



RESEARCH ARTICLE

LEARNING MANAGEMENT IN THE 21ST CENTURY OF ELEMENTARY SCHOOL IN KHONKAEN PROVINCE, THAILAND

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ABSTRACT

This research aims to study the implementation of elementary school teachers that demonstrate learning management in the 21st century and to compare by gender, work experience, and levels of education. The survey methodology was used, gathering data from a sample of the population who are the elementary school teachers in KhonKaen province, Thailand. The results showed that: (1) the different gender; male and female, of elementary school teachers are no different to exhibit 21st century learning management (2) the elementary school teachers in KhonKaen with different work experiences showed no different of 21st learning management among the three groups of working experiences which are less than 5 years, 5-15 years, and more than 15 years (3) the elementary school teachers in KhonKaen who graduated with different levels of education; master and bachelor degree, showed no different to exhibit learning management in 21st century with statistically significant at the 0.05 level.

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INTRODUCTION

In the 21st century, there are dramatically changed over the 20th century which causes lifestyles of people in society are changed as well. The education system in 21st century is necessary to change and develop to meet the needs of learning society. In the previous time, the study focused on students' literacy skill but for the 21st century, students must focus on learning to practice, creativity, analytical thinking and social responsibility. In the process of learning, students are not only the passive learners anymore, but also students must have the practice skills practice to learn on their own (Self-directed learning). Moreover, teacher in 21st century is one of the key factors that would guide, support and design the curriculum to help students succeed in knowledge and 21st century skills along together. Gregory A Kimble (1963) defined about the learning process in human life that "Learning as a relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice." In accordance with Hough & Duncan (1970) said that the activities of human are based on the principals and reasons which human could do any activity

individually by using creatively knowledge. To encourage learners and well-being learning, there are 4 learning aspects: 1) Curriculum 2) Instruction 3) Measuring and 4) Evaluating. In accordance with the Good (1975) described the meaning of learning that learning is the acts of teaching students in academic institutions and Hills (1982) defined about learning that the learning process is to educate the students which requires interaction between instructors and students. To develop the students to meet the education purpose, there requires teachers with learning management skills, good professional attitude and high achievement motivation. Especially for the 21st century, teachers should have the skills and attributes that support to access the new classroom management innovation in order to continually and sustainably develop a new generation of young learners. As well as a core curriculum for basic education in 2551B.E. states about the learning standards and indicators which intend to develop a personal quality of the learning process for effectively growth of individuals and society.

Thus, learning management in the 21st Century must be learning by allowing students to use scientific knowledge to create their own. Learning through practice which leads students could learn all aspects of knowledge as thinking skills, practical skills and the desirable characteristics. Teachers need

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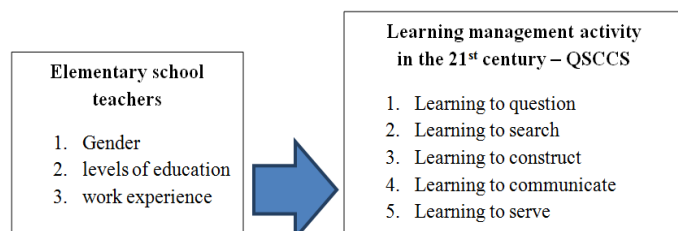
to modify the teaching process to comply with the changes of today's world. So, the teaching in the current paradigm should prepare to adjust the learning process which consists of 5 steps as: 1) learning to question 2) learn to search 3) learning to construct 4) learning to communicate and 5) learning to serve.

Purpose

1. To study learning management in the 21st century of elementary school in KhonKaen province, Thailand
2. To compare learning management in the 21st century of elementary school in KhonKaen province, Thailand

Hypothesis

Elementary school teachers in KhonKaen province who are of different gender, work experience, and levels of education show their differences of attitudes toward learning management in 21st century of elementary school was statistically significant at the 0.05 level as an illustration.



Methodology

This study is a survey research. Survey population is the elementary school teachers in KhonKaen province, Thailand of 8,517 sample size. Determining the sample size by using square blocks of Krejcie and Morgan in the level of significance at 0.05 on a sample of 367. Using the questionnaire titled "Learning management in the 21st century of elementary school in KhonKaen" developed from QSCCS, the five steps of learning process. The questionnaire has a scale of about a fifth of translating the respective value of more for less is 5 = highest, 4 = high, 3 = moderate, 2 = little, and 1 = least. Collecting data from a sample with a simple random sampling method. In data collection, received 319 copies of questionnaires were returned, representing 86.92 percent of all queries sent. Information received was analyzed using a computer program to determine the mean, the standard deviation, t-test and F-test (Tabacnick and Fidell, 2001)

RESULTS

- 1) The level of performance that demonstrates learning management in the 21st century of the elementary school. Considering the criteria of the mean is between 4:51 to 5:00 = highest, 3:51 to 4:50 = high, 2:51 to 3:50 = moderate, 1:51 to 2:50 = less, and 0:01 to 1:50 = least. The result was found that level of performance that demonstrates learning management in the 21st century of elementary school administrators as perceived by the teacher had overall at "high" level (\bar{X} = 4.34, S.D. = 0.45) as indicated in Table.

Table 1. The level of performance that demonstrates learning management in the 21st century of the elementary school

| QSCCS | Mean | Std. Deviation |
|-------------------------|------|----------------|
| Learning to Question | 4.36 | 0.50 |
| Learning to Search | 4.30 | 0.47 |
| Learning to Construct | 4.36 | 0.51 |
| Learning to Communicate | 4.34 | 0.44 |
| Learning to Serve | 4.35 | 0.37 |
| Total | 4.34 | 0.45 |

- 2) To compare the level of performance that demonstrates learning management in the 21st century of the elementary school by gender. No difference was found between male and female elementary school teachers, thus rejecting the set hypothesis as indicated in Table 2.

Table 2. Comparison of learning management in the 21st century of the elementary school by gender

| Male | | | Female | | | t | p |
|------|------|------|--------|------|------|-------|-------|
| N | mean | S.D. | n | mean | S.D. | | |
| 109 | 4.40 | 0.35 | 210 | 4.31 | 0.35 | 2.184 | 0.827 |

* statistically significant at the 0.05 level.

- 3) To compare the level of performance that demonstrates learning management in the 21st century of the elementary schoolteachers by work experiences. There is no different among the three groups of working less than 5 years, 5-15 years, and more than 15 years. At the 0.05 statistically significant level, thus rejecting the set hypothesis as indicated in Table 3.

Table 3. Comparison of learning management in the 21st century of the elementary school by work experiences

| Years of Work Experience Sample size, and mean | | | Sources of variance | df | SS | MS | F | p |
|---|-----------------|--------------------------|---------------------------|-----|-------|------|-----|------|
| less than 5 years | 5 - 15 years | more than 15 years | | | | | | |
| 64 | 166 | 89 | | | | | | |
| 4.35 | 4.36 | 4.30 | Between Groups | 2 | .20 | .101 | .79 | .453 |
| | | | Within Groups | 316 | 40.01 | .127 | 5 | |
| | | | Total | 318 | 40.21 | | | |

* statistically significant at the 0.05 level.

- 4) To compare the level of performance that demonstrates learning management in the 21st century of the elementary school teachers by levels of education which are bachelor and master degree. The result revealed that there is no different between elementary school teachers' levels of education at the 0.05 statistically significant levels, thus rejecting the set hypothesis as indicated in Table 4.

Table 4. Comparison of learning management in the 21st century of the elementary school by education levels

| Education Level | | | | | | t | p |
|-------------------|--------|--------|-----------------|--------|--------|-------|-----|
| bachelor's degree | | | master's degree | | | | |
| n | mean | S.D. | N | mean | S.D. | | |
| 214 | 4.3263 | .34878 | 105 | 4.3865 | .36756 | -1.42 | .35 |

* statistically significant at the 0.05 level.

DISCUSSION

- 1) The study found teachers' attitudes toward learning management in the 21st century of the elementary school in KhonKaen province, with overall reflects at "high" level then. This may be due to the office of the basic education requires that teachers develop students to have knowledge of Literacy, Numeracy and Reasoning Ability, along with learning management activities which are Learning to Question, Learning to Search, Learning to Construct, Learning to Communicate, and Learning to Serve. Combined with a core curriculum for basic education in 2551B.E. along 21st century learning guidelines. This is consistent with the research of Namlao (2011) found that teachers with practical management were at high levels in all aspects.
- 2) As a result of comparing teachers with a level of performance that demonstrate learning management in the 21st century of the elementary school in KhonKaen province by gender, it found that no difference was found between male and female elementary school teachers towards learning management in the 21st century of the elementary school This is consistent with the research of Saiyalak, (2012), "Teachers' satisfaction with academic administration in the schools under Kalasinofficeofprimaryeducationservicearea2" found that there are no different between male and female teacher's attitudes toward the academic performance.
- 3) As a result of comparing teachers with a level of performance that demonstrate learning management in the 21st century of the elementary school in KhonKaen province by work experiences found that there is no different among the three groups of working experiences that rejecting the hypothesis set. This maybe because of learning management of teachers' mission to be performs. And this leads teacher who has experience of working at different times to gather ideas on how to work together, be flexible and adapt themselves to work under inflexible policy. This is consistent with the research of Jaiwai (2016) found that the overall and each aspect of teachers' satisfaction toward the school administration of the school is no different.
- 4) The study found that there is no different between elementary school teachers' levels of education comparing learning management in the 21st century of the elementary school teachers by levels of education, thus rejecting the set hypothesis. This maybe because of teachers who graduate bachelor and master degree were trained and learned to behave on the contractor. Moreover, they work under the similar work environment. This is consistent with the research of

Poomdang, (2014) found that teachers who have different qualifications are no different opinion to concern the roles of school administrators toward secondary school Accreditation in Prachinburi, Service Area Office 7 in overall and each aspect.

Recommendation

Although the study has found that teachers' attitudes toward learning management in 21st century of elementary school in KhonKaen province is at high level in overall, school administrators and higher agencies should issue the supporting policy to continually encourage the 21st century learning management and academic performance. Especially, developing to promote the scholarly community, learning centers and educational supervision towards excellence learning change in the 21st century.

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