

CHAPTER 3

Research Methodology

The research entitled “Development of Educational institutions Administrative Effective Model for the Visually Impaired Persons”, the research was conducted with mixed method between quantitative research and qualitative research. The research was divided into 3 phases as follows:

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

Phase 2: To create the effective school administration model for the visually impaired persons.

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

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

The implementation of investigate the conditions, problems, obstacles, and school administrative guidelines for the visually impaired persons. The researcher conducted as follows:

1.1 Scope of content

In this phase, the scope of content according to school administration for the visually impaired students consisted of 5 aspects: academic administration, personnel administration, general administration, planning and budget administration, student affairs administration.

1.2 Key informants

Key informants were the persons involved with the school administration where provided education for the visually impaired students. There were 2 government schools and 13 private schools, for a total of 15 schools. There were 165 key informants were divided into 3 groups as follows:

1) The school administrators consisted of 15 the school administrators and deputy school administrators, 6 of each school, for a total of 90 informants.

2) The basic school board committee consisted of 15 schools, 1 of each school, for a total of 15 informants.

3) The teachers of 15 schools, 4 of each school, for a total of 60 informants were assigned as administrator' assistants such as teachers on duty in the student affairs administration, personnel administration, plan administration and budget administration, as well as general administration.

1.3 Research instruments for collecting data

Instruments used to collect data concerning the conditions, problems, obstacles, and school administrative guidelines for the visually impaired persons was a questionnaire divided into 3 parts as follows:

Part 1: General information of the informants using a checklist questionnaire.

Part 2: The five rating scales questionnaire asked opinions' informants on the conditions, problems, obstacles, and school administrative guidelines for the visually impaired students.

Part 3: The open-ended questions concerning the problems and obstacles of the school administration. To construct the research instrument for collecting data as follows:

1) To study the conceptual documents related to the school administrative management and the policy of educational management for the visually impaired persons. The results of the study were adopted to determine the topics for creating the questionnaire covering the functions of school administrative guidelines for the visually impaired persons in 5 aspects.

2) To construct a questionnaire based on the conceptual framework of the conditions, problems, and obstacles of administration covering the functions of school administration for the visually impaired persons in 5 aspects.

3) The draft of questionnaire will be used to study the state of problems and obstacles of school administration proposed to advisor to suggest the suitability and the language use.

4) The questionnaire was improved according to the advisor recommendations in order to use for studying the state of problems and obstacles of school administration for the visually impaired persons.

5) The revised questionnaire was advised by 5 specialists as well as the content validity and the index of item objections congruence: IOC was evaluated by the same experts. The determined index of item objections congruence will be able to use in each item between 0.6 - 1.0. The improved questionnaire was used to try out with 30 teachers of the Anusarn Suntorn school for the deaf who were not the sample group, Chiang Mai Province. The reliability using the Cronbach's alpha coefficient (α -Coefficient) was found at 0.86.

6) To print out the complete questionnaire use for investigating the state of problems and obstacles of school administration for the visually impaired persons.

1.4 Data collection

Data from the questionnaire were collected on his own during the meeting of school network administrators for promoting the effectiveness of educational management for the visually impaired persons. The data collection was divided as follows:

1) A letter from the Chairman of the educational administration committee of the doctorate degree of Chiang Mai University to the school administrators for asking permission for collecting data.

2) To send the letters and questionnaires to school administrators, the school board committee, teachers, parents, persons, and school alumni that providing the educational management for the visually impaired persons by post. The deadline to return the questionnaire was at the meeting of the school administrators providing the educational management for the visually impaired persons

3) Content analysis consisted of strategic plan, education development plan, annual action plan, report on the quality of education development results, report on the education quality evaluation, and other information related to the school administration for the visually impaired persons as well as analyzing the basic information for studying the conditions, problems, and obstacles of school administration for the visually impaired persons.

1.5 Data analysis

The data were analyzed by the researcher as follows:

Part 1: The personnel data of the informants were analyzed by using frequency and percentage.

Part 2: The conditions problems, obstacles of school administration for the visually impaired persons were analyzed by using mean and standard deviation as well as interpreting according to Boonchom Srisa-Ard (2003, p. 162) as follows:

The average scores between 4:20 to 5:00 means the practice / practical at a at the highest level

The average scores between 3:40 to 4:19 means the practice / practical at a high level

The average scores between 2.60 to 3.39 means the practice / practical at a moderate level

The average scores between 1.80 to 2.59 means the practice / practical at a low level

The average scores between 1.00 to 1.79 means the practice / practical at the lowest level.

Part 3: The conditions problems, obstacles of school administration for the visually impaired persons in terms of the qualitative statistics were analyzed by using the content analysis

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

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

Step 2.1 To study the school administrative guidelines that provided specific education for disability under the Office of the Special Education Bureau awarded Royal Awarded School.

The studying of the school administrative guidelines that provided specific education for disability under the Office of the Special Education Bureau as a multi-case studies of schools awarded Royal Awarded School during the academic year 2008 to present, the scope of content based on the administrative systems theory consisted of input, process, output, environments, and conditions for the success, the research was operated as follows:

2.1.1 Scope of content

The research was operated the scope of content based on the administrative systems theory consisted of inputs, processes, outputs, environments, and conditions for achievements.

2.1.2 Key informants

The schools providing special education under the Office of the Special Education Bureau were selected by purposive sampling according to the multi-case studies criteria were 5 schools providing special education under the Office of the Special Education Bureau attached to the Office of the Basic Education Commission awarded Royal Awarded School during the academic year 2008 to 2016 as follows:

- 1) Phichit Panyanukul School, Phichit province awarded Royal Awarded School at the medium-sized primary school level, academic year 2015.
- 2) Phitsanulok Panyanukul School, Phitsanulok province awarded Royal Awarded School at the medium-sized primary school level, academic year 2014.
- 3) Prachin Bury school for the deaf, Prachin Bury province awarded Royal Awarded School at the small-sized secondary school level, academic year 2014.
- 4) Phetchabun Deaf School, Phetchabun province awarded Royal Awarded School at the medium-sized primary school level, academic year 2012.
- 5) Khon Kaen Deaf School, Khon Kaen province awarded Royal Awarded School at the small-sized secondary school level, academic year 2008.

2.1.3 How to construct the research instrument for collecting data

The operations of the instrument construction for collecting data were as follows:

1) To study the documentary, concepts, and theories related to the school administration providing special education or the educational management for the visually impaired persons.

2) To determine the topics for interviewing concerning the school administrative guidelines providing special education under the Office of the Special Education Bureau.

3) The draft of the documentary the semi-structure Interview form investigating the school administrative guidelines providing special education under the Office of the Special Education Bureau were proposed to advisor for verifying the suitability and the language use.

4) The documentary and the semi-structure Interview form were completely improved according to the advisor recommendations in order to use for investigating the school administrative guidelines providing special education under the Office of the Special Education Bureau awarded the Royal Awarded School.

2.1.4 Data collection

1) To study the quality of educational development plan, annual action plan, report on quality of education, report on the quality evaluation of educational management, curriculum of the educational institutions, and information of the educational institutions to be the school administrative guidelines providing special education to be used to obtain the Royal Awarded School. The researcher used content analysis to collect data.

2) The school administrators of each school were interviewed according to the determined topics by formal and informal by the researcher concerning the school administrative guidelines providing special education to be the data considering the school administrative guidelines providing special education under the Office of the Special Education Bureau awarded the Royal Awarded School.

2.1.5 Data analysis

Data were analyzed using qualitative statistics by content analysis.

Step 2.2: To draft the effective school administration model for the visually impaired persons

The research drafting of the effective school administration model for the visually impaired persons was operated as follows:

2.2.1 Scope of content

The scope of content for creating a model based on the 6 components of creating model as follows: 1) Principles of model, 2) Objectives of model, 3) System and model mechanism, 4) Operational method of model, 5) Model evaluative guidelines, and 6) Conditions of model

2.2.2 Information Resources

The research results from phase 1 and step 2.1 was used as the information resources.

2.2.3 Methods and instrument used for collecting data

- 1) Work shop was designed for drafting a model.
- 2) Note-taking form was used to record the synthesis topics based on model components consisted of 6 components comparing the concepts and phenomena of Keeves (Keeves, 1988, pp. 561-565)

2.2.4 The procedures of drafting the model.

The researcher organized the work shop for drafting a model of the effective school administration for the visually impaired persons. The operations were as follows:

- 1) A letter from the Chairman of the educational administration committee of the doctorate degree of Chiang Mai University to invite the school administrators who provided for the visually impaired persons to participate in the work shop.

- 2) To send the letters to school administrators who provided for the visually impaired persons by post included date, time, and place for the work shop

- 3) The researcher adopted the information resources from the studying of the conditions, problems, obstacles of school administration for the visually impaired persons from phase 1 and school administrative guidelines for schools where provided for the special education under the Office of the Special Education Bureau obtaining the Royal Awarded School from step 2.1 to be the data for drafting the effective school administration model for the visually impaired persons based on the scope of the research.

- 4) Work shop was taken place on 1st. October 2016 at the meeting room of Northern Region School for the Blind under the Royal Patronage of Her Majesty the Queen, Chiang Mai. The researcher used the information from drafting a model of the

effective school administration for the visually impaired persons consisted of 6 components as follows: 1) Principles of model, 2) Objectives of model, 3) System and model mechanism, 4) Operational method of model, 5) Model evaluative guidelines, and 6) Conditions of model to presented at the workshop in order to determine the sub-components of the effective school administration model for the visually impaired persons.

5) The effective school administration model for the visually impaired persons was proposed the doctoral advisor by the researcher to consider the suitability and the language use.

6) The recommendations of the doctoral advisor was improved and corrected for the drafting the model of the effective school administration for the visually impaired persons.

7) The effective school administration model for the visually impaired persons was prepared for a manual of using the effective school administration model for the visually impaired persons.

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

The drafting of the effective school administration model for the visually impaired persons was verified the suitability and covering, accurate of model before using in practical, the operations were as follows:

2.3.1 Scope of content

At this step, the researcher defined the scope of content consisted of 6 model components.

2.3.2 Key informants

Due to be various and complete model, key informants were determined by the researcher consisted of 5 school administrators providing educational management for the visually impaired persons both public and private and 5 special education experts, for a total of 10 informants selected by purposive sampling. The researcher determined the criteria of 5 special education experts in terms of knowledge, experiences and the involvement with the educational management for the visually impaired persons namely as follows:

1. Professor Wiriya Namsiripongpun, a visually impaired person, a Reform Educational Committee, Ministry of Education.

2. Assistant Professor, Dr. Benja Chonlatanon, an expert of Special Educational Management for the Promotion of Education for the Disabled Fund

3. Assistant Professor, Dr. Janya Chuenkasem, a lecture of Faculty of Education, Suan Dusit University.

4. Dr. Payom Chinnawong, Deputy Secretary-General Office of The Basic Education Commission, the former director under the Office of the Special Education Bureau

5. Mr. Montien Bunton, a representative of the disability of United Nation.

2.3.3 Operational methods and research instruments.

The effective school administration model for the visually impaired persons was verified by using focus group discussion: FDG of the experts.

The operational instruments consisted of

1) The draft of the effective school administration model for the visually impaired persons,

2) The manual draft of the effective school administration model for the visually impaired persons.

The instruments used for collecting data were constructed as follows:

1) To synthesize the draft of model components and the manual of the effective school administration model for the visually impaired persons in order to set the topics for the focus group discussion.

2) To define the topics for the focus group discussion to propose the doctoral advisor to examine the suitability and the language use.

3) To adopt the advisor recommendations to improve the topics for the focus group discussion in order to be used for the focus group discussion.

2.3.4 Data collection

The data was collected by the researcher as follows:

1) A letter from the Chairman of the educational administration committee of the doctorate degree of Chiang Mai University to invite the experts to the focus group discussion.

2) The researcher sent an invitation letter to the experts attending to the group discussion by attaching 2.1) a brief thesis proposal; 2.2) a draft of the effective school administration model for the visually impaired persons; 2.3) a manual of the effective school administration model for the visually impaired persons.

3) The experts were confirmed and re-inform for the focus group discussion on the phone.

4) To conduct the focus group discussion on Friday, 7th October, 2016 at the meeting room of the Northern Region School for the Blind under the Royal Patronage of Her Majesty the Queen, Chiang Mai. The president this group focus discussion was the Assistant Professor Dr. Benja Chonlatanon, an expert of Special Educational Management for the Promotion of Education for the Disabled Fund. The participants conducting the group discussion were 1) Janya Chuenkasem, a lecture of Faculty of Education, Suan Dusit University, 2) the researcher proposed the draft of the effective school administration model for the visually impaired persons, Mr. Wachira Grahan and Mr. Witthayakom Srisoparat were the recorders and photographers and Mrs. Maturudit Chaichana was the note-taking of the focus group discussion.

2.3.5 Data analysis

The data were analyzed by using content analysis, the experts' recommendations was applied to consensus and improved the draft of the effective school administration model for the visually impaired persons.

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

The studying of the results of using the effective school administration model for the visually impaired persons was divided into 2 steps as follows:

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

The purpose of the research operations in this process was to bring the effective school administration model for the visually impaired persons verified from the specialists to try out in the targeted educational institutions for the visually impaired persons with similar conditions and contexts included the manual for using model to facilitate for implementation according to the effective school administration model for

the visually impaired persons, as well as ongoing supervision and follow-up. The operations were as follows:

3.1.1 Key informants.

The effective school administration model for the visually impaired persons, the researcher was experimented in the second semester of academic year 2016 at the Northern Region School for the Blind under the Royal Patronage of Her Majesty the Queen, Chiang Mai province and the Southern Region School for the Blind, Surat Thani province under the Office of Special Education Administration, Office of the Basic Education Commission. The information provided by each school composed of 4 school administrators and a group of 12 group leaders, summed of 16 informants of 2 school, for a total of 32 informants. The informants were directors and responsible for experimenting with effective school administration model for the visually impaired persons.

3.1.2 Instruments used to collect data

The instruments used to collect data consisted of:

- 1) a manual for the effective school administration model for the visually impaired persons;
- 2) monitoring and supervising based on PDCA quality cycle;
- 3) record form for the meeting to consider the results of the experiment of effective school administration model for the visually impaired persons and 2 conditions for achievements;
- 4) tape recorder from the meeting the summary of the results of using the effective school administration model for the visually impaired persons.

The instruments were to create as follows:

- 1) The researcher introduced the details of the components of the effective school administration model for the visually impaired persons to determine for the manual of using the school administration model and to define the implementing guidelines for supervision, monitoring, following-up on the effective school administration model for the visually impaired persons.

- 2) The researcher proposed the draft of the effective school administration model for the visually impaired persons to the advisor to consider the suitability and the language use.

3) The researcher collected the advisor's recommendation to improve and to prepare a manual for using the effective school administration model for the visually impaired persons.

3.1.3 Data collection

As regards the experiment in using the effective school administration model for the visually impaired persons. Data were collected as follows:

1) Action (A)

1.1) The researcher informed to the administrative team, the heads of sectors who were responsible for the details of the administration according to the effective school administration model for the visually impaired persons of two target schools using the researcher's manual.

1.2) The two target schools conducted activities in accordance with the components of the effective school administration model for the visually impaired persons in the second semester of academic year 2016.

2) Observation (O)

The researcher supervised, monitor, the follow-up of the activities according to the components of the model according to the manual for using of the effective school administration model for the visually impaired persons.

3) Reflection (R)

The researcher invited the administrators, the heads of the sectors of the two target schools to participate in the meeting for the conclusion of the experiments after using of the effective school administration model for the visually impaired persons on 31st. March 2016 at the Southern Region School for the Blind, Surat Thani province. The discussion was opened in order for the participants to comment on the findings of the experiment of the effective school administration model for the visually impaired persons and gave more suggestions on how to use the model.

3.1.4 Data analysis

The data information after the discussion in the meeting with the relevant concerning the experiment of the effective school administration model for the visually impaired persons were analyzed by using content analysis and summing up the issues.

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

The objective of this step was to evaluate the feasibility and benefit of the effective school administration model for the visually impaired persons and summarized the administrative model after experimenting at two target schools for 1 semester, the procedures were as follows.

3.2.1 Key informants

The informants were the administrators of educational institutions who managed the education for the visually impaired persons.

- 1) Four administrators and school personnel of schools for disabilities.
- 2) Five administrators and school personnel of schools organized the inclusive education.
- 3) Five administrators and school personnel of the Special Education Centers, as well as the experts selected by purposive selection, scholars, or university professors who involved with the special education or educational management for the visually impaired persons included: researches, article, textbooks, guest speakers, or being responsible for the project of education programs for the visually impaired persons consisted of 7 informants:
 1. Prof. Dr. Teera Roonjaroen, a specialist concerning model.
 2. Assoc. Prof. Dr. Rachaneekorn Thongthongdee, a lecturer of special education, Faculty of Education, Chiang Mai University
 3. Assoc. Prof. Dr. Ketmanee Markmee, a lecturer of special education, Faculty of Education, Chiang Mai Rajabhat University
 4. Assoc. Prof. Dr. Somkate Uthathyota, a lecturer of special education, Faculty of Education, Chiang Mai Rajabhat University
 5. Asst. Prof. Dr. Siriwimon Jaingam, a lecturer of special education, Faculty of Education, Pibulsongkram Rajabhat University, Phitsanulok Province
 6. Asst. Prof. Dr. Chanya Chuenkasem a lecturer of special education, Faculty of Education, Suan Dusit University, Bangkok
 7. Dr. Pimthong Sungsutipong, a lecturer in Faculty of Education, Chiang Mai Rajabhat University

3.2.2 Methods and tools used to collect data.

Data collection method was used connoisseurship meetings. The instrument used to evaluate the effective school administration model for the visually impaired persons: 1) The effective school administration model for the visually impaired persons. 2) The questionnaire evaluated the feasibility and benefit of the effective school administration model for the visually impaired persons. The instrument used for collecting data were as follows:

1) The researcher conducted the questioned issues concerning the effective school administration model for the visually impaired persons

2) The researcher constructed a 5-level scale questionnaire to evaluate the feasibility and benefit of the effective school administration model for the visually impaired persons and open-ended question to ask for recommendation.

3) The researcher drafted a questionnaire to evaluate the feasibility and benefit of the effective school administration model for the visually impaired persons to propose the doctoral advisors to consider the suitability and the language use.

4) The doctoral advisors' recommendations were revised and formulated the questionnaire for evaluating the feasibility and benefit of the effective school administration model for the visually impaired persons.

5) The revised questionnaire was proposed to five specialists to consider the content validity and IOC were evaluated by the same of five specialists to determine the consistency of the available questionnaires between 0.6-1.0. A new questionnaire was printed.

6) The questionnaire was tried out with the school administrators, especially, for the disability, the administrators of the Special Education Center, the administrators managing the inclusive education who were not the research sampling for a total of 15 informants to evaluate the reliability using the alpha coefficient of Cronbach's (α -Coefficient). The reliability was found at 0.85.

3.2.3 Data collection

1) The researcher requested the letters from the Chairman of the educational administration committee of the doctorate degree of Chiang Mai University inviting the school administrators and experts to attend the seminar, share some comments in order to send to the school administrators and personnel of basic education

institutions involved in the educational management of education for the visually impaired persons as well as the experts to attend the seminar.

2) The researcher sent the invitation letters to the school administrators, the personnel of basic education institution and the experts by post attached: 1) the effective school administration model for the visually impaired persons, 2) the 5-level scale questionnaire to evaluate the feasibility and benefit of the effective school administration model for the visually impaired persons.

3) The researcher confirmed the school administrators, the personnel of basic education institution and the experts to attend to the meeting of criticizing model and to share some opinions by phone.

4) The researcher organized the meeting of criticizing model and to share some opinions of the administrators, personnel of basic education institutions, and the experts on 16th. August 2016 at the Chiang Mai Orchid Hotel, Chiang Mai Province.

5) The model of the effective school administration for the visually impaired persons was criticized and reviewed the feedback by the researcher who was responsible to propose the results of using the effective school administration for the visually impaired persons. Then, the researcher invited the participants in the seminar to comment and evaluate the feasibility and benefit after adopting of the effective school administration model for the visually impaired persons. Prof. Dr. Teera Roonjaroen, a specialist concerning model was a moderator. The participants criticized and answered the questionnaire in order to evaluate the feasibility and benefit of the effective school administration model for the visually impaired persons.

6) Twenty-one questionnaires were checked the completeness from the total number of 21 participants, 21 complete questionnaires, shown as 100%.

3.2.4 Data analysis

The researcher analyzed the data from the questionnaire to evaluate the feasibility and benefit of the effective school administration for the visually impaired persons by a package program. The statistics used for the data analysis were mean and standard deviation, the interpretation of values according to Boonchom Srisard (2003, p. 162)

The average scores of 4.51 - 5.00 indicated the feasibility and benefit of the effective school administration for the visually impaired persons at the highest level.

The average scores of 3.51 - 4.50 indicated the feasibility and benefit of the effective school administration for the visually impaired persons at a high level.

The average scores of 2.51 - 3.50 indicated the feasibility and benefit of the effective school administration for the visually impaired persons at a moderate level.

The average scores of 1.51 - 2.50 indicated the feasibility and benefit of the effective school administration for the visually impaired persons at a low level.

The average scores of 1.00 - 1.50 indicated the feasibility and benefit of the effective school administration for the visually impaired persons at the lowest level.

The criteria for determining feasibility and benefit of the effective school administration for the visually impaired persons based on the average scores of 3.51 and the standard deviation not more than 1.00 assumed the passing of evaluation. The other recommendations, the researchers analyzed data by content analysis. Based on the above research procedures were shown the research process in figure 3.1.

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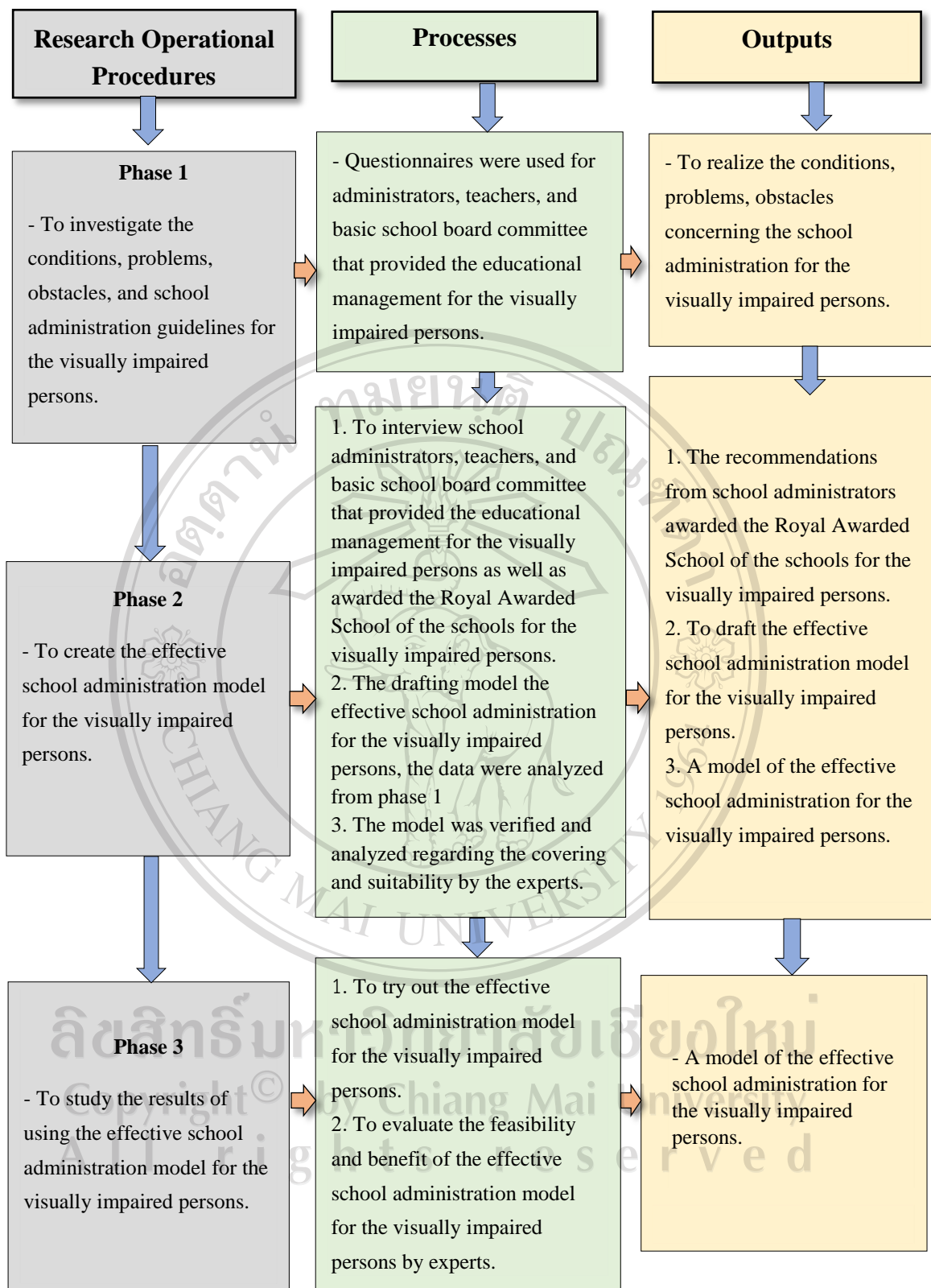


Figure 3.1 Research procedures