

**A propose situational management model for end schools in the distance  
secondary education via satellite**

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**Institute :** Chulalongkorn University  
**Major :** M.A. in Education (Audio-Visual Communication)  
**Year :** 1998  
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**Title :** A propose situational management model for end schools in  
the distance secondary education via satellite  
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**ISBN :** 974-331-960-3  
**Abstract :**

The purpose of this research was to propose the instructional management model for end schools in the Distance Secondary Education Via Satellite Project. The samples of the study comprised of 35 administrators, 109 teachers, 276 students in end school and 19 specialists in instructional management. The instructional management model were divided into 5 categories: (1) Planning (2) personnel management (3) environment and instructional support (4) instructional management procedures and (5) project evaluation. The opinion survey and three rounds of Delphi technique were used in the study.

The results reveled that:

1. Most of the end schools have action plans and project committee. The end school's classrooms are mostly rectangular in shape with one television set per classroom and have neither telephone nor fax for distance instruction. Most of the end schools' teachers set instructional objectives and inform, explain and clarify for their students. The problems mostly found were concerning end school teachers, classroom setting , broadcast schedule and equipment for receiving satellite signal. The end schools mostly need distance education via satellite, supervision and follow-up and receiving supplementary materials prior to class schedule.
2. The 42 statements from 139 statements of specialist final consensus were considered as instructional model They were:

2.1 Planning: The six steps in planning are: study basic information, plan action procedures, implement the project, conduct formative evaluation, conduct summative evaluation, write report and disseminate the project.

2.2 Personnel management: organize committee and identity their roles and responsibilities.

2.3 Environment and instructional support: each classroom should have two color television sets; be rectangular in shape; and receive supplementary materials prior to class schedule.

2.4 Instructional management: have teachers and students be well-prepared; instructional activities should be strictly to procedures; provide supplementary activities and remedial teaching; and have telephone and fax during instruction

2.5 Project evaluation: set project evaluation objectives; use survey questionnaire and observation form; obtain information from teachers, students, technician, AV teachers and subject division heads; have someone be responsible for project evaluation; and evaluate the project at the middle and at the end of semester.