

# A Study of the Condition of Teaching and Learning Focusing on Learners

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## Abstract

In this research, the researcher aims to study student-centered teaching and learning management for students across the country's higher education levels and compare them by gender, age, and educational level. Objectives of this research are: 1) to study the condition of instructional management that focuses on learners, and 2) to compare students' opinions about student-centered instructional management according to personal variables of gender, age, and educational level.

The results of the study found that the personal factors have no relationship with the opinions on the learning and teaching management that emphasizes the student-centeredness of tertiary students as follows: 1) Classified by sex variables, it was found that when the genders were different, There were no significant differences in opinions regarding the condition of teaching and learning management with a student-centered approach. 2) Classified by student age variables, it was found that students of different ages Had no significant differences in opinions regarding the condition of teaching and learning management with a student-centered approach. 3) Classified by educational level variables, it was found that students with different educational levels Had no significant difference in opinions regarding the condition of teaching and learning management with a student-centered approach.

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## Introduction

Education is one of the essential tools used in human resource development. Development and being a social guide, the educated person is, therefore, a person of quality and a vital force for the country's development. Still, the current situation is that the quality of education is facing a crisis. For most of the teaching, the teachers still focus on teaching by textbooks. There is more emphasis on memorization (Department of Academic Affairs, Ministry of Education, 2002), but it does not focus on the process for students to develop skills. Analytical thinking comments and creating a body of knowledge to learn from their teachers have a role. They are essential in transferring knowledge more than allowing learners to seek it independently. This causes the learners to lack qualifications, be wide-eyed, far-sighted, or be good people. Intelligent and happy people are characteristics of desirable learners (Wutthisan, 2001). To the educational management guidelines, Instructors must rely on the teaching and learning process. with the following factors:

1. Being a person of learning, having the characteristics of wanting to learn and seeking knowledge by oneself
2. Have the ability to think, analyze, synthesize, evaluate, and think creatively
3. Have the ability to receive, transfer, and develop technology creatively and appropriately
4. Can solve problems and face new situations. Knowing how to work in groups There is awareness of participation in preserving culture, environment, democratic regime, and morality according to religious principles. (Superintendent Education Unit Department of Education, 1999)

Developing the population's quality to have such characteristics requires effective education management strategies. It is recognized that student-centered learning management is instructional management that focuses on the learner as a process of organizing activities.

Learn to teach that focuses on learners to create knowledge. By thinking, researching, and experimenting according to the students' abilities and being able to summarize their knowledge by themselves, learners will do all activities with their abilities. With a teacher as a guide. Therefore, teaching and learning activities must be taught according to the needs of learners, and learners participate in learning planning based on learners as the primary focus. Refers to learning in real situations. Teachers arrange for students to learn through experiences, activities, and work that students develop physically and mentally, emotionally, socially, and intellectually. The student-centered learning will satisfy students when they succeed in their assigned tasks. This leads to confidence and wanting to continue learning. Teachers or instructors must consider the differences between the learners and arrange the content and activities according to their interests, and the learners' aptitudes. A teacher's role has changed from someone with the authority to give instructions or inform knowledge to someone who advises and provides advice on activities to practice skills for learners (Kitrungruang et al., 2002). Teachers and learners must have an exchange of knowledge. Moreover, transmitting to each other Learning management that focuses on learners is essential. A proven approach can develop learners to have these specific qualities. The management of student-centered learning became apparent when the Ministry of Education set it up as the primary educational reform strategy. It also complies with the 1999 National Education Act, as defined in Chapter 1, the aims and principles of education.

Nowadays, education is essential to the development of the country. It is the heart of human resource development. To create progress, solve various problems, and develop oneself to keep up with the era of global social change. In the current situation of Thai society, modification flow in various fields occurred rapidly. Whether it is advanced in technology, communication, or data transmission. Moreover, in multiple sciences, the proliferation of culture happens quickly, including economic competition and global trade in a free trade system. Developed countries have various fundamental factors that cannot keep up with such changes, whether they have the infrastructure to support economic expansion or the ability to compete in the world market. The ability to transfer and develop technology, develop knowledge, competence, and skills of labor skills, or prepare "people" to be qualified

to keep up with the changes that occur in the globalized world. They all resulted in economic, socio-politically, cultural, and environmental social crises.

Organizing student-centered learning activities is very important for developing learners' learning because it may help learners find other knowledge—many more by themselves as a teaching method that allows students to learn how to learn. Learners will learn more than they see. Go in more than do in organizing learning activities that focus on learners. Teachers' teaching behavior is one of the most critical factors. Whether or not the success of the student-centered learning activities will be achieved depends on the teacher. Teachers must have knowledge and understanding. Must change the old teaching behavior by changing the role from a knowledge transferor to a learning experience organizer for learners (Dechakup, 2000), which is in line with the research of (1999), who gave views on the activity Learning that focuses on learners is important that Teachers must change their roles as facilitators. It is to organize experiences and select teaching methods for learners to use as a guideline to build their knowledge, analyze, fix the problem as have awareness, have a conscience, and be able to apply knowledge in daily life (Thambowon, 2543) that teaching and learning activity that focuses on learners. Instructors need to have knowledge and understanding of various theories. They have learned profoundly, and there is an exchange of knowledge, ideas, and teaching experiences. The relationship between learners and instructors must be mutual respect for student-centered learning management to succeed in concrete practice. Promoting development towards learning reform towards sustainable development has a record of thinking organization of teaching for learners as a guide, habits, and learning activities. Therefore, human resource development is sustainable (Rungsuwan, 2003). Therefore, the researcher is interested in studying student-centered teaching and learning management.

As a guideline to promote and develop student-centered learning management for efficiency and effectiveness and used as information for personnel and those involved in education management within the country, the researcher is interested in studying the condition of student-centered teaching and learning management in Thailand. Whether the teacher has

an instruction that focuses on the learner is essential or not as a guideline for improvement and development of learning management to be more effective and responsive to learners.

### **Research Objectives**

1. To study the condition of instructional management that focuses on learners.
2. To compare students' opinions about the condition of student-centered instructional management based on personal variables in terms of gender, age, and educational level.

### **Expected Benefits**

1. To make the students know and understand the condition of teaching and learning that focuses on learners in the opinions of students for proposing to teachers to use in planning, improving, developing, and promoting learning and education that focuses on learners. It is essential to be more efficient.
2. To know and understand the condition of the learner-centered instructional leadership of students classified by gender, age, and educational level.

### **Literature Review**

The meaning of teaching that focuses on learners.

The focus on learners in education is paramount, as highlighted by several educators. Child-centered teaching prioritizes students' active involvement, allowing them to construct knowledge through cognitive and social processes. This approach necessitates learning experiences catered to student's interests, abilities, and aptitudes, fostering wisdom through diverse teaching methods and knowledge sources (Yuedduk, 1999: p.4-5). Learner-focused teaching, as per Carl R. Rogers, promotes complete learner responsibility and involvement, trusting students to reach their potential. It encourages thinking and potential development, differing from traditional education. It aims to develop students into competent societal members, requiring varied techniques, learning methods, and teaching processes.

Several educators further stress the significance of aligning content and activities with students' life experiences, abilities, and interests. The ultimate goal is to foster active physical, intellectual, emotional, and social participation. This learner-focused approach encourages students to be self-reliant, searching for knowledge and practicing at every step. Learner-centric learning activities accommodate individual differences, integrating values and morals with practical applications. By involving students in actual practices, analytical thinking, research, and self-learning are fostered according to individual aptitudes and interests. The learning process focuses on maximizing benefits to learners, responding to individual differences, and developing holistic potential. Learner-focused teaching underscores that all students can learn and develop themselves. This academic management process supports natural and full-potential development, encompassing various forms and methods of teaching and learning activities. It emphasizes adapting teaching techniques to meet the evolving needs of each era.

#### Fundamentals of student-centered concepts

Student-centered teaching and learning are profoundly important in shaping students into reasonable, intelligent, and happy individuals with broad-mindedness and far-sightedness. Techakupt (2001) advocates for learner-centered instruction that promotes students' intellectual competence and happiness. The Department of Education (1997) emphasizes allowing children to choose what is best for themselves. They suggest that parents and teachers should trust children's choices, offering support and opportunities for their continual growth rather than controlling every aspect of their lives. Tangjitsomkid (1996) suggests that student-focused approaches are rooted in the belief that learners can learn through experience and hands-on activities. Teachers' roles are to provide rich and suitable experiences that stimulate learner participation and engagement. Yueddukkha (1999) highlights the crucial role of student-centered teaching in fostering learners' development, especially in the era of globalization. This approach, deeply rooted in various educational philosophies and learning theories, encourages self-directed learning, tailoring subjects to students' abilities and needs and promoting full potential development. To summarize, student-centered teaching yields immense benefits to learners. It fosters autonomy,

encourages learning aligned with students' capabilities and needs, optimizes potential development, and ensures knowledge applies to their future careers.

The principles of student-centered teaching and learning

According to the National Education Act of 1999, student-centered teaching and learning principles underscore the belief that all learners can learn and develop independently. This process focuses on the learner, encouraging their natural and full potential development. Several fundamental principles guide this approach:

The Office of Education Reform (2002) specifies that learning management should prioritize knowledge, morality, and the learning process and integrate these aspects appropriate to each educational level. Educational institutions should determine learning objectives, outcomes, and content based on curriculum standards to develop the potential to meet these goals.

The Learning Reform Committee (2000) advocates for a shift in teachers' perspectives, emphasizing love and understanding of students' learning potential. An environment conducive to knowledge exploration should allow learners to think and act. This approach promotes physical, mental, intellectual, emotional, and social development, stressing systematic thinking and applying knowledge, skills, and experiences to everyday life. Cheykeiwong (2002) insists that the subjects taught should stem from learners' problems and needs. Both learners and teachers should jointly plan teaching activities. Students should comprehend the learning objectives and activities, utilizing various self-produced media. Occasionally, it is essential to avoid discussions. In summary, the principle of student-centered instructional management requires participation from both instructors and learners in teaching and learning activities. Learners should be free to choose teaching activities according to their aptitude, with teachers providing guidance. The teaching and learning process should align with the prevailing social conditions.

Guidelines for teaching and learning that focus on learners.

The National Education Act of 1999 and later amendments emphasize the importance of a learner-centric approach in teaching and learning, encouraging the active participation of society in the education process and calling for continuous improvements. This involves the preparation of educational institutions, teacher development, learning promotion focusing on the learner, and research for learning. The guidelines for these four crucial areas are outlined as follows:

**Preparation of Educational Institutions:** Institutions should focus on setting goals for quality standards development, managing teaching and learning, fostering teacher awareness and adherence to these standards, and improving educational quality. They should encourage teacher self-development, create a learning society within the school, and facilitate regular meetings, seminars, and experience exchanges. Establishments should maintain clean, safe, and adequately equipped environments with sufficient learning resources. Regular participation from parents, community leaders, and other organizations is essential.

**Development of Teachers:** Teachers and other educational personnel should be knowledgeable, competent, and visionary in their operations. They should utilize appropriate technology, work collaboratively to improve educational quality, and regularly participate in training sessions, seminars, and technical study tours. Teacher development should focus on learner-centric teaching and learning using innovative technology and media, fostering a sense of responsibility and good attitudes toward work.

**Promoting Learning Focused on Learners:** Management should shift towards learning reform, creating an environment conducive to student-centric learning. Teaching should accommodate the individual differences of learners, integrating morality and desirable values and systematically planning activities and learning experiences. The curriculum content should be prepared based on the problems and needs of learners, local wisdom, and socio-economic changes.

**Research for Learning:** Teachers can improve students' learning by acting as researchers, using most of the information obtained from the students. The research process helps find answers



to teaching and learning system issues. Institutions should encourage teachers to conduct research regularly and support them.

Evaluation of Teaching and Learning: Student-centric teaching and learning should be done through multiple assessments, assessing knowledge and skills. Authentic, performance, and portfolio assessments are among the different methods that can be used. Assessment should be consistent with the teaching and learning management, focusing on students as the center. The assessment should be done by students, teachers, and parents together, using various methods and considering individual differences.

In conclusion, the guidelines emphasize the importance of a holistic, student-centric approach to teaching and learning, involving the active participation of all stakeholders, including teachers, students, parents, and the broader community. Continuous improvement and adaptation in response to learner needs and socio-economic changes are critical to the success of this approach.

### Conceptual Framework



### Research Methodology

The sample size used in this research was university students nationwide. The sample size used in this inquiry was fixed and calculated by the formula Yamane (Yamane, 1973) at a confidence level of 95%, a sample of 400 people. Tools used to collect data for this research. It is a questionnaire in the amount of 1 created by the researcher according to the definition of the terminology of the research study. The main issues that need to be studied are divided into two parts: Part 1 Personal characteristics, such as gender, age, and education level. The nature of the question is three multiple choice questions, and the second part was a student questionnaire about student-centered learning and teaching

management conditions. There is a form for respondents to the question type box Rating Scale: 5 levels: strongly agree, agree, unsure, disagree, and strongly disagree, totaling 20 items. The data obtained from the questionnaire was used for statistical analysis and hypothesis testing using the SPSS (Statistical Package for the Social Sciences) program.

The statistics used to analyze the data were to analyze the personal data of the sample by using frequency and percentage. Analyze the level of the primary and dependent variables using the mean ( $\bar{x}$ ) and standard deviation (S.D.) and test the significance of differences between two or more groups of variables using one-way ANOVA, F-test, or One-Way ANOVA.

Table 1 The Measurement Items of The condition of teaching and learning that focuses on students is essential.

Items	Scale of Measurement
learning management	
1. Teachers have a teaching atmosphere that is conducive to student learning.	Likert's scale of 5-1
2. Teachers have a survey of students' readiness. In terms of knowledge, ability, aptitude, and interest before studying	
3. Teachers create readiness and arouse students' interest before every activity.	
4. Teachers show help and give advice when students need help.	
5. The teacher is a participant in the group activities. As well as giving opinions or connecting personal experiences to learners while doing activities	
The use of learning media	
1. There is sufficient use of media, equipment, and information technology. Conducive to the learning of students	Likert's scale of 5-1
2. Media devices are used to create understanding for the learners until they are born. Self-learning experience	
3. Teachers use learning materials that help students see what is being done. Concrete and process learning	
4. Learning materials stimulate learners' interest and develop their potential appropriately.	
5. Teachers use media appropriate to gender, age, and student experience.	
Assessment	
1. Teachers use the student assessment results to improve and develop their teaching and learning quality.	Likert's scale of 5-1
2. Teachers encourage learners to use assessment results to improve and develop their learning.	

3. The teacher evaluates the learning outcomes of the learners, both before, during, and after school.
  4. Teachers can measure and evaluate the content. Both in process and performance
  5. The development of learners is assessed according to actual conditions by various and continuous methods.
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#### The role of the learner

1. Students choose to do activities according to abilities, Likert's scale of 5-1 aptitudes, and interests of fully self
  2. Students practice self-discipline and are responsible for work
  3. Students study, research, collect information, and Build your knowledge
  4. Students practice thinking in a variety of ways. Expressed clearly and with reason
  5. Students can apply the knowledge and skills that are necessary for life to be applied in daily life
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## Research Result

From data analysis, the research results can be summarized as follows.

Analysis of the personal data of the respondents: Most were male students, 207 people, representing 49.3 percent; 93 students aged 31-40 years, representing 26.9 percent, and were students studying at the level. Master's degree, 153 people, representing 36.4%

Average analysis results of the student-centered instructional management condition. It was found that the sample group of students had opinions about the student-centered instructional management condition. Overall, it was very operational ( $\bar{x} = 3.97$ ). When considering the opinions on the student-centered teaching and learning management of the students in each of the four aspects, ranked from the most to the minor average, it was found that the role of the students has the highest average value ( $\bar{x} = 4.01$ ) was at the level of working condition, followed by the use of learning media. It is in a very operational

condition ( $\bar{x} = 3.97$ ); the following order is evaluation. It is in a very operational condition ( $\bar{x} = 3.96$ ), and learning management is in a very operational condition ( $\bar{x} = 3.94$ ), respectively.

## 1. Student-centered Teaching and Learning Management for higher education

1.1 Student-centered Teaching and Learning Management for higher education students the role of the Learner Overall, each item was very operational. Ranked from average to least, the top 3 are students who can apply the knowledge and skills necessary for life to be applied in their daily lives. Students can study, research, collect information, and create knowledge by themselves, and they can choose activities according to their abilities, aptitudes, and interests, respectively.

1.2 Student-centered Teaching and Learning Management for Higher Education Students Using Learning Media Overall, each item was very operational. Ranked from average to descending, the top 3 were teachers using media appropriate to gender, age, and student experience. Teachers use sufficient media, equipment, and information technology. Conducive to learners' learning and use learning media to stimulate learners' interest and develop their potential appropriately, respectively.

1.3 Student-centered Teaching and Learning Management for Higher Education Students Assessment Overall, each item was very operational. Ranked from average to descending, the top 3 teachers can measure and evaluate the content. Both in process and performance, the teacher evaluates the learning outcomes of the learners, both before learning, during learning, and after learning, and assesses the development of learners according to natural conditions by various and continuous methods, respectively.

1.4 Student-centered Teaching and Learning Management for higher education Students management Overall, each item was very operational. Ranked in order from the average to the top 3, the teachers have a teaching atmosphere that is conducive to student learning. The instructor created readiness and aroused the students' interest before every

activity, and the instructor participated in the group activities. Along with giving opinions or connecting personal experiences to learners while doing activities, respectively

2. The results of comparing opinions on the learning and teaching management that emphasizes student-centeredness. Of tertiary students

2.1 Classified by sex variables, it was found that when the genders were different, there were no significant differences in opinions regarding teaching and learning management with a student-centered approach.

2.2 Classified by student age variables, it was found that students of different ages Had no significant differences in opinions regarding the condition of teaching and learning management with a student-centered approach.

2.3 Classified by educational level variables, it was found that students with different educational levels Had no significant difference in opinions regarding the condition of teaching and learning management with a student-centered approach.

## Discussion

In the study of opinions on teaching and learning management that emphasizes student-centeredness. The research results of university students from the above data summary can be discussed as follows.

1. The results of the study of opinions on the student-centered learning and teaching management of students. Overall, it is in a very operational condition. This may be because focusing on students is essential in teaching and learning. Teachers need to prepare hard before teaching. It takes a lot of talent and effort to design learning activities that will allow students to have the opportunity to build knowledge by themselves. Teachers must be assessed, including deciding how to adjust. Thus enabling students to achieve their objectives. These assessment skills are complex. Instructors must have a significant quantity of experience in training. Consistent with the research of Fenimore (2009), which studied the teaching and learning process that focuses on the student is essential. It was found that teachers need to know about child development. Student motivation and behavior, and to

put the student in a student-centered teaching and learning process, rely on the following factors: the selection of learning activities that are suitable for the student. Making the learners understand the subject of Responsibility and developing ideas in the works Responsibility to work for success and consistent with the research of Silapthan Kraiyarat (2008) has studied the assessment of student-centered learning management reform projects. Ban Nong Bua Dan Kasem School, Sra Saming Subdistrict, Warin Chamrap District Ubon Ratchathani Province, it was found that the overall picture of the implementation of the learning management reform project focused on the student is the key. It is an excellent level, and it is also in line with the research of Supjee Suparp (2007) to study the behavior of learning activity management that focuses on the student as the main focus of Teachers in the Department of General Anghong College of Dramatic Arts found that the behavior of organizing learning activities The overall level of practice of the studied behavior was at a moderate level. It is also consistent with the research of Bertelsen (Bertelsen, 2008) researching special education in elementary school. Under a student-centered environment to manage teaching at the Special education elementary level, it was found that children with special education at the elementary level could create a body of knowledge well. Moreover, it is also in line with some research issues of Tippawan Senchantichai (2010: 84-89), who has researched the conditions and problems of student-centered instructional management in elementary education institutions at the upper-grade level. 3-4, Tha Uthen District, under the Nakhon Phanom Educational Service Area Office, Region 2. The research findings showed management conditions. Overall, the student-centered teaching was high. This aligns with some research issues of Wanida Tuaysungnern (2013: 64-66), who researched current conditions, comparison of teaching and learning activities, and guidelines for teaching and learning management development of teachers in schools under the district office. Secondary Education Region 31 The study found that the condition of teaching and learning management of teachers in schools under the jurisdiction of the Secondary Education Service Area Office 31 was at a high level overall. When considering each, it was found to be at a high level in every aspect.

2. When considering the student-centered teaching and learning management of higher education students, each aspect is as follows:

2.1 The role of learners Overall, it is at a very operational level. This may be because most of the teaching and learning conditions are student-centered. The nature of teaching and learning that focuses on students is essential. It is a form of learning management. It focuses on the learner's creating knowledge by themselves through various media and learning management methods according to their interests, with teachers as support and facilitators. This differs from the general learning management process focusing on children learning and gaining knowledge directly from the teacher's instruction. This way of learning is based on the fundamental belief that All learners can learn and develop at their own pace. However, needs, interests, and aptitude differ, Including various skills. This is consistent with the research of Tippawan Senchantichai (2010: 84-89), who researched the conditions and problems of student-centered teaching and learning in primary education institutions at the 3rd-4th level of the district. The Uthen, under Nakhon Phanom Educational Service Area Office 2 Development guidelines, Teaching and learning that focuses on students are essential. The areas that should be developed are Learners and parents to be used as a future teaching and learning management guideline. Consistent with some research issues, Pornpana Bua-in (2010: 82-86) has researched Conditions and guidelines for teaching and learning development that emphasize that Learners are the focus of elementary school, under the jurisdiction of Sa Kaeo Educational Service Area Office 1. Guidelines for the development of student-centered instructional management in elementary schools under the Sa Kaeo Educational Service Area Office 1 in terms of measurement and evaluation, i.e., applying the assessment results to improve teaching and learning Training on how to measure and evaluate results Assessment according to natural conditions systematizing and using a variety of measurement and evaluation methods; it is also in line with the research of Salita Rinsiri (2015) on the results of a study of student-centered teaching and learning management of schools in Koh Chan District. Office of the Chonburi Primary Educational Service Area 2 overall and each aspect were at a high level. In line with some research issues, Ryan (2005) has researched choice and freedom, a study of student-centered instructional structures in kindergarten. The research results showed that the students could play select activities and interact with their peers. In most activities, teachers will be there to help. In addition, it was

also found that class meetings are activities where teachers and students can determine each other's behavior.

2.2 The use of learning media was operational, probably because teachers had knowledge, understanding, and selection of innovative media and technology in educational management and school equipment that facilitated learning management. Educational institutions have coordination in media production, innovation, and technology for the management and development of learning processes with educational institutions, individuals, organizations, agencies, and other institutions in line with the research of Paitoon Sinlarat (2000), which summarizes the links that support instructional management that puts the learners most importantly. In a context of learning that does not necessarily occur in the classroom but anywhere ready about the experience the learner wants to gain and where the appropriate learning materials are available, it is also in line with the research of Pansak Pholsaram (2000), which stated that the role of the faculty in teaching and learning must be changed from the role of the faculty as a teacher or a conveyer according to traditional teaching 3. The roles are: 1) The role of preparation Teachers must prepare themselves to be a source of educational knowledge. teaching activities Preparation of media, materials, and equipment, including evaluation 2.) The operational role must provide mentoring, mentoring, and learning support; and 3) assessment roles. There must be a check to see whether teaching and learning can achieve their objectives by focusing on measurements from actual conditions. Therefore, it gives the students opinions about the student-centered teaching and learning condition. The use of learning media is in a very operational state.

2.3 Evaluation Overall, it was operational because teachers had developed measurement and evaluation tools. There are various assessment formats for assessments based on actual conditions. There is a test for knowledge and ability of learners in all aspects. This is consistent with the research of Sumeth Pholthum (2002), who researched Conditions and problems in organizing teaching and learning activities according to the learner-centered learning reform of teachers under the Office of Primary Education. Kosum Phisai District Maha Sarakham Province, it was found that the condition of teaching and learning activities following the learner-centered learning reform at a high-level Assessment of learning based



on actual conditions thinking process activities Solve facing situations And it also corresponds to the research of Khongdej Krung (2006: 113-178); Prapit Nakhongwong (2007: 108); Suwat Srichantawong (2007: 123); Supawadee Jeamsakulsak (2008: 93); Kasemsak Gongla (2009: 141); Samorn Praituen (2009: 71); Panisara Panthee (2010: 86) and Porn Pana Bua-in (2010: 71) which teachers should measure and evaluate according to the regulations, teachers measure and evaluate students both at school and at home. Self-assessment and parents are assessed together with students and parents. Questionnaires are assessed after each unit of learning. There should be a pre-test. After every class, Teachers want to provide training on how to evaluate and assess according to actual conditions systematization and use various measurement and evaluation methods.

2.4 Learning Management It is very operational, probably because of the teaching and learning management. At present, school administrators have seen the importance of learning and teaching that focuses on students. The actual practice will help the learners understand and remember the lesson more efficiently, and most importantly, there is still a group process. Students who understand the subject matter will help teach their peers who do not understand it. Process friends help friends Make the learning management process that focuses on the learner to be effective. This is in line with the research of Pansak Pholsaram (2000), which mentioned the roles of faculty members in student-centered teaching and learning management. There must be a change in the role of the faculty member who teaches. Alternatively, broadcasters according to traditional teaching, in which teachers must prepare to be a source of knowledge in education and research. Practical experiments and activities are the operators who help give advice, consult, and support in doing activities and create a warm and friendly atmosphere. It is also consistent with some research issues of Juthamas Wanrangsi (2010: 65-67), who have done research. Subject: Student-centered instructional management in Wat Pikul Ngoen School organization affiliation Nonthaburi Provincial Administration The results showed that teaching and learning focusing on students is essential. In Wat Pikul Ngoen School under the Nonthaburi Provincial Administrative Organization, the organization of the learning process Teachers organize learning activities according to the learning management plan. Media and innovation Coordinate with Parents and communities to develop learners.

3. The results of comparing opinions on the learning and teaching management that emphasizes student-centeredness. Of tertiary students

The second hypothesis is that university students of different genders, ages, and educational levels had different opinions about student-centered teaching and learning management. The results were found to be no different, which is inconsistent with the assumptions. This may be due to the current teaching and learning focus on students. The teacher is a significant factor in teaching and learning management. This is consistent with Hill Mary Denise's (2002) study of the characteristics of an effective school system in Georgia. The study results revealed that the instructor was one of the factors influencing teaching in schools and that the instructor attended training and seminars both inside and outside the district office. Enable teachers to develop their potential regarding teaching and learning management regularly, encouraging personnel to study at a higher level. It makes personnel have both knowledge, ability, and experience. New processes learned from the study knowledge gained from training Seminars are adapted into classroom teaching activities. It also has modern technology that helps teachers' study and find more knowledge or examples of organizing activities more efficiently. Academic operations are, therefore, more efficient. Consistent with some research issues by Silpathan Kraiyarat (2008), an assessment of student-centered teaching and learning reform projects was assessed. Ban Nong Bua Dam Kasem School, Sra Saming Subdistrict, Warin Chamrap District Ubon Ratchathani Province the Office of Ubon Ratchathani Educational Service Area 4 found that teachers with different educational backgrounds had no difference in teaching and learning by focusing on the students. Consistent with the research, Surapon Maaklai (2007: 90 - 96) has researched managing student-centered teaching and learning for school teachers under the Sing Buri Educational Service Area Office. The results showed that Teachers prepare themselves for their role as resource providers, developing learning plans and instituting various learning methods. Prepare learning resources and materials to facilitate education. Research yourself and prepare tools to measure learning outcomes consistent with the objectives. Teachers care about students thoroughly. Organize activities and situations for students to express themselves creatively, and observe and assess student development continuously according to actual conditions with various methods and tools. Take the assessment results to research

and solve problems in the classroom. To develop students continuously may be because higher education students have freedom of thought. They can choose to do various activities they wish to do, More than students of other ages who need teachers and parents to give advice and be closely supervised. As a result, there is not much freedom of thought. Consistent with the research of Ryan (1999), a study was conducted on the essential elements of student-centered instruction in the childcare centers of educated ethnic minorities in Colombian cities. It was found that children can choose to play and do various activities according to their abilities. Those children will show their potential completely self rather than the one given by the teacher. Therefore, higher education students of different sexes, ages, and levels of education Had opinions about student-centered teaching and learning that were not different. In order to manage teaching and learning that focuses on students can manage teaching and learning effectively and can apply the research results to benefit.

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