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## **A Program of Active Learning Management for Primary Teachers**

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### **Abstract**

This research aimed to (1) examine the current conditions, desired conditions, and needs regarding active learning management of teachers under the Udonthani Primary Educational Service Area Office 1; and (2) design and develop a program to enhance active learning management among teachers under the same office. The research was conducted in two phases: Phase 1 involved the study of the current conditions, desired conditions, and needs regarding active learning management among teachers. The sample consisted of 340 teachers, selected using Krejcie and Morgan's sample size table and stratified random sampling based on school size. Phase 2 focused on the development of an enhancement program for active learning management of teachers under the Udonthani Primary Educational Service Area Office 1, Thailand. The participants included 3 administrators and 3 teachers from best practice schools. The program was evaluated by five educational experts selected through purposive sampling. Research instruments included questionnaires, interview forms, and evaluation forms. Data were analyzed using mean, standard deviation, and the Priority Needs Index (PNI). The findings revealed that: 1) The current condition was at a moderate level, while the desired condition was at the highest level. The necessary needs for enhancing active learning management for teachers ranked from most to least, are as follows: 1) learning design, 2) managing learning through thinking processes and practical activities, 3) the use and development of media, innovation, and technology for learning, and 4) the assessment and evaluation of learning outcomes. 2) The program to enhance active learning management of teachers comprised 5 components: principles, objectives, content, development activities/methods, and evaluation. It consisted of four modules: module 1: learning design, module 2: learning management through thinking and hands-on processes, module 3: use and development of media, innovation, and technology for learning, and module 4: learning assessment and evaluation. The program was found to be highly appropriate and feasible.

**Keywords:** Enhancement Program, Active Learning Management, Teacher Development

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## 1. Introduction

The Ministry of Education (2021) is committed to fulfilling its core missions under the National Strategy 20-Year Master Plan (2018–2037), aiming to enhance the effectiveness of its operations. In the fiscal year 2021, a key focus was the development of students' analytical thinking and problem-solving abilities through active learning. This approach included both real-life experiences and simulated situations, fostering open dialogue and deeper engagement between students and teachers.

Under the Ministry of Education's policy, teachers are encouraged to modify their teaching methods and organize learning activities that give students a more active role in learning. Teachers reduce their traditional role of direct instruction and instead facilitate learning processes and activities that motivate students to engage in diverse learning activities. Teachers should adopt the "Actively Teach" model, where they actively involve students and organize activities that encourage continuous learning, which is part of active learning management (Office of the Basic Education Commission, 2019).

Active learning is an instructional approach that encourages students to actively participate in the classroom and fosters interaction between teachers and learners. It emphasizes hands-on learning experiences, with the teacher acting as a facilitator rather than a traditional lecturer. New discoveries in how people learn suggest opportunities for new classroom-based instructional methods that depart substantially from tradition. One important response to these challenges and opportunities is the rise of new learning space designs like the active learning classroom (Baeppler et al., 2023). The Active Learning model, which emphasizes the students' role, has significant effects on the development of students' learning behaviors and academic achievements in all areas, including physical, emotional, social, and intellectual development (Kamphaeng Phet Provincial Education Office, 2021).

The Udonthani Primary Educational Service Area Office 1 has set a five-year strategic plan (2023-2027), in which strategy 3 focuses on enhancing education quality in line with changes in the 21st century. It aims for teachers to organize Active Learning and establish an assessment system to develop students' learning outcomes, using diverse methods to promote personalized learning and encourage teachers to co-create innovations in education at all levels (Udonthani Primary Educational Service Area Office 1, 2024).

Based on the background and importance of the issues mentioned above, the purpose of this study is to investigate the current situation, desired situation, and necessary needs of active learning management for teachers under the Udonthani Primary Educational Service Area Office 1. This research aims to develop a program that enhances active learning management for teachers under the Udonthani Primary Educational Service Area Office 1, which is appropriate and aligns with the needs of teachers and schools. The goal is to provide teachers with new conceptual approaches that enhance their instructional practices and support the development of students' full potential.

## 2. Research Methodology

This research employs a mixed-methods approach, with the following research procedures.

### 2.1. Population and Sample

The population consists of teachers from primary schools and expanded opportunity schools under the Udonthani Primary Educational Service Area Office 1 during the 2023 academic year, totaling 2,887 individuals.

The sample includes teachers from primary schools and expanded opportunity schools under the Udonthani Primary Educational Service Area Office 1. The sample size was determined using Krejcie and Morgan's sample size table, and stratified random sampling was employed, categorized by the size of the educational institutions. The number of samples was calculated proportionally from the population in each stratum, resulting in a sample of 340 teachers.

The interview participants were selected from model schools with best practices in active learning management. A purposive sampling technique was applied to select 6 participants: 1 school administrator, 1 teacher involved in active learning management, and 2 participants from each of 3 schools, totaling 6 participants.

The program's suitability and feasibility were evaluated by 5 experts in the field. These experts were selected using purposive sampling based on specific qualifications.

### 2.2. Research Instruments

The questionnaire consists of:

Section 1: Demographic information of the respondents, including their status and school size.

Section 2: Questions on the current situation and desired situation of active learning management of teachers under the Udonthani Primary Educational Service Area Office 1, using a 5-point rating scale.

The structured interview is designed to gather information on the enhancement of active learning management for teachers. It includes:

Section 1: General information on administrative position, academic position, highest qualification, workplace, and work experience.

Section 2: Opinions on enhancing active learning management for teachers.

The interview questions were reviewed for accuracy and appropriateness with an advisor before being used in interviews with teachers and administrators from model schools.

The evaluation form consists of two sections:

Section 1: General information of the evaluators.

Section 2: Evaluation of the program's suitability and feasibility for enhancing active learning management for teachers.

2.3. Instrument Quality Assessment and Data Collection

Phase 1: Examining the Current and Desired Conditions of Active Learning Management among Teachers under the Office of Udonthani Primary Educational Service Area Office 1 includes:

1. Relevant documents and research studies concerning the development of an enhancement program for active learning management among teachers were reviewed.
2. The questionnaire was submitted to the research advisor for review, and necessary revisions were made based on the feedback received.
3. The revised questionnaire was then submitted to five experts to assess its content validity using the Index of Item-Objective Congruence (IOC). The IOC values ranged between 0.60 and 1.00, which were considered acceptable.
4. The instruments were piloted with a non-sample group of 30 participants to examine the discriminatory power and reliability of the instrument. The item discrimination was calculated using item-total correlation. The discrimination values for the current condition ranged from 0.622 to 0.883, and for the desired condition from 0.619 to 0.913. All 30 items met the quality criteria. The overall reliability coefficients (Cronbach's Alpha) were 0.977 for the current condition questionnaire and 0.981 for the desired condition questionnaire, both statistically significant at the .05 level.
5. Data were collected from 340 sample participants using both in-person distribution and Google Forms.
6. Needs assessment was performed by comparing the current and desired conditions. The Priority Needs Index (PNI<sub>modified</sub>) was calculated to identify and rank the priority areas for improvement.

Phase 2: Development of the Enhancement Program for Active Learning Management among Teachers under Udonthani Primary Educational Service Area Office 1 includes:

1. Best practices related to the enhancement of active learning management among teachers were studied from schools recognized for exemplary practices. The selection criteria for these schools were as follows:
  - 1.1 The school must have received an external quality assessment rating of "Excellent" in the fourth cycle.
  - 1.2 The school received the IQA AWARD (Internal Quality Assurance Award) at the excellent level.
  - 1.3 The school administrators or teachers received OBEC AWARDS for instructional management at the regional level or higher.
  - 1.4 The school administrators or teachers received recognized awards or demonstrated outstanding performance in instructional management, or possess recognized models/best practices at the educational service area level or higher.

Key informants included one school administrator and one teacher from each of three selected schools, using purposive sampling. Thus, a total of six informants participated in the study.

2. Coordination with experts was undertaken to request their assistance in validating the program through focus group discussions and to assess the appropriateness and feasibility of the enhancement program for active learning management of teachers under Udonthani Primary Educational Service Area Office 1.

3. The validation process was facilitated by ongoing engagement with experts.

2.4. Data Analysis and Statistical Methods Used in the Study

A statistical software package was employed to evaluate the quality of the research instruments and to perform data analysis. This included the calculation of the Index of Item-Objective Congruence (IOC), Cronbach's alpha coefficient, and the Priority Needs Index Modified (PNI<sub>modified</sub>). The appropriateness and feasibility of the program were also assessed. Descriptive statistics used in the analysis included percentage, mean, and standard deviation.

3. Ethical Approval

This research project received ethical approval from Mahasarakham University (Ref 230-230/2024). All participants gave informed consent, and their privacy rights were strictly observed. The data are available upon reasonable request from the corresponding number.

4. Research Findings

The study yielded the following research findings:

Phase 1: Examination of the Current and Desired Conditions of Active Learning Management among Teachers under the Office of Udonthani Primary Educational Service Area Office 1.

The research findings revealed the current conditions, desired conditions, and the essential needs for active learning management among teachers Udonthani Primary Educational Service Area Office 1. The results are presented in Table 1 as follows:

**Table 1. Mean, Standard Deviation, Priority Needs Index Modified (PNI<sub>modified</sub>), and Ranking of Priority Needs for Active Learning Management among Teachers under Udonthani Primary Educational Service Area Office 1**

Components of Active Learning Management	Current State			Desired State			PNI <sub>modified</sub>	Priority Ranking
	$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level		
1. Learning design	2.92	1.04	Moderate	4.89	0.35	Highest	0.675	1

2. Learning management through thinking and hands-on processes	2.91	1.02	Moderate	4.79	0.47	Highest	0.646	2
3. Use and development of media, innovations, and technology for learning	2.89	0.98	Moderate	4.73	0.49	Highest	0.637	3
4. Learning assessment and evaluation.	2.89	0.76	Moderate	4.68	0.53	Highest	0.619	4
<b>Total</b>	<b>2.90</b>	<b>0.95</b>	<b>Moderate</b>	<b>4.77</b>	<b>0.46</b>	<b>Highest</b>	<b>0.645</b>	

According to Table 1, the current state of active learning management of teachers under Udonthani Primary Educational Service Area Office 1. was found to be at a moderate level overall ( $\bar{X} = 2.90$ , S.D. = 0.95). When considering each dimension separately, all dimensions were reported at a moderate level. The dimension with the highest mean score was learning design ( $\bar{X} = 2.92$ , S.D. = 1.04), while the two dimensions with the lowest mean scores were the use of instructional media, innovations, and technology for learning ( $\bar{X} = 2.89$ , S.D. = 0.98) and learning assessment and evaluation ( $\bar{X} = 2.89$ , S.D. = 0.76).

Regarding the desired state, it was found that the overall level was rated as the highest level ( $\bar{X} = 4.77$ , S.D. = 0.46). When examined by dimension, the highest mean was in learning design ( $\bar{X} = 4.89$ , S.D. = 0.35), while the lowest mean was in learning assessment and evaluation ( $\bar{X} = 4.68$ , S.D. = 0.53). The highest modified Priority Needs Index (PNI<sub>modified</sub>) was 0.675, corresponding to the learning design dimension.

In relation to practical term, the emphasis on learning design reflects a shift toward more active, learner-centered approaches, highlighting the need for educators to adapt their teaching methods to foster an environment that supports cooperative and collaborative learning. Chowdhury & Takad Ahmed (2021) assert that both cooperative and collaborative learning are learner-centered teaching approaches in English Language Teaching (ELT) to support active learning. The prioritization of learning design over assessment suggests that while the foundation of teaching strategies is recognized, there remains a need for ongoing development in assessment practices that align with these innovative teaching approaches.

Ahshan (2021) claims that active student engagement is always a challenging task for educators regardless of the teaching modalities. Wetzel & Farrow (2023) indicates a positive perception of active learning by ASC faculty, opportunities for development of relatively simple but seldom-used active teaching strategies, and a need for the expanded breadth and depth of training in active learning.

From the result, although the optimal conditions were rated as high, the current status of mission determination was assessed at a moderate level. This suggests that while teachers possess a general awareness of institutional goals, there is an evident lack of active learning management and motivational guidance necessary to elevate these initiatives toward transformative outcomes. These results suggest that there is a strong focus on improving learning design within active learning experiences. Educators should consider the strengths and limitations of approaches when designing their teaching methods to create effective and engaging learning experiences for their students (Alam, 2023). The successful implementation of effective learning design can significantly enhance student engagement and foster deeper learning experiences.

Phase 2: Development of the Program to Enhance Active Learning Management of teachers under Udonthani Primary Educational Service Area Office 1.

The Priority Needs Index (PNI<sub>modified</sub>) was analyzed based on the current and desired conditions of active learning management among teachers. Key components with significant needs were identified across four dimensions. These issues were used to construct an interview protocol, the findings of which were employed in developing the program to enhance active learning management of teachers under Udonthani Primary Educational Service Area Office 1.

The interview was conducted with six key informants—comprising school administrators and teachers—recognized for their best practices in active learning management. The results were synthesized and are presented in Table 2 as follows:

**Table 2. Summary of Key Issues Identified for Program Design to Enhance Active Learning Management of teachers under Udonthani Primary Educational Service Area Office 1**

Interview Topics	Summary of Key Issues from the Interviews
1. Program Components	1. Principles 2. Objectives 3. Content 4. Development Methods 5. Assessment and Evaluation
2. Development Concept	Learning Based on the 70:20:10 Model - 70% of learning is derived from practical experience and learning by doing. - 20% of learning is acquired through interactions with others

	- 10% of learning comes from formal training or structured programs.
3. Development Methods	1. Self-directed learning 2. Study visits 3. Project assignments 4. Meetings/Seminars 5. Mentoring 6. Training
4. Duration	100 hours
5. Assessment and Evaluation	1. Pre-, during-, and post-development evaluation 2. Evaluation of the satisfaction of the participants

Both theoretical foundations in active learning management and qualitative data gathered via interviews, the program presents a complete approach anchored in acknowledged models and best practices. Frame it within pertinent theories of active learning, models of professional development, and ideas of active learning management. With more experience in active learning rooms, instructors have come to realize that part of effective teaching in the ALCs involves explaining the value and rationale of the instructional method, something that was often taken for granted in the lecture hall (Baeppler et al., 2023).

The 70:20:10 framework stands as a widely acknowledged and effective approach to learning, underscoring the importance of experiential learning and coaching within talent development programs (Puspitowati & Gustomo, 2023). 70% from challenging assignments, 20% from developmental relationships, and 10% from coursework and training. This observation led to the development and popularization of the 70:20:10 model for learning and development (Mughal, Z.,2023). This approach facilitates holistic teacher development. Consequently, teachers enhance their instructional competencies and professional expertise in a continuous and effective manner.

The duration of the training programs in the studies reviewed varies substantially (Schina et al., 2021). The allocation of time must be appropriate according to the components with the highest priority needs. Since each module requires different amounts of time, the researcher can allocate a total of 100 hours for this development.

**Table 3. Mean and Standard Deviation of the Appropriateness Level of the Program for Enhancing Active Learning Management of teachers under Udonthani Primary Educational Service Area Office 1**

Program Components	Appropriateness			Feasibility		
	$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
1. Principles						
1.1 The Importance of Principles	4.60	0.55	Highest	4.60	0.55	Highest
1.2 Suitability to the Problem Situation	5.00	0.00	Highest	5.00	0.00	Highest
1.3 Necessity for Development	4.80	0.45	Highest	4.60	0.55	Highest
2. Objectives						
2.1 Appropriateness	4.60	0.55	Highest	4.40	0.55	High
2.2 Clarity	4.80	0.45	High	4.80	0.45	Highest
3. Content						
3.1 Consistency with the objectives	4.60	0.55	Highest	4.20	0.84	High
3.2 Development Duration	4.80	0.45	Highest	4.80	0.45	Highest
3.3 Module 1 learning design	4.80	0.45	Highest	4.60	0.55	Highest
3.4 Module 2 Learning management through thinking and hands-on processes	4.60	0.55	Highest	4.80	0.45	Highest
3.5 Module 3 use and development of media, innovation, and technology for learning	4.60	0.55	Highest	4.60	0.55	Highest
3.6 Module 4 learning assessment and evaluation.	5.00	0.00	Highest	4.80	0.45	Highest
4. Development Methods						
4.1 Self-directed learning	5.00	0.00	Highest	5.00	0.00	Highest
4.2 Study visits	4.20	0.84	High	4.20	0.84	High
4.3 Project assignments	4.60	0.55	Highest	4.20	0.55	High
4.4 Meetings/Seminars	4.60	0.55	Highest	4.60	0.55	Highest
4.5 Mentoring	4.80	0.45	Highest	4.60	0.55	Highest
4.6 Training	4.20	0.84	High	4.20	0.84	High
5. Assessment and Evaluation						
5.1 Pre-development evaluation	4.80	0.55	Highest	4.60	0.55	Highest
5.2 During development evaluation	5.00	0.00	Highest	5.00	0.00	Highest

Program Components	Appropriateness			Feasibility		
	$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
5.3 Post-development evaluation	5.00	0.00	Highest	5.00	0.00	Highest
5.4 Evaluation of the satisfaction of the participants	5.00	0.00	Highest	4.80	0.45	Highest
Total	4.75	0.09	Highest	4.67	0.11	Highest

According to Table 3, the results of the evaluation of the appropriateness and feasibility of the program to Enhance Active Learning Management of teachers under Udonthani Primary Educational Service Area Office 1, classified by item from 5 experts, showed that the appropriateness had an average score ranging from 4.2 to 5, and the feasibility had an average score ranging from 4.2 to 5. This indicates that the program to enhance active learning management of teachers under Udonthani Primary Educational Service Area Office 1 is highly appropriate and feasible. Ragland et al. (2023) state active learning shifts from a traditional teaching model to a student-centered model, which transitions instructors to facilitators of learning. Active learning spaces are designed to facilitate collaboration between students as they engage in problem solving, communication, and teamwork (Farrow & Wetzel, 2020; Kanphukiew & Nuangchalerm, 2024; Kutthalaeng & Nuangchalerm, 2025). The program focuses on 4 modules meant to enhance active learning management of teachers. It is possible to identify that the competences related to providing feedback throughout the learning process and the selection of adequate methodologies in the teaching-learning process imply pedagogical competences, which demand training and other professional development methods (Neves et al., 2021; Champarat & Nuangchalerm, 2025). Arobiol & Chinyere (2023) assert that effective leadership is widely recognized as a key factor in the success of educational institutions. To support the enhancement of active learning management among teachers, educational administrators and school leaders are crucial in formulating policies and driving the advancement of educational initiatives. This study primarily depends on the Udonthani Primary Educational Service Area Office 1, as it impacts the school's internal operations through its external environment. The program design process prioritizes needs analysis, feedback from stakeholders, and the current level of active learning implementation.

## 5. Conclusion

The study found that (1) the present situation was moderate, whereas the ideal condition was maximum. From greatest to least, instructors require these active learning management enhancements: 1) learning design, 2) managing learning via cognitive processes and practical activities, 3) using and developing media, innovation, and technology for learning, and 4) assessing and evaluating learning results. (2) The teacher active learning management program included principles, goals, content, development activities/methods, and assessment. Module 1 covered learning design, module 2 learning management through thinking and hands-on processes, module 3 use and development of media, innovation, and technology for learning, and module 4 learning assessment and evaluation. The program was ideal and practicable.

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