

**DEVELOPMENT OF EDUCATIONAL INSTITUTIONS
ADMINISTRATIVE EFFECTIVENESS MODEL
FOR THE VISUALLY IMPAIRED PERSONS**

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Abstract

The objective of this research was to develop the educational institutions administrative effectiveness model for the visually impaired persons. The research was conducted with mixed methods between quantitative and qualitative research proposed into 3 phases: 1) to investigate the conditions, problems, obstacles, and school administration guidelines, instrument used was a questionnaire analyzed by using mean and content analysis; 2) to create the effective school administration model and to verify the suitability by specialists; and 3) to study the results of using the effective school administration model on evaluating of model feasibility and benefit by connoisseurship.

The research results were found that 1) the conditions, problems, and obstacles were: the lack of a variety of techniques in instructional activities; the teachers lacked of specific knowledge and skills; the government-sponsored cost of education individually were not suitable with the asset of educational expenditures; the lack of proactive public relations to parents and society; and the distant domicile of the students and poor families; 2) the effective school administration model for the visually impaired persons composed of 3 components: input consisted of personnel, media and educational technology, learning resources and building area, and school administration; process consisted of planning, organizing, staffing, directing, and controlling including motivation as driving; output consisted of opportunity and equality, learners' quality, administrative efficiency, and two

conditions for achievements; 3) the evaluation results of the feasibility for implementation was overall at a high level and benefit was overall at the highest level.

Keywords: Educational institutions; administrative effectiveness model; visually impaired persons

Introduction

Humanity has been praised as the most valuable human resource and plays a role directly to develop economy, society and nation as stated in the Twelfth National Economic and Social Development Plan (2017-2021) defined as “People-Centered Development” (Office of the National Economic and Social Development Board, 2016, p. 5). Therefore, education is a social learning process that is critical for the development of quality human resources and it is a tool for creating opportunities and equality of people to live in society. Even though the people are different in fundamental economy, society, and culture as well as physical, mental, and intellectual conditions the Constitution of the Kingdom of Thailand 2017 in chapter V refers to duties of the State in Section 54 which stipulates that the State shall ensure that every child receives quality education for twelve years from pre-school to the completion of compulsory education free of charge. In addition, the State shall undertake to provide the people education as needed in various systems including promoting life-long learning. (Cabinet and Royal Gazette Publishing Office, 2017, p. 14).

According to the National Education Act, B.E. 2542 (1999) (Cabinet and Royal Gazette Publishing Office, 1999, p. 7) Chapter 2 Educational Rights and Duties in Section 10 states that 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 crippled; or those unable to support themselves; or those destitute or disadvantaged; shall have the rights and opportunities to receive basic education specially provided.

Besides, Education Provision for Persons with Disabilities Act B.E. 2551 (Cabinet and Royal Gazette Publishing Office, 2008, p. 3) Chapter 1 Educational Rights and Duties in Section 5 identified that a person with disability shall have the following educational rights: to receive education without cost at birth, or upon discovery of the disability until the end of life, as well as to receive technology, facilities, media, services, and other educational

assistance; to choose educational service, establishment of education, system, and style of education, by taking into consideration, skills, interest, aptitude, and special requirements of such person; and to receive up-to-standard and quality-assured education, including educational course, educational examinations which are appropriate and harmonious with special requirements of each individual person with each type of disability.

However, the educational management for persons with visual impairment in the changing society in globalization and knowledge based economy affecting Thai educational administration must be under the conditions of the competition and commitment according to social expectations. Thus, the process of school administration for the visually impaired persons have to be adjusted consistent with the conditions under the provisions of the National Education Act, B.E. 2542 (1999) as amended by Act (No.2), B.E. 2545 (2002) in Section 39 which stipulates the Ministry of Education shall decentralize powers in educational administration and management regarding academic matters, budget, personnel and general affairs administration in order to be flexible and free for educational administration with efficiency and effectiveness. It also builds the foundation and the strength for the educational institution to be able to provide quality educational standards and continuous development. (Cabinet and Royal Gazette Publishing Office (2001, p. 24)

To achieve the goals of educational administration, the school must be managed in quality and standards as a social institution that is responsible for knowledge management, developing knowledge, developing ideas and developing learning potential of, "People with visual impairment" to be "human" with good quality, have basic vocational skills that can lead to future careers to generate income, be creative and do good things for society and can live happily in society conventionally with self-reliance, not a burden on families, society and nation according to the philosophy of education. "Make yourself useful and do good things for society". (Northern Region School for the Blind under the Royal Patronage of Her Majesty the Queen, Chiang Mai, 2014, p. 2)

For the reasons mentioned above, it is necessary that the school provides education for the visually impaired persons and develop an effective model and process of school administration affecting the efficiency

of visually impaired persons. Therefore, I as a researcher taking charge as school director for the visually impaired persons have realized and focused on the importance of research to develop a model of school administration with effectiveness for the visually impaired persons.

Objectives

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

2. To create an effective school administration model for the visually impaired persons including a manual.

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

Research Population

1. Ninety administrators of six schools for disabled children, fifteen school board committee, sixty teachers of each school, for a total of 165 key informants.

2. Fifteen administrators of inclusive schools for the visually impaired persons, fifteen administrators of Special Education Schools, fifteen administrators of Special Education Centers, and 5 specialists of Special Education, for a total of 50 informants.

3. Four administrators and twelve group leaders of two schools, for a total of 32 informants for step 1 and fourteen administrators and personnel including 7 experts, for a total of 21 informants for step 2.

Materials and Methods, Area Descriptions, Techniques

This research was applied research and development (R&D) using mixed method divided into 3 phases as follows:

Phase 1:

The investigation of the conditions, problems, obstacles, and school administration guidelines for the visually impaired persons, with the operations as follows: The key informants were school administrators, school board

committee, and teachers, for a total of 165 informants; the scope of this research was classified into 5 aspects; academic, personnel, general administration, plan and budget, and student affairs. The instruments used for collecting data from school administration consisted of five-level rating scale questionnaire open-ended questions, with open-ended questions also used for school board committees and teachers. Data were analyzed by means, standard deviation and content analysis;

Phase 2:

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

Step 2.1: The study of the school administration guidelines that provided specific education for the disabled under the Office of the Special Education Bureau attached to the Office of Basic Educational Commission Royal Awarded School status. The scope of content was based on the administrative systems theory consisting of input, process, output, environments, and conditions for achievements. The informants were five school administrators of Royal Awarded School from the academic year 2008 to academic year 2016. The instruments used were documentary study and semi-structured interview, with data analyzed by content analysis.

Step 2.2: The drafting of an effective school administration model for the visually impaired persons with the scope of content consisting of 6 components: model principles, model objectives, system and model mechanism, operational method of model, model evaluation guidelines, and conditions of model. The information resources were the research results of phase 1 and step 2.1 by a workshop of school administrators that provided educational management for the visually impaired persons.

Step 2.3: The verification of the effective school administration model for the visually impaired persons used focus group discussion of the school administration that provided educational management for the visually impaired persons and the specialist of special education. The instruments used were a model drafting and a manual drafting for using the model of effective school administration for the visually impaired persons, with data analyzed by using content analysis.

Phase 3:

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

Step 3.1: To try out the effective school administration model for the visually impaired persons. Key informants were administrators and group leaders who monitored and took responsibility for model implementation. The instruments used for collecting data consisted of a manual of the model for the use of effective school administration for the visually impaired persons, a form for supervision, monitoring, and follow-up in accordance with PDCA quality cycle, meeting notes and tape records. Data were collected by using the model of Action (A), Observation (O), and Reflection (R), with data analyzed by using content analysis) and summarized issues.

Step 3.2: To evaluate the effective school administration model for the visually impaired persons, key informants were school administrators and experts selected by purposive sampling. The instruments used for collecting data consisted of a model of effective school administration for the visually impaired persons and a questionnaire to evaluate the feasibility and benefit of the effective school administration model for the visually impaired persons. Data were collected by organizing seminars for sharing comments, with data analyzed by using means and standard deviation.

Results

The research results were as follows:

Phase 1:

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

Step 1.1: The results of studying the conditions of school administration for the visually impaired persons found that the systematic relationship in accordance with the administrative structural framework consisted of 5 aspects: the practice/practical level of conditions of school administration for the visually impaired persons in 5 aspects were overall at a high level (Mean = 4.38 on a scale of 1 [lowest] to 5 [highest]) arranged from high to low as follows: student affairs (Mean = 4.82), followed by academic

administration (Mean = 4.39), personnel administration (Mean = 4.38), plan and budget administration (Mean = 4.35), and general administration (Mean = 3.94).

Step 1.2: The results of studying the problems and obstacles of school administration for the visually impaired persons in accordance with the administrative structural framework consisted of 5 aspects found that:

Academic administration: teachers' learning activities lacked a variety of techniques. The process of measuring and evaluating learning outcomes were inconsistent with the conditions, essential needs of learners with multiple levels of disability including printed media for teaching and learning were inconsistent with the use of learning situations to develop learners' learning.

Personnel administration: teachers and educational personnel lacked specific knowledge in each subject area as well as lacking the necessary skills for teaching and learning management, including the insufficient numbers of teachers and educational personnel, which did not meet the criteria set by the Office of the Teacher Civil Service and Educational Personnel Commission.

Plan and budget administration: the government-sponsored cost of education individually were not suitable with regard to educational expenditures, learning media, equipment, supplies, technology and educational facilities with very high costs as well as most were imported from abroad.

General administration: the lack of proactive public relations to parents, 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 networking and integration among the relevant agencies with educational management or the development of the quality of life for the visually impaired persons affecting their access to infrastructure rights and opportunities that the visually impaired persons deserve.

Student affairs administration: the distant domiciles of the students were in the widest range of educational service areas. Most of the visually impaired students were from economically poor families, so the educational

institutions and parents lacked the coordination to develop the quality of learners properly.

Phase 2:

Results of creating an effective school administration model for the visually impaired persons

Step 2.1: The results of studying the school administrative guidelines that provided specific education for the disabled under the Office of the Special Education Bureau awarded Royal Awarded School, found that there were 3 components as follows: 1) input, 2) process, 3) output, and environments as the conditions, to feedback as the verification.

Step 2.2: The results of the drafting of an 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 with feedback for quality verification.

Step 2.3: The results of verifying the effective school administration model for the visually impaired persons after focus group discussion of the experts to verify the covering and the suitability of the effective school administration model for the visually impaired persons; the experts suggested to adjust the component in terms of system and model mechanism by adding learning resources and building sites. As regards the process, Leading (L) was adjusted to Staffing (S) and Directing (D)

Phase 3:

Results of studying the use of the effective school administration model for the visually impaired persons were as follows:

Step 3.1: The results of studying the results of using the effective school administration model for the visually impaired persons in terms of the system component and model mechanism were as follows:

Input: Two schools operated in the component of personnel according to the manual that was determined in the model including school board committee, school administrators, teachers, excluding the teachers who 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 teaching support, personnel were mostly employed as impermanent; there are the different management in terms of learning resources and the building sites but management of the learning resources in accordance with the school conditions and school context. Overall, the learning resources that facilitated learners' learning development were insufficiently covered the model specification; the school administration: operations of main function in accordance with using, the manual of the effective school administration model for the visually impaired persons in terms of the school curriculum management, the developing of learning process management by student-centered, learning activities as an integrated learning in the subject content connecting with the learning resources including the way of life of community, the measurement, evaluation and transferring of learning outcomes based on the authentic situation with variety of styles and methods in accordance with the manual of model use, the teachers prepared the classroom action research and a case study, the development of instructional media, innovation, and educational technology, the learning management system for distance learning via satellite, the network of educational institutions, both government and private, participated in the educational management, the use of planning of the library and the development of learning resources systematically including supervised, monitored, follow-up, and evaluation of the regular educational management, both internal and external, the educational guidance and social welfare concerning the learning problems, personnel problems, career guidance, provision of an educational fund for learners, the students with the educational readiness were sent to study in the inclusive schools, remedial teaching for learners, the career instructions according to the aptitude and interests, the readiness of the special equipment for the services of rehabilitation of learners' individual physical ability, management of the learners' development activities according to the school curriculum structure, to provide the learners' development activities for readiness preparation in an aspect of life skills for the future, the development of educational network to promote efficient management of academic and career skills.

Process: Two schools operated in accordance with the manual model use in an aspect of planning (P) was to prepare the plan for the quality educational development, to analyze the problem conditions and obstacles, the definition of visions and strategy for the development including the relevance to participate in the preparation of the annual action plan, the activities /projects were based on the strategy for the development. As regards the organizing (O) was to stipulate the school structure in 5 functions and the scope of the function according to the specification of school structure; an aspect of the staffing (S) was to stipulate the functions of personnel roles and duties, to organize the personnel according to the aptitude and interests as basically, to recruit more personnel as the contract employee, and to promote the personnel development in several styles both in schools and the other organization; an aspect of the directing (D) was the school administrators applied the data information and the school roadmap of the strategy for the development to be a part of decision-making and assigned to the responsible personnel in the documentation papers, to set up the supervision calendar, the variety of supervisions and adopted the outcomes to improve systematically, reported the operations of the educational quality development to the relevant.

Output: Two schools gave opportunities and equality in basic education, 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 career opportunities to work either in the institutions or establishment; an aspect of quality of learners: students had good quality of life with the physical, mental and intellectual readiness for *self*-reliance and to assist their fellow members, to have moral principles and emotional maturity to be able to face the problems and events of global change, to have knowledge and life skills, career skills to conduct self-service in the future; an aspect of efficiency of educational administration: the schools were the learning centers for the visually impaired persons with quality and educational standards to be examined by the persons, organizations, agencies both inside and outside the country to visit and participate in academic trips continuously.

Discussion

The first issue: concerning the conditions, problems, obstacles, and school administration guidelines for the visually impaired persons, the schools were supported by the government and private sectors, the school administrators based on the context and function of the educational institutions including of 5 aspects: the academic administration, the general administration, the personnel administration, the plan and budget administration, and increased student affairs administration 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 research findings were: 1) the conditions of academic administration were, overall, at a high level. However, considering each aspect, the performance of learning development was at the highest level, followed with the aspect of assessment and evaluation and the aspect of course and curriculum development, and the performance of internal supervision at the lowest level; 2) the problems of academic administration were problematic in these areas: 1) the aspect of course and curriculum development where the subjects did not meet the requirements and needs of the learners, and 2) the aspect of media and innovation where there was lack of quality and sufficiency of learning materials. For the solutions to academic administration in the schools for the blind in the North Eastern part of Thailand, it was suggested that: There should be 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 cooperation and assistance from both government and private sectors. It was similar to the Office of Special Education Bureau (2008) which had studied ‘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, 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 as summarized 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 student 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, 4.1) 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 visual impairment, the average scores were overall at a high level; 4.2) 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 is consistent with the evaluative results in the 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 occupations appropriate to the level and type of disabilities of the students, community / school committee also lacked 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 many opportunities, skills were difficult to develop, students' limited ability to develop their career potential, students with double disabilities and unhealthy; 4.3) As regards the recommendations

in the operations of special educational management according to the opinions of the five sample groups, the school curriculum should be consistent with the type of disabilities by providing instructional management focusing on participation and promote the use of Individualized Education Program (IEP), to bring in local wisdom, media and technology, career development, morals, arts, music, and health, the schools should have a specific disabled curriculum, the schools should provide teaching and learning efficiently by the development of communication skills, life skills, health, morals, ethics and professional skills to enable students to take care of themselves after graduation. In addition, the research conducted by Phadung Arayawinyu (2001) had stated concerning the intellectual development and educational achievement, however, the intellectual levels, 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 conducted for the blind children specifically, it was found that the achievement in various subjects of the visually impaired children was the same as the regular children, except in mathematics. Therefore, having visual impairment does not automatically lead to low intelligence if there are opportunities to be educated appropriately. The intellectual ability will be developed to similar to the regular children. The school administration for the visually impaired students must be effective in quantitative, qualitative, and efficiency terms. Concerning the study of conditions, problems, and obstacles, it was found that the school administration for the visually impaired students in practicing in terms of academic was at a moderate level (Mean = 3.47), in terms of personnel was at a moderate level (Mean = 3.40), in terms 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 terms of student affairs was at a high level (Mean = 4.07), and the conditions of practical working was overall at a high level (Mean = 3.69). As regards the obstacles in terms of academic administration, it was found that the teachers' instructional activities lacked 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 developing the learners' learning. It is believed that academic work is the main focus of education.

This was also pointed out by Preeyaporn Wong-anutraroj (2010) who 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 specialized knowledge of each subject and lacked the necessary skills for teaching and learning, including insufficient numbers of teachers and educational personnel did not meet the criteria set by the Office of the Teacher Civil Service and Educational Personnel Commission. (TEPC). Regarding the obstacles, it was found in terms of the plan and budget, the government budget for expenditure for 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 facilities for the visually impaired children are expensive and most of them are imported from foreign countries. The obstacle in terms of the general administration was the lack of 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 networking 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 welfare economically 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 school administration for the visually impaired persons consisted of 6 components: 1) Model principles, 2) Model objectives, 3) System and model mechanism, 4) Model operational method, 5) Model evaluation guidelines, and 6) Conditions of model achievements in accordance with the concept of Teera Runcharoen (2007), and the additional concept of Bardo and Hartman (1982) commented that the model components did not identify the appropriate who model components, how many components, what should depend on the particular

phenomenon. 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. This was consistent with Thanon Veerathanon (2015) who 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 the following: 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 school learning resource center media technology, and buildings and ground; institutional administrator leadership included administrator's morals, 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, skills, and motives; administration and 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: 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 development. A 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 quality and standards according to the

social expectation of the service recipients. Therefore, effective school administration for the visually impaired persons should have the model of components with efficient system relation. According to Kast and Rosenzweig (1985) the system consisted of five components: input, process, output, feedback, and environment. The school provided educational management for the visually impaired persons as 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 to the service recipients in accordance with functions determined by law. This was also pointed out by Prachya Wesarach (2003) who 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 which provided educational management for the visually impaired persons was an open system of society, so every component of the school administration process should be exposed to social and environmental conditions that are changing according to globalization. In particular, 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 in line with social expectations and the service recipients as important persons. In relating to this, Lunenburg and Ornstein (2007) discussed a system view of school administration as a component of the social system: input, transformation process, output, the external environment affecting 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 Miskel (2008) proposed that quality and effective schools consisted of 3 components: 1) input, 2) process, and 3) output which could be verified. In accordance with Amrung Chantawanich (2003) proposed the concepts of a perfect school: 1) standard quality learners who developed in all aspects; virtue, intelligence, and happiness, 2) school appreciated by the community, 3) exemplary school

supported by the community and other schools, 4) learning process focused on the learners, 5) learning climate management supporting student quality development, 6) good school-based administrative management focused on participation, 7) quality effective educational assurance as a part of the school administration system, 8) effective sufficient numbers of teachers, administrators, and educational personnel, 9) standardized school physical conditions, 10) curriculum appropriate for the learners and locality, 11) learning media, with modern technology, 12) diversified school learning resources, 13) task-based oriented budgets, 14) good external school environment and good environmental society conducive to educational quality management. The model of school administration for the visually impaired persons can be shown as follows:

2.1.1 **Input:** consisting of sub-components as follows: (1) Personnel consisting of basic school board committee, school administrators, teachers, and instructional support personnel; (2) Instructional media and educational technology including: 1) computer with sound synthesis, 2) printed media, 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 as follows: main function: academic administration consisting of 15 sections: 1) school curriculum development, 2) development 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, follow-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 part-time work, 13) student rehabilitation, 14) learner development activities, and 15) network development to promote the effectiveness of education management. Moreover, supporting functions: academic support consisting of 4 sections as follows: 1) personnel administration, 2) plan and budget administration, 3) general administration, and 4) student affairs administration. Congruent with 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 between administrative factors overall and in each of 3 aspects: context, input, and process were positively correlated with educational reform for the Office of Educational Service Area (statistical significance at .05 levels). Analysis identified 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 contributed effective output or outcomes. The research results on the development of an effective school administration model for the visually impaired persons included these functions: 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 titles, communication, group administration; 4) directing (D) consisted of commanding, coordinating, and motivating; and 5) controlling (C) consisted of supervision, monitoring, follow-up, task improvement, and report of outcomes as well as motivation (M) driving a mechanism 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 proposed a five-step administrative process consisted of planning, organizing, organizing, staffing, directing, and controlling.

2.1.3 Output: consisted of sub-components as follows: 1) opportunities and equality in education for the visually impaired persons from the educational institutions under the Office of Special Education Bureau shown as follows: visually impaired persons to receive education without cost from birth to death, opportunities to develop readiness, compulsory education, basic education, both regular and career education. In addition, the visually impaired persons who graduated 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 from basic education showed

readiness concerning academic and high life skills assistive enter to education, both in 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 as follows: Students had good quality of life with physical, mental and intellectual readiness, to have moral principles and emotional maturity to be able to face the problems and events of global changes, to have knowledge and life skills, career skills for the conduct of self-reliance in the future, and to be able to use media and technology, both advantages and disadvantages; 3) efficiency of educational administration of educational management for the visually impaired persons as follows: schools were the learning centers; there were network parties of community, social, parents sectors to participate in educational quality development; and the learning exchange between educational networks and share using resources. This suggestion is in accordance with the 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 crippled; 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 these sub-components: 1) conditions supported for achievements as follows: law and educational policy for the disabled, educational network, and leadership of administrators; 2) conditions as obstacles follows: parents' attitude, society, and community to the visually impaired persons including educational policy from the government.

Conclusion

The results of this research the use of 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 opportunities and equality in education. 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.

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