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Development of Management Guidelines of Inclusive Education in Special Education Center, Petchabun Province

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Abstract

In order to send children with special needs into inclusive education, the objectives are to 1) examine the components and indicators in inclusive education for educational institutions at the Phetchabun Special Education Center, 2) current conditions and desired conditions in providing inclusive education for educational institutions at the Phetchabun Province Special Education Center, and 3) developing guidelines for organizing inclusive education for educational institutions at the Phetchabun Province Special Education Center. The sample groups used in this study were personnel of the Phetchabun Provincial Special Education Center, including 3 school administrators, and 33 teachers, totaling 36 people in the sample. However, the sample size was determined according to the table of Krejcie & Morgan (1970), and the stratified random sampling technique was used, which used location as the random unit. This research is research and development, a questionnaire on the existing and ideal circumstances of inclusive education for special education centers in Phetchabun Province, as well as a form to evaluate the suitability of the components and indicators of inclusive education, are among the tools used for data collecting. According to the study's findings, the Phetchabun Provincial Special Education Center's guidelines for organizing inclusive education for educational institutions have a significant impact on the development of inclusive education formats. These recommendations cover the elements and indicators, as well as the intended and actual circumstances as well as inclusive education organizations. It has a policy to provide educational services to children with special needs who need education in the form of inclusive learning in order to expand their educational opportunities. The information obtained can then be used as information in planning education for children with special needs, as well as a guideline for organizing education for children with special needs to be carried out efficiently, in accordance with the guidelines for cooperation in providing education for persons with special needs as per the policies of the Ministry of Education.

Keywords: Composition and indicators, Current condition, Desirable condition, Inclusive education management guidelines, Special education centers phetchabun province

Introduction

"Special education" refers to the provision of education for students with physical, mental, intellectual, emotional, social, communication, and learning disabilities, as well as those who are physically disabled or handicapped, unable to rely on themselves, without a caregiver, or who have the opportunity. With curriculum and material geared on educating kids for daily living as well as academic skills, special education focuses on strengthening fundamental social, communication, and cognitive skills. As a result, special education offers instruction and services to three categories of persons with exceptional educational needs; 1) children with special abilities, 2) children with learning difficulties, and 3) underprivileged groups in need of particular support. The latter two groups, which are frequently met in the educational system and should be adequately aided in order for the kid to develop correctly, are the group that is frequently cited in discussions about special education. (Achinsamacharn, 2020) The information obtained can then be used as information in planning education for children with special needs, as well as a guideline for organizing education for children with special needs to be carried out efficiently, in accordance with the guidelines for cooperation in providing education for persons with special needs as per the policies of the Ministry of Education. In contrast to being marginalized and perceived as unequal, this enables these individuals to fulfill their potential and contribute to the growth of the nation. For countries that have implemented this matter, such as The United States enacted special education laws for the first time since 1975 (Education for All Handicapped Children Act of 1975), before it was revised again in 1997 by changing the name to the Individuals with Disability Education Act-IDEA, Amendment of 1997. This law's main purpose is to identify the categories of people with disabilities, which include people with restricted learning capacities, people with intellectual, physical, or emotional impairments, and those who have left the educational system between the ages of three and twenty-one, to address this population, schooling must be arranged by the local government. Additionally, it's critical to stress that kids receive their education in a suitable setting, placing a strong emphasis on studying alongside regular students wherever feasible, and developing individualized programs for each student. Even Japan has developed a national curriculum for both normal and special needs children. The Ministry of Education has also established disability criteria, which are then screened for suitability, children with high levels of disability attend special schools, while only those with low levels can attend regular classes. Local officials will also conduct surveys and offer educational guidance to families with special needs children in the area. (Nonthikorn, 2009) Similar to New Zealand, where there is no legislation that specifically addresses special education, it is mandatory for the state to provide education to children between the ages of 5 and 19 regardless of whether or not they are disabled. Additionally, an agency is responsible for managing special education, particularly for children and families who have special needs, and putting a strong emphasis on co-learning.

There are three types of special education arrangements in Thailand; 1) co-learning - both full-time, meaning they study together all day, and co-learning exclusively in specific areas allows children with special needs to study alongside typically developing youngsters, 2) the establishment of schools and learning centers specifically for special education - this is a format organized for kids with special needs in every specific way, like a school for the deaf, a school for the blind, or organized in classes, only study in regular schools, like special kids classes, and 3) the rotation of special education instructors around schools or learning centers

for joint study is a model for places where there is a lack of special education teachers or a low number of students with special needs. (Chonthanon, 2003)

It was discovered that there is still misunderstanding among parents of children with special needs. These parents frequently believe that their kid is incapable of learning and is unsuited for school, they are also frightened of their child being bullied or chastised by instructors, and therefore they are reluctant to send their children to school. In truth, co-education provides a number of benefits, including the following; 1) co-education encourages parents to have a positive outlook on their kids, believe in their ability to grow, and ignore their many flaws so that the patient has more possibilities to express himself, 2) because there is no need to pay specialized instructors to care for children with special needs, co-education lowers the expense of caring for such children, 3) co-education helps children with special needs reach their full potential because it enables them to better explore their own potential, which may later benefit the school, community, and country. (Garry & Chrystal, 2010) When children engage in activities with other kids, learning occurs, and if a kid shows an interest in a certain activity, teachers can help foster that interest and watch it grow over time, 4) co-learning teaches students about individual differences, how to get along with others, how to be kind, thoughtful, and willing to assist others who are less fortunate, 5) inclusive education teaches kids how to live well with others while preventing prejudice based on differences or impairments, 6) by encouraging life skills, social integration, and adherence to school norms and regulations, joint learning fosters the peaceful coexistence of persons with special needs and those who are typically able-bodied, and 7) co-education demonstrates that children with special needs can live together regularly in society and aids the general public in comprehending the tales of children with special needs. Even if parents have children with special needs, there are now more possibilities for education, so they may seek assistance and help from local schools and provincial special education centers to continue finding a place to study that is acceptable for the kid.

Through the implementation of inclusive learning, which places students with disabilities in regular classrooms, education for individuals with disabilities has experienced a transformation in terms of policies and procedures. The goal of inclusive education is to provide learning opportunities for both typical and disabled students. It does this by organizing teaching and learning activities in a flexible way that can be modified based on the individual student's needs and learning style. Providing chances for social interaction amongst students and friends who are different, simple access to the general curriculum, and academic advancement for both normal and handicapped children are just a few of the numerous benefits of inclusive education. Effective inclusive education has both immediate and long-term advantages for all students, but it is especially beneficial for kids with disabilities as it allows them to learn alongside their peers. Numerous studies have shown that students with special needs who attend inclusive schools perform on par with or even better than students who attend schools for people with disabilities, and they also get to enjoy social contact with their friends. The long-term benefits are as follows: society wants every child to grow up to be a quality adult who can live, work, and socialize with friends in the community happily; without opportunities to learn and grow with diverse, normal peers throughout their lives, individuals with special needs will never achieve this goal as they grow into later adulthood. If you study in a school that specializes in disabilities, you will miss out on this opportunity.

In this regard, the Phetchabun Provincial Special Education Center, the cabinet passed a resolution on July 6, 1999, approving the operational strategy and administration project of providing education for persons with disabilities, as well as the guiding principles of measures to provide for people with disabilities. It informed the Provincial Special Education Center that

it is a school for persons with disabilities with the responsibility of putting policies into practice and creating and allocating money to educational institutions. Additionally, they collaborate with neighborhood organizations to deliver treatment and rehabilitation programs, education services, and run a referral system for neighborhoods and schools. According to a statement made by the Ministry of Education on July 31, 2000, the Phetchabun Provincial Special Education Center was established. Its responsibilities include initial assistance services, preparing students for training in all skill areas, and rehabilitation in accordance with the steps in the student's individualized education plan. Sending to the system of educational institutions to provide resources, media, services, and any other help in education for people with disabilities, staff who provide education for people with disabilities, organize educational information systems for people with disabilities, organize a system support the provision of inclusive education, and coordinate the provision of education for people with disabilities in Phetchabun Province. However, Phetchabun Provincial Special Education Center has a service area, by the service area of Phetchabun Provincial Special Education Center Providing services covering an area of 11 districts. (Dhedchawanagon, 2023)

According to the information above, it is clear that providing inclusive education for kids with special needs requires setting up rules for doing so, this plays a critical role in the advancement of education for kids with special needs. Therefore, the researcher as a person who performs work related to education and is involved in organizing inclusive education together with administrators and teachers within the Phetchabun Provincial Special Education Center in order for educational institutions under the Office of the Basic Education Commission to have the same standards in organizing inclusive education. They are regarded as crucial members of staff who play a part in organizing, assisting, and supporting the functioning of inclusive education. Since the Phetchabun Provincial Special Education Center sends students with special needs to these institutions for instruction, he is interested in researching the factors and indicators, as well as the current and desired conditions, which will influence the creation of guidelines for organizing inclusive education. In accordance with the guidelines for cooperation in providing education for persons with special needs as per the policy of the Ministry of Education, as well as to be used as information in planning education for children with special needs, as well as a guideline for organizing education for children with special needs to be carried out efficiently.

Objective

1) Examine the components and indicators in inclusive education for educational institutions at the Phetchabun Special Education Center.

2) Current conditions and desired conditions in providing inclusive education for educational institutions at the Phetchabun Province Special Education Center.

3) Developing guidelines for organizing inclusive education for educational institutions at the Phetchabun Province Special Education Center.

Conceptual Framework

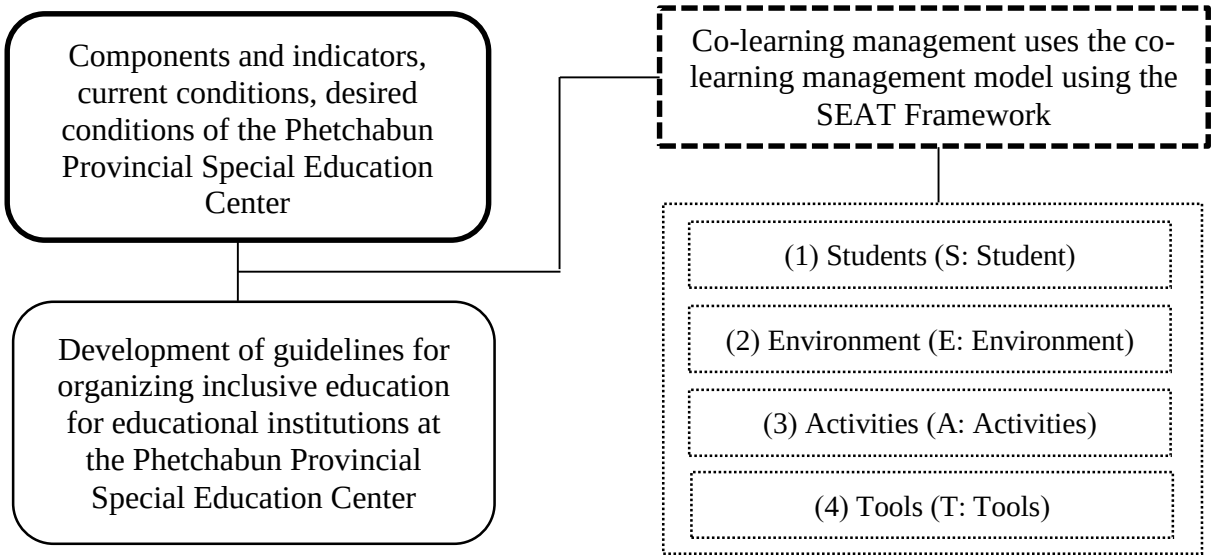


Figure 1 Shows the research concept framework

The Office of the Basic Education Commission has a policy to offer educational services to children with special needs who need to receive education in the form of inclusive education in order to increase educational possibilities. This policy is being developed as a model for inclusive education in Thailand. The majority of schools run by the Office of the Basic Education Commission still follow the co- educational education paradigm, notwithstanding the current shift from co-educational to inclusive education. (Uthairattanakit, 2015) Co-educational management utilizing the SEAT Framework is what it is known as, and the following information is included in research to create additional types of co- educational education;

Regarding the management of joint education using the SEAT Framework, Chanthanon (2003) introduced the joint education management model for use in Thailand, and developed the management structure for joint education using seat structure. In order for educational administrators to effectively manage educational institutions, it must be put into practice in managing schools that offer inclusive learning for both students with special needs and typically developing children. At present, the main schools that organize joint learning use the joint learning management model using the SEAT Framework, which guidelines for managing joint learning using the SEAT structure include;

1) Students (S: Student) : Ought to become ready for pupils with special needs, such those who have mental, emotional, or social impairments. As soon as a handicap is recognized, academic help is supposed to be given in order to maximize the potential of the student in all areas.

2) Environment (E: Environment) : Less restrictive environments (LER) should be used for students with special needs or learning problems, and schools should make every effort to have them take as many general education classes as they can. Schools should modify the environment in accordance with academic concepts, taking into account the circumstances of each type of student's disability as well as the individuals present in the child's surroundings.

Administrators, together with parents, guardians, teachers, and other members of the school community, are the most important people in creating and maintaining a climate of acceptance for children with disabilities or those who have impairments in schools.

3) Activities (A: Activities) : Teaching methods these are educational activities that are done both inside and outside of the classroom that will aid in the social, emotional, intellectual, and physical growth of all students both typically developing and those with special needs, which includes;

3.1) Curriculum management should make the necessary adjustments to the curriculum and develop an individualized education program (IEP), with the creation of supplemental curriculum and the teaching of necessary skills, this education strategy is in line with the unique requirements of children with disabilities, such as life skills, social skills for children with autism, and must create individual implementation plan (IIP), this lesson plan is tailored just for that student, this personalized lesson plan is made to assist students in achieving their specified aims and goals in topics or abilities that need improvement.

3.2) Educational Implementation to gather all data on students' academic, behavioral, and physical performance, this involves making choices on students' referrals, screening, and identification of children with special needs, as well as designing lessons and assessing students' progress.

3.3) Teaching methods that use a variety of teaching methods, such as peer-to-peer analysis of teaching assignments.

3.4) Reporting student success, teachers will employ the technique of evaluating and modifying IEP at least twice a year by keeping track of current student development.

3.5) Planning suitable educational and learning activities outside of the classroom and in the community.

3.6) A quality assurance committee for inclusive education should be established by school quality assurance.

3.7) Admission of kids who are handicapped or impaired to schools, with a transparent admissions schedule.

3.8) Making arrangements for assistance and consultation as well as scheduling time for supplemental teaching services.

4) Tools (T: Tools) : Refers to things that are used as tools for managing inclusive education, which will help students with special needs to learn and live their lives with maximum efficiency. It includes policy, goal, mission, budget, management system, ministerial rules, and assistive technology to support students receiving a high- quality education. Equipment, braille print materials, children's audiobooks, and numerous programs that facilitate the education of persons with various sorts of impairments are examples of educational media. A few examples include textbooks, various academic additional instruction, teaching sign language, practicing speaking and writing in braille, providing occupational and physical therapy, speech correction, and other forms of educational support.

Methodology

Research Methodology

This research is research and development, the researcher has determined the research methods in the phase of studying the current conditions and desired conditions of organizing inclusive education for the Phetchabun Province Special Education Center as follows;

1) Research procedures

1.1) Research inclusive education ideas, theories, concepts, textbooks, papers, and research.

1.2) To provide inclusive education components for educational institutions, analyze and aggregate data from reading materials, textbooks, and related research.

1.3) The components and measures of inclusive education for educational institutions will be examined by five experts.

1.4) Create a questionnaire to investigate the present state and ideal state of inclusive education for special education centers in Phetchabun Province using the findings of the research of the components and indicators of inclusive education.

1.5) Create a set of original questions based on the questionnaire that has undergone confidence testing and use them to gather data from a sample group of 36 educators from the Phetchabun Provincial Special Education Center.

1.6) In order to organize inclusive education for educational institutions, it is necessary to prioritize needs and necessities by analyzing for mean, standard deviation, and finding necessary needs using the method of prioritization and finding differences using the Modified Priority Needs Index (PNI Modified) technique.

2) Population and sample

2.1) Population used in this study Phetchabun Provincial Special Education Center, academic year 2023, includes 3 educational institution administrators and 63 teachers, total population number 66 people.

2.2) Sample group used in this study Phetchabun Provincial Special Education Center, including 3 school administrators and 33 teachers, total sample size 36 people, the sample size was determined according to Krejcie & Morgan (1970) and using stratified random sampling techniques using position as the random unit.

3) Tools used to collect data

3.1) A two-part evaluation of the suitability of the elements and markers of inclusive education;

Part 1: it is a questionnaire on the appropriateness of the components of inclusive education, with a 5-level rating scale, namely the most, a lot, moderate, a little, and least.

Part 2: in this open-ended topic, experts are asked to provide ideas and problems for enhancing the components and metrics of inclusive education.

3.2) Questionnaire in the form of a check list and rating scale on the present state and intended state of inclusive education for the Phetchabun Provincial Special Education Center. The researcher created it by synthesizing concepts, theories, and related research documents, divided into 3 parts;

Part 1: The respondent's status is established by requesting details about their position, positional history, and employment history.

Part 2: Questions about the current condition and desired conditions of inclusive education for the Phetchabun Provincial Special Education Center, with a 5-level rating scale; namely the most, a lot, moderate, a little, and least. (Srisa-at, 2010)

Part 3: Suggestions for organizing inclusive education, in the form of an open-ended questionnaire.

4) Creating and finding quality research tools

4.1) Evaluation of the adequacy of inclusive education's elements and indicators.

4.1.1) Research the guidelines and procedures for developing an assessment form with a rating scale.

4.1.2) Research the ideas, concepts, textbooks, papers, and research that are linked to inclusive education.

4.1.3) Draft assessment of the appropriateness of the components and indicators of inclusive education, defined as a 5-level rating scale which is (5) the most, (4) a lot, (3) moderate, (2) a little, and (1) least, present to the research project advisor to check the correctness or clarity of the language expressions or not.

4.1.4) Present the recently updated assessment form which was made in compliance with the recommendations of the study project advisor to five specialists so that its content validity may be evaluated. The suitability value is only admissible at the greatest and highest levels; therefore, the experts will assess the components and indicators to determine whether they are reasonable and suitable.

4.1.5) Use the assessment form that was taken into account by the experts and then make the suggested changes.

4.1.6) Complete version of the summary of the components and measures of inclusive education for the Phetchabun Provincial Special Education Center.

4.2) Questionnaire regarding the current and desired conditions of inclusive education for the Phetchabun Provincial Special Education Center.

4.2.1) Research includes education-related ideas, concepts, theories, texts, papers, and research methodologies for developing different types of surveys, and the structure and range of instruments used for data collecting.

4.2.2) The developed draft questionnaire is given to the study project adviser for review of the language expressions' correctness or clarity.

4.2.3) The questionnaire should be modified in accordance with the research project consultant's recommendations, and then it should be given to five experts for review in order to be sure the content validity.

4.2.4) The reliability according to the content of the questionnaire has an IOC value at the level of 0.80 - 1.00, all items can be used.

4.2.5) Use the expert-recommended questionnaire and make any necessary changes in accordance with the numerous suggestions and guidelines.

4.2.6) Take the revised questionnaire and try it out with school administrators and teachers who are not in the sample and are similar to the sample of 66 people, divided into 3 educational institution administrators, and 63 teachers. By calculating a simple correlation coefficient between the question item total correlation and the Pearson product-moment correlation coefficient, which is the formula for calculating the peer correlation coefficient, one can determine the discriminant power of each item and the overall reliability of each questionnaire, by selecting statements with individual discriminant power values of .20 and above, and reliability by finding Cronbach alpha coefficient using the criteria for a confidence value that is acceptable from 0.70 or more. (Bunchom Srisa-at, 2010) This contains the questionnaire's overall confidence value. The

confidence value for the full questionnaire indicates that the intended condition for inclusive education is equal to 0.98, while the present condition for inclusive education is equal to 0.87.

5) Data collection

5.1) The researcher requested a letter from Phetchabun Rajabhat University's Faculty of Education in order to ask for help in appointing a specialist to examine the research equipment and to ask the director of the Phetchabun Provincial Special Education Center for help in gathering data and conducting experiments with research tools.

5.2) The Phetchabun Provincial Special Education Center components and indicators of inclusive education were examined by specialists using tools that the researcher had supplied to them.

5.3) The researcher gathers information from the sample, personally mails the questionnaires to the sample academic institutions, and then gets in touch with them to ask for the responses. The estimated response time for surveys was given as 4 weeks, and 100% of the questionnaires were returned in order to verify the accuracy and thoroughness of the data obtained.

6) Data analysis and statistics

6.1) Data analysis and statistics for the Phetchabun Provincial Special Education Center's research of the present state and ideal circumstances of inclusive education.

6.1.1) Organizing and analyzing data : take the evaluation form for the Phetchabun Provincial Special Education Center suitability of the inclusive education's components, verify its completion, and then analyze it in accordance with the stages below;

6.1.1.1) Organizing data, checking the correctness and completeness of the evaluation form and checking scores to assess the suitability of elements and indicators of inclusive education for the Phetchabun Provincial Special Education Center, according to the following scoring criteria; (5) the most, (4) a lot, (3) moderate, (2) a little, and (1) least.

6.1.1.2) Data analysis by finding the mean and standard deviation, then interpreting the results according to the scoring criteria as follows; 4.51-5.00 is the most appropriate, 3.51-4.50 is very appropriate, 2.51-3.50 is moderately appropriate, 1.51-2.50 is not very appropriate, and 0.00-1.50 is the least appropriate.

6.1.1.3) Results from data analysis Assessment of components and indicators of inclusive education for Phetchabun Provincial Special Education Center, appropriate indicators have an average of 1 indicator at the very appropriate level and 14 indicators at the most appropriate.

6.1.2) Take a questionnaire about the current conditions and desired conditions of inclusive education for the Phetchabun Provincial Special Education Center, check its completeness, and then analyze it according to the following steps;

6.1.2.1) Data organization Check the completeness of the questionnaire, assign a scoring code and record the data in the computer according to the scoring criteria as follows; (5) the most, (4) a lot, (3) moderate, (2) a little, and (1) least.

6.1.2.2) Data analysis : the part 1 section of the questionnaire asks broad questions about the respondent's situation; the results are then analyzed using frequency distribution to determine percentage values, and they are then presented as a table to go with the essay at the conclusion of the table, and using pre-made computer software to assess the mean and standard deviation, part 2 of the questionnaire on the present and ideal circumstances for inclusive education for the Phetchabun Provincial Special Education Center, the criteria for interpreting the mean values are specified as follows; the mean and interpretation of the results were 4.51-5.00 with the most appropriate of educational organization including current conditions and desired conditions, 3.51-4.50 there is very appropriate of inclusive education in the present and desired conditions, 2.51-3.50 has a moderately appropriate of inclusive education, current conditions and desired conditions, 1.51-2.50 there is not very appropriate of inclusive education in the present and desired conditions, and 1.00-1.50 has the least appropriate of inclusive education, current and desired conditions.

6.1.2.3) Averages at the highest and highest levels should be found in the findings of the study of inclusive education, present conditions, and appropriate desired conditions. Additionally, in order to prioritize the needs in arranging inclusive education for the Phetchabun Provincial Special Education Center, utilize the findings of the research of the existing state and desired conditions to establish the Modified Priority Needs Index (PNI Modified).

6.2) Statistics used in the research include; (1) the metrics used to assess the tool's quality, (2) Elementary statistics, and (3) a modified PNI index is created for each question, calculating the disparity between the actual situation and what should be, and then sorting the average score discrepancy.

Results

Questionnaire Part 1 : General information about the respondents' position; data were evaluated using a frequency distribution to determine percentage values; given as a table to accompany the essay at the conclusion of Table as described;

Table 1 Status percentage values separated by gender

Gender	Number (people)	Percentage
Male	6	12.50
Female	30	87.50
Total	**36**	**100.00**

From Table 1 it is found that the majority of respondents are female, with a total of 30 people, accounting for 87.50 percent, and followed by males numbering 6 people and accounting for 12.50 percent.

Table 2 Status percentages separated by general information of the educational institution

Educational Institution	Number (people)	Percentage
Phetchabun Primary Educational Service Area 1	21	42.80
Phetchabun Primary Educational Service Area 2	6	22.80
Phetchabun Primary Educational Service Area 3	1	7.80
Secondary Educational Service Area 40 Phetchabun Province	8	26.80
Total	**36**	**100.00**

From Table 2 it is found that Phetchabun Provincial Special Education Center, the service area of Phetchabun Provincial Special Education Center covers 11 districts. However, there are a number of educational areas consisting of; 1) Phetchabun Primary Educational Service Area 1 with an average of 42.80 percent, 2) Phetchabun Primary Educational Service Area 2 with an average of 22.80 percent, 3) Phetchabun Primary Educational Service Area 3 with an average of 7.80 percent, and 4) Secondary Educational Service Area 40 Phetchabun Province with an average of 26.80 percent. Personnel from the Phetchabun Provincial Special Education Center, including teachers and school administrators, served as the sample groups for this study, most of them are under Phetchabun Primary Educational Service Area 1.

Questionnaire Part 2: Wich takes the form of a check list and a 5-level rating scale, requests thoughts about the state of inclusive education at the Phetchabun Provincial Special Education Center as well as desired conditions.

Table 3 Shows the mean and standard deviation for evaluating the appropriateness of the components and indicators of inclusive education, as guidelines for organizing inclusive education at the Phetchabun Special Education Center

No	Assessment Items	Level Components		Processing	Level Indicators		Processing
		$\bar{x}$	S.D.		$\bar{x}$	S.D.	
1	Quality of students	4.69	0.22	the most	4.69	0.22	the most
2	Teaching and learning activities	5.00	0.00	the most	5.00	0.00	the most
3	Participation in inclusive learning	4.89	0.33	the most	4.89	0.33	the most
4	Administrative and management processes	4.78	0.44	the most	4.78	0.44	the most
Total		**4.90**	**0.21**	**the most**	**4.90**	**0.21**	**the most**

From Table 3 it was discovered that the Phetchabun Provincial Special Education Center is in-clued in the highest degree of compatibility for the inclusive education management strategy, in descending order of suitability as follows; 1) teaching and learning activities, in the components section with a mean of 5.00, and a standard deviation of 0.00, including indicators it has a mean of 5.00, and a standard deviation of 0.00 as well, which is at the most level, 2) participation in inclusive learning, in the components section with a mean of 4.89, and a standard deviation of 0.33, including indicators it has a mean value of 4.89, and a standard deviation of 0.33 as well, which is at the most level, 3) administrative and management processes, in the components section with a mean of 4.78, and a standard deviation of 0.44, including indicators it has a mean value of 4.78, and a standard deviation of 0.44 as well, which is at the most level, and 4) quality of students, in the components section with a mean of 4.69, and a standard deviation of 0.22, including indicators it has a mean value of 4.69, and a standard deviation of 0.22 as well, which is at the most level. Therefore, from the above information it is found that; the standards for setting up inclusive education for the Phetchabun Provincial Special Education Center are overall, at the greatest degree of viability, in descending order of suitability as follows; participation in inclusive learning, administrative and management processes, teaching and learning activities, and quality of students.

Table 4 Shows the mean, standard deviation of the present condition and the desirable condition of the total education management for the Special Education Center of Phetchabun Province, as a whole and by component

No	Component	Current Condition		Processing	Desired Condition		Processing
		$\bar{x}$	S.D.		$\bar{x}$	S.D.	
1	Quality of students	2.29	0.46	least	4.50	0.32	the most
2	Teaching and learning activities	2.30	0.49	least	4.48	0.35	the most
3	Participation in inclusive learning	2.25	0.61	least	4.44	0.38	the most
4	Administrative and management processes	2.16	0.35	least	4.47	0.44	the most
	Total	**2.22**	**0.46**	**least**	**4.45**	**0.35**	**the most**

From Table 4 the current state of inclusive education management for Phetchabun Province Special Education Center, overall, was at a least level, and when considering each element in descending order, namely; 1) teaching and learning activities, in the current condition section with a mean of 2.30, and a standard deviation of 0.48, including desired condition it has a mean value of 2.30, and a standard deviation of 0.49 as well, which is at least level, 2) quality of students, in the current condition section with a mean of 2.29, and a standard deviation of 0.46, including desired condition it has a mean value of 2.29, and a standard deviation of 0.46 as well, which is at least level, 3) participation in inclusive learning, in the current condition section with a mean of 2.25, and a standard deviation of 0.61, including desired condition it has a mean value of 2.25, and a standard deviation of 0.61 as well, which is at least level, and 4) administrative and management processes, in the current condition section with a mean of 2.16, and a standard deviation of 0.35, including desired condition it has a mean value of 2.16, and a standard deviation of 0.35 as well, which is at least level. Therefore, from the above information it is found that; desired conditions of organizing inclusive education for the Phetchabun Provincial Special Education Center. When ranking each component in descending order, the overall desired circumstances of inclusive education for the Phetchabun Provincial Special Education Center are at the most level, the caliber of the students, management and administrative procedures, involvement in inclusive learning, and teaching and learning activities.

Discussions

Suitability of components and indicators of inclusive education for the Phetchabun Provincial Special Education Center

The outcomes of data analysis the Phetchabun Provincial Special Education Center evaluation of the elements and indicators of inclusive education revealed that the suitable indicators had an average of no more than 1 indicator and no more than 14 indicators. Overall, there has been little research done on the state of inclusive education, and when each component is taken into account, it can be shown that the arranging learning activities teaching components have the greatest average. The learner quality component comes in second and is the most frequently used signal when teachers use the research method to better particular pupils or address issues. The most often noted sign is that students perform better academically. Whether or whether parents are aware of and welcoming of their children's special needs or disabilities is the most often cited indicator of inclusive education engagement. The fact that schools have set aside funds to support and promote inclusive education is the most often utilized indication in the administrative and management process component.

In order to find percentage numbers, the researcher used general information about the respondents' position to analyze the data using frequency distribution. The results were then displayed as a table with the essay at the conclusion of the table. This finding is consistent with the research of Chinchai (2008) by doing analysis on the creation of an inclusive learning environment for kids with special needs in a case study of Chiang Mai Province schools. In this regard, the study's findings revealed that the school still struggles with inclusive learning due to instructors' ignorance of how to identify kids who require particular assistance, such as learning difficulties and ADHD. In addition to having unfavorable attitudes about their peers who have special needs, typical students lack understanding of approaches for educating students with special needs and information about promoting early development. The fact that students with special needs continue to downplay their impairments prevents them from receiving aid, and it also prevents parents from giving their kids the full attention they require.

It is also in line with the idea of Phayomyam (2011) who studied the management of schools leading inclusive learning arrangements for disabled children in regular schools. The results of the research found that 1) the management conditions of the main school management inclusive education for children with disabilities in regular schools under the Nonthaburi Educational Service Area Office, with an overall picture and considered each aspect and found that it was at a moderate level, and 2) it was discovered that on the student side, including coordinating camp activities involving children with special needs and typical children, guidelines for creating the administration of leading schools implementing co-education for children with disabilities in regular schools, there is also preparation for normal students to have knowledge, understanding and acceptance of children with special needs, with administrators, teachers, parents, and the community having to cooperate as a team. In order to best meet the requirements of students with special needs, educational institutions must adapt their curricula. To do this, they must plan a range of teaching and learning activities and include the local community in the care of these students.

As for the issue of promoting community participation in caring for children with special needs, it is consistent with the research of Uttayotha (2013) to ensure that children with special needs get inclusive education; research was done on the creation of a cooperative network of community groups. The goal of the research is to create a model and examine the

outcomes of using a co-educational model based on the "SEAT" structure along with the rehabilitation of the disabled, using the community and the "Ecological Framework" that will have an impact on how inclusive school education is organized moving forward. Which is a paradigm that results from the collaboration of community-based groups that provide education for children with special needs in order to aid, support, and promote inclusive education in a networked fashion while employing brainstorming approaches to create a shared future.

In this respect, a ready-made computer program was utilized to assess the mean and standard deviation by setting the parameters for interpreting the mean from a questionnaire about the actual and desired circumstances of inclusive education for the Phetchabun Provincial Special Education Center. The current state of inclusive education management for Phetchabun Province Special Education Center, overall, was at a least level, and when considering each element in descending order, namely; teaching and learning activities, quality of students, participation in inclusive learning, and administrative and management processes, desired conditions of organizing inclusive education for the Phetchabun Provincial Special Education Center. When ranking each component in descending order, the overall desired circumstances of inclusive education for the Phetchabun Provincial Special Education Center are at the most level, the caliber of the students, management and administrative procedures, involvement in inclusive learning, and teaching and learning activities. It can be seen that the issues of teaching and learning activities that the researcher found are consistent with Carmeron (2005) an example of how general education instructors in a rural New South Wales school deliver inclusive instruction for students with severe and severe hearing impairment. According to the study's findings, the curriculum at the school has to be changed to incorporate more visual learning tools for the kids, to make it simpler for students with hearing problems to grasp classes or subjects with a lot of substance, visuals should be included, additionally as children with hearing impairments are unable to obtain academic achievements comparable to those of other learners, particularly in language, the curriculum's expectations for the academic accomplishment of hearing-impaired learners should be lowered.

Current conditions and desired conditions of inclusive education for the Phetchabun Provincial Special Education Center

It was discovered through the researcher's research findings that the case study schools had implemented the inclusive education model but that there were ongoing issues with the program due to instructors' lack of special education expertise. Those involved should manage preparation for general students to have knowledge, understanding, and acceptance of children with special needs because it includes general learners having a bad attitude toward friends who are learners with special needs and parents who still lack care to help their own children who are children with special needs. In addition to coordination and assistance from organizations involved in providing education for children with special needs, schools and communities must function as a cohesive unit, to build the system clearly and specifically, there should be operational objectives and policy orientations. Additionally, there should be systematic oversight, follow-up, and utilization of the assessment data to consistently enhance and promote inclusive learning environments. This includes fostering a more positive attitude among schools, families, community leaders, and society as a whole.

This aligns with data gathered from educators and the Phetchabun Provincial Special Education Center's director (Interview, 2023), it was discovered that certain educators and parents of students with special needs enrolled in inclusive education programs run by the Special Education Center are still unaware of the significance of inclusive education planning and are lacking in knowledge and comprehension of the subject. When a child nanny quits,

there is no one to blame for the lack of coordination in arranging inclusive education, which results in different tasks not being completed continuously. This is due to the discontinuity of the personnel in charge of organizing inclusive education, some of whom are also in charge of providing care for disabled children. Teachers who are in charge of organizing inclusive education may not have received the training that the Primary Educational Service Area Office has organized to screen people with disabilities in education, leaving them ignorant of how to screen children with disabilities in schools. The shortage of nannies for disabled children means that there are not enough of them to meet the needs of the school. Some nannies for disabled children perform work that does not match the workload, and this is in line with Reynolds & Birch. (1977) research, which claims that teachers lack the knowledge and comprehension necessary to create individual education plans (IEPs) and individual teaching plans (ITPs), because the classroom environment and atmosphere are inappropriate for teaching and learning activities. Furthermore, some schools may not have the necessary teaching resources for students with special needs, etc. Despite being a universal strategy for fostering human potential, special education faces numerous challenges in its implementation, particularly when it comes to promoting inclusive learning between children with special needs and typically developing students. This is partially due to the fact that a large number of educators and school administrators are still unfamiliar with the special education field, and believe that special needs kids are troublemakers who negatively affect the school; additionally, they believe that special needs education is expensive and not worth it; however, a lot of parents of special needs kids think their kids are incapable of learning and unfit for school because they are afraid their kids will be teased, which is a completely unsuitable belief.

Conclusion and suggestions

The researcher recognizes the significance of the research's findings, which will provide crucial information for planning inclusive education for the Phetchabun Provincial Special Education Center based on inclusive education's tenets. That is the approach that emphasizes the need for equal access to education and places particular emphasis on three things; 1) providing opportunity for everyone should have access to equal educational possibilities, with the freedom to select what they want to learn based on their own interests, regardless of their social, economic, or physical limitations, 2) if the personnel involved have faith in the ability of children with disabilities to develop, in their capacity to learn, and in the success of educational provision, then everyone has faith, believes they have the capacity to do anything, and that it will be successful, and 3) since humans are social animals, relying on one another to support one another is a fundamental part of who we are, in order to successfully organize inclusive education, this dependence on one another is essential.

The model school under study can serve as a model school for effectively organizing inclusive education between normal children and children with special needs. As a result, the inclusive learning model is based on the needs and applicability of this research to develop a model school for inclusive learning between normal children and children with special needs, at order to arrange inclusive education at schools run by the Ministry of Education and schools run by other ministries that provide basic education in Phetchabun Province, the researcher will give recommendations utilizing the research findings. Additionally, it is suggested that relevant ministries work together to develop policies that will guarantee effective implementation of inclusive learning by allocating service formats in accordance with the level of disability of the student and the preparedness of the school. In this regard, children with special needs are placed

in one form or another, with 3 forms of service provided; 1) full-time inclusive education : allowing no more than one student each room to study alongside children without severe learning difficulties, 2) partial inclusion : children with special needs will be scheduled to study in specialized academic rooms for Thai language, mathematics, and other topics with typical children by learning in an additional academic room called the "Pull-Out Program", and 3) full-time inclusive education with assistant teachers available to help children, called "Teachers Assistant Program", used with children with severe disabilities.

New knowledge and the effects on society and communities

Prior to now, organizing inclusive education had been hampered by a lack of preparation, inadequate media coverage, inadequate educational technology, unorganized classroom environments, an inappropriate learning environment, and a lack of emphasis on children with disabilities in the school curriculum. Including specialists in providing education for disabled children, administrators and teachers lacking self-confidence in organizing inclusive teaching activities, some parents not accepting the condition of their children's disabilities, concealing information about children and school, and economic and social conditions found in the unemployed status of parents who look after disabled children. Additionally, certain school policies, such as the dearth of funding for inclusive education, which is a major issue, do not place a high priority on inclusive education. Due to higher per capita costs for students in inclusive education, many pertinent educational institutions that offer inclusive education are few in number and unable to meet demand. The crucial factor is that there is no transfer or transition from one level of schooling to another, resulting in no job for work. It is also believed that the issues raised above have had a significant impact on the community and society at this time.

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