Pakistan Journal of Life and Social Sciences

RESEARCH ARTICLE

Teaching and Learning Management in the Bachelor of Education Program of Thai Private Higher Education Institutions during COVID-19

Wittawat Didyasarin Sattayaraksa [1], Pol Luangrangsee [2], Chadchom Ratsameemonthon [3*]
Hatyai University, Songkhla, Thailand

ARTICLE INFO	ABSTRACT
	Every life sphere, including educational areas, showed negative effects from the COVID-19 pandemic. Preparing for any unexpected circumstances would be beneficial for all operational areas to perform effectively. This research aims to develop learning and teaching guidelines for the bachelor of education program at COVID-19 in Thai private higher education institutions. Three periodic research stages were followed: exploring problems of learning and teaching management, identifying factors affecting the learning and teaching management problems, and proposing new learning and teaching management platforms for the post-COVID-19 era. The research used a mixed methodology using an exploratory design to identify problems and find factors of learning and teaching management. A sample group of professors, faculty and program administrators, and lecturers in the education field offering a Bachelor of Education program at a Thai private higher education institution was selected. The research found that the critical problems during COVID-19 were teaching and learning and an unsupportive online study environment in students' habitats. Learning design, such as a hybrid classroom, was the most influential factor in learning management. Post-COVID-19 guidelines that develop learning and teaching management should focus on a flexible policy to enhance dynamic learning, including competency assessment. Exchanging knowledge with other institutions would be an effective resource to develop a novel education platform.

INTRODUCTION

Background of study

The teacher is the key person managing the classroom environment; therefore, the qualifications of a teacher should not only be academic knowledge, but they also have to nurture their students with psychological skills. To uphold standards for producing qualified teachers based on the Teachers Council of Thailand (TCT) requirements, institutions must maintain standards governed by the student's qualification for receiving a bachelor's degree of education, the guidelines of the higher education institution, and professional accreditation. The three standards for higher education institutions to develop the desired characteristics of the educational

program graduates are academic achievement standards, professional organizations regulating the education program, such as curriculum structure and the number and qualifications of lecturers, and professional accreditations of the education program. However, upholding education program standards and following the three main principles during the COVID-19 pandemic was challenging (Mohammadi et al., 2021). Virtual learning was instituted to stop the spreading of the disease and promote student learning during the quarantine. However, online learning was not guided by teachers' guidelines, particularly the teaching internship program, a significant requirement for graduating from the education program. The teaching internship was designed to help students practice classroom management and learn interactive skills, integrating theoretical pedagogy into practice (Office of Education Council, 2021). Therefore, this research aimed to identify the effectiveness of the management of learning and teaching in an education department. The mixed methodology, by using exploratory design, identified problems and found factors of learning and teaching management playing a pivotal role in COVID-19 management. Finally, five educational executives proposed five learning and teaching guidelines for the post-COVID-19 era: Curriculum management, supportiveness of institutions and faculty, learning and teaching design, students' readiness, and technology and department innovation.

Objectives of the study

The study focused on the following objectives:

- To explore problems of learning and teaching management in the Bachelor of Education Program of Thai Private Higher Education Institutions during COVID-19
- To identify factors affecting the learning and teaching management problems in the Bachelor of Education Program of Thai Private Higher Education Institutions during COVID-19.
- To propose new learning and teaching management platforms for the post-COVID-19 era.

Research question

The following inquiries served as a guide for the research study:

- What are the problems of learning and teaching

management in the Bachelor of Education Program of Thai Private Higher Education Institutions during COVID-19?
- What factors affect the learning and teaching management problems in the Bachelor of Education Program of Thai Private Higher Education Institutions during COVID-19?
- What new learning and teaching management platforms for the post-COVID-19 era must be proposed?

LITERATURE REVIEW

Rules and regulations of learning and teaching in education program

Three main principles regulate teaching and learning management standards, such as the qualifications for a four-year bachelor's degree in 2018, higher education standards in 2014, and the Thai Teacher's Council accreditations for a four-year program. These three regulations have a set of characteristics for an ideal graduate: academic achievement standards, a professional organization to regulate the education curriculum, a program structure, the numbers and qualifications of full-time lecturers, and the rules for graduate accreditation following professional education standards. These rules and regulations were launched to serve as guidelines for managing an education program.

Online teaching and learning

Singh et al. (2021) highlighted that since 2000, the digital era has resulted in more people using online platforms. The digital transformation had progressed slowly until the world faced the COVID-19 pandemic beginning in 2020, when all levels of education transformed from traditional to distance learning, called emergency remote teaching. Online teaching and learning had to be conducted instead of face-to-face learning to prevent learning loss.

Three main factors had to be considered for online teaching and learning. Firstly, learning content was important for lecturers to conduct teaching relevant to the subjects' objectives. Lecturers had to plan a subject's outline to organize all learning content together to achieve the course's study goal from the start to the end of the course. Secondly, for the learning process, lecturers needed to consider the teaching process, learning materials, and

learning resources related to the course's contents to help students understand. Thirdly, technological knowledge and communication systems assisted online teaching to proceed smoothly, as is similar to the research results of Ali (2020), Amemado (2020), Adedoyin and Soykan (2020); and Bakhmat, Babakina, & Ya Belmaz (2020). Currently, the TPCK model was famously applied during the COVID-19 lockdowns. It was developed from the PCK of Shulman (1987) and proposed by Mishra and Koehler (2006). This model integrates technology and teaching to help students understand easily. However, COVID-19 was very challenging, particularly in the education program that is regulated by the teaching standards of the Office of Education Council. This is because teachers, learners, course contents, learning materials, study resources, learning processes, communication networks, and learning assessment and evaluation had to be transformed from face-to-face to online learning platforms (Simamora, 2020). As a result, some teaching styles and evaluations had to be adjusted to meet the learning outcomes, such as collaborating with other universities to increase psycho-social development and the flexibility of learning assessment from explicit knowledge to tacit knowledge to protect against cheating on examinations and virtual internships had to be implemented to practice online classroom management. The effectiveness of digital learning must depend on technology tools, both from educational institutions and students' habitats. Therefore, lecturers' and students' technological knowledge and accessibility are necessary. Learning from the past and preparing for a better future in a post-COVID-19 world would assist in learning and teaching management (Izumi et al., 2021).

Technology in learning and teaching management in the digital era

According to Çaldağ et al. (2021),it was asserted that technology could enhance interactive learning so that an education program could apply technology to effectively integrate teaching and communication. For example, M-learning, or mobile learning, is "learning across multiple contexts, through social and content interactions, using personal electronic devices". Massive Open Online Course (MOOC) offers open online courses for unlimited participation and access via the Web. Communication tools help interactive learning between lecturers and learners, such as Google Meet, Zoom, and Microsoft Teams (Pandey et al., 2021). Openo (2020) confirmed that technology plays a vital role in transforming learning and teaching; therefore, the first priority in transforming learning and teaching is to develop technology skills for lecturers, including learning and teaching assessments. Bakhmat, Babakina, and Belmaz (2020) explained that a lecturer's preparation for online or blended teaching may impact students' academic achievements. To facilitate online learning, it is necessary to develop a pattern of teaching online, initiate an internal university platform, and provide support services so that the lecturers and students can have a basic set of tools and skills to approach online teaching or blended learning (Sitnicki et al., 2023).
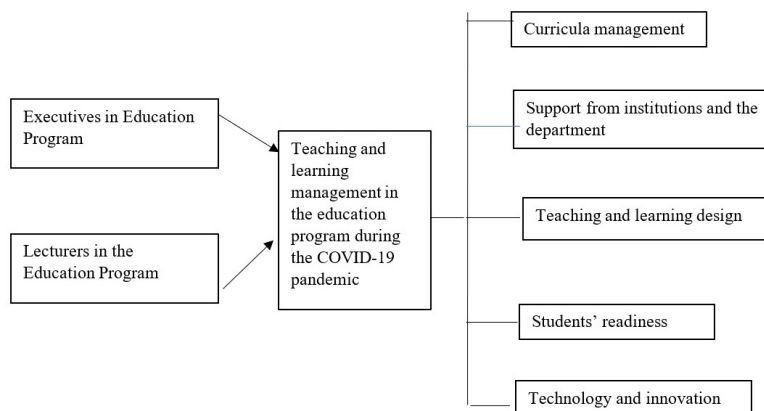

Figure 1: Conceptual framework of the study

RESEARCH METHODOLOGY

This research utilized a mixed methodology with an exploratory design.

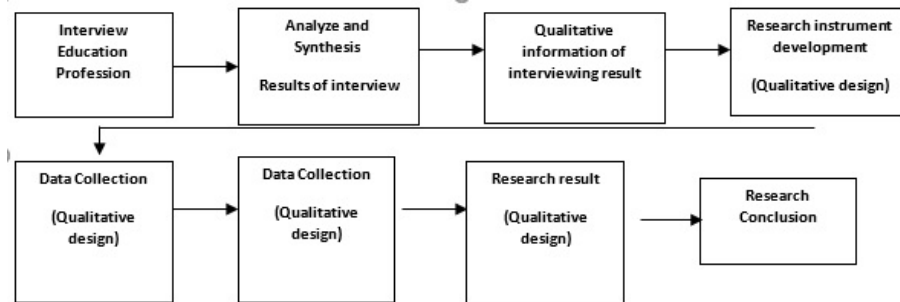The following picture illustrates data collection as follows:

Figure 2: Research procedure applied by Baoson (2013)

Data colletion and analysis proedures of the study

Collecting data was divided into three phases. The first phase gathered information by using semi-structured interviews with people in four professions working in the curriculum and teaching fields, education administration, and the dean of the education faculty about general problems and learning and teaching management during the COVID-19 lockdowns.

The second phase analyzed data from 213 sample groups to identify factors of teaching and learning affected by the COVID-19 pandemic. Simple random sampling was utilized to select 213 sample groups consisting of executives managing education programs working in Thai private higher education institutions, such as deans, vice deans, assistant deans, head departments, assistants to department heads, and full-time lecturers.Five academics reviewed a five-rating scale questionnaire to gather information, giving it an alpha of 0.94 and content validity of 0.67 to 1.00.

In the last phase, it was again applied to semi-structured interviews with people in five professions working in education to propose guidelines for teaching and learning development for Thai private higher education institutions.

Data analysis

Simple statistics were applied, and Wongratana's (2017) technique was used to interpret the results of second-phase data, while first- and third-phase data was analyzed through a narrative approach.

RESULTS AND DISCUSSION

The results of the study are reviewed as follows:
Study I: The Problems of Learning and Teaching Management in the Education Program mainly were the Slowness of the Thai Teacher's Council to Issue Rules and Regulations to Handle Internship Policies during COVID-19.

The respondents responded in this regard as follows: Unprepared students for internship programs resulted from the slow launch of a policy, particularly an internship program. According to a professor interviewed from University A, "There were many effects of suspending teaching because education departments have to follow the rules and regulations of the Thai Teacher's Council. For example, a teacher practicum project in high schools was hardly handled because of the slowness of the Thai Teacher's Council to issue rules and regulations for internship policies during COVID-19" (Interview, November 13, 2021).

A professor from University D also stated that the teaching and learning policy was quite vague during the COVID-19 pandemic, so the educational institutions had to make their own decisions to maintain the same rules and regulations standard (Interview, December 11 2021).

Students could not practice as pre-teachers in a classroom, which resulted in not being able to integrate teaching theory into teaching skills. A professor from University C also added that "students could not go to conduct the teaching practicum at schools, resulting in a lack of teaching skills, class

management skills, and real experience as a teacher" (Interview, November 10, 2021).

Another problem of emergency remote teaching was that lecturers and students needed to be more skilled at using online learning resources; therefore, preparing lecturers and students for online teaching was necessary. A professor from University A also stated that "the university and department have to support teaching and learning management online, particularly preparing lecturers to teach online (Interview, November 13, 2021).

From the research result study, it is concluded that the issuing of a policy slowly played a significant part in affecting the practicum program during the COVID-19 spread, as well as the lack of online teaching preparation to handle the emergency remote teaching situation. From the research result in Study I, we developed a research questionnaire. We used it as an exploratory method in Study II to find factors impacting teaching and learning management.

Study II: Factors Affecting Teaching and Learning Management During the COVID-19 Pandemic.

Simple random sampling was utilized to select 213 sample groups consisting of executives managing education programs working in Thai private higher education institutions, such as deans, vice deans, assistant deans, head departments, assistants to department heads, and full-time lecturers.

Five academics reviewed a five-rating scale questionnaire to gather information, giving it an alpha of 0.94 and content validity of 0.67 to 1.00.

Simple statistics were applied, and Wongratana's (2017) technique was used to interpret the results. There were five factors affecting satisfaction. Firstly, managing curriculum was rated as a high factor (M = 4.04), particularly in the collaboration between lecturers and students, which was rated as the highest-level factor (M = 4.27). The internship policy to handle COVID-19 was rated at the medium level (M = 3.46). Secondly, the support of the institution and faculty was rated at a high level (M = 4.06), particularly flexible teaching and learning approaches (M = 4.26). The budget supporting online applications with more features enhancing active learning than free online applications was rated at a high level (M = 3.65). Thirdly, teaching design was rated at a high level (M = 4.30), particularly flexible teaching approaches and effective information about rules and regulations (M = high level (M=4.40). The variety of activities was rated high (M = 4.19). Fourthly, students' readiness was rated highly (M = 3.60) regarding online access (M = 3.60). The Wi-Fi signal and the consistency of the signal were also rated at a high level (M = 3.43). Lastly, technology and innovation factors were rated at a high level (M = 4.10) in terms of problem-solving skills, while teaching online was at a high level (M = 4.19), and the variety of application tools was rated at a high level (M = 4.00). Table 1 presents the five factors: Managing curriculum, the support of institutions and faculty, teaching design, student readiness, and technology and innovation affected by the COVID-19 pandemic.

Table 1: Five factors of teaching and learning affected by the COVID-19 pandemics

Five Factors of Teaching and Learning	Mean	S.D.	Level
1) Managing curriculum	4.04	0.63	High
- Collaboration between lecturers and students.	4.27	0.82	High
- Internship policy	3.46	0.87	Medium
2) The support of the institution and faculty	4.06	0.67	High
- Flexible teaching and learning approach	4.26	0.7	High
- Budget support for using applications with more features that enhance active learning	3.65	0.96	High
3) Teaching design	4.3	0. 61	High
- Flexible teaching	4.26	0.7	High
- Variety of activities	4.19	0.8	High
4) Student readiness	3.6	0.65	High
- Online access	3.76	0.68	High
- Wi-Fi signal strength and consistency	3.43	0.81	Medium
5) Technology and innovation	4.1	0.61	High
- Problem-solving while teaching	4.19	0.71	High
- Variety of application tools	3.65	0.96	High

Phase III: Guidelines for Teaching and Learning Development of Teachers in the Bachelor of Education Program after COVID-19 for Thai Private Higher Education institutions.

A purposive sample was used to select five people from the executive level working in education. Data was gathered from semi-structured interviews. Three scholars approved the content validity and found the IOC level was at 1.00. The results proposed two aspects of the education program's development. The first aspect was to share knowledge about government policy to promptly respond to the spread of COVID-19 regarding autonomous decision-making and more flexible curricula to provide more dynamic learning with other institutions.

A professor from University D also suggested that collaboration with other institutions could promote a more flexible teaching and learning approach and help in decision-making on rules, regulations and standards requested by the Thai Teacher's Council (Interview, December 11, 2021). Second, post-COVID-19 is needed to develop a teaching curriculum and lecturers' online teaching application training, integrating teaching approaches such as an on-site, online, and hybrid approach to preparing students for their careers.

A professor from University B mentioned that enhancing students with various teaching approaches could help upskill them for the teaching profession (Interview, December 6, 2021). Knowledge assessment should emphasize tacit knowledge rather than explicit knowledge by using technology assessment tools. Active learning will play a key role in helping students integrate their knowledge from various subjects to increase 21st century skills, starting with analyzing, planning, and engaging in learning activities, particularly applying technology to knowledge management.

A professor from University D mentioned that online learning environments foster additional learning experiences where learners can interact, collaborate, and take ownership of their own learning at their own pace and time (Interview, December 6 2021).

Finally, students need to be encouraged to join activities that enhance soft skills, such as empathy, compassion, authenticity, and perseverance.
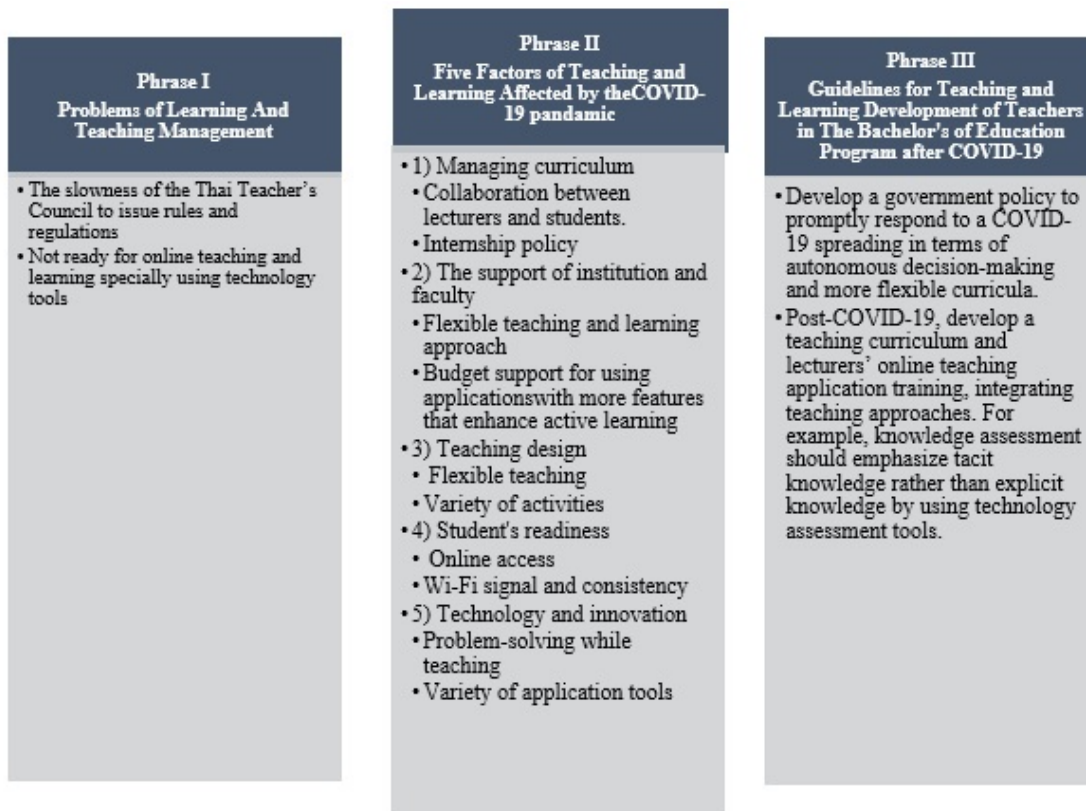
Phrase I
Problems of Learning And Teaching Management

- The slowness of the Thai Teacher's Council to issue rules and regulations
- Not ready for online teaching and learning specially using technology tools

Phrase II
Five Factors of Teaching and Learning Affected by theCOVID-19 pandamic

- 1) Managing curriculum
  - Collaboration between lecturers and students.
  - Internship policy
- 2) The support of institution and faculty
  - Flexible teaching and learning approach
  - Budget support for using applicationswith more features that enhance active learning
- 3) Teaching design
  - Flexible teaching
  - Variety of activities
- 4) Student's readiness
  - Online access
  - Wi-Fi signal and consistency
- 5) Technology and innovation
  - Problem-solving while teaching
  - Variety of application tools

Phrase III
Guidelines for Teaching and Learning Development of Teachers in The Bachelor's of Education Program after COVID-19

- Develop a government policy to promptly respond to a COVID-19 spreading in terms of autonomous decision-making and more flexible curricula.
- Post-COVID-19, develop a teaching curriculum and lecturers' online teaching application training, integrating teaching approaches. For example, knowledge assessment should emphasize tacit knowledge rather than explicit knowledge by using technology assessment tools.

Figure 3: Summary of this research's results

DISCUSSION AND RECOMMENDATIONS

Teaching and learning management under COVID-19 has required guidelines and standards. This research, therefore, studied the problems and proposed five aspects derived from gathering data with a mixed methodology of analysis to be a guideline for the implementation of teaching and learning in the education programs of Thai private higher education institutions.

The five aspects were curriculum design, institution and department support, teaching and learning management, students' readiness, and technology and innovation resources. Firstly, curriculum design needs to be responsive and effectively communicated via online teaching and learning management discussions. This active communication could promptly solve unexpected situations from various perspectives, such as those of external organizations, lecturers, and department executives. Effective decision-making helps maintain a regular procedural system and uphold the three main pillars of the Teachers Council of Thailand. Secondly, institutions and departments must be supportive and offer flexible teaching and learning designs. The third-phase result showed that flexible teaching could be conducted online, on-site, or through a hybrid approach to prepare students to be flexible when working as teachers. The sample proposed that online teaching applications with more features that could enhance various activities and active learning were more effective at enhancing interactive teaching and learning. Collaboration among institutions to exchange knowledge could provide flexible learning, increase information exchange, and provide other perspectives (Amemado, 2020).

Moungsawad et al. (2021) found that integrated learning, mainly when collaborating with other institutions, benefited lecturer's and students' learning in an airline business program. Thirdly, concerning teaching and learning management, the TPAC model could enhance teaching and learning online to promote a more dynamic learning environment. This model has to be integrated among lecturers and learners and includes learning materials, lessons, and resources. The TPAC learning management model elevates learning processes, communication networks, and assessments to provide various teaching approaches to enhance active learning (Wayo et al., 2020).

One major problem was cheating on examinations; therefore, assessing implicit rather than explicit knowledge would protect against integrity problems. Emphasizing implicit knowledge could promote hard work and protect against cheating. Fourthly, regarding students' readiness, the most reported problem was the instability of the Wi-Fi signal and the connection problems to the Internet. Some students living in environments without Wi-Fi and/or using smartphones could not concentrate on lessons. Distractions, such as noise from pets and family members, similar to the research (Bakhmat, Babakina, & Belmaz, 2020), resulted in an unsupportive environment and were a significant problem obstructing successful online learning. Finally, technology and innovation are essential factors in online teaching and assessment. As a result, evaluating learning outcomes and learning progress by using technology in a lesson assignment and assessment could provide students with feedback as well as promote students' autonomous learning. Technological assessment would be effective in following up with students individually and preventing dropouts.

Furthermore, lecturers could adjust teaching methods, blending more technology in teaching if the learning outcomes decline. However, lecturers and students should be trained to use tools before implementing them (Adedoyin & Soykan, 2020). Therefore, Bakhmat, Babakina, and Belmaz (2020) proposed a universal platform to help lecturers and students use online learning modes conveniently and easily.
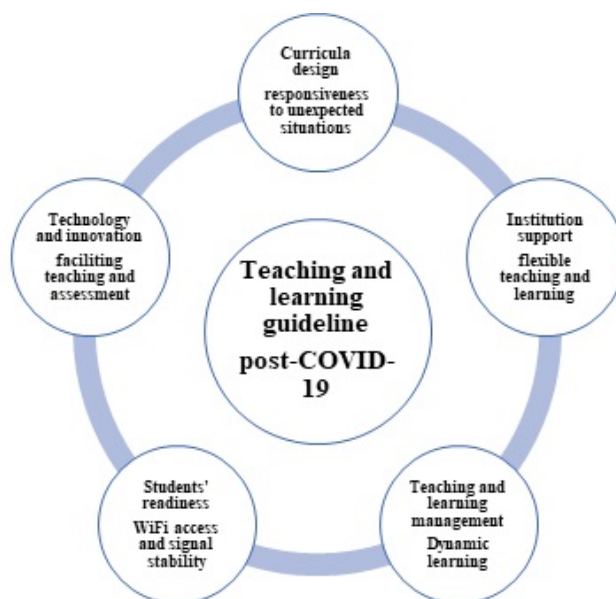
Figure 4: Model five factors of teaching and learning guideline post-COVID-19

REFERENCES

Adedoyin, OB, Soykan, E; 2020. Covid-19 pandemic and online learning: The challenges and opportunities. Interactive Learning Environments, 31(2):863-875

Ali, W; 2020. Online and remote learning in higher education institutes: A necessity in light of COVID-19 pandemic. Higher Education Studies, 10(3):16-25.

Amemado, D; 2020. COVID-19: An Unexpected and Unusual Driver to Online Education. International Higher Education,102:12-14.

Bakhmat L, Babakina, O, Belmaz Y; 2020. Assessing online education during the COVID-19 pandemic: A survey of lecturers in Ukraine, Journal of Physics: Conference Series, 1840(1):012050.

Baoson, R; 2013. Integrating for research and assessment (2nd ed.). Bangkok.

Çaldağ, MT, Gökalp, E, Alkış, N; 2021. ICT-Based distance higher education: A necessity during the era of COVID-19 outbreak. *Emerging Technologies During the Era of COVID-19 Pandemic*: Cham, Springer.

Izumi, T, Sukhwani, V, Surjan, A, Shaw, R; 2021. Managing and responding to pandemics in higher educational institutions: Initial learning from COVID-19. International Journal of Disaster Resilience in the Built Environment, 12(1):51-66.

Mishra, P, Koehler, MJ; 2006. Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. Teachers College Record, 108(6):1017–1054.

Mohammadi, MK, Mohibbi, AA, Hedayati, MH; 2021. Investigating the challenges and factors influencing the use of the learning management system during the Covid-19 pandemic in Afghanistan. Education and Information Technologies, 26:5165-5198.

Moungsawad, A, Sirisombat D, Mekintharanggur K, Hongsakul B; 2021. Online Education Administration Guidelines for Aviation Management Undergraduates. Journal of Information and Learning, 1:51-61.

OEC; 2014. Education in Thailand 2014. Office of the Education Council: Bangkok, Thailand.

OEC; 2018. Education in Thailand 2018; Office of the Education Council: Bangkok, Thailand.

Openo, P; 2020. Education's Response to the COVID-19 Pandemic Reveals Online Education's Three Enduring Challenges. Canadian Journal of Learning and Technology, 46:2 1-13.

Pandey, D, Ogunmola, GA, Enbeyle, W, Abdullahi, M, Pandey, BK, Pramanik, S; 2021). COVID-19: A

framework for effective delivering of online classes during lockdown. Human Arenas: 1-15.

Shulman, L. S. (1987). Knowledge and Teaching: Foundations of the New Reform. Harvard Educational Review, 57:1-22.

Simamora, R. M. (2020). The Challenges of online learning during the COVID-19 pandemic: An essay analysis of performing arts education students. Studies in Learning and Teaching, 1(2):86-103.

Singh, J, Steele, K, Singh, L; 2021. Combining the best of online and face-to-face learning: Hybrid and blended learning approach for COVID-19, post vaccine, & post-pandemic world. Journal of Educational Technology Systems, 50(2):140-171.

Sitnicki, MW, Horbas, I, Derkach, O, Rozbeiko, K; 2023. The impact of digitalisation on the development of e-learning. e-mentor, 99(2):11-21.

Wayo, W, Charoennukul, A, Kankaynat, C, Konyai J; 2020. Online Learning Under the COVID-19 Epidemic: Concepts and applications of teaching and learning management. Regional Health Promotion Center, 14, 34:285-298.

Wongratana, C; 2017. Technique of using research statistics (13rd edition): Bangkok: Amon printing.