

การศึกษาสภาพการจัดการเรียนร่วมระดับปฐมวัย โรงเรียนในจังหวัดพิษณุโลก

กัญจนา สุพิทักษ์¹

มหาวิทยาลัยราชภัฏพิบูลสงคราม

บทความวิจัย

รับต้นฉบับ: 6 สิงหาคม 2565 วันที่ส่งต้นฉบับ 28 ธันวาคม 2565 รับพิมพ์: 29 ธันวาคม 2565

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อศึกษาและเปรียบเทียบสภาพการจัดการเรียนร่วมระดับปฐมวัยของโรงเรียน ในจังหวัดพิษณุโลก จำแนกตามตำแหน่ง เขตพื้นที่การศึกษา และขนาดของโรงเรียน กลุ่มตัวอย่างในการวิจัย ครั้งนี้ ได้แก่ ผู้บริหารโรงเรียน จำนวน 10 คน และครุผู้รับผิดชอบเด็กพิการ จำนวน 50 คน รวมทั้งสิ้น 60 คน เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าความถี่ ร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน การทดสอบค่าที่ การวิเคราะห์ความแปรปรวนทางเดียวและเปรียบเทียบค่าเฉลี่ยรายคู่ ด้วยวิธี Least Significant Difference

ผลการวิจัยพบว่า

- สภาพการจัดการเรียนร่วมระดับปฐมวัยโรงเรียนในจังหวัดพิษณุโลกตามความคิดเห็นของผู้บริหาร และครุผู้รับผิดชอบเด็กพิเศษของโรงเรียนในจังหวัดพิษณุโลก โดยรวมและรายด้าน อยู่ในระดับปานกลาง
- การเปรียบเทียบสภาพการจัดการเรียนร่วมระดับปฐมวัยของโรงเรียนในจังหวัดพิษณุโลก มีดังนี้
1) เปรียบเทียบตามตำแหน่งของผู้ตอบแบบสอบถาม พบว่า สภาพการจัดการเรียนร่วมของผู้บริหารกับครุผู้รับผิดชอบเด็กพิการแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.5 2) เปรียบเทียบตามเขตพื้นที่การศึกษา ที่โรงเรียนสังกัด พบว่า สภาพการจัดการเรียนร่วมแตกต่างกันอย่างไม่มีนัยสำคัญทางสถิติ และ 3) เปรียบเทียบตามขนาดโรงเรียน พบว่า สภาพการจัดการเรียนร่วมของโรงเรียนที่มีขนาดต่างกันแตกต่าง อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 โดยคะแนนเฉลี่ยสภาพการจัดการเรียนร่วมของโรงเรียนขนาดเล็ก แตกต่างจากโรงเรียนขนาดกลาง และขนาดใหญ่อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

คำสำคัญ: การจัดการเรียนร่วม ความพิการ การศึกษาระดับปฐมวัย

¹การติดต่อและการร้องขอความนี้ กรุณาส่งถึง กัญจนา สุพิทักษ์ มหาวิทยาลัยราชภัฏพิบูลสงคราม e-mail : kanna6373@hotmail.com

**A STUDY OF INTEGRATED EDUCATION MANAGEMENT CONDITIONS
AT EARLY CHILDHOOD LEVEL OF SCHOOLS IN PHITSANULOK PROVINCE,
THAILAND**

Karnjana Sookpitak¹

Pibulsongkhram University

Received: 6 August 2022 Submission date: 28 December 2022 Accepted: 29 December 2022

Research Article

The purposes of this research were to study and compare the integrated education management conditions at early childhood level of schools in Phitsanulok Province, Thailand, classified by respondent position, educational service area, and school size. A total of 60 respondents, including 10 school administrators, and 50 teachers who were responsible for children with disability, was the sample in this study. A questionnaire was used as a research instrument. The statistics used for data analysis were frequency, percentage, mean, standard deviation, t-test analysis, One-way Analysis of Variance (ANOVA), and Least Significant Difference (LSD).

The findings were;

1. The integrated education management condition at early childhood level of schools in Phitsanulok Province, of the school administrators and the teachers were at a moderate level.

2. The comparisons of the integrated education management condition at the early childhood level of schools in Phitsanulok Province were as follows; (1) By the respondents' position, it was found that the administrators and teachers responsible for children with disabilities were statistically significantly different at level 0.5. (2) When compared according to the educational service area, it was found that it was not statistically significant; and (3) compared by school size, it was found that schools of different sizes were significantly different at the .05 level. The mean score of the small-size schools differed from the medium-size and large-size schools at the .05 level of statistical significance.

Keywords: integrated education management, disability, early childhood education

¹Correspondence concerning this article and requests for reprints should be addressed to Karnjana Sookpitak Pibulsongkram Rajabhat University E-mail : kanna6373@hotmail.com

Introduction

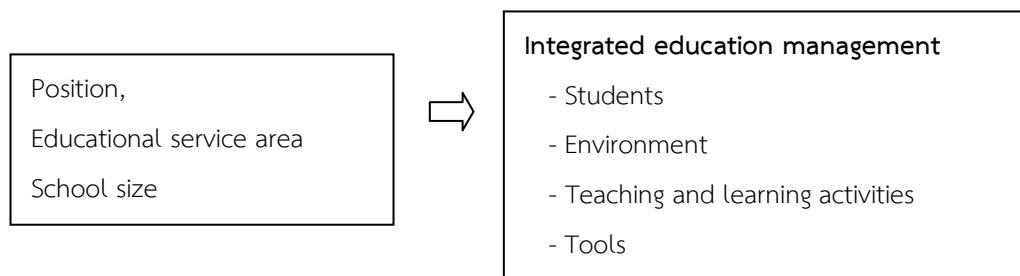
National Education Act BE 2542 (1999) amendment (2nd edition) 2002, regarding the rights and duties of education in section 10, paragraph 2, stipulated that education management for individuals who has physical, mental, intellectual, emotional, social, communication and learning disabilities unable to be self-reliant or underprivileged, must be provided with special rights and opportunities for basic education. And the third paragraph stated that education for persons in the second paragraph, held from birth or later found disabled, shall be free of charge, and shall be entitled to the facilities, media services, and other assistance in accordance with educational rules and procedures prescribed in the regulations (National Education Act, 2003). Further, the Education Management Act for people with disabilities BE 2551 regarding the rights and duties of education also states that curriculum and learning process for those students shall emphasize Students, Environment, Teaching and learning, activities, and Tools (SETT) framework. The Ministry of Education has classified 9 categories of disabilities as follows: 1) children with visual impairments, 2) children with hearing impairments, 3) children with intellectual disabilities, 4) children with physical disabilities or movements, 5) children with learning disabilities, 6) children with behavior problems, 7) children with speech and language impairments, 8) children with autism, 9) children with multiple disabilities (Mistry of Education, 2014: 13). From such policies and details, therefore, the researcher is interested in studying and comparing the integrated education management conditions at early childhood level of schools in Phitsanulok Province, Thailand. The results of this study will be able to provide useful insight into teaching and learning of integrated education management at early childhood level, thus, help contribute to planning for the quality of future education.

Purposes

1. To study the integrated education management conditions at early childhood level of schools in Phitsanulok Province, Thailand.
2. To compare the integrated education management conditions at early childhood level of the schools according to respondent position, educational service area, and school size.

Conceptual framework

The researcher studied the integrated education management conditions at early childhood level of schools in Phitsanulok Province by considering the 4 conceptual frameworks in accordance with the Education Management Act for Disabled Persons BE 2551 regarding the rights and duties of education which consists of Student, Environment, Teaching and learning activities, and Tools (SETT).



Methodology

This research aims to study and compare the integrated education management conditions at early childhood level of schools in Phitsanulok Province, Thailand.

Population included school administrators, and teachers who were responsible for children with disability in schools under the Office of Phitsanulok Primary Educational Service Area 1, 2 and 3.

Sample group was purposively selected from 10 school administrators and 50 teachers who were responsible for children with disability in schools under the Office of Phitsanulok Primary Educational Service Area 1, 2 and 3.

Research instrument was a questionnaire seeking information on the integrated education management conditions at early childhood level of schools in Phitsanulok Province. It is divided into 2 parts; Part 1: Status, a checklist to explore the respondent basic information, and Part 2: Integrated Education Management Condition, a 60-item 5-level Likert type scale to seek information on 4 areas of the condition including *students, environment, teaching and learning activities, and tools*. The criteria for Part 2 score interpretation are as follows:

Mean Range	Meaning	Interpretation
4.51 - 5.00	Highest	Highest level of integrated education management
3.51 - 4.50	High	High level of integrated education management
2.51 - 3.50	Moderate	Moderate level of integrated education management
1.51 - 2.50	Low	Low level of integrated education management
1.00 - 1.50	Lowest	Lowest level of integrated education management

The Index of Item-Objective Congruence (IOC) was used to find the content validity. In this process, the questionnaire was checked by three experts including, a qualified early childhood education teacher, a special education lecturer, and an educational measurement lecturer. The items that had scores lower than 0.5 were revised. On the other hand, the items that had scores higher than or equal to 0.5 were reserved. The reliability of the questionnaire was determined to ensure that the responses collected through the instrument were reliable and consistent. The questionnaire was tested with 30 teachers who were not in the sample group. The reliability value was calculated by using Cronbach's alpha to ensure whether there was internal consistency within the items. For the research questionnaire to be reliable, its value of Coefficient Cronbach's Alpha of the revised questionnaire was 0.62, thus, reliable enough to use for gathering data for this study.

Data collection

1. The researcher sent a request letter to the Head of sample schools in the purpose of gaining collaboration and access to conduct the research in advance before going to do the pre-test.
2. The researcher did the pre-test to find the reliability of questionnaires by examining Cronbach Alpha. The 30 participants apart from the sample schools were administered the questionnaire for the pre-test.
3. After the validity and reliability of questionnaires had completely been controlled and checked thoroughly, the researcher administered the questionnaires to 60 staff working in the sample schools, representing 100 percent.

Data analysis

The quantitative data was analyzed by using Statistical Program for Social Sciences (SPSS). Descriptive statistics including frequencies, measure of central tendency (mean), and measure of dispersion (standard deviation) were the most appropriate statistics for analyzing

the quantitative data. T-test analysis, One-way Analysis of Variance (ANOVA), and Least Significant Difference (LSD) were employed for data analysis.

Research results

The results of this study could be presented in 3 following parts. Part 1 presents demographic information of the sample group. Part 2 illustrates the integrated education management conditions at early childhood level of schools in Phitsanulok Province. And the last part presents a comparison of the results among the sample group from different educational area and school size.

Part 1 Demographic information of the sample group

Table 1 Number and percentage of the sample group

status	Number (n = 60)	percent
Position		
Administrators	10	16.67
Teachers responsible for children with disability	50	83.33
Educational service area		
District 1	24	40.00
District 2	18	30.00
District 3	18	30.00
School size		
Small	24	40.00
Medium	18	30.00
Large	18	30.00

From Table 1, it was found that the largest group of respondents were teachers responsible for children with disability, accounted for 83.33 percent. Most of the participants were from the Office of Primary Educational Area1 or District 1, accounted for 40.00 percent. And 40.00 percent of the participants were from small-size schools.

Part 2 The integrated education management conditions at early childhood level of schools in Phitsanulok Province

Table 2 Mean and standard deviation of the integrated education management conditions

Dimensions	Management Conditions		
	M	S	Level
<i>Student (S)</i>	2.93	0.58	moderate
<i>Environment (E)</i>	2.90	0.59	moderate
<i>Teaching and learning activities (T)</i>	3.03	0.58	moderate
<i>Tools (T)</i>	3.10	0.61	moderate
Average	2.99	0.57	moderate

From Table 2, overall, the integrated education management conditions at early childhood level of schools in Phitsanulok Province was at a moderate level ($M = 2.99$, $S.D. = 0.57$). When considering each aspect, it was found that *Tool* has the highest mean ($M = 3.10$, $S.D. = 0.61$). Following by *Teaching and learning activities* ($M = 3.03$, $S.D. = 0.58$), *Students* ($M = 2.93$, $S.D. = 0.58$), and *Environment* ($M = 2.90$, $S.D. = 0.59$)

Part 3 Comparison of results of the integrated education management conditions at early childhood level of schools in Phitsanulok Province

Comparisons of the integrated education management conditions at early childhood level of schools in Phitsanulok Province as classified by position, educational area and school size are shown in Table 3 – 5.

Table 3 Summary of the t-test analysis on the integrated education management conditions at early childhood level of schools in Phitsanulok Province

Position	M	S	df	t
Administrators	3.85	0.19		
Teachers	2.82	0.45	58	7.12 *

* $p > .05$

From Table 3. administrators found to have higher mean scores ($M = 3.85$, $S.D. = 0.19$) than the teachers ($M = 2.82$, $S.D. = 0.45$). In addition, a statistically significant difference at the level of 0.5 has been found between the two groups.

Table 4 Analysis of Variance (ANOVA) of the integrated education management conditions as classified by educational area

Source of variance	SS	df	MS	F
Between groups	0.38	2	0.19	
Within the group	18.53	57	0.33	0.57
Total	18.91	59		

Table 4 shows that there is no statically significant difference in mean scores of the integrated education management conditions at early childhood level of schools in Phitsanulok Province between different educational area.

Table 5 Analysis of Variance (ANOVA) of the integrated education management conditions as classified by school size

Source of variance	SS	df	MS	F
Between groups	4.95	2	2.47	
Within the group	13.96	57	0.25	10.10 *
Total	18.91	59		

* $p > .05$

Table 5 shows that the F value of 10.10 was significant as 'p' value was greater than 0.05. Therefore, there is a significant difference somewhere among the mean scores on the

three variables. Therefore, the analysis rejected the null hypothesis and concluded not all the means are the same. Hence, researcher followed the Post Hoc test.

Table 6 Comparison of means on integrated education management in different school size

School size	M	School size		
		small	medium	large
small	3.78			
medium	3.28	-0.42 *		
large	3.28	-0.68 *		

* $p < .05$

Table 6 shows that there is a statistic significant difference at the level of 0.05 in the mean scores of integrated education management between smaller schools and larger schools.

Conclusion

1. Overall, according to the administrators' and the teachers' opinions, the condition of integrated education management at early childhood level of schools in Phitsanulok Province was found to be at a moderate level. When considering each aspect, it was found that tool has the highest mean scores, followed by teaching and learning activities, student, and environment, respectively.

2. When the mean scores of the condition of integrated education management were compared accordingly to the respondent position, educational area, and school size, it was found that a statistic significant difference at level of 0.5 was found between the mean scores of the respondents' position. In addition, a statistic significant difference at level of .05 was also found between the mean scores of school size. However, there was no statistic significant difference among mean scores of educational area.

Discussion

Findings of this study on the condition of integrated education management at early childhood level of schools in Phitsanulok Province could be discussed as follows;

1. As the condition of integrated education management at early childhood level of schools in Phitsanulok Province was found to be at a moderate level, it may indicate that the administrators and the teachers are ready to adopt the inclusive education policy at some degree. Moreover, training programs on inclusive education provided by the Office of Phitsanulok Primary Education Service Area and the Special Education Center Region could play an important role in helping the administrators and the teachers to be acknowledgeable enough to manage integrated education at their schools. This finding is consistent with prior research conducted by Pramuan Wandee (2002) that investigated the problems in the development of inclusive schools in Phitsanulok Province to reach special education standards, and found that problems in those developing schools were at a moderate level.

2. Findings on the comparisons of mean scores on the condition of integrated education management according to the respondent position, educational area, and school size could be discussed as follows;

2.1 As there was a statistic significant difference at level of 0.5 on the mean scores of the respondents' position, it could indicate that the respondents' responsibility may influence upon their opinions towards the integrated education management. Since the school administrators take leadership roles and are responsible for school management in all aspects, whereas the teachers' responsibility is mainly focused on teaching students. Therefore, such responsibilities could lead the two groups to express their opinions differently. This finding is consistent with a study by the Office of National Education Council (2002) which found that teachers had insufficient knowledge on psychology in teaching students with disabilities. The teacher respondents also indicated there was no curriculum adaptation for students with disabilities in their schools. The finding is in line with prior research of Vimla Chayodom (2000) which explored administrators' and teachers' views on education management problems for children with disabilities in schools in lower northern region provinces. The research found that there was no difference between the administrators' and the teachers' views regarding the management problems according to factors such as students, budgeting, family background, environment, and collaboration.

2.2 As there was not significant difference on the mean scores of the condition of integrated education management according to the respondents' educational area, it could assume that both administrators and teachers in different educational areas have similar background knowledge and experiences, thus, affected their opinions towards the integrated education management at the same level. Those background knowledge and experiences could be found in the National Education Act BE 2002 stipulating that education management for individuals who has physical, mental, intellectual, emotional, social, communication and learning disabilities unable to be self-reliant or underprivileged, must be provided with special rights and opportunities for basic education. And that education for persons with disabilities shall be held from birth or were disabled without charge, and such person shall be entitled to the facilities, media services, and other assistance in accordance with educational rules and procedures prescribed in the regulations. (National Education Act, 2003). Further, the 2003 Early Childhood Education Curriculum also stipulated that "Early childhood education is a child development from birth to 5 years, based on training, nurture and promote learning processes that respond to the nature and development of each child according to their potential under the social, cultural context in which the children live with love, generosity, and understanding of everyone in order to build a foundation for quality of life for children to develop into complete humanity, create value for oneself and society." Educational management of early childhood level is to lay the foundation education for children to develop to their full potential to prepare for connection with higher education. Schools must focus on all aspects of the body, mind, emotion, society, and intellect. Schools that provide integrated education will be able to help children with special needs to be ready for further study with their peers without disabilities. Schools therefore must organize teaching and learning as an important part that will help children with special needs to be ready to expand in the future. Schools must manage with fairness and justice, without hope for results that are too high for children with special needs. For the most effective results, schools must consider both disabilities and abilities that individuals children have. The finding that teachers in different educational areas expressing no different opinions regarding the integrated education management is in line with a study by Winai Noorat (2001) that investigated elementary school teachers' opinions on the condition of integrated education management for children with and without disabilities in schools under the Office of Phitsanulok Primary Education, and found that, overall, teachers' opinions on

the condition were found at a moderate level. Teachers in different educational service areas expressed no different opinions regarding the condition of integrated education management.

2.3 As there was a significant difference on the mean scores of the condition of integrated education management according to school size, this might indicate that the amount of school staff plays an important role on their colleagues' opinions toward the management of integrated education in their school. Such result, however, is not consistent with prior research by Patchanee Konchalad (2008) who studied the attitudes of administrators', and teachers' toward the integrated education management of leading schools under the Office of Nakhonprathom Educational Service Area and found that gender, age, education, and school size did not influence the school staff's attitudes towards learning management in those schools. This could be explained employing McKinsey 7s model (Singh, 2013). This model is a tool that analyzes firm's organizational design by looking at 7 key internal elements: strategy, structure, systems, shared values, style, staff and skills, in order to identify if they are effectively aligned and allow organization to achieve its objectives. The model can be applied to many situations as it could be used as a framework to facilitate organizational change and help implement new policy. In case of small schools in this study that integrated education policy has been adopted and implemented at early childhood level, with simple form and lean staff in their organization, adapted strategy or working process may play an important role on staff to work systematically under the same shared valued, thus, results in their opinion toward the condition of integrated education management in their schools.

Suggestions

Suggestions for applying the research results

A Study of Integrated Education Management Conditions at Early Childhood Level should be considered benefit of student and educational management must be coordinated with overall.

Suggestions for future research

Should be study of expectation community to improve educational management in accordance with the curriculum.

References

Ministry of Education. (2003). *The national education act B.E. 2542 (1999) and amendments (second national education Act B.E. 2545 (2002)*. Bangkok: The Express Transportation Organization of Thailand.

Ministry of Education. (2009). *The government gazette, Volume 2*, Bangkok: The Express Transportation Organization of Thailand.

_____. (2014). *Guidelines for the development of integrated education schools*. Bangkok: Office of Special Education.

Pramuan Wandee. (2002). *A study of problems and the development of leading integrated schools to comply with special education standards, under the office of Rayong primary education*. A master degree thesis (educational administration.) Chonburi: Graduate School, Burapha University.

Patchanee Konchalad. (2008). *A study of administrators', teachers', and parents' attitudes towards integrated education management in leading Schools under the office of Nakhon Pathom primary education*. A master degree thesis (educational administration). Bangkok: Graduate School. Suan Dusit Rajabhat University.

Singh, A. (2013). A study of role of McKinsey's 7S framework in achieving organizational excellence. *Organization Development Journal* 31(3), 39-50.

Winai Noorat. (2001). *Primary school teachers' opinion on integrated education management for children with and without special needs in schools under the office of Sisaket primary education*. A master degree thesis (educational administration). Songkhla: Graduate School, Thaksin University.

Vimala Chayodom. (2000). *Report on integrated educational management for children with disabilities in the lower northern region provinces*. Phitsanulok: Department of Education faculty of Education, Naresuan University.