

INNOVATION IN ORGANIZATIONAL MANAGEMENT TO PROMOTE QUALITY OF LIFE FOR GRADUATES WITH DISABILITIES: A STUDY OF THE RELATIONSHIP BETWEEN LEARNING FACTORS AND EDUCATIONAL SERVICES

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KEYWORDS

Learning atmosphere for people with disabilities, Quality of service of educational support agencies for people with disabilities, Development of quality of life for people with disabilities

ABSTRACT

The purposes of this research were : 1) To study the Factors in the learning environment of people with disabilities Factors in the quality of services provided by agencies supporting the education of persons with disabilities and factors in the development of the quality of life of persons with disabilities in order to "Disabled Graduate" 2) To study the overall influence of factors in the learning atmosphere of people with disabilities and factors in the quality of services provided by educational support agencies for people with disabilities that affect factors in the development of people's quality of life. Disabled to become a "Disabled Graduate" The sample group used in this research included people with disabilities who graduated from high school who had a chance of being "Disabled Graduates" totaling 451 people. The tools used include a questionnaire, a 5-level estimation scale, and statistics used in data analysis, including percentages, averages, and standard deviations. and find the Pearson Product Moment Correlation Coefficient. The results revealed that 1) learning atmosphere factors for people with disabilities Factors in the quality of services provided by agencies supporting the education of persons with disabilities and factors in the development of the quality of life of persons with disabilities in order to "Disabled Graduates" was found to be at a high level in every factor with statistical significance at the 0.001 level. 2) The overall influence of factors in the learning atmosphere of people with disabilities and factors in the quality of services provided by educational support agencies for people with disabilities that affect factors in the development of the quality of life of people with disabilities to be " Disabled graduates. It was found that the learning environment Quality of educational services and learning environment with improving the quality of life of people with disabilities to become disabled graduates with a value equal to 0.02. There is a slight positive relationship between the variables.

Background and Importance of the Issue

Quality of life is a crucial factor for individuals as it reflects their physical, mental, and social well-being. People strive to improve for themselves. A good quality of life enables individuals to coexist harmoniously in society. Persons with disabilities, as defined by the Persons with Disabilities Education Act of 2008 (Thailand), face limitations in daily activities and social participation due to impairments in vision, hearing, mobility, communication, mental health, emotions, behavior, intelligence, learning, or other disabilities. These individuals encounter various obstacles and require special assistance to participate in daily life and society on an equal basis with others. According to the United Nations, 1 in 10 people worldwide lives with a disability.

Earning a university degree is a significant dream for many graduates with disabilities, The journey is often filled with challenges. However, several key factors can help them achieve their goals and lead fulfilling lives. People with disabilities access to quality and inclusive education is a fundamental foundation for success. Proper support, such as assistive technology, sign language services, and trained educators, this plays a crucial role in helping students with disabilities Highestimize their potential. As for career opportunities, people with disabilities should have right skills and experiences. It is essential for all job seekers, but for graduates with disabilities, internships, vocational training, and inclusive employment are critical in ensuring their professional success. Government and private sector initiatives are needed to promote employment opportunities for people with disabilities. They can access comprehensive healthcare services, including mental health support, rehabilitation, and assistive technologies, which is vital for a good quality of life. Graduates with disabilities should have equal access to social security benefits, public services, and an inclusive environment free from physical and social barriers. Public infrastructure, transportation, and communication systems must be designed to accommodate their needs. A supportive society, inclusive policies, and technological advancements can help bridge the gap between social inequalities and create a more accessible world. As urban societies rapidly evolve, innovation plays a crucial role in improving accessibility and reducing disparities. In Thailand, there are 1,756,849 people with disabilities (Department of Empowerment of Persons with Disabilities, 2017). To improve their quality of life, government support in healthcare, employment, assistive devices, and rehabilitation is essential. The technological advancements ensure reaching individuals with disabilities fairly and effectively will help create an inclusive and equitable society.

Thus, researcher focus on developing organizational management innovations to enhance the quality of life for graduates with disabilities. The goal is to reduce social inequality, increase opportunities, and improve their overall well-being, providing a framework for a more inclusive and supportive society.

Research Objectives

1.To examine the learning atmosphere for people with disabilities, the quality of services provided by educational support organizations, and the quality of life development impact for individuals with disabilities.

2.To analyze how the learning atmosphere and the quality of service of educational support agencies influence the quality of life development for people with disabilities.

Research Hypothesis

Ha1: The learning environment for people with disabilities and the quality of services provided by educational support organizations have a significant impact on the quality of life development for individuals with disabilities.

Conceptual Framework

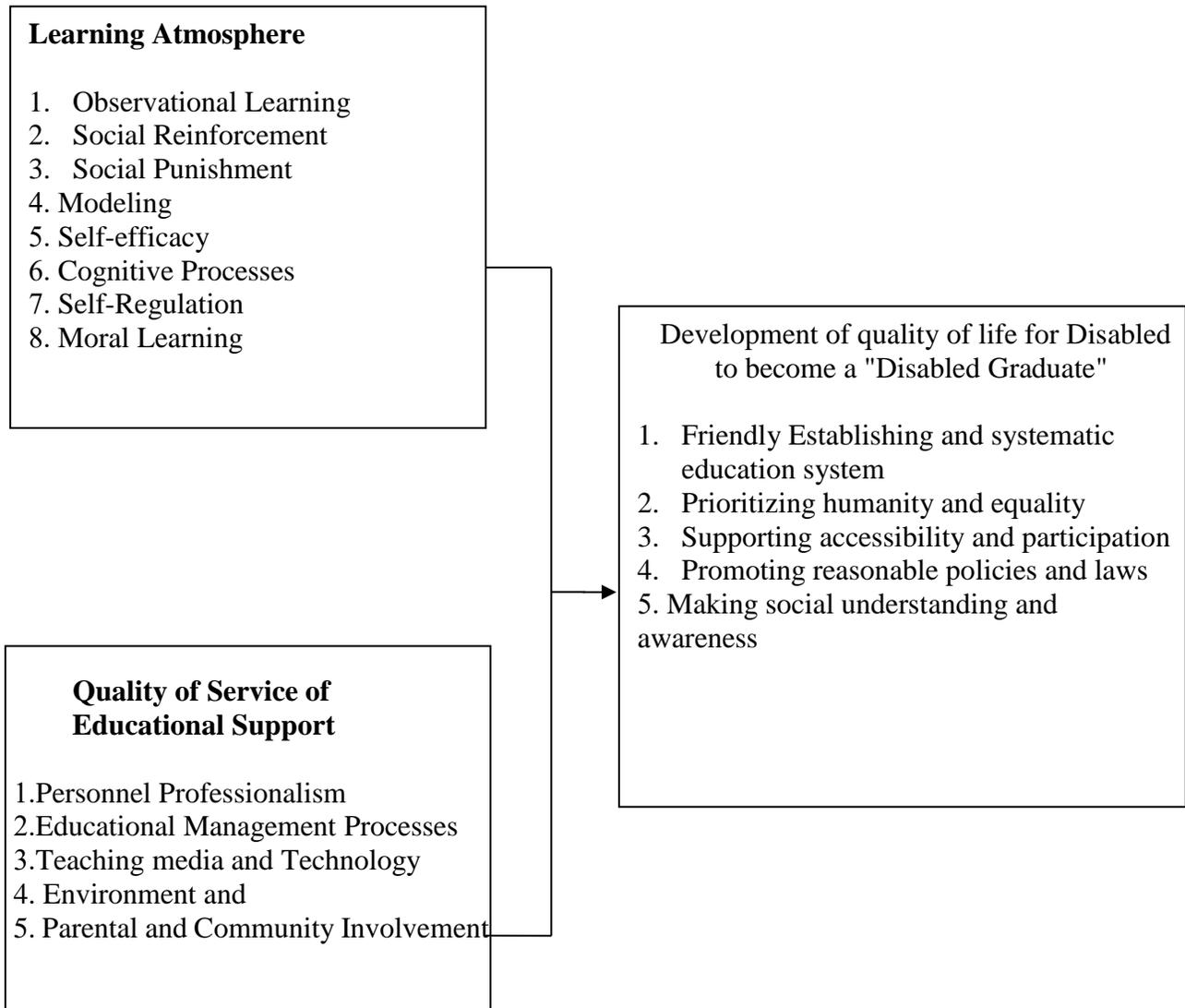


Figure 1. Conceptual Framework

Literature Review

Theory of Learning Environment by Bandura (1986, 1997), Bandura’s theory emphasizes the importance of the learning atmosphere in shaping behavior and development. One key aspect is:

- 1) **Observational Learning** – This aspect refers to the process of learning through observing others. It plays a crucial role in behavioral development and acquiring new knowledge. Observational learning is considered an effective and impactful method of learning.
- 2) **Social Reinforcement** plays a crucial role in encouraging and maintaining positive behavior. Praise and recognition act as key motivators, reinforcing correct behaviors and helping individuals build a positive self-image within society. In the learning process, social reinforcement promotes structured learning by encouraging individuals to model behaviors that are praised by others. Observing the positive

outcomes of socially reinforced behaviors in others can also help individuals adjust and improve their own behaviors.3) Social Punishment is a mechanism that discourages inappropriate behavior by creating unfavorable conditions. It helps individuals learn from experiences, maintain social order, and adhere to societal rules, though it may lead to stress and mental health issues. 4) Modeling – A learning process where individuals observe and replicate behaviors from influential models. Learning occurs through visual, auditory, or media-based observation, emphasizing clear and appropriate behavior demonstration.5) Self-Efficacy – The belief in people’s ability to succeed, this factor is influenced by past experiences, observation, and self-assessment. It enhances confidence, motivation, and resilience in facing challenges, encouraging personal growth. 6) Cognitive Processes – The ability to analyze events and behaviors, assess risks and consequences, and make informed decisions. It involves planning actions and selecting suitable strategies to achieve goals. 7) Self-Regulation – The process of controlling one’s behavior through goal-setting, progress monitoring, and adjustments based on outcomes. Clear goals and self-assessment aid in maintaining focus and improving actions. 8) Moral Learning – The acquisition of moral standards and values through observation and reinforcement. As for the consequences of moral behaviors, individuals develop ethical principles that align with societal values.

The Model of Service Quality for Special Education (MQSE) (2018) is an adaptation of the SERVQUAL Model by Parasuraman, Zeithaml, and Berry (1988), tailored for special education. It consists of five key factors 1) Professionalism of Personnel evaluates the knowledge, skills, and readiness of educators in special education. It ensures service quality, enhances satisfaction among students and parents, and improves overall efficiency. 2) Emphasizing humanity and equality in education policies and activities is crucial for improving the quality of life for people with disabilities. Key factors include: 1. Linking Education to Quality of Life – Providing inclusive learning opportunities tailored to individual needs ensures equitable access to education and essential services. 2. Equality in Education – Policies must eliminate discrimination and barriers, ensuring fair access to education and skill development for all, regardless of disabilities. 3. Inclusive Policies & Activities Development – Policy adjustments should support a systematic approach to special education, fostering social understanding and acceptance of people with disabilities 4. The quality of life development for people with disabilities is connected to education and humane access is essential. Emphasizing equality and a systematic approach in education policies and activities ensures fair and inclusive access to education for everyone in society. Promoting Accessibility & Participation – Creating an inclusive and supportive environment helps individuals with disabilities engage fully in education and community life, ensuring social integration and equal opportunities.4) Supporting Reasonable Policies & Laws – Implementing fair and inclusive education policies ensures equal access and rights for people with disabilities, fostering a supportive and systematic learning environment. 5) Parental & Community Involvement – the collaboration with families and communities emphasizes engagement in decision-making, school activities, and consultation to strengthen student learning outcomes.

Research Methodology

This study is quantitative research examining factors influencing the quality of life development for people with disabilities.

Population and Sample

The population includes 300,230 individuals with disabilities who completed secondary education and vocational levels (Department of Empowerment of Persons with Disabilities, 2021). Researcher used Yamane's formula. A sample size of 400 was determined, but 451 valid questionnaires were collected.

Variables

The variables are Independent Variables and Dependent Variable Independent Variables are learning atmosphere factors which based on Bandura's Social Learning Theory (1997). There are 8 factors Observational Learning, Social Reinforcement, Modeling, Social Punishment, self-efficacy, Cognitive Processes, Self-Regulation, Moral Learning.

Model of Service Quality for Special Education (MQSE) (2561) has presented 5 factors are including The personnel professionalism, the educational management process, teaching materials and technology, the environment and safety, and the involvement of parents and the community are factors influencing the development of the quality of life for people with disabilities. The dependent variable is the development of the quality of life of people with disabilities. Edward Skrtic (2005) has 5 aspects Edward Skrtic (2005) identified five areas: creating an inclusive and systemic education system, emphasizing humanity and equality, supporting access and participation, supporting reasonable policies and laws, fostering understanding and social awareness.

Data Collection Tools

The tools used for data collection in this research include a questionnaire, which is used for gathering quantitative data. In designing the questionnaire, the researcher studied various concepts and theories from related documents and research to create a questionnaire with closed-ended questions. The structure of the questionnaire is divided into three parts:

Part 1: A checklist of 24 questions related to factors influencing learning, such as observational learning, social reinforcement, social punishment, modeling, self-efficacy, cognitive processes, self-regulation, and moral learning.

Part 2: A rating scale with 17 questions regarding factors affecting educational service quality, based on the Model of Service Quality for Special Education (MQSE) 2018. The five aspects assessed are professionalism of staff, educational management processes, teaching materials and technology, environment and safety, and the involvement of parents and communities.

Part 3: A rating scale with 17 questions about the development of the quality of life for people with disabilities, based on Edward Skrtic's 2005 model. The five aspects are building a friendly and systematic education system, valuing humanity and equality, supporting access and participation, supporting reasonable policies and laws, and fostering social understanding and awareness.

Development and Creation of the Research Tools:

The researcher conducted a content validation and reliability test of the questionnaire as follows:

1. **Content Validity:** The content validity was assessed by 10 experts, who evaluated the alignment between the questions and the objectives of the study. The content validity indexed (CVI) was calculated, yielding a value of 0.89.
2. **Reliability:** The reliability of the questionnaire was tested by administering it to 30 employees who were not part of the sample group. The overall reliability coefficient of the questionnaire was found to be 0.91.

Data Collection:

1. The researcher distributed the questionnaire to 345 participants between October 1, 2023, and October 1, 2024, using a convenience sampling method. A total of 400 completed questionnaires were returned.
2. The returned questionnaires were checked for accuracy and completeness before being analyzed for data.

Statistics Used for Data Analysis:

The researcher employed both descriptive and inferential statistics to analyze the data and test the hypotheses. The details are as follows:

1. **Descriptive Statistics:** The mean and standard deviation were used to analyze human resource management and fairness in Thai state-owned enterprises.
2. **Inferential Statistics:** Multiple regression analysis was used to examine the variables of human resource management that impact fairness in Thai state-owned enterprises.

Research Findings:

The analysis of the factors influencing the learning atmosphere for people with disabilities revealed that the overall opinion of the respondents was at a high level ($\bar{x} = 4.645$, S.D. = 0.558). When considering each factor, the statistics showed “Self-efficacy” was the highest mean ($\bar{x} = 4.698$, S.D. = 0.571). Modeling showed ($\bar{x} = 4.657$, S.D. = 0.626). Social punishment showed ($\bar{x} = 4.650$, S.D. = 0.657). Social reinforcement showed ($\bar{x} = 4.644$, S.D. = 0.647). Self-regulation showed ($\bar{x} = 4.637$, S.D. = 0.589). Cognitive processes showed ($\bar{x} = 4.635$, S.D. = 0.627). Observational learning showed ($\bar{x} = 4.621$, S.D. = 0.646). Moral learning showed ($\bar{x} = 4.616$, S.D. = 0.598). All aspects of the learning atmosphere factors for people with disabilities were rated at a high level, with their average values being quite similar. (Shown in Table 1)

Table 1: Opinions on Environmental Factors Affecting the Learning of People with Disabilities – Overall and by Specific Aspects

Learning Environment for people with Disabilities	\bar{x}	S.D.	Interpret	Rank
1.Observational Learning (QL)	4.621	0.646	Highest	7
2.Social Reinforcement (SR)	4.644	0.647	Highest	4
3.Social Punishment (SP)	4.650	0.657	Highest	3
4.Modeling (MO)	4.657	0.626	Highest	2
5.Self-efficacy (SE)	4.698	0.571	Highest	1

6.Cognitive Processes (CP)	4.635	0.627	Highest	6
7.Self-Regulation (SS)	4.637	0.589	Highest	5
8.Moral Learning (MI)	4.616	0.598	Highest	8
Total	4.645	0.558	Highest	

Analysis of Educational Service Quality

The overall quality of educational services was rated at a high level (Mean = 4.632, S.D. = 0.504). When analyzed by specific aspects, the highest-rated factor was environment and safety (Mean = 4.683, S.D. = 0.549), followed by: Professionalism of personnel showed (Mean = 4.644, S.D. = 0.603). Parental and community involvement showed (Mean = 4.624, S.D. = 0.623). Educational management processes showed (Mean = 4.621, S.D. = 0.518). Teaching materials and technology showed (Mean = 4.605, S.D. = 0.565) respectively, as following Table2

Table 2 Mean and Standard Deviation of Educational Service Quality for Individuals with Disabilities (Overall and by Specific Aspects)

Quality of Service of Educational Support Agencies for People with Disabilities	\bar{X}	S.D.	Interpret	Rank
1.Personnel Professionalism (PP)	4.644	0.603	Highest	2
2.Educational Management Processes (EM)	4.621	0.518	Highest	4
3.Teaching media and Technology (TT)	4.605	0.565	Highest	5
4.Environment and Safety (ES)	4.683	0.549	Highest	1
5.Parental and Community Involvement (PC)	4.624	0.623	Highest	3
Total	4.632	0.504	Highest	

Quality of Life Development for Disabled People Analysis

The overall quality of life development for disabilities was rated at a high level (Mean = 4.632, S.D. = 0.504). When analyzed by specific aspects, the highest-rated factor was environment and safety (Mean = 4.683, S.D. = 0.549), followed by: Professionalism of personnel showed (Mean = 4.644, S.D. = 0.603). Parental and community involvement showed (Mean = 4.624, S.D. = 0.623). Educational management processes showed (Mean = 4.621, S.D. = 0.518) Teaching media and technology showed (Mean = 4.605, S.D. = 0.565)

Table 3: Mean and Standard Deviation of Quality of Life Development (QD) for People with Disabilities (Overall and by Specific Aspects)

Development of quality of life for people with disabilities	\bar{X}	S.D.	Interpret	Rank
1.Developing an Inclusive and Systematic Educational System	4.634	0.530	Highest	5
2.Emphasizing Humanity and Equity	4.692	0.517	Highest	2
3.Supporting Accessibility and Participation	4.711	0.510	Highest	1
4.Advocating for Rational Policies and Laws	4.690	0.559	Highest	3
	4.690	0.559	Highest	3

5.Raising Social Awareness and Understanding				
Total	4.681	0.473	Highest	

Analysis on Learning Environment and Educational Support Services Affecting the Quality of Life for People with Disabilities

A Multiple Regression Analysis (Stepwise Method) was conducted to examine the factors influencing the quality of life development for individuals with disabilities. The findings are summarized as follows:

1.Model Explanation (R² and Adjusted R²)

The final model (Model 6) had an R² = 0.716, meaning the independent variables explained 71.6% of the variance in the quality of life for people with disabilities. The Adjusted R² = 0.716 indicates that adding more independent variables did not reduce the model’s accuracy

2. Key Influencing Factors

Self-regulation (SS) represents $\beta = 0.257, p < 0.01$. The most influential factor; better self-regulation significantly improves quality of life. Learning Environment (QL) represents $\beta = 0.212, p < 0.01$.A positive learning atmosphere enhances quality of life. Environment and Safety (ES) represents $\beta = 0.200, p < 0.01$.A safe environment has a substantial impact. Educational Management (EM) represents $\beta = 0.096, p < 0.01$. Affects quality of life but at a lower level. Self-efficacy (SE) represents $\beta = 0.111, p < 0.01$. This contributes moderately to quality of life. Teaching Materials and Technology (TT) represents $\beta = 0.106, p < 0.01$.Although less impactful, it remains a significant factor.

3.Model Improvement (R² Change)

Initially, the model explained 70% of variance. After adding, EM, SE, and TT, R² increased into 71.6%, but he improvement was minimal.

4. Data Conclusion The most critical factors influencing quality of life for people with disabilities are self-regulation (SS), environment and safety (ES), and learning environment (QL).Other factors like educational management (EM), self-efficacy (SE), and teaching materials and technology (TT) also contribute but to a lesser extent.

To enhance the quality of life for people with disabilities, the efforts should focus on promoting self-regulation, ensuring a safe environment, and fostering a supportive learning atmosphere, as these factors have the most significant impact. (Analysis Shown in Table 4) .

Table 4 Results of Multiple Regression Analysis on Factors Influencing Quality of Life for Graduates with Disabilities

Variable	Development of quality of life for people with disabilities				p
	b	SE	β	T	
Constant	2.145	.120		8.000**	.000
Learning Environment (QL)	.154	.034	.212	4.526**	.000
Environment and Safety (ES)	.172	.037	.200	4.707**	.000
Self-Regulation (SS)	.207	.038	.257	5.507**	.000
Educational Management(EM)	.088	.041	.096	2.131*	.034
Self-Efficacy (SE)	.093	.038	.111-	2.488*	.013
Teaching Media and Technology (TT)	.088	.040	.106	2.229*	.026
					186.168
R ² =	.716			F =	*
Adjust R ² =	.713	SE =	.252	P =	.000

Note: The dependent variable (QD); *p < .05, **p < .01.

Discussion

This study aimed to examine the relationship between learning environment factors, the quality of educational support services, and the development of quality of life for people with disabilities, with a focus on producing "Graduates with Disabilities." The analysis used both descriptive and inferential statistics, leading to key findings: Learning Environment for People with Disabilities, the learning environment was rated highly (\bar{x} = 4.645, S.D. = 0.558). The most influential component was self-efficacy (\bar{x} = 4.698, S.D. = 0.571), followed by modeling (observational learning) (\bar{x} = 4.657, S.D. = 0.626). These findings align with Bandura's Social Learning Theory (1997), which emphasizes observational learning and modeling in building self-efficacy (Zimmerman, 2000). As for Quality of Educational Support Services, the overall quality of services was rated highly (\bar{x} = 4.632, S.D. = 0.504). The most significant factor was environment and safety (\bar{x} = 4.683, S.D. = 0.549), highlighting the importance of an accessible and safe learning environment. These results support Parasuraman, Zeithaml, & Berry's (1988) Service Quality Model, This stresses the role of a secure and supportive environment in special education (Bitner, 1992). In term of Development of Quality of Life for People with Disabilities, the most significant factor influence quality of life was access and participation (\bar{x} = 4.711, S.D. = 0.510). This aligns with Skrtic (2005), who emphasized structural support for inclusion in education and employment opportunities.

The Comparison with Theoretical Models,

Bandura's Social Learning Theory (1997) Key words are: Observational Learning (QL), Self-Efficacy (SE), Social Reinforcement (SR), and Self-Regulation (SS). Findings confirm QL (β = .212, p < .01) means "the Positive Learning Environment" enhances quality of life. SE (β = .111, p < .01) means the "Self-efficacy" influences decision-making and behavior. SS (β = .257, p < .01) means the "Self-regulation" is crucial for life succeed. These findings support Bandura's

emphasis on self-efficacy and self-regulation as key drivers of development for people with disabilities.

Model of Service Quality for Special Education (MQSE, 2018), key components are Professionalism (PP), Educational Management (EM), Teaching Technology (TT), Environment & Safety (ES), Parental & Community Involvement (PC). Findings confirm: ES ($\beta = .200, p < .01$): A safe environment significantly impacts quality of life. EM ($\beta = .096, p < .01$) & TT ($\beta = .106, p < .01$): Quality education services enhance opportunities for people with disabilities. Results validate MQSE's emphasis on education accessibility and supportive environments.

Skrtric's (2005) Model on Disability and Quality of Life, key elements are Inclusive Education, Human Dignity, Accessibility, Policy Support, and Social Awareness. Findings confirm: QL (Learning Environment) and ES (Safety) are crucial for development. SS (Self-Regulation) and SE (Self-Efficacy) promote independence. TT (Teaching Technology) improves educational access. These results support Skrtic's view that education, societal inclusion, and self-confidence are fundamental to enhancing quality of life for people with disabilities. The study concentrated on the importance of self-regulation, a safe environment, and a strong learning atmosphere in improving the quality of life for people with disabilities. The results align with established theories and emphasize the need for inclusive education policies, accessible infrastructure, and supportive social environments to empower individuals with disabilities.

Recommendations

To improve the quality of life for individuals with disabilities, efforts should focus on enhancing the learning environment, fostering self-efficacy, and integrating technology in education, as these factors have a significant impact based on the study's findings. The key policy recommendations are as follows:

1. Promotion an inclusive learning environment by implementing educational programs that observational learning and modeling encourage through positive role models.
2. Enhancement the quality of educational services, including the provision of appropriate learning materials and specialized training for educators. The policies seem to better support students with disabilities.
3. Increasing accessibility and participation for people with disabilities through policies. These support their inclusion in education and employment.
4. Infrastructure development conducive to learning, namely; improving school facilities to ensure accessibility and accommodations for individuals with disabilities.

Conclusion

This study focuses on the importance of learning environment factors and the quality of educational services in enhancing the quality of life for individuals with disabilities as "Disabled Graduates." The findings can be applied to develop policies and appropriate practices that promote the well-being of people with disabilities in both educational and social contexts.

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