

## **A Model of Online Teaching and Learning Policy Implementation Factors Affecting Success of Private Schools in Bangkok Metropolis**

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**Abstract:** The purposes of this research are as following: 1) to study the factors of successful implementation of the policy; 2) to study the level of Teaching and Learning Policy Implementation Factors Affecting Success of Private Schools in Bangkok; 3) to study and examine a consistency of the online teaching models and learning practices which affect the success of private school in Bangkok with empirical data. This research was conducted through a mixed method through an interview, a group discussion, and a survey. The total number of 180 private school directors were included in the research.

The results of the research show that

- 1) There are 2 types of factors (internal factors and external factors) in regard to policy implementation of online teaching and learning management, affecting the success of private education institutions in Bangkok. The internal factors consist of standards and objectives, and policy resources. The external factors include 1) communication
- 2) law enforcement 3) social, economic and political environment 4) characteristics and competencies of operational units 5) leadership 6) operators' attitudes, and 7) a success in implementing online instructional management policies
- 2) Top 3 factors which affect an implementation of online teaching and learning management are
- 1) leadership 2) standards and objectives, and 3) communication.
- 3) The results of the study and examination about a consistency of the online teaching models are congruent with the empirical data ( $\chi^2/df = 0.81$ , GFI = 0.99, AGFI = 0.96 and RMSEA = 0.0000)

**Keywords:** A Model, Policy Implementation, Online Teaching and Learning, Success

### **1. Introduction**

Education is highly essential to national development. In order to follow the main vision "to develop Thailand as a stable, prosperous, and sustainable nation; and to develop the country through sufficient economic policy", there were several studies in 2018/2019 about educational status in Thailand. The results from the studies indicated that the major problem in Thai education was resulted from administrative system, teachers' proficiency, and pedagogical practices and evaluation. In addition, digital literacy and digital intelligence has been essential skills for knowledge development and adaptation in the technological-based era (Office of the Education Council, Thailand. 2020). To solve ongoing problems in education and improve education quality, Thai government initiated an urgent mission to prepare Thai citizens for the 21<sup>st</sup> century through digital learning platforms. Main foci of this revolutionized project include language learning, fundamental computer competency, supports in online teaching and learning, technological proficiency and media awareness (The Secretariat of the prime Minister, Thailand. 2019).

When an outbreak of corona virus 2019 (COVID-19) began in 2020, people needed to adjust themselves and implemented "new normal" methods such as relying on distant communication and online activities. As a result, the outbreak of the virus has been negatively affected Thai education. On 17<sup>th</sup> March 2020, the Minister of Education, Thailand announced an emergency protocol to close all educational institutions in Thailand in response to the outbreak control from 18<sup>th</sup> March 2020 onwards. The protocol indicates needs of online classes and online instructional management policies. Consequently, the Office of the Private Education Commission encouraged private school to provide free online classes in order to improve quality of private educational institutions under national strategies. This educational transition is based upon practical uses of technology and information, enabling an effective "online learning" in response to the current situation in Thailand (Office of The Private Education Commission, Thailand 2020).

Appropriate implementations of online instructional management and policies are required in order to successfully respond to the new educational protocol during the outbreak. If the implementations are inappropriate, a great deal of financial and resource loss might be inevitably resulted (Promraksa, D., 2015). Respectively, appropriate theories and reliable models are important for private educational institutions

to implement the protocol into functional plans, projects, and activities in working levels. According to a widely accepted concept proposed by Van Mater and Van Horn (1975 as cited in Chandarasorn, V. (2008), there are 6 related factors as following: standards and objectives, policy resources, communication

among involved parties, characteristics and competencies of operational units, social economic and political conditions, and collaboration and responsiveness of operators. These aforementioned factors intertwined with each other in different magnitudes depending on different contexts, which result in different level of success in actual policy implementations. (Thongkao, K.,2021).

In line with the current educational protocol in Thailand, the authors of this research believed that appropriate policy implementations should be taken into action by involved parties in all educational institutions. This research aims to study conceptual frameworks, models, factors, and implementations of online instructional management policies which affect the success of private school in Bangkok. The authors also intended to productively expand knowledge upon online teaching management in Thai private school institutions in 4.0 era.

## **2.Significance of The Research**

1. The results of this research expands knowledge in implementations of online instructional management policies which affect the success of private school in Bangkok. Moreover, the results could be used as a guideline for more effective implementation in current context.

2. Private school could apply the factors related to implementations of online instructional management policies in Bangkok to develop more functional plans, projects, and activities in working levels

3. Private school could apply the factors related to implementations of online instructional management policies in Bangkok to solve potential problems regarding pedagogical practices

4. This research provides policy proposals to The Office of the Private Education Commission, Thailand for further implementation and development based upon readiness and condition of individual private school.

## **3.Review of Related Research**

### **3.1.Public Policy Implementation**

Implementing a policy is a critical step in the success of a given policy in every organization. In particular, the administration of private schools in Thailand needs to adopt a policy from the Ministry of Education to implement. In the past, the implementation of the policy There are designs that succeed and fail or do not meet the policy objectives. The scholars in the implementation of the policy have studied the factors that make the policy implementation successful. This research studies the theoretical concepts of Van Meter and Van Horn (1975 as cited in Chandarasorn, V. (2008)there are six variables that affect implementation performance, that is 1)standards and objectives 2)resources 3)inter-organizational and enforcement activities 4)characteristics of implementing agencies 5) economic social and political and 6) the disposition of implementers

### **3.2.Leadership**

leadership is and important factor for executives in very organization. Leadership is an executive competence. Especially private schools Using incentives to get workers to work Participate in the implementation of policy objectives. According to the study of the confirmed that innovative leadership consists of character aspect, proficiency aspect, and responsibility aspect. Main responsibilities of innovative leaders are to envision people, act as role models, and lead people to succeed any given goal (Rochvatanaboon, O., 2011)

### **3.3A success in implementing policies**

The study of measuring success and failure in policy implementation can be measured in three dimensions:1)policy implementation results are divided into output, outcome and final outcome, 2) outcome of policy implementation success, and 3) sum of policy implementation. Chandarasorn, V. (2008) and the study success results The policy implementation process consists of three dimensions: inputs, policy implementation process and success. (Wichitpatcharaporn, W. 2018) and to study

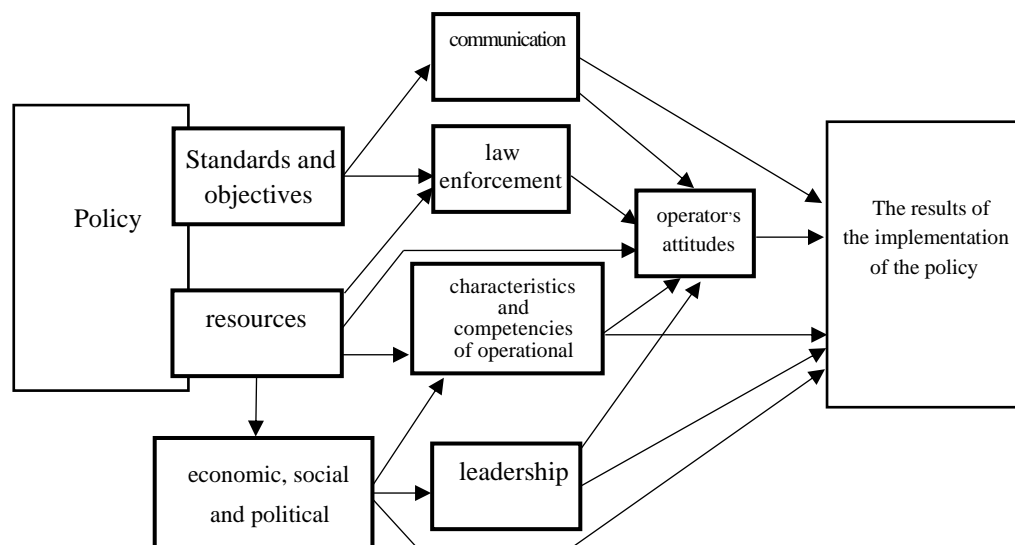
Results of the study conceptual frameworks A Model of Online Teaching and Learning Policy Implementation Factors Affecting Success of Private Schools in Bangkok Metropolis. There are 8 types of factors standards and objectives, and policy resources. The external factors include 1) communication 2) law enforcement 3)social, economic and political environment 4)characteristics and competencies of operational units 5) leadership 6) operators' attitudes 7) a success in implementing online instructional management policies and 8) A success in implementing policies

### **3.4.Conceptual Framework**

A conceptual framework on factors in implementations of online instructional management policies in Bangkok is based on a literature review about practicality of management policies. The internal factors consist

of standards and objectives, and policy resources. The external factors include 1) communication 2) law enforcement 3) social, economic and political environment 4) characteristics and competencies of operational units 5) leadership 6) operators' attitudes, and 7) The results of the implementation of the policy showed in Figure 1.

**Figure 1** showing the Conceptual Framework



#### 4.Objectives of The Research

- To study the factors of successful implementation of the policy.
- To study the level of Teaching and Learning Policy Implementation Factors Affecting Success of Private Schools in Bangkok.
- To study and examine a consistency of the online teaching models and learning practices which affect the success of private school in Bangkok with empirical data.

#### 5.Hypotheses of The Research

The online teaching models and learning practices which affect the success of private school in Bangkok with empirical data.

#### 6.Research Scope

A Model of Online Teaching and Learning Policy Implementation Factors Affecting Success of Private Schools in Bangkok Metropolis, consisting of three parts.

Part 1: to study the factors of successful implementation of the policy.

Part 2: to study the level of Teaching and Learning Policy Implementation Factors Affecting Success of Private Schools in Bangkok.

Part 3: to study and examine a consistency of the online teaching models and learning practices which affect the success of private school in Bangkok with empirical data.

#### 7.Research Methodology

The research was multi-phased mixed methodology research. It was conducted in 3 step:

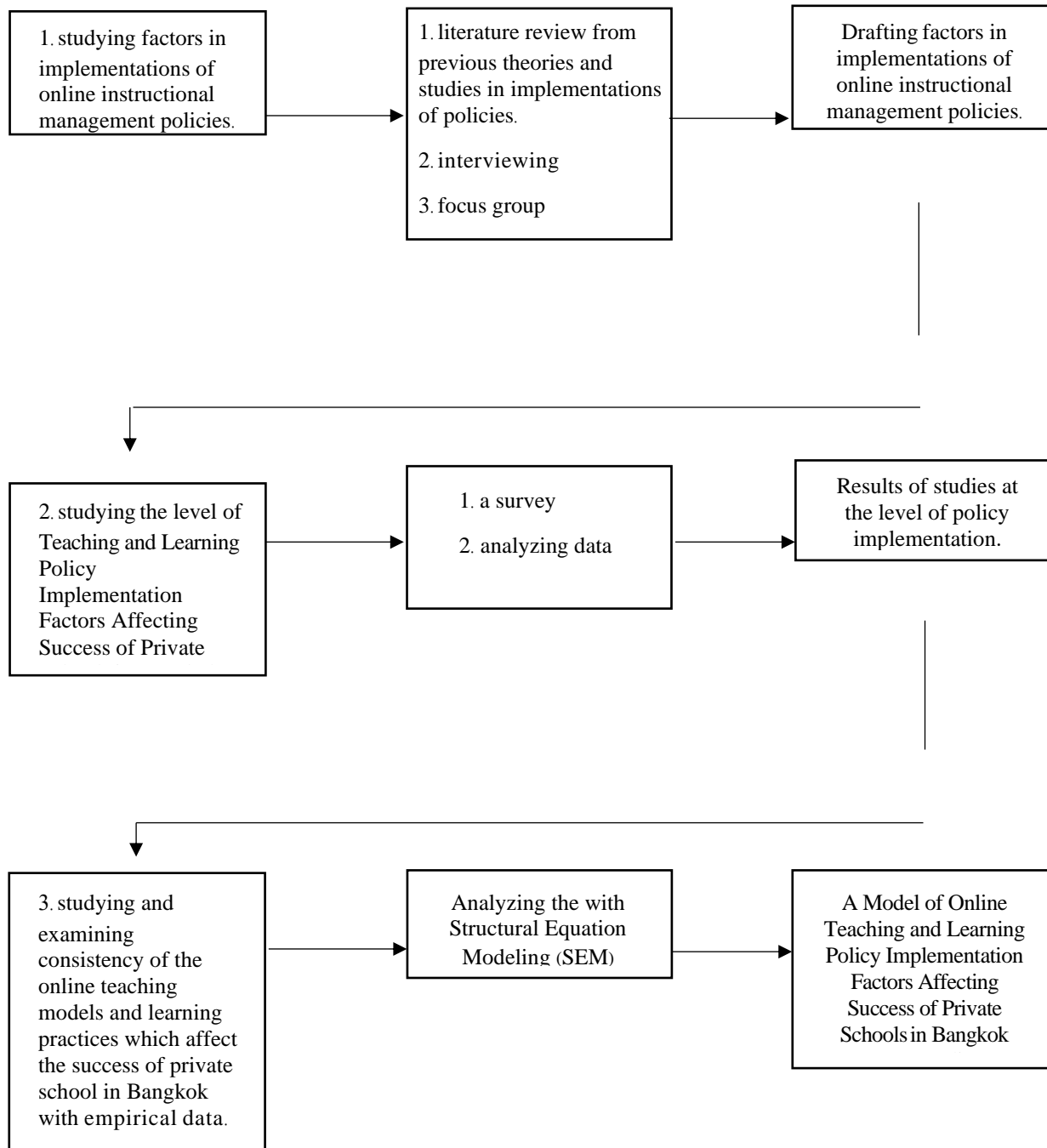
Step 1: To study the factors of successful implementation of the policy from the conceptual documents and related theories, interviewing with 6 qualified persons and focus groups with 9 qualified persons. This research was to use the data obtained to analyze, synthesize and summarize as a conceptual framework for this research. The research instruments were semi-structured interviews and focus group form.

Step 2: to study the level of Teaching and Learning Policy Implementation Factors Affecting Success of Private Schools in Bangkok, The sample was 180 of private schools directors in Bangkok District. This research was

to use the data obtained to analyze data and Analyze the relationship between variables for this research. The research instruments were questionnaire.

Step 3: to study and examine a consistency of the online teaching models and learning practices which affect the success of private education institutions in Bangkok with empirical data, Take the data from step 2 to analyze Structural Equation Modeling Analysis (SEM) showed in Figure 2.

**Figure 2** showing the Research Methodology



## 8. Population And Sample

The population this research 320 private school (ordinary level) in Bangkok District in 2020 directors. The investigators used simple random sampling technique and randomly selected 180 of directors in Bangkok District.

## 9. Statistical Techniques Used in the Present Research

This research is based on content analysis and analyze the structural equation model. Mean, Standard deviation, and was used to analyze structural equation modeling (SEM).

## 10. Research Results

1. The external factors in policy implementations of online teaching and learning management in Bangkok private educational institutions include 1) communication 2) law enforcement 3) social, economic and political environment 4) characteristics and competencies of operational units 5) leadership 6) operators' attitudes, and 7) a success in implementing online instructional management policies.

2. The results of a study on online teaching practices which affect the success of private educational institutions in Bangkok

1.2 Top 3 factors which affect an implementation of online teaching and learning management are (1) leadership (2) standards and objectives, and (3) communication.

2.2 Regression analysis on models and implementations of online instructional management policies in private educational institutions in Bangkok indicates 8 statistically significant factors as following:

- 1) standards and objectives directly affect communication (1.00), law enforcement (0.35).
- 2) policy resources directly affect supportive environments in policy (53.0) and law enforcement (47.0), characteristics and competencies of operational units (64.0) and operators' attitudes (-0.26).
- 3) Supportive environments in policy directly affect characteristics and competencies of operational units (0.31), leadership (1.00) and a success in implementing online instructional management policies (0.10)
- 4) Communication directly affects operators' attitudes (0.11) and a success in implementing online instructional management policies (0.16).
- 5) Law enforcement directly affects operators' attitudes (0.15).
- 6) Characteristics and competencies of operational units directly affect operators' attitudes (1.00) and a success in implementing online instructional management policies (0.03).
- 7) Leadership directly affects operators' attitudes (1.00) and a success in implementing online instructional management policies (0.43).
- 8) Operators' attitudes directly affect a success in implementing online instructional management policies (0.27) showed in Table 1.

**Table 1** showing the results of the model regression analysis

Dependent variable	R <sup>2</sup>	Influence Value	Independent variable							
			STO	RES	ENV	COMM	LAW	CHA	LED	ATT
ENV	0.28	DE	-	0.53	-	-	-	-	-	-
		IE	-	-	-	-	-	-	-	-
		TE	-	0.53	-	-	-	-	-	-
COMM	1.00	DE	1.00	-	-	-	-	-	-	-
		IE	-	-	-	-	-	-	-	-
		TE	1.00	-	-	-	-	-	-	-
LAW	0.52	DE	0.35	0.47	-	-	-	-	-	-
		IE	-	-	-	-	-	-	-	-
		TE	0.35	0.47	-	-	-	-	-	-
CHA	0.71	DE	-	0.64	0.31	-	-	-	-	-
		IE	-	0.16	-	-	-	-	-	-
		TE	-	0.80	0.31	-	-	-	-	-
LED	0.18	DE	-	-	1.00	-	-	-	-	-
		IE	-	0.66	-	-	-	-	-	-
		TE	-	0.66	1.00	-	-	-	-	-

ATT	0.44	DE	-	-0.26	-	0.11	0.15	1.00	1.00	-
		IE	0.20	0.91	0.32	-	-	-	-	-
		TE	0.20	0.69	0.32	0.11	0.15	1.00	1.00	-
SUSS	0.76	DE	-	-	0.10	0.16	-	0.03	0.43	0.27
		IE	0.26	0.55	0.63	0.03	0.04	0.29	-	-
		TE	0.26	0.55	0.73	0.19	0.04	0.32	0.43	0.27

DE = direct effect IE = indirect effect TE = total effect

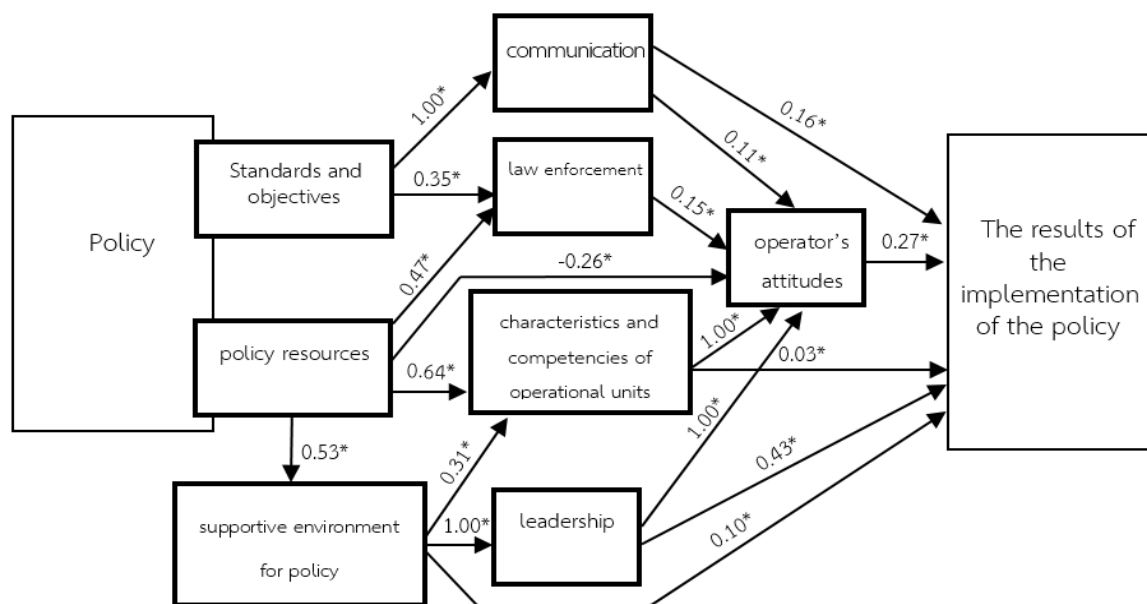
STO = standards and objectives, RES = policy resources, ENV = Supportive environments in policy,

COMM = Communication, LAW = Law enforcement, CHA = Characteristics and competencies of operational units,

LED = Leadership, ATT = operators' attitudes

3. The results of the study and an examination about a consistency of the online teaching models are congruent with the empirical data ( $\chi^2/df = 0.81$ , GFI = .99, AGFI = 0.96 and RMSEA = 0.0000) as showed in Figure 1.

**Figure 1** showing the Data analysis of a consistency of the online teaching models



\*p<0.05

## 11. Conclusion and Discussion

The results of the study and an examination about a consistency of the online teaching models are congruent with the empirical data were derived from Structural Equation Modeling (SEM) and regression analysis on models and implementations of online instructional management policies. These following factors were considered important for an insightful discussion:

Leadership directly and highly affects a success in implementing online instructional management policies due to its Importance and prevalence trait possessed by directors of private educational institutions. The directors need to be exceptionally adaptive for abrupt transitions during the outbreak of COVID-19. They are expected to be a driving forces of technology-based policies and digital implementations. Likewise, the directors need to have appropriate and effective online classroom management skills in order to implement the policies in various contexts as role models for online application users such as Line, Facebook, Instagram, and Twitter. Not only have online classrooms been taken into account, but video conference via available applications such as Zoom Meeting, Google Meet, Microsoft Team, and Hangouts Meet also have been an essential aspect for a continuous attempt to improve educational conditions while controlling the outbreak. As stated by Thumrongtunyawong S. (2017), leadership is a key factor to a success or a failure in implementing policies in actual, various contexts. Correspondingly, Sanrattana W. (2014) pointed out that a state of leadership significantly affects all involved parties towards mission completion. Rochvatanaboon O. (2011) confirmed that innovative leadership consists of character aspect, proficiency aspect, and responsibility aspect. Main responsibilities of innovative leaders are to envision people, act as role models, and lead people to succeed any given goal.

Operators' attitudes directly and positively affect a success in implementing online instructional management policies. Perhaps it is because directors of private educational institutions gave clear explanation and procedures in policy implementation, resulting in confidence and optimism in teaching practices and pedagogical changes. Directors, teachers, and involved personnel should share mutual sense of belongingness and mutual objectives from the beginning. There should be surveys to evaluate these types of mutuality in all educational institutions, ensuring accordance within an organization and an effectiveness of policy implementation. This concept was affirmed by Thumrongtunyawong S. (2017) as attitudes are key variables to a success in policy implementation. If operators share positive, mutual attitudes towards a goal, an implementation tends to be satisfying and effective. However, if operators mutually share negative attitudes, an implementation is likely to be hindered. This claim is also in line with Phramaha Mahatthapong Srisumethitanond. (2013), stating that operators' attitudes positively correlated with policy implementation, especially for policies in education.

In addition, **communication** is another positive key factor to succeed in implementing online instructional management policies. This could be explained through prominent uses of communication tools such as smart phones, tablets, and notebook. Directors of private educational institutions, teachers, school personnel, parents, and involved parties communicate, report, and follow up implementation progresses via these electronic devices with convenience. Successful communication leads to clear understanding and procedures in policy implementations among all parties involved in this regard. Thumrongtunyawong S. (2017) suggested that directors of an organization should have profound understanding and proficiency in an importance of communication within an organization and between other organizations. The communication should be evident, direct, and understandable by message receivers, avoiding potential miscommunication and conflicts upon operational stages. Likewise, Buranasak A. ((2017 studied about policy implementation and communication via satellites to distant educational institutions (under a supervision of the Office of the Basic Education Commission). She found 9 distinct elements for policy implementation, in which communication is one of the elements. To confirm an essence of communication in policy implementation success, Riswanto Iwan, Subiyanto and Rianto Budi (2019) examined a Corporate Social responsibility (CSR) model of Gresik petrochemical in Indonesia and found that communication and mutual understandings among related parties a vital role in order to successfully implement any policy from the organization.

Characteristics and competencies of operational units positively correlate to a success in implementing online instructional management policies. Most private educational institutions are competent with online teaching, providing suitable and effective administrative system for this type of teaching. Administrators and directors of the institutions usually provide a well-defined responsibility of individual operators, enabling the institutions to effectively adjust to an abrupt disruption during the outbreak. The point is that operators and teachers with recognizable performances should be rewarded in order to increase potentials and positive attitudes towards policy implementation. Cheema and Rodinelli (1983 as cited in Thumrongtunyawong S., 2017) similarly mentioned that Characteristics and competencies of operational units are critical factors in policy implementation. They are indicators of organization and government policy achievements in almost all countries (Thongkao K.,2021).

also claimed that characteristics and competencies of operational units, supportive system within an organization, competency and experience of directors, successful communication within and between organizations, technological administration, and resource management are influential variables to determine a success of policy implementation in any given context. Thasanathep W. (2016) also stated that administrative system, competencies of operators, supports of an organization, and corporate culture influence policy implementation. This claim also conforms with a study of Reza K., Rianto B. and Subianto A. (2019) about policy implementation of the Minister of Fisheries and Oceans of Indonesia (Bitung, North Sulawesi). They confirmed that characteristics and competencies of operational units contributed to an accomplishment in policy implementation.

## 12. Suggestions

1. Results from this research shows that operators' attitudes directly and positively affect a success in implementing online instructional management policies. Therefore, directors of private educational institutions are suggested to raise awareness of teachers and involved operators regarding policy implementation plan and communication. Two-way communication and meetings are highly suggested in order to ensure competencies, understandings, and agreements upon policy implement in 4.0 digital era.

.2 Results from this research shows that leadership directly and positively determines an accomplishment in implementing online instructional management policies. Accordingly, directors of private educational institutions should take a role of digital leader in online teaching practices and a role model of policy implementer in school management.

.3 Results from this research show that private educational institutions provide specially-designed online classrooms for students who lack of electronic devices such as computers, tablets, and smartphones. In addition, internet connections are provided by a collaboration of communities, organizations, and internet providers. Therefore, the Office of the private Education Commission could use results and knowledge from related research for policy planning and budget distributing for private educational institutions, resulting in an improvement in online educational management in accordance with the protocol of the Ministry of Education.

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