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**A PROPOSED MANAGEMENT MODEL FOR DISTANCE  
EDUCATION IN THAI HIGHER EDUCATION INSTITUTIONS**

**By**

**Naiyana Ratanasuwanachart**

**A Dissertation Submitted in Partial  
Fulfillment of the Requirements for the Degree of  
Doctor of Philosophy (Development Administration)  
School of Public Administration  
National Institute of Development Administration**

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## ABSTRACT

Title of Dissertation	A Proposed Management Model for Distance Education in Thai Higher Education Institutions
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The purpose of this study was to propose a management model for distance education in Thai higher education institutions. The study describes management issues in the implementation of distance education with particular reference to its usage in higher education abroad and in Thailand.

The samples of this study comprised three kinds of distance educational institutions, namely Single Mode, Dual Mode, and Mixed Mode. The data were collected by a review of reports, research papers, and information retrieval via the Internet. The Delphi techniques, enhanced by face-to-face interviews, were used to collect data.

The Delphi Method is based on a structured process for collecting and distilling knowledge from a group of experts by means of a series of questionnaires interspersed with controlled opinion feedback. For this study, eighteen experts in distance education completed three rounds questionnaires to determine the components in managing distance education in higher education institutions. Moreover, four professionals in distance education management were asked to evaluate and verify the management model of the study. The data were analyzed by median, mode and interquartile ranges.

The findings provided information on different ways of managing distance education in Thai higher education institutions. The findings show that there is no 'one approach' to managing distance education. The different kinds of distance education institutions require a different managing model. Based on the findings of this study, a management model was developed to address the administrative and managerial needs of distance education programs.

It is recommended that the components of managing distance education in Thai higher education institutions compose of nine components as (1) Strategic planning: vision, mission, objectives, (2) Organizing, (3) Manpower planning, (4) Budgeting, (5) Administering, (6) Synergizing, (7) Supporting, (8) Assessing, and (9) Quality assuring. Moreover, the current trends indicate that distance education programs would operate simultaneously with traditional classroom teaching in higher education institutions.

Using electronic media and telecommunication in the form of E-learning would be used for expansion of teaching all over the places. Some of the higher education institutions have definite plans to adopt E-University policies. Thus, the proposed management model developed from this study will be useful for all institutions with intention to provide or planning to provide distance education programs in Thailand.

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Naiyana Ratanasuwanachart

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