

## CHAPTER 4

### Data Analysis and Result

The proposal of the research results entitled “Development of Educational institutions Administrative Effective Model for the Visually Impaired Persons”. The researcher proposed 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.

The statistics symbols used for the data analysis to make and accurate understanding in proposing the research were determined as follows:

$\bar{X}$	- Mean
S.D.	- Standard Deviation
f	- Frequency
n	- Samples

#### **Phase 1: Results of investigating the conditions, problems, obstacles, and school administration guidelines for the visually impaired persons.**

The results of investigating the conditions, problems, obstacles, and school administration guidelines for the visually impaired persons, the researcher proposed the research results into 2 steps as follows:

**Step 1.1:** Results of studying the conditions of school administration for the visually impaired persons according to the administrative structural framework.

The results of studying the conditions of school administration for the visually impaired persons according to the administrative structural framework consisted of 5 aspects: academic administration, personnel administration, plan

administration and budget administration, general administration as well as the student affairs administration as shown in table 4.1

**Table 4.1** Number and percentage of the informants

General Information	Number (n-165)	Percentage
<b>1. Gender</b>		
Male	108	65.45
Female	57	34.55
<b>Total</b>	<b>165</b>	<b>100</b>
<b>2. Current position</b>		
Administrators	15	9.09
Deputy administrators	75	45.46
Basic school board committee	15	9.09
Teachers	60	36.36
<b>Total</b>	<b>165</b>	<b>100</b>
<b>3. Age</b>		
Less than 30 years	18	10.91
31 – 40 years	37	22.42
41 – 51 years	63	38.18
More than 51 years	47	28.49
<b>Total</b>	<b>165</b>	<b>100</b>
<b>4. Highest education</b>		
Bachelor degree	55	33.33
Master degree	110	66.67
<b>Total</b>	<b>165</b>	<b>100</b>
<b>5. Experiences for the visually impaired persons.</b>		
6 – 10 years	45	27.27
11 – 15 years	85	51.52
More than 15 years	35	21.21
<b>Total</b>	<b>165</b>	<b>100</b>

From Table 4.1, it can be seen that most of informants are male (65.45 percent) more than female (34.55 percent). In terms of age, 41 – 51 years are the most (38.12 percent) and the least are less than 30 years (10.91 percent). In terms of education, Master degree is the most. (66.67 percent) and Bachelor degree is the least (33.33 percent). In terms of experiences for the visually impaired persons, 11 – 15 years (51.52 percent) and more than 15 years are the least (21.21 percent), respectively.

**Table 4.2** The results of studying the conditions of school administration for the visually impaired persons

Current Conditions	Practice/Practical Level		Interpret	Rank	
	n = 165				
	$\bar{X}$	S.D			
<b>1. Academic administration</b>					
1.1	Development of school curriculum.	4.24	0.64	High	
1.2	The process of teaching and learning.	4.38	0.48	High	
1.3	Measurement and evaluation.	4.26	0.78	High	
1.4	Remedial teaching for learners.	4.41	0.49	High	
1.5	Additional curriculum activities.	4.41	0.94	High	
1.6	Production / supply / development of instructional media, innovation, etc.	4.33	0.47	High	
1.7	Development of learning resources	4.5	0.5	High	
1.8	Supervision, monitoring and evaluation	4.5	0.5	High	
1.9	Quality educational assurance	4.43	0.63	High	
1.10	Research for students' quality development.	4.42	0.49	High	
<b>Total</b>		<b>4.39</b>	<b>0.55</b>	<b>High</b>	<b>2</b>

**Table 4.2** (Continued)

Current Conditions		Practice/Practical		Interpret	Rank
		Level			
		n = 165			
		$\bar{X}$	S.D		
<b>2. Personnel administration</b>					
2.1	Positional planning.	4.5	0.5	High	-
2.2	Preparation of personnel to work	4.08	0.27	High	-
2.3	Determination and assignment of personnel	4.49	0.5	High	-
2.4	Developing teachers in educational institutions.	4.44	0.49	High	-
2.5	Supporting and promoting a higher position.	4.36	0.48	High	-
2.6	Using of good governance in administration.	4.36	0.48	High	-
2.7	The welfare and promotion of morale	4.36	0.48	High	-
2.8	Administration by personnel teamwork	4.43	0.78	High	-
2.9	Encouraging teachers and self-conduct.	4.5	0.5	High	-
2.10	Controlling, monitoring, following-up and supervision.	4.36	0.48	High	-
<b>Total</b>		<b>4.38</b>	<b>0.49</b>	<b>High</b>	

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**Table 4.2** (Continued)

Current Conditions	Practice/Practical		Interpret	Rank	
	Level				
	n = 165				
	$\bar{X}$	S.D			
<b>3. Plan and budget administration.</b>					
3.1	Planning and using budget.	4.06	0.23	High	
3.2	The financial, accounting, and supply system.	4.43	0.49	High	
3.3	Creating transparency, accountability.	4.56	0.49	Highest	
3.4	Administrative planning.	4.10	0.31	High	
3.5	Resource mobilization for development.	4.49	0.50	High	
3.6	The defined vision of the educational Institution	4.56	0.49	Highest	
3.7	The preparation of educational quality development plan.	4.32	0.47	High	
3.8	The preparation of annual action plan.	4.32	0.47	High	
3.9	Operational supervision and monitoring.	4.32	0.47	High	
3.10	Summary of operational activities.	4.34	0.99	High	
<b>Total</b>		<b>4.35</b>	<b>0.46</b>	<b>High</b>	<b>4</b>

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**Table 4.2** (Continued)

Current Conditions	Practice/Practical		Interpret	Rank
	Level			
	n = 165			
	$\bar{X}$	S.D		
<b>4. General administration</b>				
4.1 Administration of general and document.	4.55	0.49	Highest	
4.2 Public relations and publishing.	4.29	0.45	High	
4.3 The building management and development of the facilities.	4.04	0.21	High	
4.4 Network and information system development.	4.50	0.50	High	
4.5 Development of audiovisual system.	4.53	0.49	Highest	
4.6 Implementation of the Royal Projects.	4.15	0.35	High	
4.7 Implementation of the project activities to create.	4.49	0.50	High	
4.8 Safeguard appointment.	4.55	0.49	Highest	
4.9 Educational services to the society.	4.29	0.45	High	
4.10 Leading the learners for the visually impaired persons.	4.57	0.64	Highest	
<b>Total</b>	<b>4.94</b>	<b>0.46</b>	<b>Total</b>	

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**Table 4.2** (Continued)

Current Conditions	Practice/Practical		Interpret	Rank
	Level			
	n = 165			
	$\bar{X}$	S.D		
<b>5. Student Affairs</b>				
5.1	Implementation of supporting and care system	4.58	0.49	Highest
5.2	Promotion of moral and ethics.	4.25	0.43	High
5.3	Promoting and co-preserving activities	4.04	0.20	High
5.4	Promoting democracy in Schools	4.5	0.50	High
5.5	Prevention of narcotic drugs and all vices.	4.57	0.49	Highest
5.6	Promoting and protecting good health and hygiene.	4.16	0.37	High
5.7	Promotion of guidance and social activities.	4.49	0.50	High
5.8	Promotion of learners' development activities.	4.58	0.49	High
5.9	Accommodation for students.	4.25	0.43	High
5.10	Food and nutrition management for students.	4.25	0.43	High
<b>Total</b>		<b>4.82</b>	<b>0.43</b>	<b>Highest</b>
<b>Total of 5 aspects</b>		<b>4.38</b>	<b>0.48</b>	<b>High</b>

From Table 4.2, it was found that the practice/practical level of conditions of school administration for the visually impaired persons in 5 aspects were overall at a high level ( $\bar{X}= 4.38$ ) arranged as follows: in terms of student affairs was at the highest level ( $\bar{X} = 4.82$ ), followed by the academic administration was at a high level ( $\bar{X}= 4.39$ ), the personnel administration was at a high level ( $\bar{X}= 4.38$ ), the plan and budget administration was at a high level ( $\bar{X}= 4.35$ ), and the general administration was at a moderate level ( $\bar{X}= 3.94$ ).

**Step 1.2:** Results of studying the problems and obstacles of school administration for the visually impaired persons.

The results of studying the problems and obstacles of school administration for the visually impaired persons according to administrative structural framework consisted of 5 aspects: academic administration, personnel administration, plan administration and budget administration, general administration as well as the student affairs administration, it was found that the problems and obstacles were shown all aspects as follows:

### **1) Academic administration**

The problems of educational management for the visually impaired persons in terms of academic were teachers' learning activities lacked of a variety of techniques. The process of measuring and evaluating learning outcomes for the visually impaired persons were inconsistent with the conditions, essential needs of learners with multiple levels of disability including the printing media for teaching and learning were inconsistent with the use of learning situation to develop the learners' learning.

The obstacles were the learning and teaching documents and the learning materials for the visually impaired persons unable to find in the general market and the barriers of copyright books of various publishers that the school cannot publish outside the schools.

### **2) Personnel administration**

The problems of educational management for the visually impaired persons in terms of personnel administration were teachers and educational personnel lacked of specific knowledge in each subject area as well as lacking the necessary skills for teaching and learning management for the visually impaired persons, including the lack of the numbers of the teachers and educational personnel did not meet the determined



criteria set by the Office of the Teacher Civil Service and Educational Personnel Commission.

The obstacles were the recruitment or placement of teachers and educational personnel for the teaching and learning management for the visually impaired persons, the school had to operate in according with the regulations determined by the Office of the Teacher Civil Service and Educational Personnel Commission, the schools could not operate themselves so the obtained personnel did not fit the actual needs.

### **3) Planning and budgeting**

The problems of education management for the visually impaired persons in terms of planning and budgeting, the government-sponsored cost of education for the visually impaired individuals were not suitable with the asset of educational expenditures for the visually impaired persons. In addition to learning media, equipment, supplies, technology and educational facilities for the visually impaired persons costed very high as well as most of them were imported from abroad.

The obstacles were the purchase of educational materials, educational equipment, and durable articles required for the visually impaired persons that imported from abroad / presently they were ordered through a licensed agent in Thailand directly so they would be received a tax deduction. Therefore, the competition was monopolized, it was unfair competition.

### **4) General administration.**

The problems of education management for the visually impaired persons in terms of general administration were proactive public relations to parents, the public administration, and community to realize the importance of education and have a positive attitude to accept the potential for the visually impaired persons to provide educational opportunities or social opportunities rather than compassion. In addition, there was a lack of network and integration among the relevant agencies with the educational management or the development of the quality of life for the visually impaired persons affecting to access the infrastructure rights and opportunities that the visually impaired persons should deserve.

The obstacles were to define the policy of educational management of the government sectors for the visually impaired persons unstable and inconstantly. It was often changed by government in each period. In addition, the different definitions and

kinds of disabilities of different sectors made the different disability databases incompatible with the Ministry of Education, Ministry of Public Health, and the Ministry of Social Development and Human Security.

### **5) Student affairs**

The problems of education management for the visually impaired persons in terms of student affairs were the visually impaired students living in the widest range of educational service areas. Most of the visually impaired students had the economic basis of poor families, so the educational institutions and parents lacked the coordination to develop the quality of learners properly.

The obstacles were to limit of the coordination between home and school in terms of the development of the learner, or the behavior of the learner who could not perform effectively because the distant domicile of the students including most parents were poor.

### **Phase 2: Results of creating the effective school administration model for the visually impaired persons**

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

**Step 2.1:** The results of studying the school administrative guidelines that provided specific education for disability under the Office of the Special Education Bureau awarded Royal Awarded School

The results of studying of the school administrative guidelines that provided specific education for disability under the Office of the Special Education Bureau awarded Royal Awarded School from interviewing the administrators and deputy administrators in the period of the meeting the school administrators under the Office of the Special Education Bureau Between 11 - 14 November, 2016 at The Legacy Hotel, Nonthaburi Province. It was found that:

#### **1. Educational administrative components of educational institutions that provided the effective special education.**

The first school administrator shared the idea concerning the educational institutions that provide effective special education that “there should be flexible based on the context and learners’ disabled situation in according with structural relationships,

contingency approach, system approach, environment, technology, structure, management process, decision making.” (Interviewed on November 11, 2016)

The second school administrator shared the idea concerning the educational institutions that provide effective special education that “there should be how many components and specifications would be appropriate for the educational institutions that provide effective special education. In addition, the model should have components based on that phenomenon that the educational institutions that provided special education were an open society organization. The components of the system were consisted of four components: input, process, output, and feedback including available to be affected by the environment.” (Interviewed on November 11, 2016)

The third school administrator shared the idea concerning the educational institutions that provide effective special education that “there should not be defined as a fixed criterion what / how the model components depending on the specific characteristics of the organization were. Due to the special educational institution was an open society system so it should be designed the school administration model in accordance with the context and conditions of the educational administration for the visually impaired persons with various types of impairments in order for the organizational administration to be the most effective.” (Interviewed on November 12, 2016)

The fourth school administrator shared the idea concerning the educational institutions that provide effective special education that “the model components of educational institutions that provide effective special education should be as follows: the model was lead towards the prediction of the model structure which consisted of a causal relationship that could explain that phenomenon / content; the model had to be able to help create an imagination, a concept, and relationship including expanding the scope of the inquiry; the model should consist of structural relationships rather than linkage relationships.” (Interviewed on November 12, 2016)

The fifth school administrator shared the idea concerning the educational institutions that provide effective special education that “there should realize the output of the system affected from the input accessed through the process that made the product and to focus on the feedback from the external environment, which was identity

of the open system consisted of systemic subset of input, process, output, and feedback from the environment.” (Interviewed on November 14, 2016)

The results of interviewing the school administrators concerning the administration of educational institutions that provide effective special education were concluded that the administrative components of educational institutions that provide effective special education should be composed of three components: input, process, output, and environments of the conditions for achievements by the feedback to be examined.

## **2. Guidelines and approaches for the administrative development of the effective special education.**

The first school administrator shared the idea concerning the guidelines and approaches for the administrative development of the effective special education “there should be based on the learners' priorities as defining in the guidelines for the management of the learning process according to the National Education, Act B.E. 2542 (1999) as amended by Act (No.2), B.E. 2545 (2002) in Section 24 stipulated the educational institutions and agencies should provide substance and arrange activities in line with the learners' interests and aptitudes, the environment and the learning atmosphere were conducive to the development of learners' learning and organized learning activities that focused on professional skills.” (Interviewed on November 11, 2016)

The second school administrator shared the idea concerning the guidelines and approaches for the administrative development of the effective special education “there should be defined vision, mission, and educational policy for the special educational institution. To analyze the problem conditions to provide a framework for development. Therefore, it was proposed to adhere to the guidelines of education administration in accordance with the National Educational Plan and the National Education, Act B.E. 2542 (1999) as amended by Act (No.2), B.E. 2545 (2002).” (Interviewed on November 11, 2016)

The third school administrator shared the idea concerning the guidelines and approaches for the administrative development of the effective special education “the school administrators had to prioritize input that were the basic main importance, especially in terms of personnel that required a highly qualified personnel selection

process who had knowledge and ability including a mentally compassionate mind to help develop the visually impaired students to overcome obstacles. In addition, the development of teachers should be the priority to be efficient in knowledge, expertise in teaching science, skills and techniques to convey the content of the course to the learners' learning to be developed both individual and group. Moreover, parents should be encouraged to participate in the development of learners' learning in order to solve problems and to develop learners' learning efficiently.” (Interviewed on November 12, 2016)

The fourth school administrator shared the idea concerning the guidelines and approaches for the administrative development of the effective special education “the school administrators should realize the school administration process linked to the quality assurance process and conduct the school administration according to the PDCA quality cycle continuously. In addition, the school administration process should be based on the system theory administration of the POLC: planning, organizing, leading, and controlling, monitoring, and following-up the task.” (Interviewed on November 13, 2016)

The fifth school administrator shared the idea concerning the guidelines and approaches for the administrative development of the effective special education “the school administrators should focus on the academic administration to be the primary important, to analyze the cause of academic problems before the framework for the development in terms of teachers who might lack the knowledge or lack of teaching materials, the curriculum might not be consistent with the student's disability and needs, and learning management process, etc. Then, a project was made to develop teachers, learning media and technology, or learning process development, respectively. In addition, the academic administration of the special education schools and as a boarding school that had to realize how was the context, expectation or vision, mission and summarized to be the guidelines for activity management or the academic quality development of the learners directly and consistency with the school context. ” (Interviewed on November 14, 2016)

Based on the results of the interviews, the guidelines of school administration provided the effective special education were concluded that the school administration provided the effective special education should be based on the system

theory administration guidelines and leading the quality assurance process for education to be a part of the school administration by focusing on the importance of recruitment and selection the personnel and the personnel development. In addition, the school administration should focus on academic development in consistent with the needs of the students in accordance with the intention of the National Education, Act B.E. 2542 (1999) as amended by Act (No.2), B.E. 2545 (2002). Moreover, the procurement of educational materials and technologies should be readily available and adequate to meet the needs of learners, as well as to provide learning resources and facilities to support the development of learners' learning.

### **3. Conditions for achievements of the effective school administration.**

The first school administrator shared the idea concerning the conditions for achievements of the school administration provided the effective special education as follows:

In terms of the teachers and instructional support personnel should be sufficiently numbers, the teacher-to-student ratio should not exceed 1: 5, and the teachers should have the skills and knowledge of special education.

In terms of the learning media, equipment, and educational technology should be ready and enough to the educational services for learners to use for acquiring knowledge and information including facilitating for their learning.

In terms of the school administrators should have leadership and to have a broad vision and readily accepted the changing all the time.” (Interviewed on November 11, 2016)

The second school administrator shared the idea concerning the conditions for achievements of the school administration provided the effective special education that “the school administrators should have leadership and to be a network coordinator, social, community, and local wisdom to participate in the development of quality educational administration of all forms, such as the budget, knowledge, consumerism materials.” (Interviewed on November 11, 2016)

The third school administrator shared the idea concerning the conditions for achievements of the school administration provided the effective special education that “the policy guidelines of educational administration for the persons with disabilities should be clear, there were agencies that would take care of the development for the

persons with disabilities aged from birth to death by focusing on the main of disabled individuals or assist around in order for the persons with disabilities can help themselves and to live happily in the society.” (Interviewed on November 12, 2016)

The fourth school administrator shared the idea concerning the conditions for achievements of the school administration provided the effective special education that “parents, societies and communities should raise awareness, to give the priority to education for the persons with disabilities and to provide educational opportunities rather than compassion in order for the persons with disabilities had the basic education to develop the knowledge and experiences to a career for self-income in the future.” (Interviewed on November 13, 2016)

The fifth school administrator shared the idea concerning the conditions for achievements of the school administration provided the effective special education that “the school administrators should have a systematic administrative process, work planning, the administrative structure in consistent with the school context. In addition, the personnel administration adhered to the principles of good governance including giving priority to the morale and continuous development of personnel should be promoted.” (Interviewed on November 13, 2016)

As regards the results of the interviews on the conditions for achievements of the school administration provided the effective special education were summarized as follows:

1. Teachers and teaching support personnel should have knowledge in specialized science and the number of personnel should be sufficient for the workload as defined by the Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC) that ratio of the teacher to students was 1: 5.

2. The educational institutions should be ready concerning media, the equipment, and educational technology to meet the students’ needs with various types of impairments.

3. The school administrators should have leadership and also to be able to coordinate the network of both the public and private sectors to mobilize resource persons to participate in the educational management.

4. The educational policy guidelines for the disabled students should be continuous clearly.

5. Parents, societies and communities should recognize and to give priority of education for the visually impaired persons.

6. School administrative management should be systematic model.

As regards the summary of studying concerning components, development approach, and the conditions for achievements of the school administration provided the effective special education consisted of:

1. The components of the school administration provided the effective special education under the Office of the Special Education Bureau awarded Royal Awarded School were three components: input, process and output.

2. The guidelines and approaches for the administrative development of the effective special education should be based on system theory administration and brought the quality assurance process for education to be a part of the school administration including focusing on the importance of personnel for recruiting, supporting and personnel development. In addition, there should be focusing on academic administration to meet the needs of individual learners including the supply of learning materials and educational technology in accordance with the needs of individual learners. There should be the learning resource management and building sites to support the learners' learning.

3. The conditions for achievements of the school administration provided the effective special education included:

3.1 In terms of personnel: Teachers and teaching support personnel should have knowledge in specialized science and the number of personnel should be sufficient for the workload as defined by the Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC) and the school administrators should have leadership, system theory administration, to be able to coordinate the network of both the public and private sectors.

3.2 In terms of school: The educational institutions should be ready concerning media, the equipment, and educational technology to meet the students' needs with various types of impairments.

3.3 In terms of the government educational policy for the education of the disabled students should be continuous clearly.

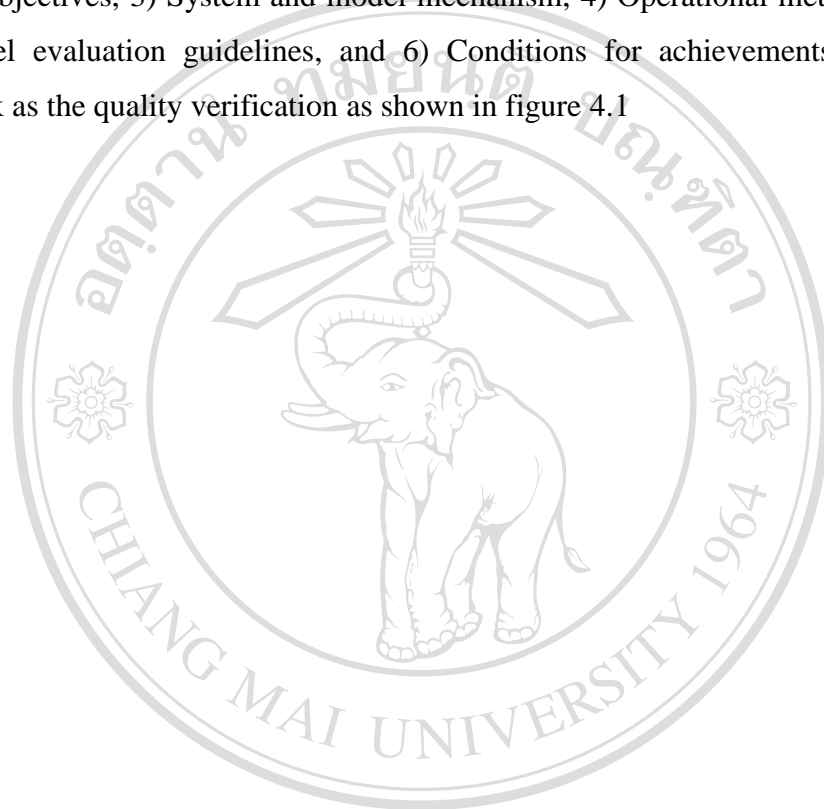


3.4 In terms of parents and stakeholders should recognize and to give priority of education for the visually impaired persons.

**Step 2.2:** Results of the drafting the effective school administration model for the visually impaired persons.

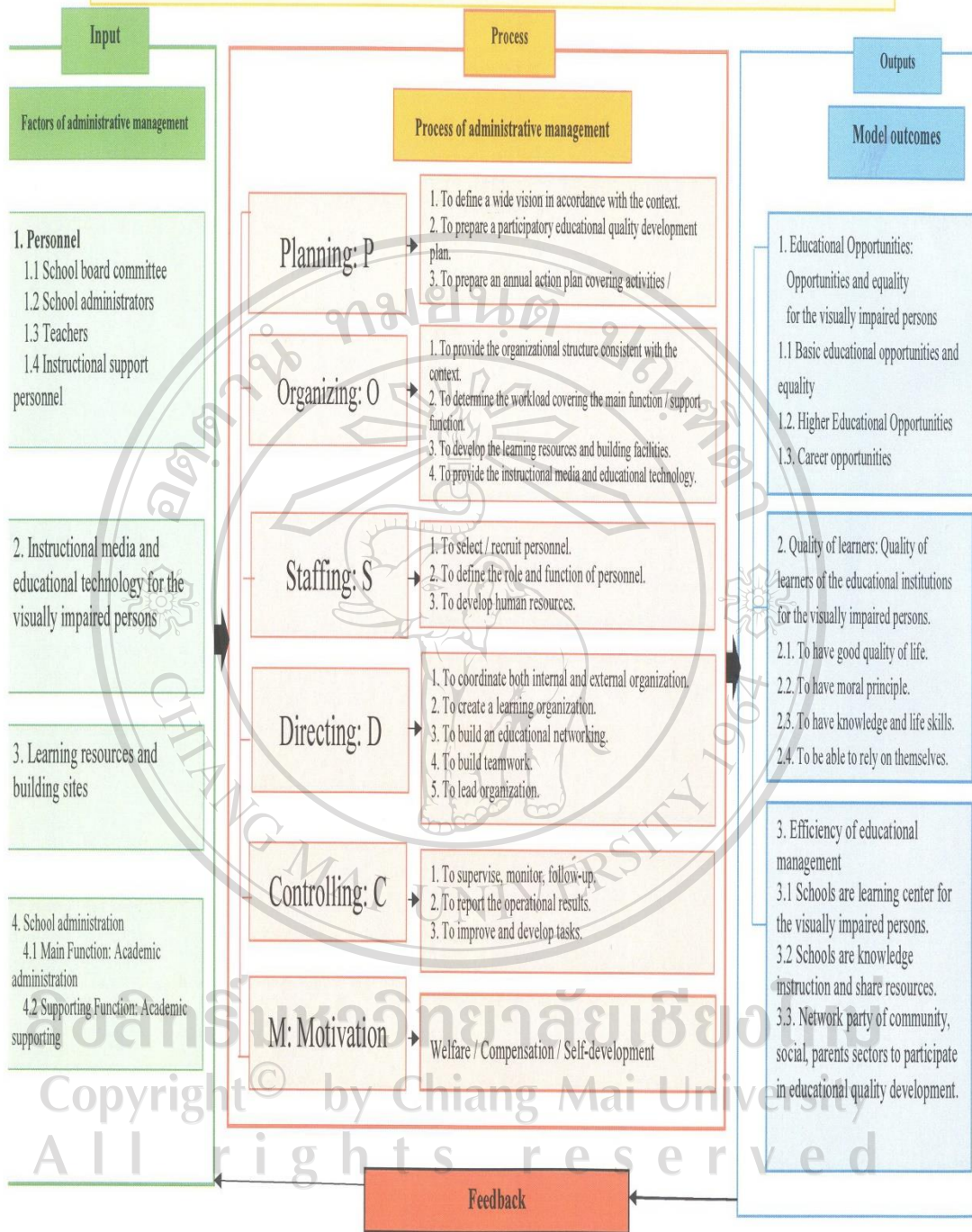
The results of studying were as follows:

The results of the drafting the effective school administration model for the visually impaired persons consisted of 6 components as follows: 1) Model principles, 2) Model objectives, 3) System and model mechanism, 4) Operational methods of model, 5) Model evaluation guidelines, and 6) Conditions for achievements of model by feedback as the quality verification as shown in figure 4.1



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**Model principles:** Principles of system theory administration based on the basis of participation of all sectors to develop educational management the visually impaired persons.  
**Model Objectives:** To provide the administration of educational institutions for the visually impaired persons efficiently and effectively.



Conditions for achievements: 1. Educational policy for disabilities 2. Administrators' leadership

From figure 4.1 The effective school administration model for the visually impaired persons was divided into 6 components as follows

**The first component: Model principles:** Principles of system theory administration based on the basis of participation of all sectors to develop educational management the visually impaired persons.

**The second component: Model objectives:** To provide the administration of educational institutions for the visually impaired persons efficiently and effectively.

**The third component: System and model mechanism:**

### **1. Input**

The input consisted of 4 components as follows: 1) Personnel, 2) Instructional media and educational technology, 3) Learning resources and building sites, and 4) School administration. The specifications were as follows

#### 1.1 Personnel composed of 4 sub-components:

1.1.1 Basic school board committee: The characteristics of the basic school board committee provided the special education for the visually impaired persons were as follows:

1) To be knowledgeable and experienced involved with the educational management for the visually impaired persons.

2) To be an understanding of nature and the basic conditions of disability of the visually impaired persons.

3) The experts should come from external sectors or private organizations that were involved and to realize on the priority of education, to understand the context and conditions of the educational management for the visually impaired persons.

4) The chairman of the basic school board committee should be a visionary, knowledgeable and understanding including realizing on the education for the visually impaired persons. In addition, they should be ready in terms of the economy or to have the charismatic authority to lead or create a network in the community.

#### 1.1.2 School administrators composed of 5 sub-components:

1) To have leadership, a wide vision, an understanding of participatory strategic management.

2) To have a commitment, sacrifice, patience and kindness including the spirit and ideology of being a teacher.

3) To be knowledgeable, an understanding of the nature of the visually impaired students including understanding the context of the society and community.

4) To have a human relationship skills, to be able to create an educational network and mobilize resources from all sectors both inside and outside the country to participate in developing of the educational quality for the visually impaired persons.

5) To have knowledge and ability for an integrated administration and to be able to link with the network administration or the context of the society and community very well.

#### 1.1.3 Teachers composed of 5 sub-components:

1) To be knowledgeable and skilled in the use of Braille, to have knowledge in specialized sciences for the teaching and learning for the visually impaired persons.

2) To be a commitment, sacrifice, patience and kindness to assist, to solve the problems and obstacles for the visually impaired persons.

3) To be an ideologist in the teaching profession and to have the spirit of being a teacher of the special education.

4) To be knowledgeable in the science of special subjects and to be able to apply in the educational management for the visually impaired persons.

5) To know and to understand the patterns and techniques of teaching for the visually impaired persons and to be able to lead towards the integrated teaching and learning with the community savant, learning resources, and folk wisdom.

#### 1.1.4 Instructional support personnel composed of 5 sub-components:

1) To be knowledgeable and the functional role of special science.

2) To be knowledgeable and understanding in the condition and context of educational institutions that provided education for the visually impaired persons.

3) To be a commitment, sacrifice, patience and kindness to assist and to solve the problems and obstacles for the visually impaired persons to overcome the life barriers.

4) To be knowledgeable, an understanding and skills for using educational technology for the visually impaired persons.

5) To be a faithful, trust, and good attitude in the educational management for the visually impaired persons.

1.2 Instructional media and educational technology for the visually impaired persons

The scope in terms of instructional media educational technology for the visually impaired persons that there were limitations in visual learning, the instructional media and educational technology included: 1) computer with sound synthesis, 2) media printed, 3) media materials, 4) electronic media, 5) audiovisual media, 6) activity media, 7) contextual media, 8) Braille printer, and 9) convex photo printer.

1.3 Learning resources and building sites

The scope of learning resources and building sites for the visually impaired persons included: 1) audio library, 2) computer laboratory, 3) scientific laboratory, 4) math laboratory, 5) foreign language laboratory, 6) Thai music laboratory 7) International music laboratory, 8) home economics laboratory, 9) life skills training room, 10) ethical training room, 11) professional museum room, 12) media room for the visually impaired persons, 13) Thai massage practice room, 14) career resources within the school, 15) physical rehabilitation and occupational therapy facilities, 16) media production room, 17) global stadium, 18) swimming pool, and 19) students' dormitory

1.4 School administration

The scope of the effective school administration for the visually impaired persons was divided into 2 functions as follows: 1) Main functions: academic administration 2) Supporting functions: academic supporting

1.4.1 Main functions: academic administration consisted of 15 sections as follows: main function: academic administration consisted of 15 sections as follows: 1) school curriculum development, 2) developing of learning process management, 3) measurement, evaluation and transfer of learning outcomes, 4) research for educational quality development, 5) instructional media, innovation, and educational technology development, 6) library and learning resources development, 7) supervision, monitoring, following-up and evaluation of educational management, 8) educational guidance and social welfare, 9) educational quality assurance, 10) inclusive education, 11) remedial teaching, 12) career teaching and work part time, 13) student rehabilitation, 14) learner development activities, 15) network development to promote the effectiveness of education management. Each function included the specifications as follows:

### **1) School curriculum development**

The development of effective school curriculum in educational institutions for the visually impaired persons had the commitments as follows:

1.1) To develop the school curriculum to be flexible and consistent with the students' needs and the condition of society and community.

1.2) To develop the school curriculum focusing on improving the life quality for the visually impaired persons and cope with the changing global society.

1.3) To develop the school curriculum focusing on the educational management to reserve the culture and to earn for a living in the future.

1.4) To define the additional courses required for visually impaired persons such as Braille learning skills, to build the familiar with the orientation and mobility skills (O&M).

1.5) To assign a variety of learning styles and integrate them into real life and to meet the learners' needs by using learning resources and local wisdom to maximize the benefits.

### **2) Developing of learning process management**

The development of effective learning process management in schools for the visually impaired persons had the commitments as follows:

2.1) To encourage teachers to make individualized educational plans for all learners. To make a learning plan based on the content and learning units focusing on the students' centered.

2.2) To encourage the teachers for the learning process management by providing the content and activities to meet the students' needs, interests, aptitude and to learning from actual and practical experiences.

2.3) To provide the instructional supervision of teachers in various subjects by focusing on supervising as principles of good friends.

2.4) To provide learning focusing on professional skills for students in order for leading self-employment in the future.

2.5) To organize learning activities as an integrated learning in the content connecting with learning resources including the way of life of society and the local community.

### **3) Measurement, evaluation and transferring of learning outcomes**

The results of the measurement, evaluation, and transferring of learning outcomes in the effective schools for the visually impaired persons had the commitments as follows:

3.1) To measure and to evaluate based on actual situation in the activities that students had learned and practice.

3.2) To measure and to evaluate focused on practical skills rather than the principles and theoretical knowledge.

3.3) To define a rule and regulation of performing in transferring knowledge and experiences from written and concrete clearly.

3.4) To provide a flexible measurement and evaluation system and a variety of pattern focusing on the students' behavior.

3.5) To provide a system of measurement and evaluation for self-assessment and participation in teacher and parent teacher assessment.

### **4) Research for educational quality development**

The research for educational quality development in the effective school for the visually impaired persons had the commitments as follows:

4.1) Teachers was assigned to use the research to develop the learning process of learners.

4.2) Teachers was assigned to use research in the instructional development for students.

4.3) Research institution or school research was defined leading to quality development and the administration of educational institutions.

### **5) The development of instructional media, innovation, and educational technology**

The development of instructional media, innovation, and educational technology in educational institutions for the visually impaired persons had the commitments as follows:

5.1) The development of a learning management system for distance learning Thailand to be able to use efficiently in order to open the world of education for the visually impaired persons.

5.2) To establish a network of educational institutions, government and private organizations to be involved in procurement, to provide equipment and to develop innovative media and educational technology including to meet the students' needs.

5.3) To develop internal learning resources to facilitate the teachers' instructional activities and learners' learning.

5.4) To develop teachers and personnel to have the potential to provide, to prepare, and skills how to use the instructional media, innovation and technology consistent with the visually impaired learners.

### **6) Library and learning resources development**

The library and the development of learning resources in effective schools for the visually impaired persons had the commitments as follows:

6.1) The planning of how to use of library and learning resources: the subject teachers or the responsible person to plan the use of library and learning resources both inside and outside educational institutions appropriate with the content and subject matter for the learner to learn from the true experiences.

6.2) The preparation how to use the library and learning resources: the subject teachers to prepare the use of library and learning resources for the learners to participate, such as, the activity planning for learners' practice, share the responsibility



for learning activities, prepare of questions to find answers from the library and learning resources.

6.3) The implementation of learning resources: the teachers or responsible persons leading the learners to the library or learning resources and care, assist, monitor, follow-up the activity implementation of learners as planned.

6.4) The evaluation of how to use the library and learning resources: the teachers monitored the achievement goals of studying at the library or learning resources. The students were evaluated together reflecting the opinions, what has been learned, the obstacles of learning in the learning resources including adopting some data to summarize the evaluation of project activities.

### **7) The supervision, monitoring, following-up and evaluation of educational management**

The supervision, monitoring, following-up and evaluation in the effective educational institutions for the visually impaired persons had the commitments as follows:

7.1) The investigation of conditions and problems: The survey to collect data concerning the current situation and operational problems, such as, instructional problems, learners' problems were investigated or collected data by brainstorming approach., survey form, interview in order to analyze, categorize, and prioritize issues that needed to be improved.

7.2) The supervision planning: The coordination of planning, guidelines, approaches, or techniques were used in internal school supervision appropriate to the problem conditions in accordance with the teachers' needs in order to prepare a schedule and calendar of internal supervision in assignment of supervisory responsibilities to both supervisors and teachers including the supervision tools, such as an observation form, an evaluation form, etc.

7.3) The supervision operations: The internal supervision was defined in the supervisory calendar, with the planned approaches or supervision techniques. During the supervision, the supervisor collected the data with the supervision tool or may be used the observation form, the evidences, and to record the data used in the analysis and concluded the evaluation results including problems and obstacles of internal supervision that made the operations unachieved goals.

7.4) The evaluation and improvement: To achieve goals and solve problems in supervision were examined by the meeting of the supervisors to analyze the data according to the determined plan and summarized the results of the study including to present come ideas, observations, or obstacles encountered during internal supervision. Moreover, the investigation / questions on the satisfaction of the supervisory activities concerning the internal supervisors in the educational institution in order for using the data for the supervisory plan in the next period.

### **8) Educational guidance and social welfare**

The educational guidance and social welfare in the effective school the visually impaired persons had the commitments as follows:

8.1) The educational Guidance: To enable learners to develop their full potential, to acquire knowledge by themselves, and to plan for learning efficiently.

8.2) Career guidance: To encourage learners to find out their own aptitude and self-esteem as well as the variety of global work including having a good attitude and good habits in working.

8.3) Personal guidance: To assist students for the personality development, to assist students for the understanding themselves, and to be a stable tempered, good human relations, to understand the environment.

8.4) Social welfare: To coordinate the relevant agencies to the privilege of the visually impaired persons that should be as deserved by law including providing the scholarships.

### **9) Educational quality assurance**

The educational quality assurance in the educational institutions for the visually impaired persons had the commitments as follows.

9.1) To define the educational standards of educational institutions within the participation of teachers and all relevant personnel included the administrators, teachers, personnel, basic school board committee and the local communities. The committee was appointed for studying and analyzing the standard and the indicators for internal quality assurance under the stipulation of the Ministry of Education to lead to the establishment of standards and indicators of educational institutions. In addition, the achievement goals of each standard and indicator were

determined including informing the relevant personnel both inside and outside the educational institutions.

9.2) The development of educational quality plan: The analysis of the current conditions, problems, and needs of the educational institutions in order to prepare a strategic plan and the annual plan of the educational institutions, to determine how to operate the project and activities in consistent with the standards and indicators of the educational institutions covering the curriculum development and instruction, as well as defining personnel roles and responsibilities clearly to share responsibilities and assigned operation. Moreover, the use of resources in accordance with activities efficiently in order to achieve the vision and standards of the educational institutions.

9.3) The administrative management system and information with the management of the administrative structure supporting to the operations that everyone participated and public relations to all involved sectors. The responsible team was appointed to monitor, review and prepare information system into categories, comprehensive and up-to-date information, such as basic school information, students' information, information of the school standards and indicators.

9.4) The implementation of the educational quality development plan was the important step for administrators to use leadership skills to ensure that all responsible persons or stakeholders were awareness and committed to achieving the goals set out in the quality development plan.

9.5) The monitoring and reviewing the educational quality by monitoring and reviewing the operations of the educational institutions. The responsible persons for monitoring both the individual level and the school level at least once per semester by following-up, collecting the results of the operations in according with the plan, the project, and the activities in the school including the report the results of monitoring in order for using to improve the development and prepare for the monitoring of the original affiliation.

9.6) The internal quality assessment according to the school educational standards to provide the internal quality assurance system for the educational institutions. at least once a year by appointing at least three internal quality committees consisting of one external expert that registered from the original affiliation to participate in the school internal quality assessment process according to the

educational standards of the educational institution provided with a variety of approaches and tools.

9.7) The educational quality annual report to summarize and prepare the results of internal quality assurance system for the educational institutions in each standard and indicator according to the determined form of the original affiliation, to propose to the Basic Education Commission and the original affiliation to publish to the public to acknowledge the level of success, problems, and obstacles, which will lead to quality development planning in the next year.

9.8) The maintenance of educational quality assurance system was a mechanism part of the internal quality assurance system for the educational institutions by creating the quality culture in working of all school personnel in order to be awareness and responsible for the duties focusing on achieving the school goals, to analyze and evaluate tasks, learning and developing the work continuously in accordance with the PDCA quality cycle

#### **10) Inclusive educational management**

The inclusive educational management or mainstreaming in education in the effective schools for the visually impaired persons had the commitments as follows:

10.1) The coordination and preparation of educational institutions provided the inclusive schools in accordance with SEAT Framework consisted of the students (Students: S), the environment (Environment: E), the instructional activity (Activity: A) of the teachers, personnel and the administrators, and tools (Tools: T) media, equipment, and educational technology.

10.2) The preparation of Individual Education Plan (IEP) for the inclusive learners.

10.3) The monitoring, following-up the learning development outcomes of learners and revised learning results in each group of subjects.

10.4) The instructional tutorial activities for learners, assists and care the information sheet or homework assignments of the inclusive learners in each day.

10.5) The summary of students' progress reports, problems, barriers in the inclusive school management every semester or twice a year.

### **11) Remedial teaching**

The educational management for the visually impaired persons focused the Individualized Education Plan (IEP). The learning management was required for the essential needs of the individual learners in case of students who studied in regular schools in the content of ordinary subjects, there should be the additional teaching for students in the evening, as well as the preparation of various information sheets assigned by the teachers in order for the learners to be able to learn and made a piece of work the same as the regular students.

### **12) Career instructional management and earning income during learning**

The career instructional management and earning income during learning in schools for the visually impaired persons had the commitments as follows:

12.1) To prepare the documents related to career instructional management and earning income during learning.

12.2) The investigation of the needs, interests, and enrollment students to participate in the career instructional management and earning income during learning project.

12.3) The supervision, monitoring, and following-up to solve problems arising from the implementation of the career instructional management and earning income during learning project.

12.4) The promotion and supporting resource persons and establishment to participate in the development of knowledge and career skills for the participants of the career instructional management and earning income during learning project.

12.5) The supervision, monitoring, following-up, evaluation, and reporting of operations of the career instructional management and earning income during learning project.

### **13) Rehabilitation of learners' physical ability**

The rehabilitation of learners' physical ability in the educational institutions for the visually impaired persons had the commitments as follows:

13.1) The direct services model was a pull out therapy for learners individually of the learners to develop very slowly needed the special equipment and

specialized techniques in solving problems including the integrated therapy to activate learners to develop while their activities in the classroom.

13.2) The monitoring model was the rehabilitation of learners' physical ability by analyzing, identifying the problems, designing and planning how to treat appropriate for learners by the other personnel as practitioners in accordance with the whole plan or some parts under the supervision of a professional.

13.3) The consultation in the case rehabilitation of learners' physical ability for the classroom teachers, students' family, and those involved in assisting students.

#### **14) Learners' development activities**

The learners' development activities in the effective school for the visually impaired persons had the commitments as follows:

14.1) To care and counseling for student council.

14.2) The teachers and personnel were coordinated in providing activities in schools.

14.3) The defined guidelines for promotion, supervision, consulting, advising, assisting the student council was based on the democratic system.

14.4) The collection of regulations, operational guidelines were informed to the relevant.

14.5) To determine the guidelines for the plan, the project of promoting and developing of student affairs based on the students' participation.

14.6) The supervision, monitoring, following-up, collecting and reporting were used for the operational results of the student affairs.

#### **15) Network development to promote the efficiency of the educational management**

The network development to promote the efficiency of educational management of the effective school for the visually impaired persons had the commitments as follows.

15.1) The management and development of the network websites to promote the educational efficiency in order to support the activities and tasks of the network and connections of the school network.

15.2) The coordination with educational institutions in the network to perform activities in academic quality development project.

15.3) The collaboration with sectors, department stores, educational institutions to participate in the educational quality development in the form of budgets, materials and a variety of knowledge.

15.4) The determination guidelines, plan and the network promotion and development project of the efficiency of educational management both academic and personnel.

15.5) The supervision, monitoring, following-up, collecting and reporting the operational results of the network promotion of the efficiency of educational management.

1.4.2 Supportive functions: academic supporting was the supportive functions consisted of 4 sections as follows: 1) personnel administration, 2) plan and budget administration, 3) general administration, and 4) student affairs administration. The descriptions were as follows:

#### **1) Personnel administration**

Personnel were key factors in developing the quality of education, specifically the personnel who provided education for the visually impaired persons, they should receive the good welfare and morale to develop their knowledge both science and skills in the specific areas for the visually impaired persons continuously. As regards the essential personnel, school administrators or personnel should be recruited who were mentally compassionate, sacrifice, knowledge and understanding of the nature and individual context of the persons. In addition, there should be the teaching support staff consisted of professional staff, media and technology production, staff of a boarding section, nutritionist, nursing staff, clinical psychology staff, building staff, transportation staff, and disabled sitter.

#### **2) Plan and budget administration**

The educational plan and budget plan of educational institutions for the visually impaired persons should be based on the direction of the educational quality development goals that met the learners' needs and the context of the organization under the involvement of all stakeholders to define vision, mission, educational quality development plan, annual action plan, and annual performance report focused on the

integrated development in order to increase the quality and educational opportunities for the visually impaired persons efficiently.

### **3) General administration**

The general administration of educational institutions for the visually impaired persons should focus on the management of information systems as well as the relationship between school and society, community, including government sectors, and private sectors both in the country and foreign countries in order to mobilize resources and to coordinate all sectors to participate in the development of educational quality in any cases in terms of budget, basic factors, and media equipment. In addition, the importance was to create a social attitude, giving opportunities and accepting the potential of the visually impaired persons

### **4) Student affairs administration**

The school's student affairs administration for the visually impaired persons should focus on creating a collaborative atmosphere for students to serve as a second home. The personnel of the boarding section should look after the students as a family, to love, to give warmth, life safety in accordance with the school regulation that being determined together. There were nursing teachers who closely cared for their health, providing senior system, and students' care and support system efficiently.

## **2. Process**

The effective school administrative process for the visually impaired persons consisted of four steps:

### **Step 1: Planning (P)**

The school planning for the visually impaired persons to prepare a guideline for working or activities that covering the objectives under co-operation and the policies of all stakeholders can lead to action to minimize the loss of resources. There were the determination for measuring standards, the coordination system and good communication. In addition, there were the determination of the authority, responsibility, how to control and evaluate each step and the plan should be flexible and adaptable in order to achieve the goal efficiently.

### **Step 2: Organizing (O)**

The organizational management of educational institutions for the visually impaired persons, the structure of the educational institutions should be defined



in accordance with the context of the obligation and coordinate systematically. In addition, facilities should be provided to work in schools within the road map for schools to be efficient agencies.

### **Step 3: Leading (L)**

The organizational management of school personnel for the visually impaired persons, the human resource management in organization to work efficiently consistent with the workload and organizational structure, there should be selected, and to recruit the personnel to work in the position consistent with the roles and functions by using the various procedures focusing on planning, fill and appoint the post, development, morale, and encouragement including dismissing from the post in various approaches.

### **Step 4: Controlling (C)**

Controlling was an art of the administration by commanding or directing according to the authority based on the role of the school administrators for the visually impaired persons. There should be needed both science and art of leadership skills to convince, human relations or the power to subordinate to perform their duties both individual or group of people to achieve the school objectives covering the important matter to judge, decision making, and team building,

**Motivation (M)** was a mechanism that drove all steps of the school administration process for the visually impaired persons to achieve the goals by motivating consisted of leadership in the operations, communication, co-ordination between school administrators, teachers, committees, basic educational committee, community leaders, parents, and network partners to work together efficiently.

## **3. Output**

The output or outcomes of the effective school administration model for the visually impaired persons were as follows.

**3.1 Educational opportunity:** Opportunities and equality in education for the visually impaired persons:

1) Basic educational opportunities and equality: The visually impaired persons received the opportunities and equality in basic education.

2) Higher Educational Opportunities: The visually impaired persons who graduated the basic education to be able to enter the higher education both in the public and private universities.

3) Career opportunities: The visually impaired persons who had completed basic or higher education to have the career opportunities to work both in the institutions or establishment.

**3.2 Quality of learners:** Quality of learners of the educational institutions for the visually impaired persons.

1) Students had good quality of life with the physical, mental and intellectual readiness.

2) Students had moral principles and emotional maturity to be able to face the problems and events of the global changing.

3) Students had knowledge and life skills, career skills for the conduct of self-serving in the future.

4) Students were able to rely on themselves without the burden of family, society, community.

**3.3 Efficiency of educational administration:** The efficiency of educational administration for the visually impaired persons:

1) Schools were learning centers for the visually impaired persons and educational standards.

2) Schools had the learning exchange between educational network and share using save resources and maximal benefit.

3) There were the network parties of community, social, parents sectors to participate in educational quality development of the educational institutions.

**The fourth component: Model procedures.**

**4.1 Results of preparation**

1) To provide a meeting to clarify understanding of teachers, personnel and stakeholders in implementing the effective school administration model for the visually impaired persons.

2) The school aimed to develop the administration model for the visually impaired persons in understanding how to achieve their goals based on the analysis of the current situation, problems and the demand for educational development

in terms of quantitative context referred to the opportunity to access the educational services in studying of the visually impaired persons in terms of learners' quality and the efficiency of the school administrative management.

3) To appoint the committee to be responsible for the implementation of the effective school administration model for the visually impaired persons consisted of deputy administrators / head of administrators / head of department / head of group working of the 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.

#### 4.2. Results of model procedures

##### 1) Input consisted of:

1.1) Personnel had defined the specific characteristics of personnel, roles, functions, and responsibilities of relevant personnel.

1.2) Instructional media and educational technology for the visually impaired persons provided by the procurement and development of educational media and technology to be sufficient for the development of learners' learning.

1.3) Learning resources and building sites was prepared for improving the learning resources and building sites to facilitate the teaching and the development of learners' learning.

1.4) The administrative functions were defined as the main function and academic supportive function.

##### 2) The process consisted of:

2.1. Planning

2.2 Organizing

2.3 Staffing

2.4 Directing

2.5 Controlling

The specifications of how to proceed as show in the form of the effective school administration model for the visually impaired persons. (Appendix 298).

**The fifth component:** Guidelines for model evaluation: The evaluation guidelines of the effective school management model for visually impaired people were evaluated in four aspects: 1) accuracy and comprehensive evaluation of the model, 2)

evaluation of the model suitability, 3) the model feasibility, 4) Evaluate the benefit of the model. The specifications of the model evaluation were shown as follows.

5.1 Methods and tools for evaluating the effective school administration model for the visually impaired persons in terms of accuracy, covering, and suitability of the model by using the focus group discussion group (Focus Group Discussion: FDG) of the experts. The tools used in the evaluation included: A model drafting and manual for the effective school administration model for the visually impaired persons and to analyze the data by the content analysis according to the consensus.

5.2 Methods and tools for evaluating the effective school administration model for the visually impaired persons in terms of the model feasibility and suitability by connoisseurship. The tools used in this study consisted of: 1) an effective school administration model for the visually impaired persons, 2) a 5-level rating scales. The data were analyzed by mean and standard deviation as follows:

The average scores of 4.51 - 5.00 indicates that the feasibility or benefit of the effective school administration model for the visually impaired persons was at the highest level.

The average scores of 3.51 - 4.50 indicates that the feasibility or benefit of the effective school administration model for the visually impaired persons was at a high level.

The average scores of 2.51 - 3.50 indicates that the feasibility or benefit of the effective school administration model for the visually impaired persons was at a moderate level.

The average scores of 1.51 - 2.50 indicates that the feasibility or benefit of the effective school administration model for the visually impaired persons was at a low level.

The average scores of 1.00 - 1.50 indicates that the feasibility or benefit of the effective school administration model for the visually impaired persons was at the lowest level.

**The sixth component:** Conditions for achievements composed of:

1) Laws and policies of the educational management for the visually impaired persons included the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002), the Education

Provision for Persons with Disabilities Act B.E. 2551(2008), the Persons with Disabilities Empowerment Act, B.E.2550 (2007), the fund for the promotion and educational development for persons with disabilities that supported the budget for activities / projects of the network for the promotion of efficiency of the visually impaired persons including the education for persons with disabilities the development plan for education for the visually impaired persons for 5 years (2017 - 2022), Ministry of Education, the Universal Declaration of Human Rights, and the Convention on the Rights of Persons with Disabilities, Thailand 1998.

2) Leadership of school administrators consisted of 1) to have a wide vision, transformational leadership, and strategic administration; 2) commitment, sacrifice, volunteer, spirit, ideology, and professional administrator, 3) the capacity of community coordination, society, and other sectors, 4) to be knowledgeable, understanding in the specific science, and 5) to be experienced in educational administration for capacity or special education.

**Step 2.3: Results of verifying the effective school administration model for the visually impaired persons.**

The results of verifying the effective school administration model for the visually impaired persons after focus group discussion (FDG) of the experts on 9 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. It was found that the results of verifying the effective school administration model for the visually impaired persons were suitability, but the process of sub-component was adapted in accordance with the context of the educational institutions provided the educational management for the visually impaired persons as follows:

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**Table 4.3** Results of the experts' focus group discussion to verify the suitability and covering of the model drafting

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<b>The first component: Model principles</b>	✓	
<b>The second component: Model objectives</b>	✓	
<p><b>The third component: System and model mechanism</b></p> <p>The effective school administration model for the visually impaired persons consisted of 4 components as follows:</p> <p>3.1 Input</p> <p>3.2 Process</p> <p>3.3 Output</p> <p>3.4 Environment</p> <p>3.1 Input</p> <p>1) Personnel</p> <p>2) Instructional media and educational technology</p> <p>3) School administration</p>		<p>- The System and model mechanism of the effective school administration for the visually impaired persons based on system theory consisted of 3 main components, input, process, and output driven by feedback. As regards the environment was considered the conditions for achievements of achievement. Therefore, the system and mechanism of the effective school administration model for the visually impaired persons should consist of 3 components and conditions for achievements, the system and mechanism in terms of input of the effective school administration model for the visually impaired persons should be added the learning resources and building areas.</p> <p>Should be added to the learning resources and building sites.</p>

**Table 4.3 (Continued)**

<b>Components of the model drafting of the effective school administration for the visually impaired persons</b>	<b>Model components from the experts' focus group discussion</b>	
	<b>Remain as ever</b>	<b>The recommendation for improvement</b>
3.2 Process 1) Planning: P 2) Organizing: O 3) Leading: L 4) Controlling: C		The component of the effective school administration model for the visually impaired persons in an aspect of process should adopted POLC principles to be applied in accordance with the school context consisted of The first step: Planning: P The second step: Organizing: O The third step: Staffing: S The fourth step: Directing: D The fifth step: Controlling: C Motivation: M was a mechanic for driving every step or namely POSDC-M
3.3 Output 1) Opportunity of educational services 2) Quality of learners 3) Efficiency of Educational Management	✓	

**Table 4.3 (Continued)**

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<p>3.4 Environments: E</p> <p>1) Factors as obstacles to the effective school administration for the visually impaired persons</p> <p>2) Factors as conditions for achievements to the effective school administration for the visually impaired persons</p>		<p>- In terms of environments should be investigated consisted of 1) Laws and government policies for the management of education for the disabled persons and leadership of school administrators in order to be successful for the achievement goals.</p>
<p>3.5 The specification of sub-components of system and mechanism of the effective school administration model for the visually impaired persons in terms of input were as follows:</p> <p>3.5.1 Personnel characteristics: The basic school board committee should be as follows:</p> <p>1) To be knowledgeable and experienced involved with the educational management for the visually impaired persons.</p> <p>2) To be an understanding of nature and the basic conditions of disability of the visually impaired persons.</p> <p>3) The experts should come from external sectors or private organizations that were involved and to realize on the priority of education, to understand the context and conditions of the educational management for the visually impaired persons.</p>	✓	



**Table 4.3 (Continued)**

<b>Components of the model drafting of the effective school administration for the visually impaired persons</b>	<b>Model components from the experts' focus group discussion</b>	
	<b>Remain as ever</b>	<b>The recommendation for improvement</b>
<p>3.5.2 Personnel characteristics: School administrators should be as follows:</p> <p>1) To have leadership, a wide vision, an understanding of participatory strategic management.</p> <p>2) To have a commitment, sacrifice, patience and kindness including the spirit and ideology of being a teacher.</p> <p>3) To be knowledgeable, an understanding of the nature of the visually impaired students including understanding the context of the society and community.</p> <p>4) To have a human relationship skills, to be able to create an educational network and mobilize resources from all sectors both inside and outside the country to participate in developing of the educational quality for the visually impaired persons.</p> <p>5) To have knowledge and ability for an integrated administration and to be able to link with the network administration or the context of the society and community as well.</p>	<p>✓</p>	

**Table 4.3 (Continued)**

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<p>3.5.3 Personnel characteristics: Teachers for the visually impaired students should be as follows:</p> <p>1) To be knowledgeable and skilled in the use of Braille, to have knowledge in specialized sciences for the teaching and learning for the visually impaired persons.</p> <p>2) To be a commitment, sacrifice, patience and kindness to assist, to solve the problems and obstacles for the visually impaired persons.</p> <p>3) To be an ideologist in the teaching profession and to have the spirit of being a teacher of the special education.</p> <p>4) To be knowledgeable in the science of special subjects and to be able to apply in the educational management for the visually impaired persons.</p> <p>5) To know and to understand the patterns and techniques of teaching for the visually impaired persons and to be able to lead towards the integrated teaching and learning with the community savant, learning resources, and folk wisdom.</p>	✓	

**Table 4.3 (Continued)**

<b>Components of the model drafting of the effective school administration for the visually impaired persons</b>	<b>Model components from the experts' focus group discussion</b>	
	<b>Remain as ever</b>	<b>The recommendation for improvement</b>
<p>3.5.4 Personnel characteristics:</p> <p>Instructional support personnel for the visually impaired students should be as follows:</p> <ol style="list-style-type: none"> <li>1) To be knowledgeable and the functional role of special science.</li> <li>2) To be knowledgeable and understanding in the condition and context of educational institutions that provided education for the visually impaired persons.</li> <li>3) To be a commitment, sacrifice, patience and kindness to assist and to solve the problems and obstacles for the visually impaired persons to overcome the life barriers.</li> <li>4) To be knowledgeable, an understanding and skills for using educational technology for the visually impaired persons.</li> <li>5) To be a faithful, trust, and good attitude in the educational management for the visually impaired persons.</li> </ol>	✓	

**Table 4.3 (Continued)**

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<p>3.5.5 Instructional media and educational technology for the visually impaired persons should have as follows:</p> <ol style="list-style-type: none"> <li>1) computer with sound synthesis,</li> <li>2) media printed,</li> <li>3) media materials,</li> <li>4) electronic media,</li> <li>5) audiovisual media,</li> <li>6) activity media,</li> <li>7) contextual media,</li> <li>8) Braille printer, and</li> <li>9) convex photo printer</li> </ol>	✓	
<p>3.5.6 School administration</p> <p>The scope of the effective school administration for the visually impaired persons should have as follows:</p> <ol style="list-style-type: none"> <li>1) Main function: academic administration consisted of: <ol style="list-style-type: none"> <li>1.1) School curriculum development <ol style="list-style-type: none"> <li>1.1.1) To develop the school curriculum to be flexible and consistent with the students' needs and the condition of society and community.</li> <li>1.1.2) To develop the school curriculum focusing on improving the life quality for the visually impaired persons and cope with the changing global society.</li> </ol> </li> </ol> </li> </ol>	✓	

**Table 4.3 (Continued)**

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<p>1.1.3) To develop the school curriculum focusing on the educational management to reserve the culture and to earn for a living in the future.</p> <p>1.1.4) To define the additional courses required for visually impaired persons such as Braille learning skills, to build the familiar with the orientation and mobility <i>skills</i> (O&amp;M).</p> <p>1.1.5) To assign a variety of learning styles and integrate them into real life and to meet the learners' needs by using learning resources and local wisdom to maximize the benefits.</p>	✓	
<p>1.2) Developing of learning process management</p> <p>1.2.1) To encourage teachers to make individualized educational plans for all learners. To make a learning plan based on the content and learning units focusing on the student-centered.</p> <p>1.2.2) To encourage the teachers for the learning process management by providing the content and activities to meet the students' needs, interests, aptitude and to learning from actual and practical experiences.</p>	✓	

**Table 4.3 (Continued)**

<b>Components of the model drafting of the effective school administration for the visually impaired persons</b>	<b>Model components from the experts' focus group discussion</b>	
	<b>Remain as ever</b>	<b>The recommendation for improvement</b>
<p>1.2.3) To provide instructional supervision of teachers in various subjects by focusing on supervising as principles of good friends.</p> <p>1.2.4) To provide learning focusing on professional skills for students in order for leading self-employment in the future.</p> <p>1.2.5) To organize learning activities as an integrated learning in the content connecting with learning resources including the way of life of society and the local community.</p>	✓	
<p>1.3) Measurement, evaluation and transferring of learning outcomes</p> <p>1.3.1) To measure and to evaluate based on authentic situation in the activities that students had learned and practice.</p> <p>1.3.2) To measure and to evaluate focused on practical skills rather than the principles and theoretical knowledge.</p> <p>1.3.3) To define rules and regulations of performing in transferring knowledge and experiences from written and concrete clearly.</p> <p>1.3.4) To provide a flexible measurement and evaluation system and a variety of pattern focusing on the students' behavior.</p> <p>1.3.5) To provide a system of measurement and evaluation for self-assessment and participation in teacher and parent teacher assessment.</p>	✓	

**Table 4.3 (Continued)**

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<p>1.4) Research for educational quality development</p> <p>1.4.1) Teachers was assigned to use the research to develop the learners' learning process.</p> <p>1.4.2) Teachers was assigned to use research in the instructional development for students.</p> <p>1.4.3) Research institution or school research was defined leading to quality development and the administration of educational institutions.</p>	✓	
<p>1.5) The development of instructional media, innovation, and educational technology</p> <p>1.5.1) The development of a learning management system for distance learning via satellite, Thailand to be able to use efficiently in order to open the world of education for the visually impaired persons.</p> <p>1.5.2) To establish a network of educational institutions, government and private organizations to be involved in procurement, to provide equipment and to develop innovative media and educational technology including meeting the learners' needs.</p>	✓	

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**Table 4.3** (Continued)

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<p>1.5.3) To develop internal learning resources to facilitate the teachers' instructional activities and learners' learning.</p> <p>1.5.4) To develop teachers and personnel to have the potential to provide, to prepare, and skills how to use the instructional media, innovation and technology consistent with the visually impaired learners.</p>	✓	
<p>1.6) Library and the development of learning resources</p> <p>1.6.1) The planning of how to use of library and learning resources: the subject teachers or the responsible person to plan the use of library and learning resources both inside and outside educational institutions appropriate with the content and subject matter.</p> <p>1.6.2) The preparation how to use the library and learning resources by the subject teachers to prepare the use of library and learning resources for the learners to participate.</p> <p>1.6.3) The implementation of learning resources.</p> <p>1.6.4) The evaluation how to use the library and learning resources: the teachers and the learners were evaluated together reflecting the opinions, what has been learned, the obstacles of learning in the learning resources including adopting some data to summarize the evaluation of project activities.</p>	✓	



**Table 4.3 (Continued)**

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<p>1.7) The supervision, monitoring, following-up and evaluation of educational management</p> <p>1.7.1) The investigation of conditions and problems concerning the current problems and operational problems.</p> <p>1.7.2) The supervision planning: The coordination of planning, guidelines, approaches, or techniques was used in internal school supervision appropriate to the problem conditions in accordance with the teachers' needs.</p> <p>1.7.3) The supervision operations: The internal supervision was defined in the supervisory calendar, with the planned approaches or supervision techniques.</p> <p>1.7.4) The evaluation and improvement: To achieve goals and solve problems in supervision were examined by the meeting of the supervisors.</p>	✓	
<p>1.8) Educational guidance and social welfare</p> <p>1.8.1) The educational guidance was to enable learners to develop their full potential, to acquire knowledge by themselves, and to plan for learning efficiently.</p>	✓	

**Table 4.3 (Continued)**

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<p>1.8.2) Career guidance was to encourage learners to find out their own aptitude and self-esteem as well as the variety of global work including having a good attitude and good habits in working.</p> <p>1.8.3) Personal guidance was to assist students for the personality development, to assist students for the understanding themselves, and to be a stable tempered, good human relations, to understand the environment.</p> <p>1.8.4) Social welfare was to coordinate with the relevant agencies to the privilege of the visually impaired persons that should be as deserved by law including providing the scholarships.</p>	✓	
<p>1.9) Educational quality assurance</p> <p>1.9.1) To define the educational standards of educational institutions within the participation of teachers and all relevant personnel.</p> <p>1.9.2) The development of educational quality plan was to analyze of the current conditions, problems, and needs of the educational institutions in order to prepare a strategic plan and the annual plan of the educational institutions.</p>	✓	

**Table 4.3 (Continued)**

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<p>1.9.3) The administrative management system and information with the management of the administrative structure supporting to the operations that everyone participated and public relations to all involved sectors.</p> <p>1.9.4) To implement the educational quality development plan.</p> <p>1.9.5) To monitor and review the educational quality.</p> <p>1.9.6) To evaluate the internal quality according to the school educational standards.</p> <p>1.9.7) To report the educational quality annual.</p> <p>1.9.8) To exist the educational quality assurance system.</p>	✓	
<p>1.10) Inclusive educational management</p> <p>1.10.1) To coordinate and prepare the inclusive schools in accordance with SEAT framework.</p> <p>1.10.2) To prepare the Individual Education Plan (IEP) for the inclusive learners.</p> <p>1.10.3) To monitor, follow-up the learning development outcomes of learners and revised learning results in each group of subjects.</p>	✓	

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**Table 4.3 (Continued)**

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<p>1.10.4) The instructional tutorial activities for learners, assists and care the information sheet or homework assignments of the inclusive learners in each day.</p> <p>1.10.5) The summary of students' progress reports, problems, barriers in the inclusive school management every semester or twice a year.</p>	✓	
<p>1.11) Remedial teaching</p> <p>The educational management for the visually impaired persons focused the Individualized Education Plan (IEP). The learning management was required for the essential needs of the individual learners in case of students who studied in regular schools in the content of ordinary subjects, there should be the additional teaching for students in the evening, as well as the preparation of various information sheets assigned by the teachers in order for the learners to be able to learn and made a piece of work the same as the regular students.</p>	✓	

**Table 4.3 (Continued)**

<b>Components of the model drafting of the effective school administration for the visually impaired persons</b>	<b>Model components from the experts' focus group discussion</b>	
	<b>Remain as ever</b>	<b>The recommendation for improvement</b>
<p>1.12) Career instructional management and earning income during learning</p> <p>1.12.1) To prepare the documents related to teaching occupation and income earning during learning.</p> <p>1.12.2) To investigate of the needs, interests, and enrollment students to participate in the occupational teaching and learning and income earning during learning project.</p> <p>1.12.3) To supervise, monitor, and follow-up to solve problems from earning during learning project.</p> <p>1.12.4) To promote and support resource persons and establishment to participate in the development of knowledge and occupational skills for the participants of the occupational teaching and learning and income earning during learning project.</p> <p>1.12.5) To supervise, monitor, and follow-up, evaluate, and report the operations of the career teaching and learning and income earning during learning project.</p>	<p>✓</p>	

**Table 4.3** (Continued)

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<p>1.13) Learners' rehabilitation</p> <p>1.13.1) The direct services model was a pull out therapy for learners individually of the learners to develop very slowly needed the special equipment and specialized techniques in solving problems including the integrated therapy to activate learners to develop while their activities in the classroom.</p> <p>1.13.2) The monitoring model was the learners' rehabilitation by analyzing, identifying the problems, designing and planning how to treat appropriate for learners by the other personnel as practitioners in accordance with the whole plan or some parts under the supervision of a professional.</p> <p>1.13.3) The consultation in the case learners' rehabilitation for the classroom teachers, students' family, and those involved in assisting students.</p>	✓	
<p>1.14) Learners' development activities</p> <p>1.14.1) To care and counseling for student council.</p> <p>1.14.2) The teachers and personnel were coordinated in providing activities in schools.</p>	✓	

**Table 4.3 (Continued)**

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<p>1.14.3) The defined guidelines for promotion, supervision, consulting, advising, assisting the student council was based on the democratic system.</p> <p>1.14.4) The collection of regulations, operational guidelines were informed to the relevant.</p> <p>1.14.5) To determine the guidelines for the plan, the project of promoting and developing of student affairs based on the students' participation.</p> <p>1.14.6) The supervision, monitoring, following-up, collecting and reporting were used for the operational results of the student affairs.</p>	✓	
<p>1.15) Network development to promote the educational efficiency</p> <p>1.15.1) The management and development of the network websites to promote the educational efficiency in order to support the activities and tasks of the network and connections of the school network.</p> <p>1.15.2) The coordination with educational institutions in the network to perform activities in academic quality development project.</p>	✓	

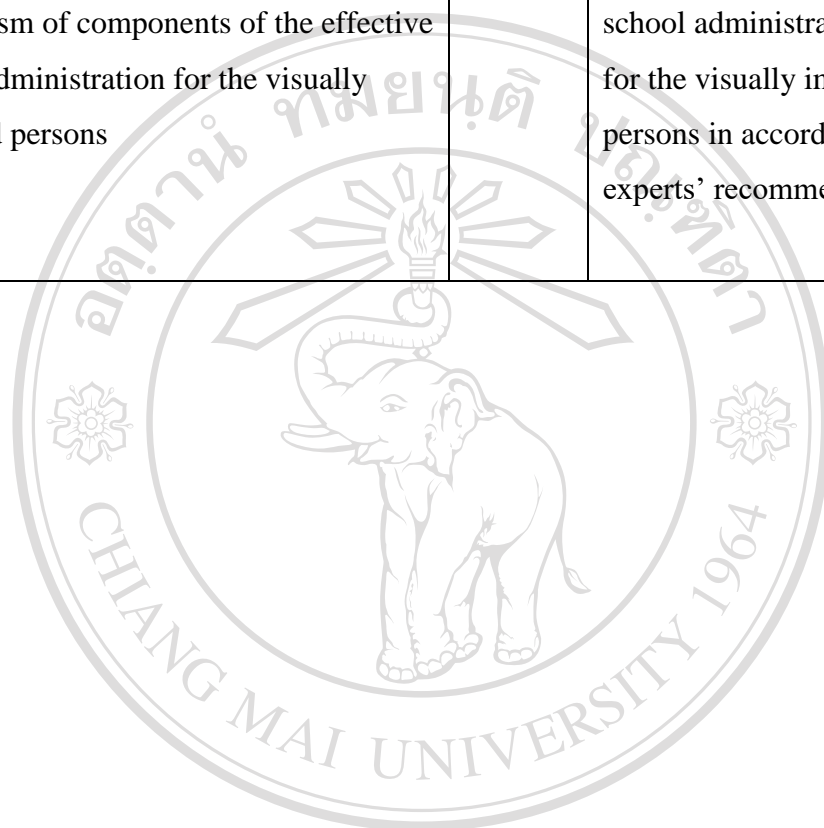
**Table 4.3 (Continued)**

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<p>1.15.3) The collaboration with sectors, department stores, educational institutions to participate in the educational quality development in the form of budgets, materials and a variety of knowledge.</p> <p>1.15.4) The determination guidelines, plan and the network promotion and development project of the educational efficiency both academic and personnel.</p> <p>1.15.5) The supervision, monitoring, following-up, collecting and reporting the operational results of the network promotion of the educational efficiency.</p>	✓	
<p>3.2 The specification of sub- components of system and mechanism of the effective school administration model for the visually impaired persons in terms of process were as follows:</p> <p>3.2.1) The first step: Planning (P)</p> <p>3.2.2) The second step: Organizing (O)</p> <p>3.2.3) The third step: Leading (L)</p> <p>3.2.4) The fourth step: Controlling (C)</p>		<p>The component of process of the school administration model should use the principles of POLC applying in accordance with the school context consisted of:</p> <p>The first step: Planning (P)</p> <p>The second step: Organizing (O)</p> <p>The third step: Staffing (S)</p> <p>The fourth step: Directing (D)</p> <p>The fifth step: Controlling (C)</p> <p>In addition, Motivation (M) was a mechanism to drive every step, namely, POSDC-M.</p>



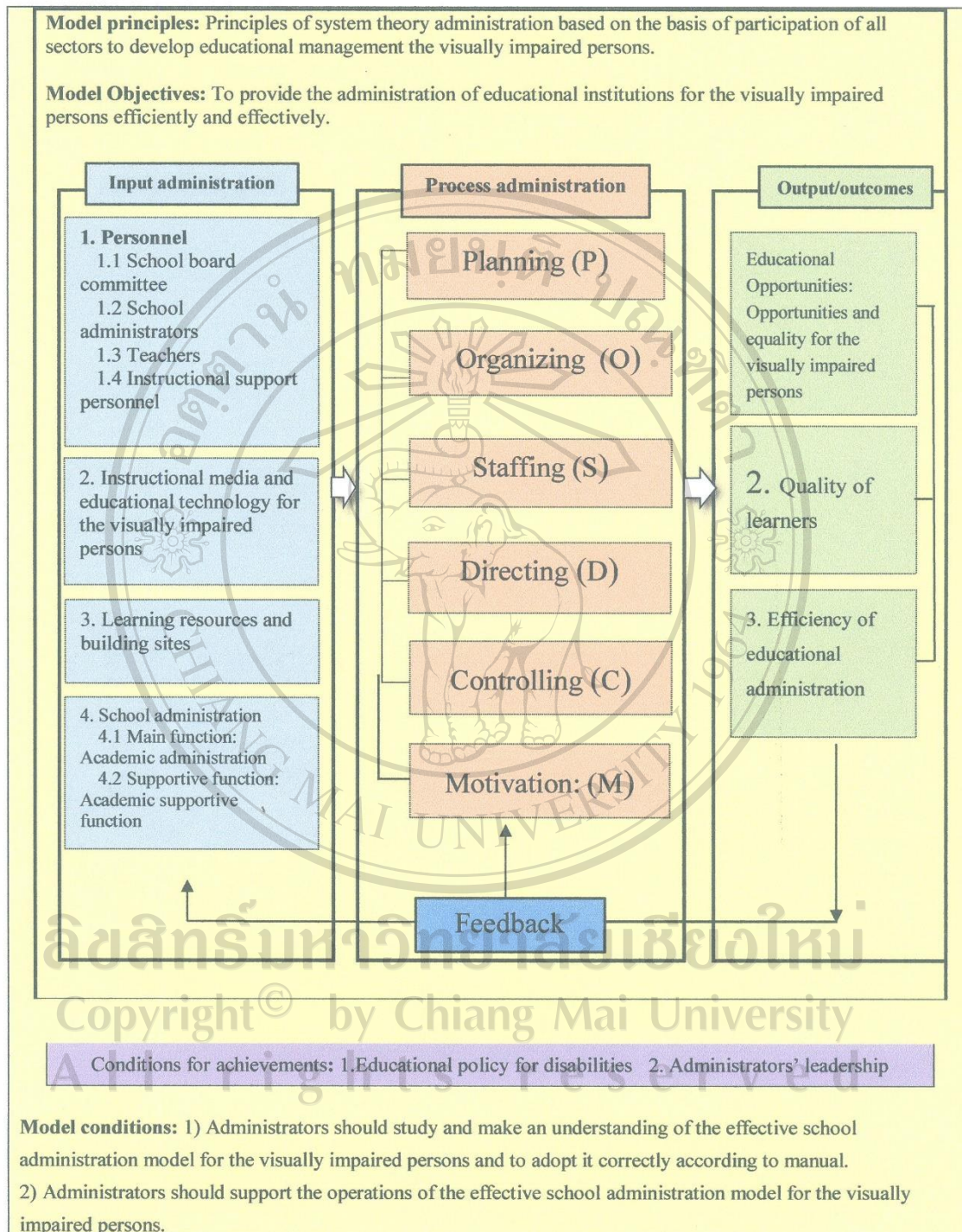
**Table 4.3 (Continued)**

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
3.2.5) The relationship of mechanism of components of the effective school administration for the visually impaired persons		To develop of the effective school administrative model for the visually impaired persons in accordance with the experts' recommendation.



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**Figure 4.2** The drafting model of effective school administration for the visually impaired persons.



**Table 4.3 (Continued)**

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<p>3.3 The specification of components of system and mechanism of the effective school administration model for the visually impaired persons in terms of output / outcomes were as follows:</p> <p>3.3.1 Opportunities educational services</p> <ol style="list-style-type: none"> <li>1) Basic educational opportunities and equality.</li> <li>2) Higher Educational Opportunities.</li> <li>3) Career opportunities.</li> </ol>	✓	
<p>3.3.2 Quality of learners</p> <ol style="list-style-type: none"> <li>1) Students have good quality of life with the physical, mental and intellectual readiness.</li> <li>2) Students have moral principles and emotional maturity to be able to face the problems and events of the global changing.</li> <li>3) Students have knowledge and life skills, career skills for the conduct of self-serving in the future.</li> <li>4) Students are able to rely on themselves without the burden of family, society, community.</li> </ol>		

**Table 4.3 (Continued)**

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<p>The fourth component: Model procedures</p> <p>4.1 Model procedures in according with documents of the effective school administration model for the visually impaired persons (Appendix E: Table 1 – 22)</p> <p>1) Personnel</p> <p>2) Instructional media and educational technology</p> <p>3) Learning resources and building sites</p> <p>4) The administrative functions</p> <p>4.1) The main function: Academic function</p> <p>4.2) The academic supportive function</p> <p>4.2.1) Personnel.</p> <p>4.2.2) Plan and budget.</p> <p>4.2.3) General.</p> <p>4.2.4) Student affairs.</p>	✓	
<p>4.2 Process procedures</p> <p>1) Planning (P)</p> <p>2) Organizing (O)</p> <p>3) Staffing (S)</p> <p>4) Directing (D)</p> <p>5) Controlling (C)</p> <p>Motivation (M) was a mechanism to drive.</p>	✓	

**Table 4.3 (Continued)**

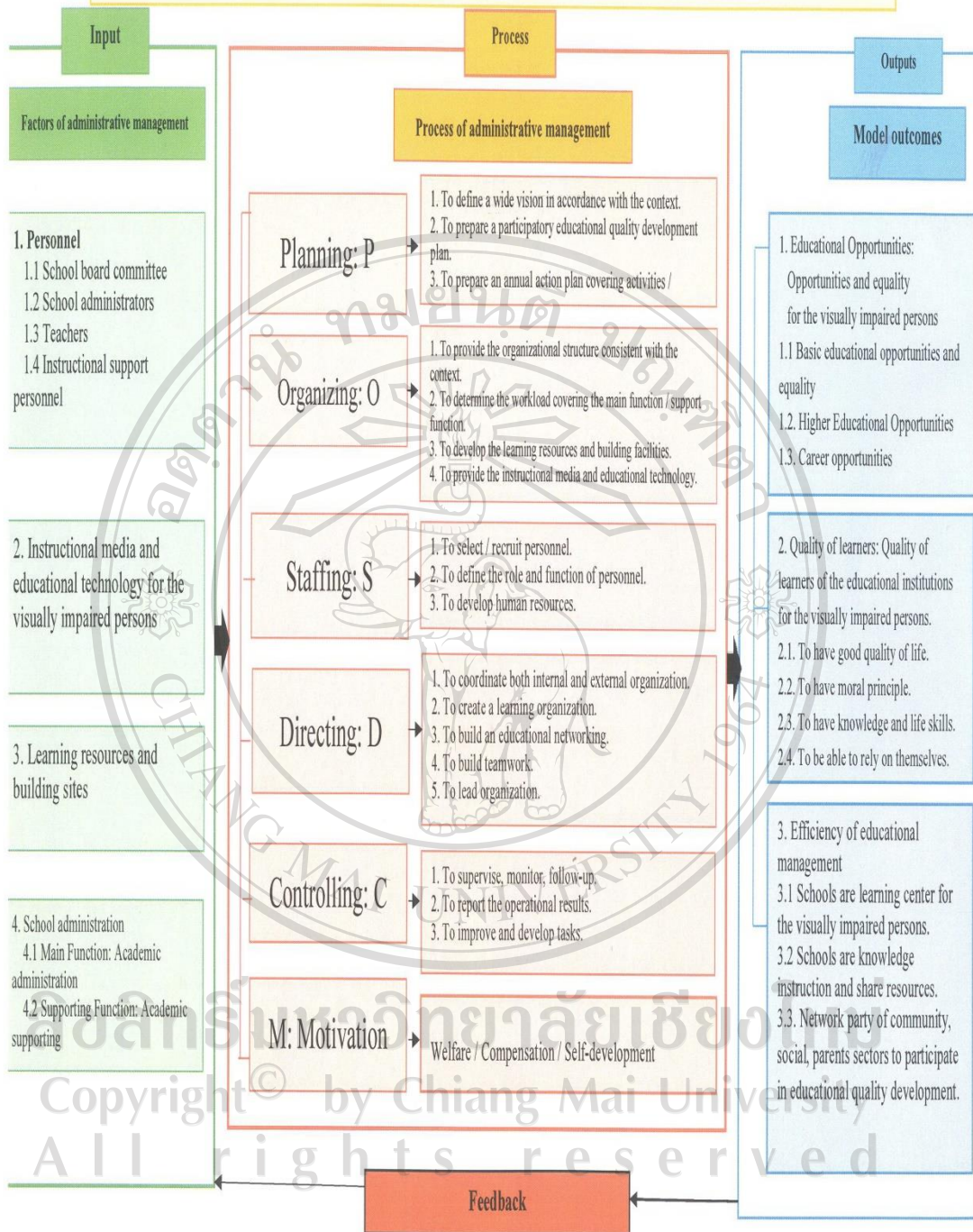
Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<p>4.3 Output procedures in according with documents of the effective school administration model for the visually impaired persons (Appendix E: Table 24 – 26)</p> <p>1) Educational opportunities and equality</p> <p>2) Quality of learners of the effective school administration for the visually impaired persons.</p> <p>3) Efficiency of educational management of the effective school administration for the visually impaired persons.</p>	✓	
<p>The fifth component: Guidelines for model evaluation</p> <p>5.1 Methods of collecting data</p> <p>5.2 Tools used for of collecting data</p> <p>5.3 Data were analyzed mean and standard deviation as follows:</p> <p>4.51 - 5.00 = agree and satisfy at the highest level.</p> <p>3.51 - 4.50 = agree and satisfy at a high level</p> <p>2.51 - 3.50 = agree and satisfy at a moderate level.</p> <p>1.51 - 2.50 = agree and satisfy at a low level.</p> <p>1.00 - 1.50 = agree and satisfy at the lowest level.</p>	✓	

**Table 4.3 (Continued)**

Components of the model drafting of the effective school administration for the visually impaired persons	Model components from the experts' focus group discussion	
	Remain as ever	The recommendation for improvement
<p>The sixth component: Conditions for achievements of model.</p> <p>6.1) Laws and policies for the management of education for the disabled persons.</p> <p>6.2) Leadership of school administrators provided educational administration for the visually impaired persons.</p>	✓	

The model of effective school administration for the visually impaired persons was verified by the experts was shown in figures 4.3

**Model principles:** Principles of system theory administration based on the basis of participation of all sectors to develop educational management the visually impaired persons.  
**Model Objectives:** To provide the administration of educational institutions for the visually impaired persons efficiently and effectively.



Conditions for achievements: 1. Educational policy for disabilities 2. Administrators' leadership

### **Phase 3: Results of studying the use of the effective school administration model for the visually impaired persons.**

The results of studying the use of the effective school administration model for the visually impaired persons accordance to the use of the system components and model mechanisms of the effective school administration for the visually impaired persons to try out 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 Southern Region School for the Blind, Surat Thani Province. The research results were divided into 2 steps as follows:

**Step 3.1:** Results of studying the results of using the effective school administration model for the visually impaired persons.

**Step 3.2:** Results of the model evaluation of the effective school administration for the visually impaired persons.

The specification of each step was as follow:

**Step 3.1:** The results of studying the results of using the effective school administration model for the visually impaired persons.

The objective of this studying of the use of the effective school administration for the visually impaired persons was to adopt the model of the effective school administration for the visually impaired persons to try out in two educational administrations provided the educational management for the visually impaired persons with similar conditions and contexts, namely: the 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. The manual of model (Appendix F) was used to facilitate in operating according to the effective school administration model for the visually impaired persons and supervised, monitored and followed-up by school administrators continuously following the research calendar of the effective school administration model for the visually impaired persons as follows:



**Table 4.4** Tryout calendar of the effective school administration model for the visually impaired Persons

Month/Year	Activities	Tools
Nov. 2016	- To organize the meeting of administrators, heads of department, teachers and school personnel to inform and introduce concerning manual of how to use of the effective school administration model for the visually impaired persons	- User manual of the effective school administration model for the visually impaired persons
Nov. 2016- Mar. 2017	- Operational activities according to the system components and model mechanisms of the effective school administration for the visually impaired persons	- User manual of the effective school administration model for the visually impaired persons
Dec. 2016- Jan. 2017	- Supervise, monitor, and follow-up the operational activities according to the system components and model mechanisms of the effective school administration for the visually impaired persons	- Structured interview form - Supervision form
May 2017	- Report the collected data and interviewed of problems, obstacles, and recommendation of the operational activities in order to improve.	- User manual of the effective school administration model for the visually impaired persons
Mar. 2017	- To organize the meeting to summarize the results of the use of the system components and model mechanisms of the effective school administration for the visually impaired persons - To discuss the recommendations from the administrators, heads of department, teachers and school personnel to be response the use of the system components and model mechanisms of the effective school administration for the visually impaired persons	- The report of result summarizing of the use of the system components and model mechanisms of the effective school administration for the visually impaired persons

As regards the calendar of procedures, the results of studying on the use of to the system components and model mechanisms of the effective school administration for the visually impaired persons, the structured interview form was used by the administrators to supervise, monitor, follow-up by the researcher. The informants were the school administrators / deputy school administrators, heads of department, teachers and school personnel to be response the use of the system components and model mechanisms of the effective school administration for the visually impaired persons of the schools. The objective was to monitor the operations and follow-up to improve. The description were as follows:

## **Input**

### **1. Personnel**

The informants were the deputy school administrators of the two educational institutions in charge with the school personnel and heads of personnel sector to supervise, monitor, and follow-up in terms of personnel, characteristics, and procedures of the effective school administration model for the visually impaired persons that was done as follows:

#### 1.1 To supervise, monitor, and follow-up in terms of personnel

To supervise, monitor, and follow-up the characteristics and the procedures in accordance with the manual of using of the effective school administration model for the visually impaired persons of the administrators and heads of department.

#### 1.2 The results of examination and procedures

1.2.1. Personnel characteristics and procedures were in accordance with the objectives of personnel sectors in all aspects.

1.2.2. There was a meeting to discuss for the solution concerning the personnel sectors to be ready and sufficient for the school workload.

1.3 Results of the examination of the characteristics and readiness of the school personnel in terms of input were as follows:

1.3.1 The basic school board committee: it was found that both schools had appointed the basic school board committee in accordance with the educational act and the basic school board committee had similar characteristics as defined in the effective school administration model for the visually impaired persons.

There was a one-session committee meeting per semester. The additional recommendations for each board meeting should be the meeting attendance fee for the basic school board committee to be the expenses for the travelling to attend the meeting.

1.3.2. School administrators: it was found that the school administrators for the visually impaired persons of the two educational institutions to have a high leadership, a wide vision, well-coordinated with the community, so that it could be used by both public and private organizations to participate in the development of educational quality in accordance with the characteristics determined in the effective school administration model for the visually impaired persons and there were more suggestions that the school administrators for visually impaired persons should work in schools for at least 4 years.

1.3.3 Teachers: it was found that the teachers of the two educational institutions mostly graduated from general majors and had experience teaching students with disabilities for many years so they had knowledge and specific skills, the teachers did not have the qualifications to teach the direct subject, and the rate of the teachers to the students was not in accordance with the Teacher Civil Service and Educational Personnel Commission (TPEC) determination. But it was overall; most of the teachers had the characteristics specified in the form of the effective school administration model for the visually impaired persons and more suggestions for teachers to learn more concerning technology and specific knowledge and skills for the visually impaired persons.

1.3.4 Teaching support personnel: it was found that most of the teaching support personnel in educational institutions of both schools were employed as impermanent, often resigned, it caused discontinuous work. Most of the teaching as teaching support personnel had the required qualities in the effective school administration model for the visually impaired persons. In addition, there were more suggestions for schools to define the position of teachers teaching support covering the workload as the standard for educational institutions for the visually impaired persons obviously, such as teachers for the boarding section, teachers for learning media production, audiovisual teachers, psychologists, nurse teachers, etc.

## **2. Instructional media and educational technology.**

The informants were the deputy school administrators and heads of educational media and technology department of the two educational institutions to examine the readiness of the educational media and technology including the school services according to the effective school administration model for the visually impaired persons that was done as follows:

2.1 To supervise, monitor, and follow-up the readiness of the instructional media and educational technology.

2.2.1 To supervise, monitor, and follow-up the procurement and to supply the instructional media and educational technology to be readily available in accordance with the effective school administration model for the visually impaired persons by the administrators and heads of department regularly.

2.2.2. There should be the meetings to discuss the solutions to improve the instructional media and educational technology which were not enough in accordance with the set plan or did not meet the project objectives.

### **2.2 Results of procedures**

The procedures of educational media and technology of the two educational institutions had the necessary media, equipment, and materials to produce and provide services for teachers and students adequately and appropriately providing, purchasing by the government budget and supporting from the private sectors. In addition, there were more suggestions on the modernization of the educational media and technology had been changed dramatically. As regards the additional procurement activities should request the involved society and community both public and private sectors to be participated mostly.

2.3 Results of examining the readiness and operational services of educational media technology.

The Northern Region School for the Blind under the Royal Patronage of Her Majesty the Queen, Chiang Mai Province had the instructional media and educational technology as follows:

1) There were 5 classrooms with 105 computers with audio program. The ratio of service per student was 1: 2.

2) There were 980 Braille books both textbooks and graded readers.

3) There were 650 pieces of media, materials, and equipment for learning subject content.

4) There were 350 Desi audio sound, CDs, and DVDs.

5) There were 5 Audio-visual media rooms for services to teachers and students.

6) There were a variety of the activity media for the instructional activities of the learners' learning development.

7) There were the contextual media; educational institutions provided an internal environment with civilized architecture to response to the learners' needs properly.

8) There were 50 printers both Braille and ordinary printers, and 2 large printers that enable to print up to 1,000 sheets per an hour.

9) There were 8 convex photo printers for printing with thermal imaging.

The Southern Region School for the Blind, Surat Thani Province had the instructional media and educational technology as follows:

1) There was 1 classroom with 10 computers with audio program. The ratio of service per student was 1: 2.

2) There were 380 Braille books both textbooks and graded readers.

3) There were 150 pieces of media, materials, and equipment for learning subject content.

4) There were 150 Desi audio sound, CDs, and DVDs.

5) There was one Audio-visual media room for services to teachers and students.

6) There were a variety of the activity media for the instructional activities of the learners' learning development.

7) There were the contextual media; educational institutions provided an internal environment with civilized architecture to response to the learners' needs properly.

8) There were 5 printers both Braille and ordinary printers.

9) There was one convex photo printer for printing with thermal imaging.

### **3. Learning resources and building sites**

The informants were deputy administrators and head of building sector of the two educational institutions, the checking of the availability of learning resources and building sites to provide the services for learning activities for learners of educational institutions in accordance with the effective school administration model for the visually impaired persons that was done as follows:

3.1 To supervise, monitor, and follow-up the availability of learning resources and building sites

3.2.1 To supervise, monitor, and follow-up the constructing procedures and the development of learning resources and building sites, to construct and to modify the original to be sufficient for facilitating supported to the learning activity management according to the conditions and context of each institution based on the effective school administration model for the visually impaired persons.

3.2.2 To organize a meeting to find out how to build or modify the learning resources and building sites by mobilizing budget resources from various sources as a defined plan including improving the operations according to the task objectives.

#### **3.2 Operational results**

The operational results of the learning resources and the building sites of the two educational institutions, there were the learning resources and the building sites as the fundamental and essential for the learners' learning and providing the services for teachers adequately and appropriately according to the context of each school both a new building and modifying from the original by the government budget and supporting from the private sectors. In addition, there were more suggestions as to the civilization of architecture for the visually impaired persons could access and utilize the maximal of their learning resources and the society, community or organization both public and private sectors should participate as much as possible.

3.3 The results of the checking of the availability and procedures of learning resources and building sites were as follows:

The Northern Region School for the Blind under the Royal Patronage of Her Majesty the Queen, Chiang Mai Province had two service areas: the first one with 3 Rai, 2 square Ngan, and 54 square Wah; the second one with 10 Rai with a

comprehensive learning sources of learning based on the effective school administration model for the visually impaired persons. In terms of swimming pool, the school solved this problem by requesting the services from the external private sectors.

For the Southern Region School for the Blind, Surat Thani Province had 36 Rai with a part of basic learning resources not covering based on the effective school administration model for the visually impaired persons.

#### **4. The school administration.**

The informants were deputy administrators, head of section, head of department, and head of the two educational institutions, the checking of the readiness and procedures of educational institutions in accordance with the effective school administration model for the visually impaired persons that was done as follows:

4.1 To supervise, monitor, and follow-up the checking of the readiness and procedures of educational institutions in accordance with the effective school administration model for the visually impaired persons. It was found that there were the supervision, monitoring, and following-up the of the readiness and procedures of educational institutions according to the determined roles and functions of the administrators and heads of section based on the effective school administration model for the visually impaired persons.

#### **4.2 Operational results**

4.2.1 There were the procedures of the two educational institutions according to the determined roles and functions of the administrators and heads of section based on the effective school administration model for the visually impaired persons in all aspects.

4.2.2 To organize a meeting to find out solutions to improve the administrative roles and functions inconsistent covering the context and condition of the learners' needs.

4.3 The results of the verifying the readiness and procedures of the administrative implementation in terms of 15 tasks of the main function were as follows.

4.3.1 School curriculum development: it was found that the two educational institutions provided the school curriculum to be flexible and consistent with the students' needs and the condition of society and community and the school

curriculum for a group of the visually impaired persons and other disabilities based on the effective school administration model for the visually impaired persons as well as the additional recommendations for the school curriculum focusing on the various careers according to the aptitude and interesting in order to be the basic skills in to earn for a living after finishing the basic education.

4.3.2 Developing of learning process management: it was found that teachers of the two educational institutions provided learning focusing on the students-centered and to make a learning lesson plan individually for all students. In addition, to organize learning activities as an integrated learning in the content connecting with learning resources including the way of life of society and the local community, to provide a variety of learning management based on the effective school administration model for the visually impaired persons as well as the additional recommendations for learning process management focusing on the students' supervision of teachers' instruction in various subjects by focusing on supervising as principles of good friends.

4.3.3 Measurement, evaluation and transferring of learning outcomes: it was found that the two educational institutions had the measurement and evaluation based on the authentic situation with a variety of styles and methods, to measure and to evaluate focused on practical skills rather than the principles and theoretical knowledge in accordance with the effective school administration model for the visually impaired persons as well as the additional recommendations for the rules and regulations of performing in transferring knowledge and experiences and local wisdom to be written.

4.3.4 Research for educational quality development: it was found that teachers and school personnel of the two educational institutions were assigned to prepare the classroom action research, a case study, and using the research as a part of developing the learners' learning process and teachers' instruction in accordance with the effective school administration model for the visually impaired persons as well as the additional recommendations for the research institution or school research leading to quality development and the administration of educational institutions.

4.3.5 The development of instructional media, innovation, and educational technology: it was found that the two educational institutions had used the learning management system for distance learning via satellite, to use for learning and teaching management, to establish a network of educational institutions, government



and private organizations to be involved in procurement, to provide equipment and to develop innovative media and educational technology in accordance with the effective school administration model for the visually impaired persons as well as the additional recommendations for teachers and school personnel for learning development of instructional media, innovation, and educational technology in terms of using skills, making, providing innovation and technology to meet the learners' needs.

4.3.6 Library and the development of learning resources: it was found that the two educational institutions had planned how to use of library and learning resources inside the school systemically and diversity supporting by government budget and society and community. For this result, the learning resources inside the school were enough for students' studying in accordance with the effective school administration model for the visually impaired persons as well as the additional recommendations for evaluating in terms of the use of library and learning resources at the end of every academic year in order for the development in direct and consistent with the necessity of learners' needs.

4.3.7 The supervision, monitoring, following-up and evaluation of educational management: it was found that the two educational institutions had the process of supervision monitoring, following-up and evaluation of educational management both internal and external supervision systemically, to be appointed the responsible persons for the supervision, monitoring, following-up and evaluation of educational management obviously in accordance with the effective school administration model for the visually impaired persons as well as the additional recommendations in terms of the supervision, teachers should participate in the supervision process mostly.

4.3.8 Educational guidance and social welfare: it was found that the two educational institutions had the guidance activities in the learning time table, to have a scope for assisting students in learning problem, personal problem, career guidance, providing educational fund for learners. In addition, the responsible personnel for the social welfare was provided for coordinating with the relevant agencies concerning the rights and learners' advantage in accordance with the effective school administration model for the visually impaired persons as well as the additional

recommendations in terms of the educational guidance that being realized the individual potential and the learning goals leading to the success of life.

4.3.9 Educational quality assurance: it was found that the two educational institutions had the system of the educational quality assurance and using the educational quality assurance as a part of school administration approved by the Office for National Education Standards and Quality Assessment (Public Organization) (ONESQA) in accordance with the effective school administration model for the visually impaired persons as well as the additional recommendations in terms of the existing the educational quality assurance system as the quality culture in personnel working according to PDCA cycle.

4.3.10 Inclusive educational management: it was found that the two educational institutions had the inclusive educational management for the visually impaired persons and the persons with the potential in aspect of academic readiness to attend the regular classroom in order to make a relationship with the regular students and the instructional academic tutorial for learners in assisting of the learners' learning in accordance with the effective school administration model for the visually impaired persons as well as the additional recommendations in terms of the inclusive educational management should be administrated under the SEAT framework.

4.3.11 Remedial teaching: it was found that the two educational institutions had the remedial teaching for learners Mondays to Thursdays by school personnel and volunteers both Thai and foreigners in accordance with the effective school administration model for the visually impaired persons as well as the additional recommendations in terms of students' attendance should be awareness in learning and teaching activities that they had to study by themselves to improve the knowledge and understand the content.

4.3.12 Career instructional management and earning income during learning: it was found that the two educational institutions had several career instructions according to the aptitude and interests from teachers, school personnel, community wisdom, and external resource persons, to organize the system of instructional process completely, to have establishment for Thai massage for students to practice, to have a shop for selling students' production in accordance with the effective school administration model for the visually impaired persons as well as the additional

recommendations in terms of the monitoring, and following-up the graduated students to bring the knowledge skill and experiences from the career instructions using to earn a living for themselves and their families.

4.3.13 Rehabilitation of learners' physical ability: it was found that the two educational institutions had professional personnel and a rehabilitation room with the readiness of the special equipment for the services for students individually, to have collaborative network with Associated Medical Sciences, Chiang Mai university to send the fourth year university students to be trained at school in accordance with the effective school administration model for the visually impaired persons as well as the additional recommendations in terms of the consultation in the case rehabilitation of learners' physical ability for the classroom teachers, students' family, and those involved in assisting students.

4.3.14 Learners' development activities: it was found that the two educational institutions had the management of the learners' development activities according to the school curriculum structure, to operate activities according to the determined regulation, to provide the learners' development activities for readiness preparation in an aspect of life skills for the future in accordance with the effective school administration model for the visually impaired persons as well as the additional recommendations in terms of the students' collaboration both thinking and doing more learners' development activities especially the students in the inclusive schools to participate the learners' development activities with those schools.

4.3.15 Network development to promote the efficiency of educational management: it was found that the two educational institutions were members of the network to promote the efficiency of educational management for the visually impaired persons under the office of Special Education Bureau, to have educational network both government and private in the instructional development, career skills and experiences in and aspect of the profession learning in accordance with the effective school administration model for the visually impaired persons as well as the additional recommendations in terms of the collaboration in using resources: learning media, technology, and materials by increasing the collaborating among the network promotion of the efficiency of educational management.

3.5 Results of the operations according to the supportive function in 4 academic supporting sections were as follows:

3.5.1 Personnel administration: it was found that the two educational institutions had recruited and selected more personnel positions except government teachers in terms of contract teachers and contract personnel as the teaching support staff covering the functions and school context that provided the educational management for the visually impaired persons, and to prepare a variety of activities / projects in accordance with the effective school administration model for the visually impaired persons as well as the additional recommendations in terms of the staff recruitment of a boarding section for looking after the students' living after school.

3.5.2 Plan and budget administration: it was found that the two educational institutions had prepared for planning, annual action plan for fiscal year, annual action plan for academic year consisted of activities / projects to meet the learners' needs and the context of the organization under the involvement of all stakeholders focusing on the integrated development in accordance with the effective school administration model for the visually impaired persons as well as the additional recommendations in terms of the resource mobilization from private and society organizations to be participated to increase the educational quality development for the visually impaired persons.

3.5.3 General administration: it was found that the two educational institutions had the public relations for the school activities to external publish by a variety of styles such as documents, websites, and radio station; to build networks both in the country and foreign countries in order to mobilize resources and to coordinate all sectors to participate in the development of educational quality in accordance with the effective school administration model for the visually impaired persons as well as the additional recommendations in terms of creating the social attitude to give the opportunities and to accept the potential of the visually impaired persons.

3.5.4 Student affairs administration: it was found that the two educational institutions used student care and support system to access in the student affairs administration efficiently, to provide teachers and the responsible personnel for the boarding section, to have senior as mentor to look after the students' living closely, to create loving and warmth, the boarding section was look like the second home in

accordance with the effective school administration model for the visually impaired persons as well as the additional recommendations in terms of homeroom activity before going to bed and morning exercise activity should be doing regularly and continuously.

## **Process**

### **1: Planning (P)**

The informants were school administrators of the 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 who in charge with the school plan and budget, to supervise, monitor, and follow-up the operations according to the manual of using of the effective school administration model for the visually impaired persons that was done as follows:

#### 1.1 To supervise, monitor, and follow-up in terms of the operations

To supervise, monitor, and follow-up the operations in accordance with the manual of using of the effective school administration model for the visually impaired persons of the administrators and heads of department.

#### 1.2 The results of supervision, monitoring, and following-up in terms of the operations

1.2.1 The operations were systemic process in accordance with the task objectives.

1.2.2 There was a meeting to discuss for the solution concerning the operations inconsistent with the plan or inconsistent with the system.

1.3 Results of the examination of the operational abilities according to the functions of the process and roles and duties as follows:

1.3.1 The functions of preparation for educational quality development plan: it was found that the two educational institutions did the educational quality development plan covering and completing according to the process systemically, the plan in response to the government policy and consistent with the school conditions and school context, to analyze the problem and obstacle conditions, to define vision, to define the strategy of development including the stakeholders'

participation in accordance with the effective school administration model for the visually impaired persons.

1.3.2 The functions of preparation for school action plan: it was found that the two educational institutions did the school action plan included activities / projects in response to the development strategy completely, the process of making plan systemically by the agreement of the basic school board committee to enable for the implementation in accordance with the effective school administration model for the visually impaired persons.

## **2: Organizing (O)**

The informants were school administrators of the 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 who in charge with the school plan and budget, to supervise, monitor, and follow-up the operations according to the manual of using of the effective school administration model for the visually impaired persons that was done as follows:

### **2.1 To supervise, monitor, and follow-up in terms of the operations**

To supervise, monitor, and follow-up the operations in accordance with the manual of using of the effective school administration model for the visually impaired persons of the administrators and heads of department.

### **2.2 The results of supervision, monitoring, and following-up in terms of the operations**

2.2.1 The operations were systemic process in accordance with the task objectives.

2.2.2 There was a meeting to discuss for the solution concerning the operations inconsistent with the plan or inconsistent with the system.

2.3 Results of the examination of the operational abilities according to the functions of the process and roles and duties as follows:

2.3.1 The functions of organizational management: it was found that the two educational institutions determined the organizational structure according to the Office of the Basic Educational Commission and added some parts of school context, there were 5 sections in accordance with the effective school administration model for the visually impaired persons.

2.3.2 The functions of task scope: it was found that the two educational institutions determined the task scope according to the organizational structure in accordance with the effective school administration model for the visually impaired persons.

### **3: Staffing (S)**

The informants were school administrators of the 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 who in charge with the school plan and budget, to supervise, monitor, and follow-up the operations according to the manual of using of the effective school administration model for the visually impaired persons that was done as follows:

#### 3.1 To supervise, monitor, and follow-up in terms of operations

To supervise, monitor, and follow-up the operations in accordance with the manual of using of the effective school administration model for the visually impaired persons of the administrators and heads of department.

#### 3.2 The results of supervision, monitoring, and following-up in terms of the operations

3.2.1 The operations were systemic process in accordance with the task objectives.

3.2.2 There was a meeting to discuss for the solution concerning the operations inconsistent with the plan or inconsistent with the system.

#### 3.3 Results of the examination of the operational abilities according to the functions of the process and roles and duties as follows:

3.3.1 The functions of personnel roles and duties: it was found that the two educational institutions organized the responsible personnel according to the aptitude and interests as basically, to recruit more personnel as the contract employee suitable with the roles and duties covering and completing in accordance with the effective school administration model for the visually impaired persons.

3.3.2 The functions of personnel development: it was found that the two educational institutions promoted the personnel development in several styles both the organizing by school and sending to participate with the other organizations. In addition, there were the academic trips for teachers both in the country and foreign

countries in order to develop the personnel quality for efficient instruction in accordance with the effective school administration model for the visually impaired persons.

#### **4. Directing (D)**

The informants were school administrators of the 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 who in charge with the school plan and budget, to supervise, monitor, and follow-up the operations according to the manual of using of the effective school administration model for the visually impaired persons that was done as follows:

##### 4.1 To supervise, monitor, and follow-up in terms of the operations

To supervise, monitor, and follow-up the operations in accordance with the manual of using of the effective school administration model for the visually impaired persons of the administrators and heads of department.

##### 4.2 The results of supervision, monitoring, and following-up in terms of the operations

4.2.1 The operations were systemic process in accordance with the task objectives.

4.2.2 There was a meeting to discuss for the solution concerning the operations inconsistent with the plan or inconsistent with the system.

##### 4.3 Results of the examination of the operational abilities according to the functions of the process and roles and duties as follows:

4.3.1 The functions of making decision: it was found that the two school administrators used the data information and roadmap with the strategic development based on the personnel participation as a part of decision making in accordance with the effective school administration model for the visually impaired persons.

4.3.2 The functions of direction: it was found that the two school administrators determined the task scope and assigned to the responsible personnel obviously in documentary papers, to monitor, follow-up, and report systemically in accordance with the effective school administration model for the visually impaired persons.



## 5. Controlling (C)

The informants were school administrators of the 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 who in charge with the school plan and budget, to supervise, monitor, and follow-up the operation according to the manual of using of the effective school administration model for the visually impaired persons that was done as follows:

### 5.1 To supervise, monitor, and follow-up in terms of operations

To supervise, monitor, and follow-up the operations in accordance with the manual of using of the effective school administration model for the visually impaired persons of the administrators and heads of department.

### 5.2 The results of supervision, monitoring, and following-up in terms of the operations

5.2.1 The operations were systemic process in accordance with the task objectives.

5.2.2 There was a meeting to discuss for the solution concerning the operations inconsistent with the plan or inconsistent with the system.

### 5.3 Results of the examination of the operational abilities according to the functions of the process and roles and duties as follows:

5.3.1 The supervision, monitoring, and following-up: it was found that the two educational institutions had appointed the supervisors in documentary papers, to define the supervision calendar clearly, to have a variety of supervision process both internal and external continuously in accordance with the effective school administration model for the visually impaired persons.

5.3.2 The functions of task improvement: it was found that the two educational institutions had stipulated every activity /project to summarize the operational tasks systemically and adopted the problems and obstacles found to make the development plan or task improvement systemically in accordance with the effective school administration model for the visually impaired persons.

5.3.3 The result report: it was found that the two educational institutions had reported the operational tasks concerning the educational quality development to stakeholders systemically, to prepare the operational report individually

to the school administrators in accordance with the effective school administration model for the visually impaired persons.

## **Output**

The informants were school administrators of the 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 who in charge with the school plan and budget, to supervise, monitor, and follow-up the operations according to the manual of using of the effective school administration model for the visually impaired persons that was done as follows:

The results of examination of output in terms of the operations according to the functions of the process and roles and duties, it was found as follows:

**3.1 Educational opportunity:** Opportunities and equality in education for the visually impaired persons:

1) The visually impaired persons received the opportunities and equality in basic education in specific schools for disabilities and some of these were ready in an aspect of academic to be able to study in the regular schools. In addition, the schools provided the curriculum supporting to the visually impaired persons including the management of informal and non-formal education for the visually impaired persons to enter the educational system while older affected to the educational opportunities for the visually impaired persons to access the educational system.

2) The visually impaired persons who graduated the basic education to be able to enroll the higher education either in the public or private universities. The visually impaired persons who were able to graduate the basic education were the groups that had the readiness concerning academic and high life skills to be able to enter the higher education both in the public and private universities about 90 percent.

3) The visually impaired persons who had completed basic or higher education to have the career opportunities to work either in the institutions or establishment due to the school organized the establishment in the school by requesting the cooperation with private sectors to employ the visually impaired persons. In addition, the establishments accepted the policy to employ the visually impaired persons

in the ratio of 100:1 so that was the reason for the visually impaired persons to be employed.

### **3.2 Quality of learners:**

The informants were school administrators of the 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 who in charge with the school plan and budget, to supervise, monitor, and follow-up the operation in accordance with the effective school administration model for the visually impaired persons that was done as follows:

The results of examination of output in terms of the operations according to the functions of the process and roles and duties, it was found as follows:

1) Students had good quality of life with the physical, mental and intellectual readiness for self-reliance and to assist the fellow members.

2) Students had moral principles and emotional maturity to be able to face the problems and events of the global changing to live and cooperative learning with happiness within the school as the boarding school.

3) Students had knowledge and life skills, career skills to conduct of self-serving in the future due to the schools focusing on the learners' development to have basic career skills excluded academic learning. As this result, the learners had career skills and a variety of career activities such as Thai massage, working in coffee shop, making souvenir, weaving, plant or animal agriculture, etc.

4) Students were able to rely on themselves without the burden of family, society, community due to the schools focusing on the instructional management concerning life skills, career skills, movement skills and creating the familiar with the environment so the visually impaired students who graduated the education to have self-reliance.

### **3.3 Efficiency of educational administration**

The informants were school administrators of the 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 who in charge with the school plan and budget, to supervise, monitor, and follow-up the

operation in accordance with the effective school administration model for the visually impaired persons that was done as follows:

The results of examination of output in terms of the operations according to the functions of the process and roles and duties, it was found as follows:

1) The school was the learning centers for the visually impaired persons with quality and educational standards to be examine from the persons, organizations, agencies both inside and outside the country to visit and academic trip continuously both the two schools all entire years.

2) The school had the learning exchange with the educational network and shared the use of resources prudently and maximal benefits by establishing the network to support the efficiency of the educational management and to organize the project activities to be trained and the learning exchange continuously.

3) There were the network parties of community, social, parents sectors to participate in educational quality development of the educational institutions in several styles such as the money donation, food donation, giving consumption materials, learning media, equipment and educational technology including supporting budget for developing the learning resources regularly and continuously.

**Step 3.2:** Results of the model evaluation of the effective school administration for the visually impaired persons.

As regards the model evaluation of the effective school administration model for the visually impaired persons, the researcher organized the meeting the experts to discuss the feasibility and the benefit of implementing the model of the effective school administration model for the visually impaired persons. The key informants were the school administrators involved with the educational management for the visually impaired persons concluded of 4 administrators and school personnel provided the educational management for the visually impaired persons, 5 administrators and school personnel provided the inclusive school, and 5 administrators and personnel of Special Education Center, a total of 14, plus 7 experts, for a total of 21 informants as shown in table 4.5

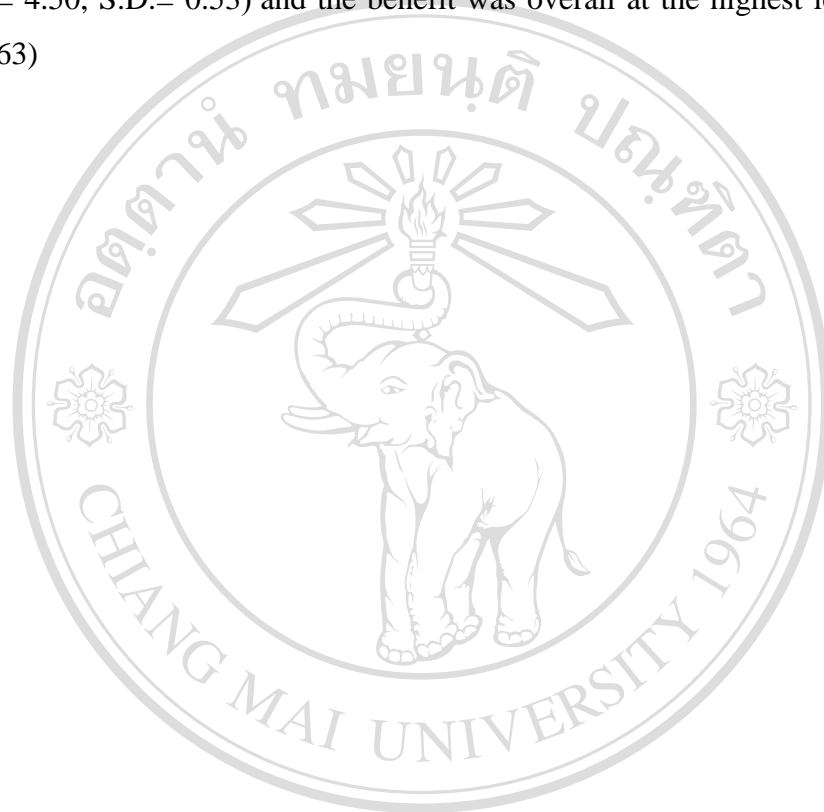
**Table 4.5** Evaluation results of the feasibility and benefit for implementation of the effective school administration model for the visually impaired persons.

Lists	n = 21		Level of feasibility	Evaluation results	n = 21		Level of benefit	Evaluation results
	$\bar{X}$	S.D.			$\bar{X}$	S.D.		
The first component: Model principles	4.58	0.59	Highest	Passed	4.77	0.33	Highest	Passed
The second component: Model objective	4.58	0.59	Highest	Passed	4.80	0.29	Highest	Passed
The third component: System and model mechanism								
3.1 Input								
3.1.1 Personnel	4.38	0.49	High	Passed	4.80	0.29	Highest	Passed
3.1.2 Media and technology	4.58	0.59	Highest	Passed	4.67	0.57	Highest	Passed
3.1.3 Learning resources and building sites	4.58	0.59	High	Passed	4.80	0.29	Highest	Passed
3.1.4 Administrative mission	4.58	0.59	Highest	Passed	4.42	0.72	Highest	Passed
3.2 Process								
3.2.1 Planning	4.38	0.49	High	Passed	4.58	0.59	Highest	Passed
3.2.2 Organizing	4.38	0.49	High	Passed	4.42	0.72	High	Passed
3.2.3 Staffing	4.38	0.49	High	Passed	4.58	0.59	Highest	Passed
3.2.4 Directing	4.58	0.59	Highest	Passed	4.67	0.57	Highest	Passed

**Table 4.5** (Continued)

Lists	n = 21		Level of feasibility	Evaluation results	n = 21		Level of benefit	Evaluation results
	$\bar{X}$	S.D.			$\bar{X}$	S.D.		
3.2.5 Controlling	4.58	0.59	Highest	Passed	4.62	0.62	Highest	Passed
3.3 Output	4.46	0.53	High	Passed	4.57	0.62	High	Passed
3.3.1 Educational opportunities	4.38	0.49	High	Passed	4.58	0.59	Highest	Passed
3.3.2 Quality of learners	4.57	0.50	Highest	Passed	4.67	0.57	Highest	Passed
3.3.3 Efficiency of educational administration	4.57	0.50	Highest	Passed	4.42	0.72	High	Passed
	4.51	0.50	Highest	Passed	4.02	0.82	High	Passed
	4.50	0.53	High	Passed	4.60	0.57	Highest	Passed
The fourth component: Model procedures	4.57	0.50	Highest	Passed	4.58	0.59	Highest	Passed
The fifth component: Model evaluation	4.38	0.49	High	Passed	4.20	0.59	High	Passed
The sixth component: Successful conditions	4.38	0.49	High	Passed	4.77	0.33	Highest	Passed
<b>Total</b>	4.50	0.53	High	Passed	4.60	0.63	Highest	Passed

From table 4.5 The evaluation results of the feasibility and benefit for implementation of the effective school administration model for the visually impaired persons: it was found that the school administrators and school personnel provided the educational management for the visually impaired persons, school administrators and school personnel provided the inclusive school, administrators and personnel of Special Education Center, and the experts concluded that the effective school administration model for the visually impaired persons in terms of the feasibility was overall at a high level ( $\bar{X}$ = 4.50, S.D.= 0.53) and the benefit was overall at the highest level. ( $\bar{X}$ = 4.60, S.D.= 0.63)



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