



Factors Affecting Teaching Management of English Teaching Department of Haikou University of Economics during the Epidemic Period

Zeng Yanming¹

Laddawan Petchroj²

Abstract

The objectives of this research were 1) to investigate the opinions of the factors affecting teaching management during the epidemic period from the faculty of English teaching department of Haikou University of Economics, and 2) to compare the faculty's opinions of the factors affecting teaching management when classified by gender, age and educational level. The questionnaire was used to collect data from 51 faculty members of the English teaching department of HUE. The statistics used for data analysis were means, and standard deviation; t-test, One-way ANOVA and LSD.

The results showed that: 1) faculty member's opinions of factors affecting teaching management during the epidemic period was at a moderate level. The highest level was teachers' proficiency in using platform and IT skill. The list of lower aspects were the groups of effectiveness of class management, course content and curriculum design and satisfaction with department management. 2) The faculty's opinions of different genders and educational levels were not different, but there was statistical significance at a level of .01 when the effectiveness of class management classified by age. The group mean score comparison result with difference was "less than 31 years old was higher than 31 to 40 years old; 41 to 50 years old was higher than 31 to 40 years old". The pair comparison of faculty members' opinions on effectiveness of class management during the epidemic period classified by age, it revealed the means of the groups "Less than 31" and "41 to 50 years old" are higher than the group "31 to 40 years old".

Keywords: teaching management, the epidemic period

¹ Student, Master of Education in Educational Administration, Rajapruk University

² Advisor, Master of Education in Educational Administration, Rajapruk University



Background and Statement of the Problem

Due to the COVID-19 outbreak, Haikou University of Economics responded to the national requests to delay the start of school and study at home from February 2020. The school actively and effectively started online teaching and learning. During the epidemic period, the English teaching department used technical means to have live-stream or recorded-broadcasting on various teaching platforms combined with various social software to communicate with students, and carried out the management affairs to actively explore and promote the smooth development of online teaching. However, in September 2020, the epidemic situation in China was improved, Haikou University of Economics resumed offline teaching, but we continued to use part of the online course content and management methods. So far, the English teaching department has gone through three phases, from traditional classroom teaching before the epidemic to fully online teaching during the epidemic, and then to the blended-teaching phase. These three different teaching and management methods prompted the faculty of the English teaching department to think over which factors would affect the teaching management in the new trend, and how to provide the better teaching management for the department in the post epidemic period.

According to the Notice on the Prevention and Control of the Novel Coronavirus Pneumonia Epidemic in the Education System and the Reform and Development of Education (Information Index: 360A17-04-2020-0006-1) published on the website of the Ministry of Education of China on February 28, 2020, colleges and universities should combine the actual situation of their own schools, formulate online teaching plans for different majors and different types of courses, and carefully evaluate the effect according to the implementation situation, and make dynamic adjustments in a timely manner to achieve an effective connection between online teaching and teaching after the start of school during special periods. Strengthen teachers' training in online teaching techniques and methods, encourage teachers to make full use of the high-quality curriculum resources of the Ministry of Education's online teaching course resource platform, carry out course content reform and teaching mode and method



innovation, and include online teaching, organizing online discussions, tutoring and answering questions, homework correction into the workload and into performance management. Each course platform should improve online teaching safeguard measures, strengthen course online review and operation management, and ensure network security and stable operation.

However, before the COVID-19 outbreak, there was no any compulsory courses or elective courses taught online in Haikou University of Economics. students gained credits entirely through classroom learning with the designated paper materials without too much e-learning contents. Therefore, the teaching management and evaluation of all faculties were carried out according to classroom teaching only. Such management and evaluation system were not fully applicable to the online teaching during the epidemic period, nor was it applicable to the current stage of blended teaching style. In addition to the above, due to the requirement that all school had to resume teaching and learning online in a very short time, most universities and online learning platforms were not fully prepared and teachers lacked of technical skills and did not get the technical support from school and society, which led to the unsatisfactory quality of teaching management during the epidemic period.

The learning effect and quality of students is one of the important manifestations of teaching management, especially during the epidemic, in which, all teaching activities and department management are carried out online. Elumalai's (2020) founded modelling used in the research Study Factors Affecting the Quality of E-learning During the COVID-19 Pandemic from the Perspective of Higher Education Students, that there is a positive relationship between the quality of e-learning and the considered seven factors: 1) administrative support, 2) course content, 3) course design, 4) instructor characteristics, 5) learner characteristics, 6) social support, and 7) technical support from the perspective of the students.

The researcher of this paper has made a deep analysis and research on the 4 factors that affected the teaching management of the English teaching department of HUE during the epidemic period, and put forward suggestions for rectification, which



can be used as reference and to help our school and other schools when taking online teaching again in the future. This is the practical significance and purpose of this paper. There is more rich value for faculty members and administrators to accumulate more experience for the teaching and department management development in the post-epidemic period. The research result of the teaching management of HUE during the epidemic period could be applied to the phase of blended-teaching period as well.

Objectives of Research

1. To investigate the faculty's opinions of the factors affecting teaching management during the epidemic period from the faculty of English department of HUE.
2. To compare the faculty's opinions of the factors affecting teaching management classified by gender, age and educational level.

Research Hypothesis

The faculty's opinions on the teaching management of English department of HUE during the epidemic period are different when classified by different gender, age and educational level.

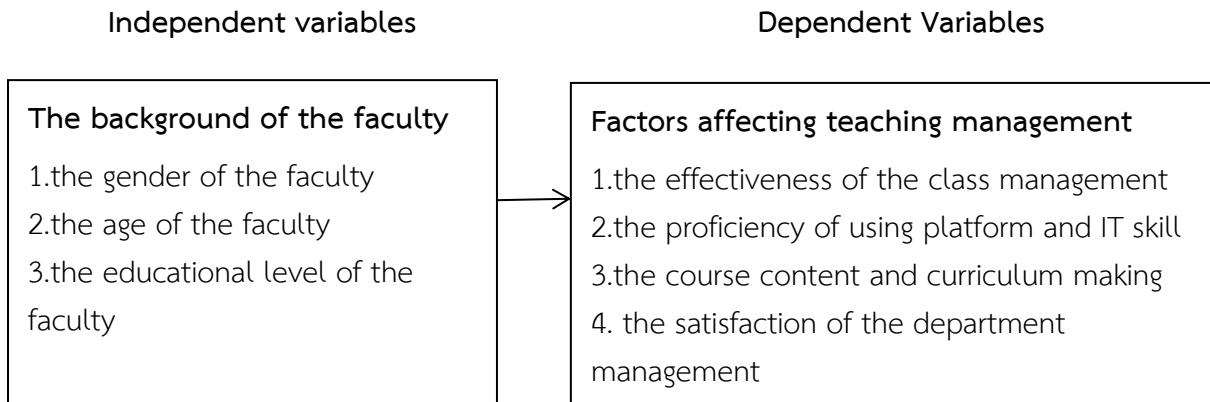
Research Benefits

1. One of the benefits is getting further understanding about teaching management during the epidemic period and give suggestions for the future department development by analyzing the 4 factors of effectiveness of class management, improving teachers' proficiency of using platforms and IT skill, and curriculum and course content making, and improving teachers' satisfaction with department management.

2. All research results should be meaningful and value information can be used as reference for the English teaching department of other universities which in case of meeting the same situation in the future



Conceptual Framework



The researcher of this paper deeply investigated the English teaching modes of many other universities in China during the epidemic period in 2020, their selection and use of online platforms, the course content and curriculum making, and their management of English teaching department. The author of this paper also learned the relevant literature about the factors affecting teaching management during the epidemic, then summarized the following views according to the situation and the real needs of HUE: 1) class management, 2) course content and curriculum design, 3) teachers' proficiency in using platform and IT skills, and 4) department management, including the planning, organization, coordination and controlling.

Research Methodology

The population namely 59 faculty members of the English teaching department of Haikou University of Economics. A total of 51 faculty members consisted of the samples selected by simple random sampling. The sample size group was 51 obtained by table of Krejcie and Morgan (Petchroj, 2019). Instruments for collecting data were questionnaires. The quality of the instrument was checked out by 3 experts who calculated the IOC value which was during .67-1.00, and the reliability was equal to .84. The quantitative data was analyzed by using descriptive statistics including Frequency, Mean, Standard Deviation, t-test, and one-way ANOVA, and LSD.



Data Analysis

1. Result of data analysis of faculty member's opinions on factors affecting teaching management during the epidemic period.

Table 1 Mean, standard deviation, meaning and rank of faculty member's opinions on factors affecting teaching management during the epidemic period.

Aspect	Description	\bar{X}	SD	meaning	rank
1	effectiveness of class management	3.07	.48	moderate	2
2	teachers' proficiency in using platform and IT skill	3.15	.43	moderate	1
3	course content and curriculum design	2.94	.53	moderate	3
4	satisfaction with department management	2.90	.57	moderate	4
Total		3.01	.34	moderate	

From table 1, it revealed that the faculty member's opinions for teaching management during the epidemic period in total was moderate ($\bar{X}=3.01$, $SD=.34$). When considered in each aspect, the highest aspect was teachers' proficiency in using platform and IT skill ($\bar{X}=3.15$, $SD=.43$). The list of lower aspects were the groups of effectiveness of class management, course content and curriculum design and satisfaction with department management.



Table 2 Mean, standard deviation, meaning and rank of faculty member's opinions for the effectiveness of class management during the epidemic period.

	Effectiveness of class management	\bar{X}	SD	meaning	rank
1	effectiveness of entire traditional classroom teaching	2.65	.84	moderate	2
2	effectiveness of entire online teaching:	2.61	.83	moderate	3
3	effectiveness of combined-style teaching	3.96	1.00	high	1
	Total	3.07	.48	moderate	

From table 2, it revealed that the faculty member's opinions for effectiveness of class management during the epidemic period in total was moderate ($\bar{X} = 3.07$, $SD = .48$). The highest aspect was the effectiveness of combined-style teaching: ($\bar{X} = 3.96$, $SD = 1.00$). The lower aspect was the effectiveness of entire traditional classroom teaching and the lowest aspect was the effectiveness of entire online teaching.

Table 3 Mean, standard deviation, meaning and rank of faculty member's opinions for teachers' proficiency in using platform/ IT skill during the epidemic period.

	Teachers' proficiency in using platform and IT skill	Mean	Std. Deviation	Meaning	Rank
1.	the proficiency of using teaching platforms	3.10	1.09	moderate	3
2.	skill of information technology to teach online	3.20	1.08	moderate	1
3.	teachers' ability to create online activities	3.15	1.06	moderate	2
	Total	3.15	.43	moderate	



From table 3, it revealed that the faculty member's opinions for teachers' proficiency in using platform and IT skill in total was moderate ($\bar{X} = 3.15$, $SD = .43$). The higher aspect was teachers' skill of information technology to teach online: ($\bar{X} = 3.20$, $SD = 1.08$). The lowest aspect was the proficiency of the teaching platforms and used during the epidemic period.

Table 4 Mean, standard deviation, meaning and rank of faculty member's opinions for course content and curriculum making in the epidemic period.

Course content and curriculum design	Mean	S D	Meaning	Rank
1. proportion of the course content and curriculum directly forwarded and used from internet	2.90	1.14	moderate	3
2. proportion of the curriculum and course content designed by yourself or teaching department	2.98	1.24	moderate	1
3. support students to participate in the designing and editing of course content	2.94	1.20	moderate	2
Total	2.94	.43	moderate	

From table 4, it revealed that the faculty member's opinions for course content and curriculum making in the epidemic period in total was moderate ($\bar{X} = 2.94$, $SD = .43$). The highest aspect was the group of course content and curriculum designed by teachers or teaching department: ($\bar{X} = 2.98$, $SD = 1.24$). The lower aspects was the group of support students to participate in the designing and editing of course content and



the group of proportion of the course content and curriculum directly forwarded and used from internet.

Table 5 Mean and standard deviation of faculty member's opinions for satisfaction with department management during the epidemic period.

Satisfaction with department management during the epidemic period	Mean	S D	Meaning	Rank
1. teacher's satisfaction with the planning	2.71	.70	moderate	3
2. teacher's satisfaction with the organization and coordination	2.86	.88	moderate	2
3. teacher's satisfaction with the controlling of the management	3.12	.86	moderate	1
Total	2.90	.57	moderate	

From table 5, it revealed that the faculty member's opinions for satisfaction with department management during the epidemic period in total was moderate ($\bar{X} = 2.90$, $SD = .57$). The highest aspect was the teacher's satisfaction with the controlling of the management: ($\bar{X} = 3.12$, $SD = 0.86$). The lower aspect was the teacher's satisfaction with the organization and coordination and the lowest group was the teacher's satisfaction with the planning.



2. Comparison of the of faculty's opinions on factors affecting teaching management when classified by gender and age (table 6- 9).

Table 6 Results of comparing mean and standard deviation of opinions on factors affecting teaching management of English Teaching Department of Haikou University of Economics during the epidemic period classified by faculty's gender:

(n = 51)

Teaching management during the epidemic period	gender				t	Sig.		
	male		female					
	\bar{X}	SD	\bar{X}	SD				
1. effectiveness of class management	3.05	.27	3.08	.53	-.179	.86		
2. teachers' proficiency in using platform and IT skill	3.23	.56	3.12	.38	.82	.42		
3. course and curriculum making	2.73	.88	3.01	.32	-1.13	.28		
4. satisfaction with department management	2.72	.43	2.96	.60	-1.31	.19		
Total	2.93	.35	3.04	.33	-1.01	.32		

From Table 6, t-test is used to study the opinions on teaching management during the epidemic period classified by gender. There was no difference in total and every aspect.



Table 7 Compare mean and standard deviation of opinions on teaching management of English Teaching Department of Haikou University of Economics during the epidemic period classified by age:

Opinions on teaching management during the epidemic	age							
	Less than 31 years old		31 to 40 years old		41 to 50 years old		Over 50 years old	
	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
effectiveness of class management	3.33	.51	2.84	.45	3.29	.38	3.10	.63
teachers' proficiency in using platform and IT skill	3.15	.38	3.04	.33	3.25	.53	3.36	.63
course content and curriculum making	2.96	.14	3.04	.40	2.94	.41	2.57	1.13
satisfaction with department management	3.10	.53	2.81	.66	2.83	.47	2.80	.38
Total	3.14	.28	2.94	.36	3.08	.16	2.96	.48

From table 7, Mean of the group of "Less than 31" is the highest ($\bar{X}=3.14$, SD=0.28) in total of the 4 aspects opinions on teaching management of English Teaching Department. The average score comparison in total was "Less than 31 years old is higher than 31 to 40 years old; 41 to 50 years old is higher than 31 to 40 years old".

Table 8 The analysis of variance of faculty's opinions on the factors affecting teaching management of English Teaching Department of Haikou University of Economics during the epidemic period classified by age.

Item	age	Sources of variance	SS	df	MS	F	Sig
1	Effectiveness of class management	between group	2.51	3	.836	4.42**	.01
		within group	8.90	47	.189		
		total	11.40	50			
2	teachers' proficiency in using platform and IT skill	between group	.64	3	.21	1.18	.33
		within group	8.51	47	.18		
		total	9.15	50			
3	Course content and curriculum making	between group	1.20	3	.40	1.50	.23
		within group	12.62	47	.27		
		total	13.82	50			
4	Satisfaction with department management	between group	.75	3	.25	.77	.52
		within group	15.36	47	.33		
		total	16.11	50			

**statistically significant at level .01

From table 8, One-way ANOVA is used to study on the difference of the teaching management classified by age. The sample did not show significance in total and all aspects accept the item of effectiveness of class management, showing a level of .01, and in the specific comparison difference, the group mean score comparison result with a more obvious difference was "Less than 31 years old is higher than 31 to 40 years old; 41 to 50 years old is higher than 31 to 40 years old" according to table 9.



Table 9 The pair comparison of faculty members' opinions on effectiveness of class management during the epidemic period classified by age.

opinions on teaching management	Less than 31	31 to 40 years old	41 to 50 years old	Over 50 years old	
1. effectiveness of class management	\bar{X}	3.33	2.84	3.29	3.10
Less than 31	3.33	.49**	.04	.23	
31 to 40 years old	2.84		-.45**	-.26	
41 to 50 years old	3.29		-	.19	
Over 50 years old	3.10				

**statistically significance at level .01

From table 9, in terms of effectiveness of teaching management, there was statistical significance at level .05. The means of the groups "Less than 31 years old" and "41 to 50 years old" are higher than the groups "31 to 40 years old".

Conclusion

1.1 The faculty member's opinions for effectiveness of class management during the epidemic period in total was moderate. The highest aspect was the effectiveness of combined-style teaching. The lower aspect was the effectiveness of entire traditional classroom teaching and the lowest aspect was the effectiveness of entire online teaching.

1.2 The teachers' faculty member's opinions for teachers' proficiency in using platform and IT skill in total was moderate. The highest aspect was teachers' skill of information technology to teach online. The lowest aspect was the proficiency of the teaching platforms and used during the epidemic period.

1.3 1. The result of the faculty member's opinions for Course content and curriculum design during the epidemic period in total was moderate, in which, the highest aspect was the group of course content and curriculum designed by teachers



or teaching department, the lower aspects was the group of support students to participate in the designing and editing of course content and the group of proportion of the course content and curriculum directly forwarded and used from internet.

1.4 The satisfaction with department management during the epidemic period in total was moderate, in which the highest aspect was the teacher's satisfaction with the controlling, while the lower aspects were the groups of teacher's satisfaction with the organization and coordination and the satisfaction with the planning of teaching management.

2. The result of comparison found that the faculty's opinions of different genders, ages and educational levels were not different. After tested by ANOVA, the result was not different.

Discussions

According to the research result, the highest aspect of faculty member's opinions for teaching management during the epidemic period was teachers' proficiency in using platform and IT skill. Because it might be that the very beginning time during the epidemic period, the persons who in charge of the platforms gave the faculty of English teaching department technical support and assistance immediately, and implemented the related training for the faculty and students as well. The lowest aspect was the satisfaction with department management. However, department management is a complex and multi-faceted project, in addition to relevant IT technical support, there were also planning, organization, coordination and control related to the teaching management. When the epidemic broke out at that time, Haikou University of Economics and even universities across the country did not have enough experience to deal with and properly handle every aspect and detail of teaching management, especially in the planning process. As we can see the result in Table 6, the MEAN of teacher's satisfaction with the planning is the lowest. From the analysis of variance of faculty's opinions on the educational management English Teaching Department of HUE during the epidemic period classified by educational



level, opinions on teaching management during the epidemic from the teachers with bachelor degree in total is the highest while the teachers with doctor degree is the lowest. This may be due to the teachers with low education are more humble, obedient and cooperative in the process of work, and it is easier to show a satisfactory attitude towards all aspects in teaching management.

1. In the aspect of effectiveness of class management, the teachers of less 30 years old get the highest average score, which means of this group of teacher had the highest level of class management during the pandemic period. Young teachers who have just started their career usually have a good teaching attitude and are highly obedient to management of the department. The age gap between teachers and students is small, so the relationship between teachers and students is relatively harmonious. The result is related to Shah (2018), *Influence of Gender and Age of Teachers on Teaching: Students Perspective* states that the learning ability of young teachers is also rather strong, especially in the integration ability of modern education technology, and the advantages of young teachers have been clearly demonstrated during the epidemic period that completely relies on online teaching and network management.

2. When compare the opinions on teaching management in the aspect of teachers' proficiency in using platform and IT skill when classified by gender, the average value of male teachers is higher than female teachers, which is the only one aspect that males showing the higher average than females. Reardon, J. Lenz, (1999) said that males like mechanical work while the females like to contact people and communicate, like to give knowledge, teach others, like to show cheerful responsible, and have language skills. What's more, there have been rapid advances in both the world of digital communications and in its application to education. Rennie and Morrison (2012) stated in *E-Learning and Social Networking Handbook Resources for Higher Education* that the growth of social networking has transformed the way that an entire generation makes, it links with peers and communicates their ideas to the wider world .



3. The rank of faculty's opinions on teaching management in the aspect of course content and curriculum making is the third place. It means the process of planning and preparation for teaching is not satisfactory enough. Due to the requirement that all school had to started online teaching in a very short time at the beginning of the pandemic outbreak in the year 2020, the English teaching department even the whole HUE were not fully prepared for the emergency. Relying entirely on online teaching and management was an unprecedented challenge for HUE, and we lacked ready-made online curriculum and suitable course contents at that time, which led to the unsatisfactory with this aspect. Elumalai (2020) stated that administrative support and course content are accepted, and the value reflects that there is a need for improvement in these areas to enhance the quality of online teaching. Further, there should be some improvisation in the course content accompanied with the technology to support blended e-learning.

4. However, teaching management is not only about the teaching process itself, it is also about external management support from relevant departments, so when teachers show a low average for the planning of the teaching process, then the average of the planning in terms of satisfaction with department management will also be low. The results of the analysis of this paper also verify this logical relationship, the rank of the faculty's satisfaction with the planning of the department is the third place, the lowest.

Suggestions

1. From the analysis of above data, the teachers of older ages this English teaching department are relatively less able to conduct IT technology in online-class management than those teachers in the younger age group of 30. A research discusses the preparation of schools for supporting information technology due to the tide of technological change that has affected school education management, which is important and can be described in detail as follows: The most important aspect is the effectiveness of teaching and learning, which is how the administrators, teachers and students use information and communication technology online to implement every



activity. There are three of using technology in teaching and learning: 1) teaching with technology or technology as a teaching tool; 2) Teaching about technology is one of the subjects of teaching and decentralizing the use of technology, and 3) allowing students to use technology, which will change the role of teachers. At the same time, schools need to assist teachers in the use of technology in general and are divided into three categories: technology coordinator; Technicians in charge of maintenance and other persons assisting with the use of technology. Unless there are personnel to help. Setting up a website that provides assistance to teachers in using technology is another option, which may be a collaborative project between many schools.

2. The outbreak of the epidemic in 2020 has caused us to experience the dilemma of insufficient preparation and planning of teaching management, so even if we resume offline teaching at this stage, the teaching management department should prepare a plan that can immediately switch to online teaching and management in case of another emergency, and promote the teaching management of the English Department in terms of planning, organization and coordination, and evaluation.

3. According to the above suggestions collected by the questionnaire from the faculty of the English teaching department, some teachers complained that 20 lecture hours a week is too much work while each teacher is required to complete a certain amount of research and thesis every year. However, in our annual assessment, the highest proportion of the score is not teaching, but scientific research achievements. Therefore, the department leaders can consider recruiting 3- 4 more teachers to reduce the lecture hours, or adjusting the proportion score between the teaching workload and research achievement in the annual assessment.



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