

3971215027 : MAJOR ELEMENTARY EDUCATION

KEY WORD : SATELLITE DISTANCE EDUCATION / ELEMENTARY SCHOOLS / EDUCATIONAL REGION ELEVEN

PINIT KHADPHANNO : STATE AND PROBLEMS OF THE UTILIZATION OF THE SATELLITE DISTANCE EDUCATION SERVICES OF ELEMENTARY SCHOOLS UNDER THE JURISDICTION OF THE OFFICE OF THE NATIONAL PRIMARY EDUCATION COMMISSION, EDUCATIONAL REGION ELEVEN. THESIS ADVISOR: ASSO.PROF. UMA SUKONTHAMAN, Ed.D., 312 pp. ISBN 974-331-585-3

This research was aimed at studying state and problems of the utilization of the Satellite Distance Education Services of elementary schools under the jurisdiction of the Office of the National Primary Education Commission, Educational Region Eleven. Its main focus was to examine state and problems concerning preparation; operation; teaching and learning management; location, materials, equipment and documents; and assessment of the said satellite distance education services. The sample for this research was 50 school administrators, 100 school teachers and 100 elementary students. Tools used in the research were questionnaires, observation forms and data gathering forms. The data was analyzed by percentage. The findings were as follows:

1. Preparation: There was no plan regarding the Satellite Distance Education Services in the annual planning report. Staff and location were prepared. Budgets were provided and teachers were knowledgeable about how to use the service. The problems were that staff were not enthusiastic in making use of the service. Moreover, there aren't enough classrooms, and the budget was not prepared for the use of the project.

2. Operation: It was found that the administrators allocated the work to the teachers responsible. There were advertisements for the project and a community service was provided. However, there were no supervision, no timetable of classrooms to be used and teachers were not supervised. Other problems were that the staff didn't know how to use and maintain the equipment. There was no budget, no consistent cooperation with outside institutions, and no continuity of community service.

3. Teaching and Learning Management: It was found that the rooms scheduled to be used for watching TV were often used for other purposes as well. There were no instruction manual or program schedule, no copy of the TV broadcasting program, and no classroom timeables corresponding with the satellite broadcasts. Schools obtained printed materials but sometimes not consistent or late. Satellite broadcast for P5-6 were received by ETV. There was no classroom lessonplan. Students did not take turn to watch TV and they were not instructed steps to watch the satellite broadcasts. Viewers wanted to watch all subject via satellite. The subjects and the contents taught were suitable and consistent to the curriculum. The teachers did not follow the method of instruction. Mostly they lectured. Animated cartoons, songs and plays were students' favorites. Students didn't know about the steps of learning. The Magic Land English Series was well liked. However, classrooms were not suitable for learning. Teachers didn't have enough preparation time and could not follow all the prescribed steps of teaching. Printed programs were often received late. Also, there was no assessment of learning and teaching.

4. Location, Materials, Equipment and Documents: Most schools have a TV set, a satellite signal receiver and a satellite dish. But there was no timetable of the classroom, and no reporting documents of the use of TV programs.

5. Assessment: Most schools have no assessment of the Satellite Distance Education Services. Administrators and teachers are satisfied with the project. But there was no assessment of the project.

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