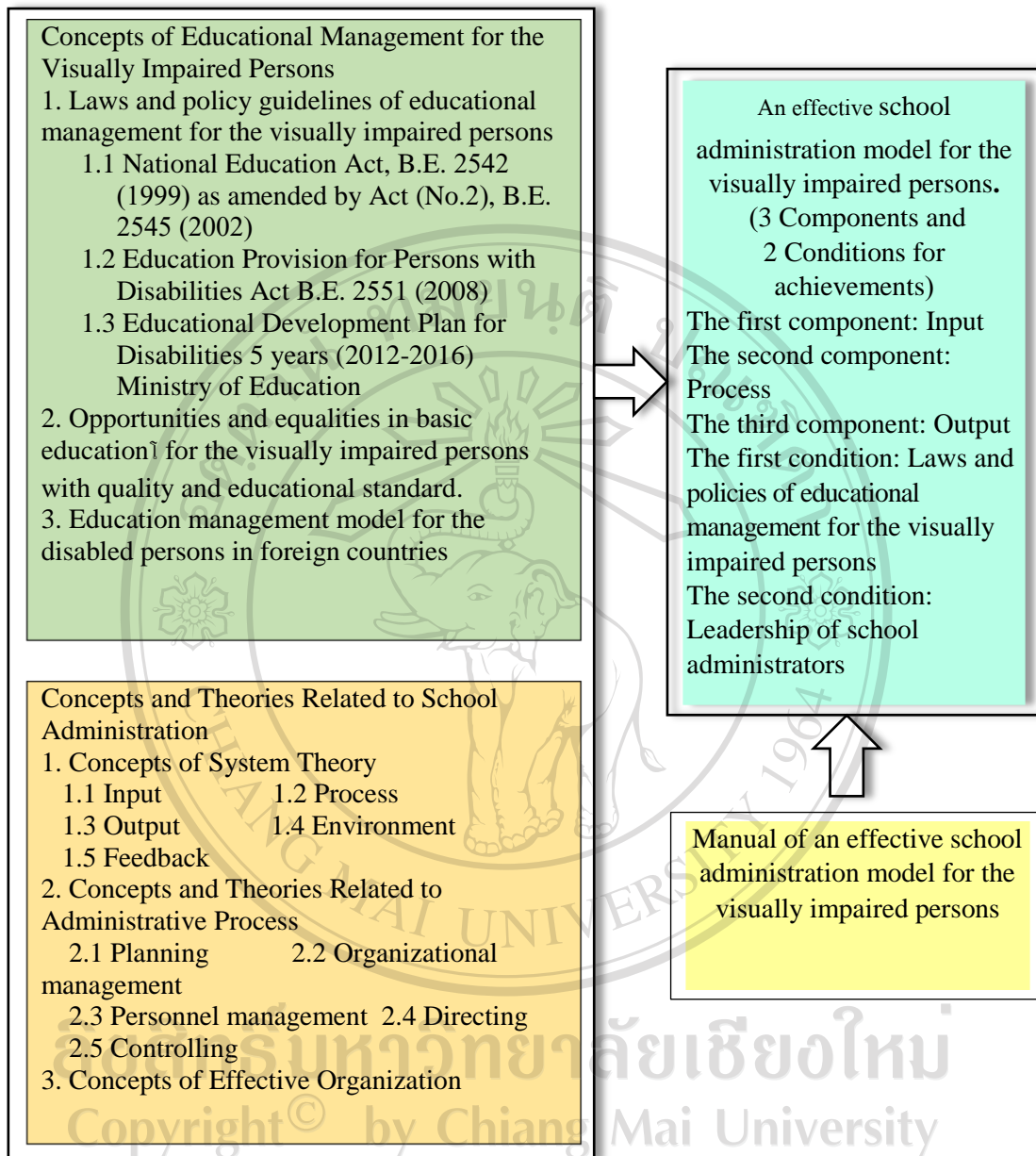


Figure 2.13 Research Framework