

**Distance education management via satellite in schools under the office of
national primary education commission in educational region three**

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Abstract :

The purposes of this research were to study and compare distance education management via satellite in schools with only one classroom per each class level and schools with two or more classrooms per each class level on (1) quality of education, (2) factors affecting the operational success, (3) changes occurring after the instructional management, (4) problems and obstacles in the operation, and (5) recommendations on distance education management via satellite.

The research sample consisted of 125 administrators of schools under the Office of National Primary Education Commission in the Educational Region Three that managed distance education via satellite. The research instrument employed for data collection was a questionnaire developed by the researcher with the reliability of 0.96. Statistics for data analysis were the percentage, mean, standard deviation, and t-test. The 0.05 level of significance was predetermined for hypothesis testing.

Research results were the following: (1) The overall quality of distance education management via satellite was at the moderate level. Schools with only one classroom per each class level and those with two or more classrooms per each class level did not differ significantly in the quality of distance education management via satellite. (2) The factor highly affecting the quality of distance education management via satellite in schools with only one classroom per each class level was the quality of the program offering which included the model, contents,

resource persons, and presentation. In schools with two or more classrooms per each class level the highly affecting factor was the contents of the program offering, while other affecting factors were at the moderate level. (3) All changes occurring after the implementation of distance education management via satellite were at the moderate level both in schools with only one classroom per each class level and in those with two or more classrooms per each class level. (4) Problems and obstacles in the operation were: the lack of budgets for repair, maintenance, and operation; the lack of supervision, monitoring, and evaluation from the superior work unit; personnel at the operational level lacked awareness, knowledge and experience; satellite signal reception sets and other auxiliary equipment were insufficient; and the lack of persons to be in charge both at the operation and policy level. (5) Recommendations for operation were the following: administrators and teachers should be provided with relevant knowledge and skills through the meeting, in-service training, seminar, or field trips; operational planning and job assignment must be made clear; job assignment must be appropriate so that qualified persons were matched with the right jobs; operation budgets, satellite signal reception sets, and other auxiliary equipment must be sufficiently provided; and administrators at every level must supervise and monitor the operation.

Keywords : Distance education management via satellite, Primary school, Educational Region Three