

Pornpimon Sakorn 2008: Opinion on Technology for Education of Private Vocational School Administrators under Office of the Private Education Commission, Bangkok Metropolis. Master of Education (Educational Technology), Major Field: Educational Technology, Department of Educational Technology. Thesis Advisor: Assistant Professor Sasichai Tanamai, Ph.D. 127 pages.

This research had been conducted to investigate the opinion concerning the technology for education of which Principals of Private Vocational Schools who are administered by the Bureau of the Private Education Commission, Bangkok Metropolis according to the National Education Act of B.E. 2542 (1999). This research had been surveyed 91 of which Principals of Private Vocational Schools, Bangkok Metropolis. Furthermore, this research had also been classified as descriptive research using questionnaires which are academic and non-academic to collect information. Hence completed questionnaires have gathered, 82 out of 91. All data were analyzed by frequency and percentage accurately.

The research reported that most of interviewees had indecisive opinion on the section 63 and 64 of the National Education Act of B.E. 2542 (1999) which were frequencies distribution, signal transmission and productive endorsement and refinement of textbooks respectively.

Besides, the research also showed that most of principals had concurred on the following section of the National Education Act of B.E. 2542 (1999);

Section 65 which stated the development of human resources on both production and educational technologies.

Section 66 which regard learners training and development.

Section 67 which uttered the evaluation and analysis of using technologies for education.

Section 68 which expressed the educational technology fund raising and establishment.

Section 69 which stated the establishment of a Central Unit which is responsible for policies proposing, planning, promotion and coordination of educational technology.

As for the policy proposing, planning and project launching of those principals in accordance with the National Education Act of B.E. 2542 (1999) in terms of educational technology, the research had found that administrative policies have come to the first priority and most satisfactory. Moreover, those policies were well prepared and also caused staffs, teachers, administrators and committees to concern and realize the importance of using technologies for education. The next precedence was to advocate and subsidize the budget for developing the educational technology usage especially in the vocational schools as well as to encourage all staffs of using computer as a tool in routine life in order to gather the preeminent information within a short time. Last but not least, to persuade and encourage the usage of educational technology which could be asserted into a learning process for developing their skills, living, further study and be able to learn by themselves.

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