

TITLE

A Study of Problems in Provision of Special Education in Inclusive Schools under Office of Sakon Nakhon Educational Service Area 2

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ABSTRACT

The purposes of this research were to study the problems in provision of special education in inclusive schools under Office of Sakon Nakhon Educational Service Area 2, as of the SEAT structure concept in 4 aspects, namely, student, environmental, learning and teaching activity, and instrument / media innovation. The sample in this research were 343 administrators and teachers from 163 inclusive schools under Office of Sakon Nakhon Educational Service Area 2. The instrument used was the rating - scale, questionnaire of 40 items, constructed by the researcher, with the reliability of 0.91. The statistics used for data analyses were percentage, mean, standard deviation and t - test.

The research results were as follows:

1. The administrators and teachers in the inclusive schools had problems in special education provision as a whole at the high level. When considered by aspect, it was found at the high level in the environmental, instrument / media - innovation and student aspects, while at the moderate level in the learning and teaching activity aspect.

2. The administrators and teachers in the inclusive schools had problems in special education provision with no statistical difference. When considered by aspect, it was found in the environmental aspect with statistically significant difference at the .05 level; but in the other aspects with no statistical difference. When compared between experience below 5 years and 5 years and above it was found that the administrators and teachers had problems in special education provision as a whole with statistically significant difference at the .05. When considered by aspect, it was found almost all aspects with statistically significant difference at the .05 level, except the student aspect.

3. The administrators and teachers in the inclusive schools had main additional problems on parents having small insufficient, incomes and family problems, resulting in frequent absence, lacking support budget on media and innovation, teachers having little knowledge in special education, lacking good care from poor parents. The main additional and suggestions included the responsible agencies should conduct frequent in-service training programs, and should train sufficient special education teachers, and should organize particular classrooms for special children and the parents denying the reality of their special - needed children respectively.