CHAPTER 5

Conclusion, Discussion, and Recommendation

The general objective of this research was to develop the effective school administration model for the visually impaired persons and the specific objectives were 1) to investigate the conditions, problems, obstacles, and school administration guidelines for the visually impaired persons, 2) to create the effective school administration model for the visually impaired persons and a manual, and 3) to study the results of using the effective school administration model for the visually impaired persons.

The research operations were divided into 3 phases as follows:

Phase 1: To investigate the conditions, problems, obstacles, and school administration

guidelines for the visually impaired persons.

As regards the investigating the conditions, problems, obstacles, and school administration guidelines for the visually impaired persons, the procedures were as follows: 1.1) the key informants were 90 school administrators and deputy of school administrators provided the educational management for the visually impaired persons both government and private sections, the instruments used for data collecting were a rating scale questionnaire and an open-ended question, data were analyzed by using mean and content analysis, 1.2) the key informants were 75 basic school board committee and teachers, the instrument used for data collecting was an open-ended question, data were analyzed by using mean and content analysis

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

As regards the creating the effective school administration model for the visually impaired persons, the procedures were divided into 3 steps as follows:

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Step 2.1: To study the school administrative guidelines that provided specific education for disability under the Office of the Special Education Bureau attached to the Office of Basic Educational Commission awarded Royal Awarded School. The information resources were 5 schools that provided the special education under the Office of the Special Education Bureau attached to the Office of the Basic Education Commission awarded Royal Awarded School from the academic year 2008 to the academic year 2016 selected by purposive sampling, the instruments used for data collecting were a documentary studying and the semi-structure interview, data were analyzed by using content analysis.

Step 2.2: To draft the effective school administration model for the visually impaired persons, the researcher adopted the data from the study results of Phase 1 Step 1.1 that were investigated the conditions, problems, obstacles of school administration for the visually impaired persons and the school administration guidelines of educational institutions provided the special education under the Office of the Special Education Bureau attached to the Office of the Basic Education Commission to be a scope of drafting the effective school administration model for the visually impaired persons, and to propose the doctoral thesis advisors to examine the suitability and the language use, then was improved according to the recommendations.

Step 2.3: To verify the effective school administration model for the visually impaired persons, the key informants were 15 administrators of Special Education Schools that provided the education for the visually impaired persons both the government and private sectors, 5 specialists in the special education, for a total of 20 informants. The instruments used for data collecting were 1) the model drafting of the effective school administration for the visually impaired persons, 2) the dialogue issue of the effective school administration model for the visually impaired persons, 3) tape recording the information during conversation, data were analyzed by using content analysis.

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

As regards the result studying of using the effective school administration model for the visually impaired persons, the procedures were divided into 2 steps as follows:

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Step 3.1: To try out the effective school administration model for the visually impaired persons, the key informants consisted of school administrators and task group leaders 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, for a total of 32 informants who in charge with the experiment of the effective school administration model for the visually impaired persons. The instruments used for data collecting were 1) A user manual of the effective school administration model for the visually impaired persons, 2) supervision form to monitor and follow-up according to the PDCA cycle, 3) note-taking for the meeting to examine the experimental results of the effective school administration model for the visually impaired persons 4) tape recording the information, and 5) educational; quality evaluation form according to the school quality assurance system, the information were analyzed by summarizing the issues, the data concerning the school quality assurance were analyzed by using percentage.

Step 3.2: To evaluate the effective school administration model for the visually impaired persons, the key informants consisted of 15 informants of school administrators and personnel for educational institutions for disabilities, school administrators and personnel of the inclusive schools, administrators and personnel of Special Education Center, and 6 s*pecialists* in the s*pecial e*d*ucation*, for a total of 21 informants. The instruments used for data collecting were 1) the model of the effective school administration for the visually impaired persons, 2) a questionnaire to evaluate the feasibility and benefit of the effective school administration model for the visually impaired persons, the data from the questionnaire to evaluate the feasibility and benefit of the effective school administration model for the visually impaired persons were analyzed by using mean and standard deviation.

Conclusion

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:

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As regards the investigating the conditions, problems, obstacles, and school administration guidelines for the visually impaired persons, the procedures were as follows: 1.1) the key informants were 90 school administrators and deputy of school administrators provided the educational management for the visually impaired persons both government and private sections, the instruments used for data collecting were a rating scale questionnaire and an open-ended question, data were analyzed by using mean and content analysis, 1.2) the key informants were 75 basic school board committee and teachers, the instrument used for data collecting was an open-ended question, data were analyzed by using mean and content analysis.

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 information resources were 5 schools that provided the special education under the Office of the Special Education Bureau attached to the Office of the Basic Education Commission awarded Royal Awarded School from the academic year 2008 to the academic year 2016 selected by purposive sampling, the instruments used for data collecting were a documentary studying and the semi-structure interview, data were analyzed by using content analysis.

Step 2.2: The results of the drafting the effective school administration model for the visually impaired persons, the researcher adopted the data from the study results of Phase 1 Step 1.1 that were investigated the conditions, problems, obstacles of school administration for the visually impaired persons and the school administration guidelines of educational institutions provided the special education under the Office of the Special Education Bureau attached to the Office of the Basic Education Commission to be a scope of drafting the effective school administration model for the visually impaired persons, and to propose the doctoral thesis advisors to examine the suitability and the language use, then was improved according to the recommendations.

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Step 2.3: The results of verifying the effective school administration model for the visually impaired persons, the key informants were 15 administrators of Special Education Schools that provided the education for the visually impaired persons both the government and private sectors, 5 specialists in the special education, for a total of 20 informants. The instruments used for data collecting were 1) the model drafting of the effective school administration for the visually impaired persons, 2) the dialogue issue of the effective school administration model for the visually impaired persons, 3) tape recording the information during conversation, data were analyzed by using content analysis.

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: The results of studying the use of the system components and model mechanisms of the effective school administration for the visually impaired persons, the key informants consisted of school administrators and task group leaders 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, for a total of 32 informants who in charge with the experiment of the effective school administration model for the visually impaired persons. The instruments used for data collecting were 1) A user manual of the effective school administration model for the visually impaired persons, 2) supervision form to monitor and follow-up according to the PDCA cycle, 3) note-taking for the meeting to examine the experimental results of the effective school administration model for the visually impaired persons 4) tape recording the information, and 5) educational; quality evaluation form according to the school quality assurance system, the information were

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analyzed by summarizing the issues, the data concerning the school quality assurance were analyzed by using percentage.

      Step 3.2: The results of the model evaluation of the effective school administration for the visually impaired persons, the key informants consisted of 15 informants of school administrators and personnel for educational institutions for disabilities, school administrators and personnel of the inclusive schools, administrators and personnel of Special Education Center, and 6 specialists in the special education, for a total of 21 informants. The instruments used for data collecting were 1) the model of the effective school administration for the visually impaired persons, 2) a questionnaire to evaluate the feasibility and benefit of the effective school administration model for the visually impaired persons, the data from the questionnaire to evaluate the feasibility and benefit of the effective school administration model for the visually impaired persons were analyzed by using mean and standard deviation.

Conclusion

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

      1.1 The results of investigating the conditions of the school administration for the visually impaired persons, it was found that the systemic relationship according to the administrative structure of functional framework of the basic educational administration in 5 aspects concerning the practice/practical level consisted of the academic administration was at a high level, followed by the personnel administration was at a high level, the plan and budget administration was at a moderate level, the general administration was at a moderate level, and the student affairs administration was at a moderate level.

      1.2 The results of investigating the problems and obstacles of the school administration for the visually impaired persons according to the administrative structure of functional framework of the basic educational administration in 5 aspects, it was found as follows:

      In terms of the academic administration: the problems and obstacles were the lack of a variety of teachers' instructional activities, the process of measuring and evaluating learning outcomes of the visually impaired persons inconsistent with the

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condition of the learner's disabilities, and the printed media for learning and teaching did not modernize with the situation of using to improve the learners' learning.

In terms of the personnel administration: the problems and obstacles were the teachers and educational personnel lacked of the specialized knowledge in each subject content. They lacked of the necessary skills for teaching and learning for the visually impaired persons, including the lack of teachers and education personnel in a quantitative aspect did not meet the criteria set by the Office of the Teacher Education Commission and educational personnel.

In terms of the plan and budget administration: the problems and obstacles were a government-sponsored spending budget that supported the education for the visually impaired persons that did not consensus with the actual cost of education. The technology and educational facilities for the visually impaired persons were expensive and most of them were imported from the foreign countries.

In terms of the general administration: the problems and obstacles were the lack of pro-active public relations for parents, the public, and the community to realize the importance of education and had a positive attitude to accept the potential of the visually impaired persons to provide educational opportunities or social opportunities rather than compassion. In addition, there was a lack of personal information of the visually impaired persons in overall of Thailand to be connected and integrated among the sectors involved in educational management or the development of the quality of life of the visually impaired persons affected to access to basic fundamental rights and opportunities to be deserved.

In terms of the student affairs: the problems and obstacles were the domicile of the visually impaired persons in the educational service area broader and far, and most of them had the economic foundation of poor families, so the school and parents lacked of coordination to develop the quality of learners appropriately.

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

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 consisted of 3 components as follows:

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2.1.1 Input consisted of 4 components as follows: 1) Personnel: basic school board committee, school administrators, teachers, and Instructional support personnel; 2) Instructional media and educational technology; 3) Learning resources and building sites; and 4) School administration consisted of the main function: academic and the teaching support function: personnel, general administration, plan and budget, and student affairs.\

2.1.2 Process consisted of 5 steps 1) Planning (P), 2) Organizing (O), 3) Staffing (S), 4) Directing (D), and 5) Controlling (C)

2.1.3 Output consisted of 1) Opportunities and equality in education, 2) Quality of learners, and 3) Efficiency of educational administration

2.2 The results of the drafting the effective school administration model for the visually impaired persons consisted of 3 components: input, process, output, and 2 conditions for achievements in the school administration for the visually impaired persons as follows:

The first component: Input consisted of 4 sub-components as follows: 1) Personnel included the basic school board committee, school administrators, teachers, and instructional support personnel; 2) Instructional media and educational technology; 3) Learning resources and building sites; and 4) School administration consisted of the main function: academic and the teaching support functions: personnel, general administration, plan and budget, and student affairs.
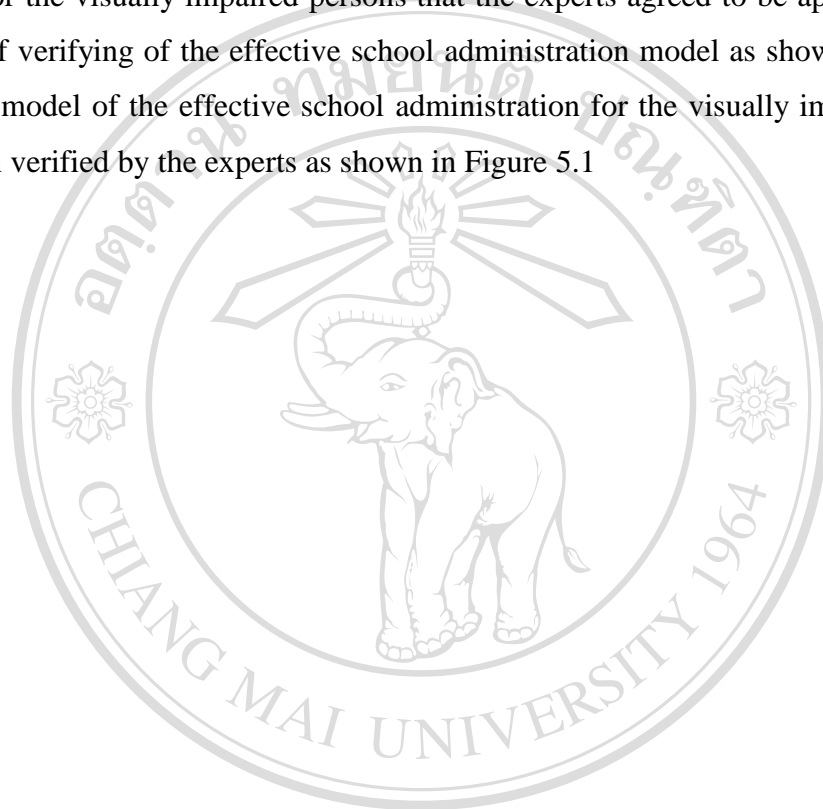
The second component: Process consisted of 5 steps 1) Planning (P), 2) Organizing (O), 3) Staffing (S), 4) Directing (D), and 5) Controlling (C). Motivation (M) was a mechanism to drive every step.

The third component: Output consisted of 1) Opportunities and equality in education, 2) Quality of learners, and 3) Efficiency of educational administration including 2 conditions for achievements consisted of the contextual factor supporting the Laws and policies for the management of education and Leadership of school administrators

2.3 The results of verifying the effective school administration model for the visually impaired persons.

The researcher proposed the drafting model of the effective school administration for the visually impaired persons to the 20 experts to verify the

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suitability of the effective school administration model for the visually impaired persons by focus group discussion (FDG). The experts criticized and gave the recommendations by adapting the components in terms of the process in accordance with the context of the educational institutions provided the educational management for the visually impaired persons consisted of leading (L) adapted to staffing (S) and directing (D). After that, the researcher has improved the model according to the consensus of the experts. As regards the results of the verifying of the effective school administration model for the visually impaired persons that the experts agreed to be appropriate. (The details of verifying of the effective school administration model as shown in Appendix C) The model of the effective school administration for the visually impaired persons had been verified by the experts as shown in Figure 5.1

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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.

Input	Process	Outputs
Factors of administrative management	**Process of administrative management**	**Model outcomes**

1. Personnel
1.1 School board committee
1.2 School administrators
1.3 Teachers
1.4 Instructional support personnel

Planning: P
1. To define a wide vision in accordance with the context.
2. To prepare a participatory educational quality development plan.
3. To prepare an annual action plan covering activities /

Organizing: O
1. To provide the organizational structure consistent with the context.
2. To determine the workload covering the main function / support function.
3. To develop the learning resources and building facilities.
4. To provide the instructional media and educational technology.

1. Educational Opportunities:
Opportunities and equality for the visually impaired persons
1.1 Basic educational opportunities and equality
1.2. Higher Educational Opportunities
1.3. Career opportunities

2. Instructional media and educational technology for the visually impaired persons

Staffing: S
1. To select / recruit personnel.
2. To define the role and function of personnel.
3. To develop human resources.

2. Quality of learners: Quality of learners of the educational institutions for the visually impaired persons.
2.1. To have good quality of life.
2.2. To have moral principle.
2.3. To have knowledge and life skills.
2.4. To be able to rely on themselves.

Directing: D
1. To coordinate both internal and external organization.
2. To create a learning organization.
3. To build an educational networking.
4. To build teamwork.
5. To lead organization.

3. Learning resources and building sites

3. Efficiency of educational management
3.1 Schools are learning center for the visually impaired persons.
3.2 Schools are knowledge instruction and share resources.
3.3. Network party of community, social, parents sectors to participate in educational quality development.

Controlling: C
1. To supervise, monitor, follow-up.
2. To report the operational results.
3. To improve and develop tasks.

4. School administration
4.1 Main Function: Academic administration
4.2 Supporting Function: Academic supporting

M: Motivation
Welfare / Compensation / Self-development

Feedback

Conditions for achievements: 1.Educational policy for disabilities   2. Administrators' leadership
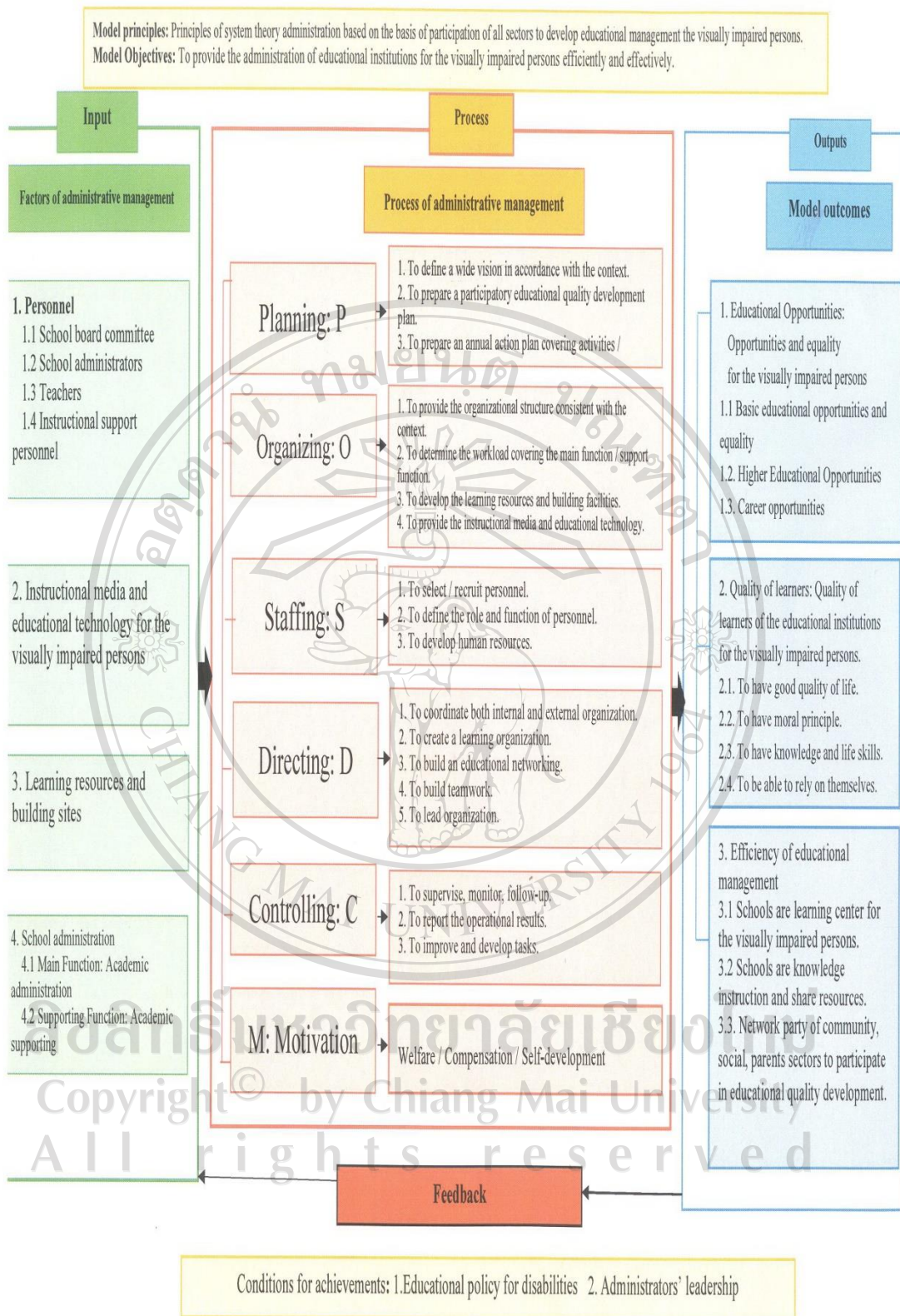
Figure 5.1 The model of the effective school administration for the visually impaired persons

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

3.1 The results of studying the use of the effective school administration model for the visually impaired persons.

Input: in an aspect of personnel, it was found that as regards the basic school board committee of the two educational institutions 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. As regards the school administrators had 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. As regards 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. As regards the teaching support personnel, mostly were employed as the contract employees.

As regards the instructional media and educational technology for the visually impaired persons, the Northern Region School for the Blind under the Royal Patronage of Her Majesty the Queen, Chiang Mai Province had the readiness of the educational media and technology more than the Southern Region School for the Blind, Surat Thani Province in all lists. In terms of the learning resources, the two schools were different but each school provided the learning resources according to the school conditions and context. In overall, the learning resources supported the development of the learners' learning uncovering and inadequate according to the definition in the user manual of the effective school administration model for the visually impaired persons.

As regards the school administration as academic function was operated in the effective school administration model for the visually impaired persons in terms of the school curriculum development, it was flexible and consistent with the students' needs; in terms of the learning process management, it was focus on the students' centered and to organize learning activities as an integrated learning in the content connecting with

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learning resources including the way of life of society and the local community; in terms of the measurement, evaluation and transferring of learning outcomes, it was based on the authentic situation with a variety of styles and methods in accordance with the manual of the effective school administration model for the visually impaired persons; in terms of the research for educational quality development, the teachers were assigned to prepare the classroom action research and a case study; in terms of the development of media, innovation, and educational technology, the distance learning via satellite was used for the learning management system, 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 terms of the library and the development of learning resources, the library and learning resources were used both inside the school systemically and diversity supporting by government budget and society and community; in terms of the supervision, monitoring, following-up and evaluation of educational management, there was the process of supervision monitoring, following-up and evaluation of educational management both internal and external supervision systemically; in terms of the educational guidance and social welfare, there were the guidance activities in learning problem, personal problem, career guidance, providing educational fund for learners; in terms of the educational quality assurance that was approved by the Office for National Education Standards and Quality Assessment (Public Organization) (ONESQA); in terms of 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 terms of the remedial teaching, the remedial teaching for learners was organized by the school personnel and volunteers both Thai and foreigners; in terms of the career instructional management and earning income during learning, the several career instructions according to the aptitude and interests was organized for the learners; in terms of the rehabilitation of learners' physical ability, the professional personnel and a rehabilitation room with the readiness of the special equipment were the services for students individually, and to monitor the case rehabilitation of learners' physical ability systemically; in terms of the learners' development activities, it was provided according to the school curriculum structure and the determined regulation, and to provide the learners' development activities for readiness preparation in an aspect of life skills for

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the future; in terms of the network development to promote the efficiency of educational management, it was prepared in academic both instructional development and career skills

Process: in terms of planning (P), the educational quality development plan was prepared, to analyze the problem and obstacle conditions to define vision, to define the strategy of development including the stakeholders' participation   in the school action plan included activities / projects in response to the development strategy completely; in terms of organizing (O), the organizational structure was determined into 5 sections and defined the task scope according to the organizational structure; in terms of staffing (S), the functions of personnel mantles was defined the standards of performance, organized the responsible personnel according to the aptitude and interests as basically, to recruit more personnel as the contract employee, promoted the personnel development in several styles both the organizing by school and sending to participate with the other organizations; in terms of directing (D), 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 and assigned to the responsible personnel obviously in documentary papers; in terms of controlling (C), the supervisors were appointed in documentary papers, to define the supervision calendar clearly, to have a variety of supervision process both internal and external continuously, and adopted the problems and obstacles found for the task improvement systemically including reported the operational tasks to the stakeholders.

Output: in terms of the educational opportunity**,** the visually impaired persons received the opportunities and equality in basic education in specific schools for disabilities, studied in the inclusive school, and studied in the informal and non-formal education including entering the higher education both in the public and private universities.   In addition, the visually impaired persons had the career opportunities to work both in the institutions or establishment; in terms of the quality of learners**,** the visually impaired persons had good quality of life with the physical, mental and intellectual readiness for self-reliance and to assist the fellow members, had moral principles and emotional maturity to be able to face the problems and events of the global changing, had knowledge, life skills, and several career skills for earn their living in the future, had relied on themselves without the burden of family, society,

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community. In the academic year 2016, Panwasa Seekuna, the visually impaired students was selected to get the Royal Awarded Students from the Ministry of Education; in terms of the efficiency of educational administration, the schools as the learning center for the visually impaired persons with quality and educational standards to be examine from the persons, organizations, agencies both inside and outside the country, had the learning exchange between educational network and share using save resources and maximal benefit by establishing the network parties of community, social, parents sectors to participate in educational quality development and the learning resources regularly and continuously affected to the Northern Region School for the Blind under the Royal Patronage of Her Majesty the Queen, Chiang Mai Province deserved the Royal Awarded School in the third time of ten years round.

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

As regards 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 and the benefit was overall at the highest level.

Discussion

The first issue: concerning the conditions, problems, obstacles, and school administration guidelines for the visually impaired persons, is a government sector under the Office of Special Education Bureau attach to the Office of the Basic Education Commission, Ministry of Education, the functional administration within the school is provided of workload is in accordance with the rules and regulations stipulated by the Office of the Basic Education Commission, increase or decrease based on the context and function of the educational institutions included of 5 aspects: the academic administration, the general administration, the personnel administration, the plan and budget administration, and increased the student affairs administration in accordance

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with the educational institutions providing education as a boarding school both in the public and private sectors, the conditions, problems, and obstacles of the school administration for the visually impaired persons will vary according to the environment and the agencies, and the original affiliation. It was the same as Chaiya Hongnee (2013) studied the academic administration in the schools for the blind in the North Eastern part of Thailand. The objectives of this independent study were to investigate the conditions and problems of academic administration and to find the solutions for academic administration in the schools for the blind in the North Eastern part of Thailand. The research findings were as follows: 1) the conditions of academic administration in the schools for the blind in the North Eastern part of Thailand, it indicated that the overall of the performances was at high level. However, considering each aspect, the performance of learning development was at the highest level, following by the aspect of assessment and evaluation and the aspect of course and curriculum development. The performance of internal supervision was at the lowest level; 2) the problems of academic administration in the schools for the blind in the North Eastern part of Thailand, it showed the 2 most problematic areas: 1) the aspect of course and curriculum development where the subjects did not meet the requirements and needs of the learners, 2) the aspect of media and innovation where there was lack of quality and sufficiency of learning materials. For the solutions for academic administration in the schools for the blind in the North Eastern part of Thailand, it was suggested that: There should be the adjustment of the courses and subjects to be suitable to each group of learners to solve the problems on the aspect of course and curriculum development; and the school administrators should seek for cooperation and assistance from both government sectors and private sectors in providing and purchasing the teaching and learning media with sufficient. It was similar to the Office of Special Education Bureau (2008) had studied the research entitled 'Evaluation of the Special Education Management of Special Education Schools Under the Office of the Basic Education Commission" The results of the research were summarized as follows: 1. The operational conditions of the special educational management of special education schools for disabilities based on the empirical data and five sample groups data opinions, the study in 4 aspects in terms of context of all five sample groups, it was found that the school had managed the six contexts. (The environment was appropriate,

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clean, shady, tidy, warm, safe / school structural administrative management / to define the roles and functions of teachers and personnel / school policy in accordance with the strategy of Ministry of Education and to be able to the implementation / to determine the educational service area for learners based on the disabilities including and entirely / the learning resources supporting learning and teaching activities) were at a high level; 2) In terms of the school input, the school service system was organized in 9 aspects for the disabled students in the 4 types of disabilities overall at a high level in all types; 3) In terms of the school process, the study specific of five sample groups opinions classified 4 types of disabilities of the special education schools, it was summarized overall in 5 aspects (food management to be nutritional, and to be examined / supervise from the responsible sectors / to promote the democracy in working with others and responsible collaboration / the related organizations coordinated in students care and support system / to develop the curriculum to meet the needs of students and local / to apply local wisdom and appropriate technology and media for teaching and learning) in conformity that the school management was at a high level, 4) In terms of the school output, the results of the empirical study on physical-health of students classified by 4 types of disabilities, the special education schools that accepted the students with the visual impairment, the average scores were overall at a high level; the schools that accepted the students with the hearing impairment, the average scores were overall at a high level; the schools that accept students with the intellectual disabilities, the average scores were overall at a high level; and the schools that accept students with the physical-health impairment, the average scores were overall at a high level. 2. As regards the results of the study, the limitations and obstacles to the educational management of the special education schools based on the opinions of five sample groups in consistent with the evaluative results in 4 aspects mentioned above. There were 3 aspects: 1) Personnel: 3 lists, the rate of teacher to students in each category of disabilities were not appropriate, the school curriculum was not focused on communication and occupation appropriate with the level and type of disabilities of the students, community / the school committee also lacked of participation in the learners' development activities of the schools, 2) Building sites: 2 lists, the lack of facilities and the improvement of buildings suitable for the teaching and learning for students with disabilities. 3) Learners: 4 lists, most students were poor, lacked of high opportunities,

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skills were difficult to develop, students' limited ability to develop their career potential, students with double disabilities and unhealthy. 3. As regards the recommendations in the operations of special educational management according to the opinions of the five sample groups, there should be included the school curriculum consistent with the type of disabilities by providing the instructional management focusing on the participation and to promote the use of Individualized Education Program (IEP), to bring the local wisdom, media and technology, career development, moral, arts, music, and health, the schools should have a specific disabled curriculum, the schools should provide the teaching and learning efficiently by the development of communicative skills, life skills, health, morals, ethics and professional skills for the students could take care of themselves after graduation. In addition, the research conducted by Phadung Arayawinyu had stated concerning the intellectual development and educational achievement, however, the intellectual level of the visually impaired children are not different from the regular persons. Related to the measurement of the intellectual level by Hayes-Binet Intelligence Test that conducted for the blind children specifically, it was found that the achievement in various subjects of the visually impaired children are the same as the regular children, except in mathematics. Therefore, having a visual impairment does not automatically lead to low intelligence if they have the opportunities to be educated appropriately. The intellectual ability will be developed as similar as the regular children. The school administration for the visually impaired students must be effective in quantitative, qualitative, and efficient terms. Concerning the studying of conditions, problems, and obstacles, it was found that the school administration for the visually impaired students in practicing in term of academic was at a moderate level (Mean = 3.47), in term of personnel was at a moderate level (Mean = 3.40), in term of planning and budgeting was at a moderate level (Mean = 3.33), in terms of general administration was at a high level (Mean = 4.20), and in term of the student affairs was at a high level (Mean = 4.07), and the conditions of working in practical was overall at a high level (Mean = 3.69). As regards the obstacles in terms of the academic administration, it was found that the teachers' instructional activities lacked of a variety of styles, the process of measuring and evaluating learning was inconsistent with the student's disability conditions, and the printed media for teaching and learning was inconsistent with the situation in using to

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develop the learners' learning. It is believed that the academic work is the main of education. This was also pointed out by Preeyaporn Wong-anutraroj (2010) stated that the quality and standards of the educational institutions were viewed at the academic level. Concerning personnel administration, it was found that teachers and educational personnel lacked of the specialized knowledge of each subject and lacked of the necessary skills for teaching and learning, including the lack of the numbers of the teachers and educational personnel did not meet the determined set by the Office of the Teacher Civil Service and Educational Personnel Commission. (TEPC). In an aspect of the obstacle, it was found in terms of the plan and budget, the government budget for expenditure of each student to support educational management did not reflect the cost of education for those who are visually impaired students. The learning media, educational technology and the facilities for the visually impaired children are expensive and most of them are imported from the foreign countries. The obstacle in terms of the general administration was found that the lack of the proactive public relations to parents, the public, and the community, to recognize the importance of education including there was a good attitude to accept the potential of the visually impaired students 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. In terms of the student affairs, it was found that 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 second issue concerning the model components of the school administration for the visually impaired persons

        2.1 The findings concerning the model components of the school administration for the visually impaired persons were the systemic relationship as open system in society and the interactive with environment influencing or effecting from environmental conditions all the time consisted of 4 main components, input, process, output, and environment driven to operate to the achievement goals by motivation and 2 conditions for achievements. Concerning this, Somyong Kaewsuwan (2009) had studied the effective administration model for educational quality assurance in basic education

schools. The finding indicated that the administrative structure of 12 basic education schools consisted of 4 divisions: academic administration, personnel administration, financial administration and general administration. Six casual factors were administrators, teachers, and students, committee of basic education, parents and communities consistent with Thanon Veerathanon (2015) studied the development of the organization system for the effectiveness of Special Education Center under the Office of Special Education Bureau. An organizational system in each component showed as follows: Input component: An input of an organizational system for the effectiveness of special education center related to teachers and educational personnel included teacher's knowledge and experiences, and teacher's characteristics; administration and implementation included budget, communications system, and administrative system; community participation included school board member participation; instruction and instructional environment included in school learning resource center media technology, and buildings and ground; institutional administrator leadership included administrator's moral, virtue, and modeling. Transformational process component: A transformational process of an organizational system for the effectiveness of special education center related to teachers and educational personnel included teacher's competencies and skills, and motives; administration and an implementation included strategic management. and change management; community participation included resource allocation; instruction and instructional environment included curriculum content integration, utilization of educational technology, and utilization of external learning resource center and local wisdom; institutional administrator leadership included policy implementation ability, administrator's skill and behavior. Output component: An output of an organization system is the effectiveness of special education center composed of quality of teacher's performance, teacher's satisfaction, and learner's developments. As similar idea of Janthranee Sa-nguannam (2008) mentioned that the school administration for the visually impaired persons should be improved and organizational development to be learning center for the visually impaired persons with the quality and standards according to the social expectation of the service recipients. Therefore, the effective school administration for the visually impaired persons should have the model of components with the system relationship efficiently. According to Kast and Rosenzweig (1985) the system consisted

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of five components: input, process, output, feedback, and environment so the school provided educational management for the visually impaired persons was an open society, the components of school administration model for the visually impaired persons should be consistent with the conditions and school context including response the service recipients in according with function that the determined law. This was also pointed out by Prachya Wesarach (2003) had identified eight key components of education; subject contents in the study, teachers, media and equipment, teaching methods, administrators and teaching supporters, budget, area and climate, and learners; this was because the educational institutions provided educational management for the visually impaired persons was an open system of society, so very component of the school administration process should be exposed to social and environmental conditions that were changing according to globalization. In particular, the educational management for the visually impaired persons might not always be a priority. However, after the National Education Act, regulations, laws, and government policies including the Declaration on Persons with Disabilities had been become important; the administration of educational institutions for the visually impaired persons should be reformed and developed to be a learning center for the visually impaired persons of good quality and standards as social expectation and the service recipients as the important persons. In relating to this, Bardo and Hartman (1982) had found concerning Bardo and Hartman (1982, pp. 70-71) commented on the model components that it was not determined to identify the appropriate of model components, how many components and whatever should be depending on the particular phenomenon, in consistent with Lunenburg and Ornstein (2007) had discussed the a system view of the school administration as a component of the social system: input, transformation process, output, the external environment that affected to input and feedback as an important mechanism between the real situation and the expected success conditions with output. In addition, the concept of Hoy and Misckel (2008) studied and found that the quality and effective schools consisted of 3 components: 1) input, 2) process, and 3) output which could be verified. In accordance with Amrung Chantawanich, et al. (2003, p. 20-23) proposed the concepts of a perfect school consisted of: 1) The standard quality learners who developed in all aspects; virtue, intelligent, and happy, 2) The school was appreciated by the community, 3) The school was exemplary and supported the

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community and other schools, 4) The learning process focused on the learners, 5) The learning climate management supported the student quality development, 6) The good administrative management used the school-based and focused on participation, 7) The quality educational assurance had effectiveness as a part of school administration system, 8) There were the enough numbers of teachers, administrators, educational personnel, 9) The school physical conditions were standardized, 10) The curriculum was appropriate for the learners and the local, 11) The learning media was modern technology, 12) School learning resources were diversity, 13) Task-based oriented budgets 14) The external school environment was good, environmental society was conducive to educational quality management. As regards the model of the school administration for the visually impaired persons can be shown as follows:

2.1.1 Input: the input consisted of sub-components as follows: 1) Personnel consisted of basic school board committee, school administrators, teachers, and instructional support personnel; 2) 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; and 3) School administration composed 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 quality improvement, 5) 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.   Moreover, supporting function: academic supporting is the supporting function consisted of 4 sections as follows: 1) personnel administration, 2) plan and budget administration, 3) general administration, and 4) student affairs administration. Being congruent to this, the research conducted by Meesilt Shinpakdee (2012) studied the development of the model of educational reform administration for the Office of Educational Service Area. The results of the study revealed that the relationship

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between the administrative factors in overall and each of 3 aspects: context, input, and process were positively correlated with educational reform for the Office of Educational Service Area in statistical significance at .05 level. As regards the creative of administrative model from the analysis of the administrative factors from 13 positive correlations from 18 components. It can be seen that input was an important component in driving the administrative process to efficient goals and made the effective determined output or outcomes. The research results on the development of effective school administration model for the visually impaired persons included the function as follows: 1) personnel; 2) learning media and educational technology; 3) learning resources and building sites; and 4) educational administration.

2.1.2 **Process** : the process consisted of sub-components as follows: 1) planning (P) consisted of vision, function, goal, and plan; 2) organizing (O) consisted of defining the organizational structure, scope of academic functions, plan and budget, personnel, general administration, and student affairs; 3) staffing (S) consisted of description of personnel mantles, communication, group administration; 4) directing (D) consisted of commanding, coordinating, and motivating; and 5) controlling (C) consisted of supervision, monitoring, following-up, task improvement, and report the outcomes as well as motivation (M) was a mechanism to drive in every step. Therefore, the function of educational management for the visually impaired persons was more complex than general educational management. Likewise, Harold D. Koontz and Cyrill O' Donnell had proposed in a five-step administrative process consisted of planning, organizing, organizing, staffing, directing, and controlling.

2.1.3 Output: the output consisted of sub-components as follows: 1) **o**pportunities and equality in education for the visually impaired persons from the educational institution under the Office of Special Education Bureau shown as follows: the visually impaired persons to receive education without cost at birth until the end of life, to have **o**pportunities to be developed the readiness, the compulsory education, the basic education both a regular and career education. In addition, the visually impaired persons who graduated the basic education 10 percent, to be able to enter the higher education in a higher education about 90 percent. 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

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the public and private universities about 90 percent, and to earn a living for themselves; 2) quality of learners: in the educational institutions for the visually impaired persons shown as follows: Students had good quality of life with the physical, mental and intellectual readiness, to have moral principles and emotional maturity to be able to face the problems and events of the global changing, to have knowledge and life skills, career skills for the conduct of self-serving in the future, and to be able to use media and technology both advantage and disadvantage; 3) efficiency of educational administration of the educational management for the visually impaired persons shown as follows: the schools were the learning centers; there were the network parties of community, social, parents sectors to participate in educational quality development; and the learning exchange between educational network and share using resources. The suggestion was in accordance with National Education Act, B.E. 2542 (1999) as amended by Act (No.2), B.E. 2545 (2002): Chapter 2 Educational Rights and Duties in Section 10 stated in the provision of education: 1) all individuals shall have equal rights and opportunities to receive basic education provided by the state for the duration of at least 12 years; 2) provide a nationwide basis, shall be of quality and free of charge; 3) persons with physical, mental, intellectual, emotional, social, communication and learning deficiencies; those with physical disabilities; or the cripples; or those unable to support themselves; or those destitute or disadvantaged; shall have the rights and opportunities to receive basic education specially provided.

       2.1.4 Environment: the conditions for achievements included of sub-components as follows: 1) conditions supported for achievements shown as follows: law and educational policy for disabilities, educational network, and leadership of administrators; 2) conditions as obstacles shown as follows: parents' attitude, society, and community to the visually impaired persons including educational policy from the government.

    The third issue: The findings from studying of the effective school administration model for the visually impaired persons, the model consisted of input: personnel, media and educational technology, school administration; process: planning, organizing, staffing, directing, and controlling, motivation as a power drive; 3) output: educational opportunities and equality, quality of learners, and efficiency of educational administration; and 4) environment: The conditions supported for

achievements and conditions as obstacles to the achievements of the effective school administration for the visually impaired persons.

As regards the results of studying the use of the effective school administration model for the visually impaired persons whether in accordance with the goals or achievements based on the important factor according to the government educational policy for the education of the disabled students should be continuous clearly in order to all sectors should recognize and to give priority of education for the visually impaired persons, and implementing in concrete clearly till attain to achievements according to **o**pportunities and equality in education. In accordance with National Education Act, B.E. 2542 (1999) as amended by Act (No.2), B.E. 2545 (2002): Chapter 2 Educational Rights and Duties in Section 10 stated that in the provision of education: 1) all individuals shall have equal rights and opportunities to receive basic education provided by the state for the duration of at least 12 years; 2) provide a nationwide basis, shall be of quality and free of charge. Therefore, the educational institutions should show the responsible functions to the learners, parents, society, and community, the output should meet the students' need and meet the determined standards. The educational institutions should be emphasized on the quality of the output. Moreover, the service recipients' satisfactions should deserve from the quality of process, and the quality of personnel factors. It was shown that the implementation and driving of the development, the school administrators were the important persons. In the same concept as Lunenburg and Ornstein (2007), they discussed the a system view of the school administration as a component of the social system: input, transformation process, output, the external environment that affected to input and feedback as an important mechanism between the real situation and the expected success conditions with output. As regards considering in overall, the effective school administration model for the visually impaired persons was the model that focused on the systematic relationship of components of the school administration system systematically referred to the opportunities and equality in education, quality of learners, and the efficiency of educational administration of the educational management for the visually impaired persons. This is probably because the changing of globalization and the global society that focused on human development to be complete by giving the educational rights and functions in accordance with National Education Act, B.E. 2542 (1999) as amended by

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Act (No.2), B.E. 2545 (2002): Chapter 2 Educational Rights and Duties in Section 10 stated in the provision of education, all individuals shall have equal rights and opportunities to receive basic education provided by the State for the duration of at least 12 years. Such education, provided on a nationwide basis, shall be of quality and free of charge. Persons with physical, mental, intellectual, emotional, social, communication and learning deficiencies; those with physical disabilities; or the cripples; or those unable to support themselves; or those destitute or disadvantaged; shall have the rights and opportunities to receive basic education specially provided. Besides, the Education Provision for Persons with Disabilities Act B.E. 2551 in Section 5 stared that a person with disability shall have the following educational rights: (3) to receive up-to-standard and quality-assured education, including educational course, educational examination which are appropriate and harmonious with special requirements of each individual person with each type of disability.

For the reasons as mention above, the findings from studying of the effective school administration model for the visually impaired persons was the model that focused on the quality development and efficiency, the school administration system realized on input, process, output, and environment leading to the efficiency and the effectiveness of educational administration for the visually impaired persons with the practical sustainability.

Recommendation

    1. Recommendation for using the research results had shown as follows:

        1.1 The process of the school administration in terms of the school administrative structure should be flexible and consistent with the number of personnel, knowledge, and abilities of teachers and personnel based on the participatory administration to motivate in driving the educational management for the visually impaired persons to the achieved goals.

        1.2 The input management in terms of the personnel should be promoted and supported the development of teachers and personnel in knowledge, technology and the specific science continuously by further studying, to be trained, to study academic trip, to be supervised in teaching and learning.

1.3 The school curriculum should be promoted in terms of the career education for the visually impaired persons for using as a basic for earning their self-employment living in the future.

1.4. The user manual of the effective school administration model for the visually impaired persons should be studied carefully and to make an understanding in order for implementing efficiently.

2. Recommendations on the next research.

2.1 Research should be studied on the school administration strategy for the visually impaired persons.

2.2 Research should be studied on the motivational model of personnel who provide education for the visually impaired persons.

2.3 Research should be studied on the educational cost of students' individual espenditure for the visually impaired persons.

2.4 Research should be studied on the school administration model for the visually impaired persons that meet the students' needs actually.

2.5 Research should be studied on opportunities and career choices for the visually impaired persons.

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