TABLE OF CONTENTS b149521

		Page
ABSTRACŢ		iii
ACKNOWLEDGEMENTS		v
TABLE OF CONTENTS		vii
LIST OF TABLES		xii
LIST OF FIGURES		xiiii
CHAPTER 1; INTRODUCTION		
1.1 Significance of the Study		1
1.1.1 Education Development in Thailand		4
1.1.2 Statement of the Problem		6
1.2 Objectives of the Study		7
1.3 Scope of the Study		8
1.4 Limitations of the Study		8
1.5 Expected Benefit of the Study		9
1.6 Definitions of Terms		9
1.7 Organization of the Dissertation		11
CHAPTER 2; REVIEW OF LITERATURE	c2-1	
2.1 Historical Perspective of Distance Education		12
2.2 Definitions of Distance Education		17
2.3 Organizational Models for Distance Education		21
2.4 Distance Education as a Global Movement		25

	Page
2.5 Distance Education in Thailand	29
2.5.1 History of Distance Education in Thailand	30
2.5.2 Distance Education Program in Thailand	32
2.5.3 Distance Education Administration in Thailand	36
2.6 Transformation Distance Education in Higher Education c2-2	40
2.7 Management of a Distance Education	44
2.8 Barriers in Management of a Distance Education	51
2.9 Review of Previous Research Studies	58
2.10 Development of a Management Model c2-3	77
2.11 Conceptual Framework	96
CHAPTER 3: RESEARCH METHODOLOGY	
3.1 Studying the Current Status, Problems and Needs	99
in Managing Distance Education in Thai Higher Education Institution	
3.1.1 Target Populations	99
3.1.2 Instrument Development and Data Collection	100
3.1.3 Data Analysis	102
3.2 Proposing a Management Model for Distance in Thai	102
Higher Education Institutions	
3.2.1 Target Populations	103
3.2.2 Instrument Development and Data Collection	104
3.2.3 Data Analysis	106

	Page
3.3 Verifying the Management Model for Distance Education	108
in Thai Higher Education Institutions	
3.3.1 Target Population	108
3.3.2 Instrumental Development and Data Collection	108
3.3 3 Data Analysis	109
3.4 Operation Definitions of Variables Employed	109
3.5 Summary of Research Process	117
CHAPTER 4: DATA ANALYSIS AND RESEARCH RESULTS	
4.1 Data Analysis about Current Status, Problems and Needs of	119
Administrators in Managing Distance Education	
4.1.1 Overview of the Current Status of Distance Education	120
4.1.2 Overview of Current Management of the Institutions	122
4.1.3 Factor Affecting Distance Education Management	124
4.1.4 The Components in Managing Distance Education	127
4.1.5 Trends to Improve Distance Education Management	129
4.2 Data Analysis Using Delphi Techniques to Ask the Expert's	131
Opinion about Managing Distance Education	
4.2.1 Demographics	131
4.2.2 Data Analysis from 3 rd round Delphi Technique	133
4.2.3 Data Analysis from the Professional's Verification	155

Page

CHAPTER 5: A PROPOSED MANAGEMENT MODEL FOR DISTANCE **EDUCATION** 160 5.1 Executive Summary 5.1.1 Rationale 160 160 5.1.2 Objectives of the Model 160 5.1.3 Summary of the Model 161 5.1.4 Expectations of the Model 5.2 PART 1: INTRODUCTION 162 5.2.1 Rationale 162 5.2.2 Objectives 5.3 PART 2: THE PROPOSED MANAGEMENT MODEL 5.3.1 Strategic Planning 163 163 5.3.1.1 Vision Statement 163 5.3.1.2 Mission Statement 164 5.3.1.3 Objectives 164 5.3.2 Organizing 168 5.3.3 Manpower Planning 171 5.3.4 Budgeting 171 5.3.5 Administering 172 5.3.6 Synergizing 172 5.3.7 Supporting 173 5.3.8 Assessing 173 5.3.9 Quality Assuring

	Page
5.4 PART 3: MODEL IMPLEMENTATION	
5.4.1 Implementation Conditions	175
CHAPTER 6: DISCUSSIONS, CONCLUSIONS AND RECOM	IMENDATIONS
6.1 Summary and Discussions of the Study	178
6.2 Conclusions of the study	191
6.3 Implications and Recommendations of the Study	192
BIBLIOGRAPHY	196
APPENDIX A	224
APPENDIX B	230
APPENDIX C	234
BIOGRAPHY	271

LIST OF TABLES

Tables	Page
2.1 Historical Timeline of Distance Education	15
2.2 The Differences between Single and Dual mode	25
2.3 Barriers to Successful Online Education	52-53
2.4 Distance Education Success Factors	60
2.5 Three Tiered Policy Analysis Framework for Distance	
Education	72-73
2.6 Contribution from Previous Distance Education Research	
Studies	75-77
2.7 Formative and Summative Evaluation	94
3.1 Number of Participants	101
3.2 Median Ranges and Corresponding Meaning	107
3.3 Conceptual Definition and Measure of Research	
Variables	115-117
3.4 Summary of Research Process	118
4.1 Demographic Characteristics of Final Expert Panel	132-133
4.2 Appropriated Vision Statement	133
4.3 Appropriated Mission Statement	134
4.4 Appropriated Objectives	135
4.5 Internal Factor Analysis	136
4.6 External Factor Analysis	137
4.7 Strategic Programming for DE program	137

Tables	Page
4.8 Evaluation	138
4.9 Organization Structure	139-140
4.10 Staffs' Qualifications and Responsibilities	142-143
4.11 Staff Development Approaches	146
4.12 Maintenance of Manpower	147
4.13 Qualifications of Leadership	148
4.14 Responsibilities of Leadership	149
4.15 Coordination and Collaboration Approaches	150
4.16 Sources of Income	151
4.17 Expenses	152
4.18 Evaluation Process	152
4.19 Objectives of Quality Assurance	154
4.20 Quality Assurance Approaches	154
4.21 Means of Professionals' Verification of the	
Initial management model	156
4.22 Means of Professionals' Verification of the	
Management Model in Detail	156-157
4.23 Means of Professionals' Verification of the	
Implementation of the Management Model for DE	157

LIST OF FIGURES

Figur	es	Page
	2.1 STOU Plan for Distance Education Systems	34
	2.2 SUT Model for Borderless Education Program	35
	2.3 SUT Organization Chart	38
	2.4 The Borderless Education Center	39
	2.5 Conceptual Framework	97
	5.1 The Organization Chart for DE	165
	5.2 An Administrative Structure	168
	5.3 The SOMBASSAQ Model	174
	6.1 The Organization Chart for Distance Education	184
	6.2 Administrative Model for Distance Education Center	185