

Developing of Family Education Management for Special Need Persons in Thailand

Suratda Thongsa

Graduate Student

Faculty of Education,
Nakhon Phanom University
Nakhon Phanom, Thailand

Paitool Puangyod

Watcharee Saengbunruang
Lecturer, Faculty of Education
Nakhonphanom University
Nakhonphanom, Thailand

Abstract

Developing family education management for special needs persons. The purposes of this research were (1) to study current situations and desirable situations for family education management for special needs persons. (2) to study the need assessment for developing family education management for special need persons, and (3) to develop guidelines for special need persons. The statistics used were percentage, mean, standard deviation, and the Index Modified Priority Needs Index. The results were as follows: (1) overall current situations and expectations for special need persons were at the moderate level, and overall assessment situations of family education management for special need persons were at the high level. (2) The top 3 highest needs were quality of learners, the process of teaching and learning that focuses on learners, and the process of administration and management. (3) guidelines for developing family education management for special need persons. The overall assessment results were found to be appropriate. and the probability.

Keywords: Current Situations, Expectation, Guidelines Development, Provincial Special Education Center, Family Education Management for Special Need Persons

Introduction

The provision of education for persons with disabilities is to provide persons with equal rights and opportunities in basic education for not less than twelve years. which the state must provide thorough and with quality without charge Educational arrangements for persons with physical, mental, intellectual, emotional, social, communication, and learning disabilities. or have a physical disability or a disability or a person who is unable to rely on himself Unsupervised or disadvantaged Therefore, Family Education Management has to be developed for people with special needs. Process of capacity development and preparation Because people with disabilities have disabilities, they need help. including carers for people with disabilities as well as technology services facilities and support to enable people with disabilities to receive education at all levels (Thai government gazette, 2008) and Early Intervention Training of caregivers for people with disabilities Developing an individualized education plan or Individualized Family Service Plan. rehabilitation of the disabled Management of information on education for people with disabilities joint learning management and coordinating education for people with disabilities (Nakhon Phanom Special Education Center, 2020)

Review of Literature

Family Education Management for Special Need Persons It is a learning management based on real problems and life. by parents or guardians who can manage the education by themselves and any other facilities, media, technology and assistance. different from normal people. The researcher studied the concept of Office of the Basic Education Commission (2018); Special Education Bureau (2013); Office of Special Education Administration (2015); Viharn Khanthong (2007); Khimuk Saephan (2010); Waraporn Anuvorarat (2011); Supathida Siri Wong (2011); Noel (2013); Rujanee Angchuan (2015); Duangchanok Landa (2016); Namphueng Meesin (2016);

SuthinanPoolsombat(2020); Lynch, Jacqueline (2021); Zhang, Nini; Yu, Dongqing; Guo, Karen(2021): The details are as follow:

1. Quality of learners, results of learner development according to the potential of each individual who demonstrates knowledge, competence, and skills as specified in the individual education plan. or Individualized Family Service Plan. Have the ability to help yourself or your career or life.
2. Administrative and management processes of educational institutions The goals, visions, and missions are clearly defined. Able to carry out academic development work focusing on the quality of learners of all target groups in all aspects according to the curriculum of educational institutions in all target groups prepare a plan to improve the quality of education management Conducting development of teachers and educational personnel and a society that is conducive to learning management
3. The process of teaching and learning that focuses on learners is important, the implementation of learners development according to the plan to assist specific families. Create opportunities for learners to participate in learning through the process of thinking and acting according to the potential of each individual learner. Conducting systematic examinations and assessments for learners and using the result to develop continuous improvement

Research Objectives

1. To study current situations and desirable situations for family education management for special needs persons.
2. To study the need assessment for developing family education management for special need persons.
3. To developing guidelines for family education management for special needs persons.

Methodology

This study was descriptive research with a sample of 132, consisted of 43 teachers and 89 parents. The sample size was determined by comparing the tables of Krejcie and Morgan (Krejcie and Morgan, 1970). It was obtained by using Stratified Random Sampling (Boonchom Srisard, 2013). There were instruments used in this research: 1) a five-rating scale questionnaire about current situations for family education management for special needs persons the Index of Item Congruence (IC) between of .80 - 1.00, the discrimination between .32 - .79, and the reliability of .96; 2) a five-rating scale questionnaire about desirable situations for family education management for special needs persons the Index of Item Congruence (IC) between of .80 - 1.00, the discrimination between .36 - .82, and the reliability of .94. The statistics used were percentage, mean, standard deviation, and the Index Modified Priority Needs Index (PNImodified).

Results

The results of the research were divided into 3 parts as follows:

1. Current situations and desirable situations for family education management for special needs persons in Nakhon Phanom Special Education Center. The data was descriptively presented through the mean and the standard deviation. (S.D.)

Table 1: Mean, standard deviation and interpretation of situations and desirable situations for family education management for special needs persons in Nakhon Phanom Special Education Center

Areas of Family Education Management for Special Need Persons	Current situations			Desirable situations		
	\bar{X}	S.D.	Interpretation value	\bar{X}	SD	Interpretation value
1. Quality of learners	2.59	0.31	Moderate	4.58	0.22	Highest
2. Administrative and management processes	2.91	0.56	Moderate	4.55	0.35	Highest
3. The teaching and learning process that focuses on learners as important	2.74	0.39	Moderate	4.42	0.47	High
Total	2.75	0.32	Moderate	4.52	0.30	Highest

From Table 1, it was found that overall, the respondents rated a moderate level ($\bar{X} = 2.75$) on the current situations for family education management for special needs persons in Nakhon Phanom Special Education Center. When considering each area, it was found that all areas were at the moderate level ($\bar{X} = 2.59-2.91$). The area with the highest mean was the second area, the area of the administrative and management processes ($\bar{X} = 2.91$) and the area with the lowest mean was the quality of learners ($\bar{X} = 2.59$).

Opinion on the desirable situations for family education management for special needs persons in Nakhon Phanom Special Education Center as a whole was at the highest level ($\bar{x} = 4.52$). In addition, when considering each area, it was found that two of the three areas were highest level ($\bar{x} = 4.55-4.58$), and one at a High level ($\bar{x} = 4.42$). The area with the highest mean was the first area, the area of the quality of learners. The lowest mean was the third area, the area of the teaching and learning process that focuses on learners as important ($\bar{X} = 4.42$).

2. Needs for developing family education management for special need persons using Modified Priority Needs Index (PNI Modified)

Table 2: Analysis of the Modified Priority Needs Index (PNI Modified)

Areas of Family Education Management for Special Need Persons	Mean of current situations (D)	Mean of desirable Situations (I)	PNI Modified (I-D)/D	Rank
1. Quality of learners	2.59	4.58	0.77	1
2. Administrative and management processes	2.91	4.55	0.56	3
3. The process of teaching and learning that focuses on learners as important	2.74	4.42	0.61	2
Total	2.75	4.52	0.65	-

Table 2, it shows found that the Modified Priority Needs Index (PNI_{Modified}) of developing family education management for special need persons developing family education management for special need persons in the overall was 0.65. When considering each area, it was found that there were one areas with higher averages than the overall averages. The Modified Priority Needs Index (PNI_{Modified}) were ranked in descending order as follows: 1) Quality of learners (PNI_{Modified} = 0.77), 2) The process of teaching and learning that focuses on learners as important (PNI_{Modified} = 0.61), and 3) Administrative and management processes (PNI_{Modified} = 0.56).

3. The results of the analysis of the development of Family Education Management for Special Need Persons of the Nakhon Phanom Special Education Center in Nakhon Phanom Special Education Center. The data was descriptively presented through the mean and the standard deviation. (S.D.)

Table 3 Assessing the feasibility and feasibility of an approach to developing of Family Education Management for Special Need Persons in Nakhon Phanom Special Education Center overall and classified by characteristics

Areas of Family Education Management for Special Need Persons	suitability			possibility		
	\bar{X}	SD	Interpret	\bar{X}	SD	Interpret
1. Quality of learners	4.64	0.17	Highest	4.32	0.42	High
2. Administrative and management processes	4.56	0.26	Highest	4.44	0.22	High
3. The process of teaching and learning that focuses on learners as important	4.76	0.22	Highest	4.52	0.23	Highest
Total	4.65	0.13	Highest	4.43	0.25	High

Table 3, it shows found that the expertshadopinionsontheappropriateness of theguidelines. Developingfamily education management for special needof theNakhon Phanom Special Education CenterOverall, itwasatthehighestlevel($\bar{X} = 4.52$). Itwasatthehighestlevelinallaspects ($\bar{X} = 4.56-4.76$). The aspectwiththehighestmeanwastheprocess of teaching and learningthatfocusedonthestudent ($\bar{X} = 4.76$) and theaspectwiththelowestmeanwastheadministrativeprocess and management ($\bar{X} = 4.56$)

Commentsonthefeasibility of a family education management for special need. of theNakhon Phanom Special Education CenterOverall, itwasat a highlevel ($\bar{X} = 4.43$) Whenconsideringeachaspect, itwasfoundthat The aspectwiththehighestlevelwas1 aspect ($\bar{X} = 4.52$), theaspectwiththehighestmeanwasthestudent-centeredinstructionalprocess ($\bar{X} = 4.52$) and theaspectwiththelowestmeanwasthequality of thelearner ($\bar{X} = 4.32$).

Discussion

Results The researcherfoundthatThereweresomeinterestingpointstobediscussedasfollows:

1 .Results of thestudyThe currentstate of familyeducationforpersonswithspecialneeds. Classifiedbystatus, itwasfoundthattheoveralllevelwasmoderate. Thismaybeduetotheimplementation of familyeducationforpeoplewithspecialneeds, individualeducationplansforpeoplewithdisabilities. or a family-onlysupportplanConsistentwiththeresearch of RujaneeEngchuan (2015), researchedonorganizingthelearningprocessForfamilyeducationmanagement, casestudiesinsouthernThailandfoundthattheintegratedcurriculumadaptationwasadjustedinaccordancewiththelearner s' interests and aptitudes. includingfamilybeliefs and lifestylesthatcannotbeseparatedfromeachotherwhichisflexible, canbeadjustedaccordingtothesituationtobeinharmonywithnaturelearnerlearning and familycontextand consistentwiththeresearch of DuangchanokLanda(2016)researchedDevelopinglearningforstudentswithspecialneedsbytheirfamilies and communitiesinChaiyaphumProvince The resultsshowedthatthisstudyindicatedthatTosuccessfullydevelopstudentswithspecialneedsParentsshouldbeencourag edtotakeaction.self, havingtheability, skills, and knowledgetodevelopstudentsaccordingtotheIEP plan and the IFSP plan. Family capacitytodevelopstudentseffectively

Results of thestudy of expectations of milyeducationforindividualswithspecialneedsItwasfoundthattheoveralllevelwasatthehighestlevel. Thismaybecauseteachersarecommittedtodevelopinglearnerstobemoral, ethical, and consciouspeopletoliveinsocietyaccordingtothepotential of eachindividualwithdesirablecharacteristics. Consistentwiththeresearch of SumonthaChomjankham (2017), thestudy of parents' expectationsonlearnerqualityWatThungKhruSchool (PhungSaiMemorial) ThungKhruDistrictFairBangkokas a whole and eachaspectisat a highlevel.

2. The results of theevaluation of theneeds of familyeducationforpeoplewithspecialneedsrevealedthattheaspectwiththefirstneedisthequality of learners. intheprocess of teaching and learningthatfocusesonlearners and administrativeprocesses and management, respectively. Thismaybecausethespecialeducationcenteraffectsthe development of learnersaccordingtothepotential of eachindividualwhoexpressesknowledge, abilities, skillsasspecifiedintheindividualeducationplan. Thisisconsistentwiththeresearch of DuangchanokLanda (2017). Developinglearningneedsstudentsspecialneedsbyfamily and communityInChaiyaphumProvince, theresultsshowedthatthelearningdevelopment of studentswithspecialneedsbyfamilies and communitiesinChaiyaphumProvinceinterms of productivityatthehighestlevelfollowedbyoperationalprocessfactors and fundamentalevironmentalfactors, respectively

3. Guidelinesforthe development of family education management for special need persons foundFamily Education Management for Special Need Personshavedevelopmentguidelinesasfollows quality of learnersadministrators and teachersThereshouldbethedevelopment of learnerstoadvancefromtheoriginalbasiseachyearinknowledge, understanding, and skillsaccordingtothecurriculumoraccordingtothepotentialof eachperson. The

educational management process should be organized for learners to have the development results as specified in the management plan. Individual study or specific support plans in accordance with Pimmanee Kaewmahawong (2015) research on the model of family education management for the person with special needs, found Family Education Management for Special Need Persons using The contribution of a management support network consists of 1) Action 2) Support Network. Educational management 3) Conditions for success include government agencies, that must have a clear operating system 4) The success indicators consisted of: (1) family education plan It should be characterized as an individual education plan for individual learners at each stage set by the family.

in administrative and management processes Nakhon Phanom Provincial Special Education Center There should be management for learners to receive facilities, media and any other educational assistance in accordance with the rules and procedures prescribed by the Ministry, following the needs of each individual, with appropriate and clear supervision, supervision, monitoring, and assessment of educational administration and management; There is an assessment process guideline according to the development guidelines for referrals, and transition There is a plan to improve the quality of education management. Provide opportunities for participants There is an audit to improve, develop work and promote, support, and develop teachers and personnel to have the knowledge, competence and professional expertise To have knowledge, abilities, and skills according to position standards Consistent with the research of Honey Meesil (2016: 157-165) has researched on In the 21st-century work and life skills development family education, it was found that parents in model families defined six definitions of 21st-century life and work skills as self-reliance and adaptability. fix the problem as getting along well with others Initiative and responsible Parents have a process of family education that enhances life skills and work in the 21st century, consisting of 6 steps: (1) study the student's condition and family readiness (2) plan education (3) Find information, (4) implement learning management, (5) evaluate, and (6) improve learning. As a result of the 21st-century family-based education that enhances life and work skills, learners develop the skills that their families hope for and are unique among each learner. In addition, families become aware and learn together with their children and also find changes in the lifestyles of each family that are in line with enhancing their children's life and work skills. The findings from the Phase I research were directed to the 21st Century Family Education Plan, which focuses on learning activities and experiences for learners, and a manual on Family Education Management. Form to enhance life and work skills in the 21st century where experts Parents and interested parties agree on the appropriateness and feasibility of its use.

in the process of teaching and learning that focuses on learners, The special education center in Nakhon Phanom provinces should have a plan to improve the quality of education management. Check, evaluate, to improve. Continuous improvement Promote and develop learning resources that are conducive to learning, including local wisdom for learners to seek knowledge There is a systematic screening process for learners. Provide opportunities for teachers, parents, and learners to participate in self-analysis. set content activities that correspond to interests participate in the measurement and evaluation of learning appropriate to the goals and to provide teaching and learning needs and the needs of each individual or according to the potential of each individual; to promote, support, and develop teachers and personnel to have knowledge, abilities, professional Have knowledge, abilities, and skills according to position standards Consistent with the research of Sasithon Jarusombat. (2014: d) conducted research on family education According to the concept of educational management for careers, it was found that (1) educational management conditions For careers for family education management, it was found that parents, guardians, and school district officials lack the understanding that is correct about the management of education for the profession Providing professional education is not suitable for the age of the learners. There is a need for educational management guidelines for model careers. A practical manual for educational management and (2) an educational management guideline. A career for family management education consists of a learning plan, which consists of defining learning objectives preparation of learning material, learning process, and evaluation process in the process of raising professional awareness self and careers survey and career preparation and decision making

Suggestion

1. Family Education Management for Special Need

Persons education management processes for learners to develop results as specified in individual education plans or specific assistance plans.

2. Family Education Management for Special Need Persons promote the development of learners according to the potential of each individual who expresses knowledge.

Help yourself to your potential with the cooperation of all related parties

3. Family Education Management for Special Need Persons:

Adopt development guidelines for better family education management for special need persons at special education centers.

Suggestions for future research

1. Factors affecting learning management using family education management development guidelines for people with special needs, special education centers in Nakhon Phanom Province

2. Comparison of the results of family education management for people with special needs in the context of special education centers

3. Should research the development of guidelines for the development of educational management for people with special needs. Nakhon Phanom Special Education Center in the context of special education centers

Reference

Ministry of Education. (25 41). National Education Act 1999. Bangkok.

: The Agricultural Cooperative Society of Thailand Printing House.

Ministry of Education. (2008). **Education Management Act for Persons with Disabilities, B.E. 2551**

Kaimook Saepan. (2010). **Educational management by families: a case study in Bangkok.**

and perimeter. Independent research, Master of Education, Nonthaburi:

Sukhothai Thammathirat Open University.

Duangchanok Landa. (2016). **Development of learning for students who need specially made by the family**

and community in Chaiyaphum Province. Journal of Social Sciences and Research, 11 (special issue), 13-24.

Honeyhasart. (2016). **Family-based education management model for enhancing life and work skills.**

in the 21st century. Thesis, applied behavioral science research, education

Master's degree, Bangkok: Srinakharinwirot University.

Rujanee Angchuan (2015). **Organizing the learning process for educational management by family case studies**

Southern Thailand. Thesis on Educational Administration, Songkhla

Prince of Songkla University.

Waraporn Anuvorarat (2011). **Ideology and process of family education.**

in Chiang Mai, Thesis of Doctor of Philosophy, Chiang Mai:

Chiang Mai Rajabhat University.

Viharn Khanthong. (2007). **Conditions of educational management in a joint learning model of**

educational institutions under the district office.

Ubon Ratchathani Education Area. Master's Degree in Education, Ubon Ratchathani :

Ubon Ratchathani Rajabhat University.

Special Education Bureau. (2015). *Curriculum for children with special needs in the early stages of special education centers, revised edition, 2015.* Bangkok: Special Education Bureau.

Supathida Siriwong. (2011). **Family Basic Education of Wat Phra Borommathat Doi Pha Som.**

Independent research, Master of Education, Nonthaburi: Chiang Mai University.

Suthinan Poolsombat. (2020). **Management of basic education by families of educational agencies.**

Provincial level. Doctor of Philosophy Thesis Education Administration

Silpakorn University.

- Office of the Basic Education Commission. (2562) . **Annual Report 2018 Office Board of Basic Education Ministry of Education.** Amarin Printing and Folding Company Leasing Public Company Limited, Bangkok.
- Office of Special Education Administration Office. . (2014). **Guidelines for quality development of children with disabilities for Parents who receive services in the special education center.** Bangkok: Office. special education center Nakhon Phanom Province. (2020) . **School self-assessment report (Self - Assessment Report: Sar) The academic year 2019.** Nakhon Phanom.
- Lynch, Jacqueline, (2021). **Elementary School Teachers' and Parents' Perspectives of Home-School Engagement and Children's Literacy Learning in a Low-Income Area.** *School Community Journal*, v31 n1 p127-148 2021. Academic Development Institute.
- Shepherd, D, (2010). Mommy is my teacher: **Qualitative case studies of three families 'homeschooling experience,** Doctoral dissertation, Ball State University, USA Retrieved from https://cardinalscholar.bsu.edu/.../shepherdD_2010-3_BODY.pdf
- Terrence John Arthur Harding, (2011). **A study of parents' conceptions of their roles as home Educators of their children.** Ph.D. thesis, Queensland University of Technology.
- Zhang, Nini; Yu, Dongqing; Guo, Karen, (2021). **Home-School Cooperation in Rural Kindergartens: A Survey Study with Chinese Kindergarten Teachers.** Australian and International Journal of Rural Education, v31 n2 p18-37 2021. Society for the Provision of Education in Rural Australia.