



## The Academic Management on Online Channels for Yoga Courses of Haikou Economic University

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### Abstract

The objectives of this research were 1) to study the academic management online channels for Yoga Courses at Haikou Economic University 2) to compare the academic management online channels for Yoga Courses at Haikou Economic University with different statuses of respondents. The sample consisted of 80 first-year yoga by simple random sampling. The research instrument was a questionnaire with IOC values between .67-1.00 and a reliability was alpha .97, The data were analyzed by frequency, percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD.

The research findings were as follows: 1) the academic management online channels for Yoga Courses at Haikou Economic University was at a highest level in overall ranking from the high to low were: Satisfaction, Measurement and Evaluation, Participation, Teaching style, Curriculum. 2) the opinions of students on the academic management online channels for Yoga Courses at Haikou Economic University classified by gender was not different, when classified by age overall was not difference. But it was found that the participation was significantly different at the .05 level.

**Keyword:** Academic Management, Online Channels, Yoga Courses

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## Introduction

Advances in information technology have become an inevitable trend in education, driving changes and developments across all educational levels. In higher education, embracing this trend is critical to accelerating the construction and implementation of information technology, which can significantly improve the efficiency of teaching management and promote better educational outcomes. By utilizing information technology, universities can strengthen teaching management and services while enhancing the quality of education. This aligns with the growing demand for educational institutions to adopt intelligent strategies to analyze and resolve challenges effectively (Brill, 2020). The COVID-19 pandemic presented unprecedented challenges to the global education sector. In China, strict measures, including the indefinite closure of schools and universities, were implemented to curb the spread of the virus. However, the Chinese government demonstrated a strong commitment to ensuring uninterrupted education through the rapid adoption of online learning. The Ministry of Education launched the "Ensuring Learning Undisrupted when Classes are Disrupted" initiative, which enabled students to continue their studies from home by leveraging diverse digital platforms and resources. This initiative minimized disruptions to education and highlighted the importance of developing a robust digital infrastructure (China.org.cn, 2020).

Despite the achievements in online education during the pandemic, several challenges remain, particularly regarding the integration of technology into traditional teaching models. The case of Haikou Economic University exemplifies these challenges. According to the 2022 Department of General Physical Education annual report, the university transitioned to online teaching during the COVID-19 era following the Ministry of Education's directive to maintain continuous learning. Although this shift yielded positive results, significant problems emerged: 1) High Costs of Content Creation: Many teachers struggle to create online teaching materials, particularly video content, due to high production costs. 2) Mismatch Between Platforms and Content: While the university provides a central online platform, it often fails to align with the specific content taught, discouraging teachers from utilizing it effectively. These issues

underscore the need for tailored academic management strategies to address the specific needs of both educators and students. Haikou Economic University's experience illustrates that simply implementing online systems is insufficient without adequate support, customization, and resource allocation.

Yoga courses, as part of the university's academic offerings, face unique challenges in online delivery due to the physical and interactive nature of the subject. Effective academic management of these courses on online channels requires innovative approaches to integrate practical, demonstration-based learning into digital platforms while addressing technological and financial constraints.

The pandemic has demonstrated the potential for transforming crises into opportunities. By leveraging lessons from the Chinese government's response to educational disruptions, Haikou Economic University can modernize its teaching systems and promote sustainable development in online education. This calls for strategic investments in digital tools, teacher training, and platform customization to ensure that courses like yoga can be effectively taught online, meeting the expectations of quality education in a rapidly evolving digital age.

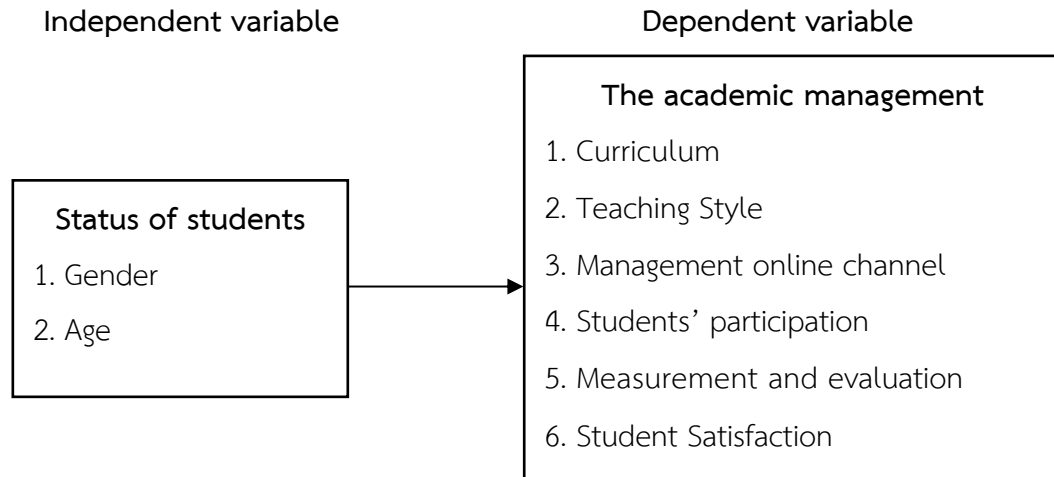
### **Research Objectives**

1. To study the academic management online channels for Yoga Courses at Haikou Economic University.
2. To compare the academic management online channels for Yoga Courses at Haikou Economic University with different statuses of respondents.

### **Research Hypothesis**

The academic management online channels for Yoga Courses at Haikou Economic University according to the status of respondents are difference.

## Conceptual Framework



**Figure 1** Conceptual Framework

## Research Methodology

### 1. Population and Sample

The total population is 100 first-year students, who studied yoga at Haikou Economic University in the first semester of the academic year 2023.

The sample consists of 80 first-year students. Following Krejcie and Morgan's table (1970) to determine the sample size for a given population (Krejcie & Morgan, 1970, as cited in Petchroj, 2019) and selected by simple random sampling.

### 2. Research Instrument

The research instrument was a questionnaire 30 items with validity by IOC between .67-1.00 and reliability was .97

### 3. Data Collection

The data were collected with 80 students in the yoga course at Haikou University.

### 4. Data analysis and Statistics for research

1. Analysis status of respondent with frequency, percentage statistic.
2. Analyze the online academic management channels for the yoga

course at Haikou Economic University by calculating the mean and standard deviation. Compare the results by gender and age using a t-test and one-way ANOVA. If significant differences are identified, confirm them using the least significant difference (LSD) method.

## Results

1. The academic management online channels (Platform) for yoga course at Haikou Economic University in overall for answer 1st objective show on table 1.

**Table 1** Mean, Standard Deviation, level and rank of academic management online channels (Platform) for Yoga Course.

(n=80)

Academic management online channels for Yoga Course	$\bar{X}$	S.D.	Level	Rank
1. Curriculum	4.49	.28	high	6
2. Teaching style	4.50	.28	highest	5
3. Academic administration online channels	4.51	.26	highest	4
4. Student participation	4.53	.24	highest	3
5. Measurement and evaluation	4.59	.25	highest	2
6. Student satisfaction	4.61	.28	highest	1
<b>Total</b>	<b>4.54</b>	<b>.16</b>	<b>highest</b>	

From table 1 found that: The academic management online channels of the yoga course at Haikou Economic University in overall at highest level ( $\bar{X}$ =4.54, S.D.=0.16). When classified by aspect, there were found that 5 aspects were at the highest level could be arranged from high to low value were: The student satisfaction, Measurement and evaluation, Student participation, Academic administration online channels, Teaching style respectively and 1 aspect, it was at a high level was Curriculum ( $\bar{X}$ =4.49, S.D. =.28).

2. Compare the academic management online channels (Platform) for yoga course at Haikou Economic University with different status of respondent in general and in each aspect classified by gender for answer 2<sup>nd</sup> objective show on table 2.

**Table 2** Results of comparing mean and standard deviation of academic management online channels (Platform) for yoga course classify by gender.

(n=80)

Academic management online channels for Yoga Course	Male		Female		t	Sig
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1. Curriculum	4.52	.31	4.47	.25	.80	.11
2. Teaching style	4.54	.29	4.46	.28	1.18	.74
3. Academic administration online channels	4.52	.27	4.51	.24	.26	.21
4. Student participation	4.55	.25	4.52	.23	.46	.72
5. Measurement and evaluation	4.58	.23	4.61	.27	-.45	.25
6. Student satisfaction	4.64	.28	4.58	.29	.87	.66
<b>Total</b>	<b>4.56</b>	<b>.18</b>	<b>4.52</b>	<b>.15</b>	<b>.89</b>	<b>.23</b>

From table 2 The student's opinions regarding about academic management online channel (platform) for yoga course at Haikou Economic University in general overall and in each aspect were not different

**Table 3** Results of comparing mean and standard deviation of academic management online channels (Platform) for yoga course at Haikou Economic University, classify by age.

(n=80)

Academic management online channels for Yoga Course	Less than 19 years		19-22 years		More than 22 years	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1. Curriculum	4.47	.29	4.49	.30	4.53	.21
2. Teaching style	4.43	.33	4.51	.28	4.58	.21

**Table 3 (Cont.)**

Academic management online channels for Yoga Course	Less than 19 years		19-22 years		More than 22 years	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
3. Academic administration online channels	4.43	.27	4.55	.25	4.55	.25
4. Student participation	4.63	.19	4.52	.26	4.42	.22
5. Measurement and evaluation	4.59	.27	4.60	.24	4.58	.24
6. Student satisfaction	4.59	.32	4.59	.28	4.67	.24
<b>Total</b>	<b>4.52</b>	<b>.16</b>	<b>4.54</b>	<b>.18</b>	<b>4.55</b>	<b>.13</b>

From table 3 the opinions of students on academic management online channel (platform) for Yoga course at Haikou Economic University classify by age on every aspect were at a highest level. The group of age more than 22 years had the highest level ( $\bar{X}$ = 4.55, S.D.= .13), followed by students age 19- 22 years ( $\bar{X}$ = 4.54, S.D.=.18), and less than 19 years ( $\bar{X}$ =4.52, S.D.=.16) respectively and one-way ANOVA test on table 4.

**Table 4** The analysis of academic management online channel (platform) for Yoga course at Haikou Economic University classify by age

(n=80)

Academic management online channels Yoga Course	Sources of variability	SS	df	MS	F	Sig
1. Curriculum	Between groups	.04	2	.02	.25	.78
	Within groups	6.11	77	.08		
	Total	6.15	79			
2. Teaching style	Between groups	.24	2	.12	1.48	.24
	Within groups	6.16	77	.08		
	Total	6.40	79			

Table 4 (Cont.)

Academic management online channels Yoga Course	Sources of variability	SS	df	MS	F	Sig
3. Academic management online channels Yoga Course	Between groups	.26	2	.13	2.02	.14
	Within groups	5.00	77	.07		
	Total	5.27	79			
4. Student participation	Between groups	.45	2	.23	4.18*	.02
	Within groups	4.18	77	.05		
	Total	4.64	79			
5. Measurement and evaluation	Between groups	.01	2	.00	.05	.95
	Within groups	4.83	77	.06		
	Total	4.84	79			
6. Student Satisfaction	Between groups	.09	2	.04	.53	.59
	Within groups	6.27	77	.08		
	Total	6.36	79			
Total	Between groups	.01	2	.01	.21	.81
	Within groups	2.09	77	.03		
	Total	2.10	79			

From table 4 the academic management online channel (platform) for Yoga course at Haikou Economic University classified by age was overall were not difference, except the student participation was significantly different at the .05 level and performed using LSD as shown on table 5.



**Table 5** LSD method about the students' opinions on the academic management online channel for Yoga course classified by age in student participation aspect

(n=80)

Academic management online channels Yoga Course		Less than 19 years	19-22 years	More than 22 years
Student participation				
Age	$\bar{X}$	4.63	4.52	4.42
Less than 19 years	4.63	-	.11*	.21*
19-22 years	4.52		-	.09*
More than 22 years	4.42			

From table 5 the academic management online channel (platform) for Yoga course at Haikou Economic University in terms of student participation classify by group less than 19 years and group 19-22 years were significantly different from the at .05, group less than 19 years and group more than 22 years were significantly different from the at .05 and group 19-22 years and group more than 22 years were significantly different from the at .05 too.

## Discussion

1. The academic management online channels of Yoga courses at Haikou Economic University was found to be at the highest level overall. It may be because students accept the ability of teachers and faculty administrators in academic administration, both in terms of providing good courses that meet the interests of students, having various teaching methods that teachers use to organize teaching and learning that are consistent with the lessons, and promoting and supporting teachers to use online teaching (Platform) and supporting teachers to produce online teaching media (Platform) and allowing students to participate in producing online teaching media (Platform) as well, in order to facilitate collaborative teaching and learning between students and teachers. In addition, teachers are also promoted and supported to use various good evaluation methods that are accepted by students. In addition, Haikou Economic University organizes various activities such as meetings, academic activities, student activities, and others at least once per semester, which is twice a

year. With this mission, students can continuously participate in activities. Therefore, it is believed that the operations of Haikou Economic University and the yoga courses at Haikou Economic University are at the highest level. This is consistent with the research of Phakamas et al. (2021) who conducted research on The Development of an Active Learning Management Platform Using the Constructivist Concept of ICT Systems and Innovations for Educational Administration for Graduate Students. The research results found that 1) The active learning management platform using the constructivist concept of ICT systems and innovations for educational administration used the DBLC database development process. Experts agreed that the platform was suitable for actual teaching and learning. The trial of the platform for learning at the graduate level was learning alongside technology with easy use. Students were highly satisfied with the developed platform. 2) The platform has a structure consisting of a website, a database of teachers and students, knowledge logs, knowledge assessments, discussion boards, knowledge repositories, document downloads, and images of various activities. Therefore, the resulting platform will help students gain practical skills in learning about ICT systems and innovations for educational administration effectively, including developing skills in using digital platforms for education. This is consistent with the research of Li et al. (2023) who conducted research on the development of an online teaching platform for basic accounting. By Using Collaborative Learning Technique Combined with Case Study Learning for Vocational Students The objectives of this research were 1) to develop an online teaching platform for introductory accounting using collaborative learning technique combined with case study learning for vocational students, 2) to evaluate the effectiveness of the developed platform based on the 80/80 criteria, 3) to find the effectiveness index, 4) to study the academic achievement, and 5) to study the opinions of experts and students on learning with the platform. The research results found that the online teaching platform for introductory accounting using collaborative learning technique combined with case study learning for vocational students was at a high level. It was found that this platform was interesting and suitable for use with students. Students had high opinions about the platform.

2. The results of the comparison of opinions on the questionnaire on academic

administration on the online channel of the yoga course of Haikou Economic University classified by gender and age found that:

2.1 The study on academic management of online channels for yoga courses at Haikou Economic University reveals that students' opinions, regardless of gender, do not differ significantly across various aspects such as curriculum, teaching style, student participation, and satisfaction. This outcome highlights the inclusivity and effectiveness of the online platforms used for these courses. Several possible reasons and supporting research help explain these findings. One plausible explanation is the gender-neutral design of the online platforms. The digital infrastructure for yoga courses appears to provide similar functionalities and content for all students, ensuring equitable experiences for both male and female learners. Such inclusivity likely minimizes any gender-based disparities in satisfaction or perception of the learning environment. Additionally, yoga, as a discipline, inherently emphasizes equality and inclusivity, fostering shared experiences of learning and practice. This universal approach may further contribute to reducing any potential gender-based differences in students' perceptions. The subject's core philosophy promotes unity, which likely reflects in the students' engagement with the course. Furthermore, research suggests that gender differences in online learning preferences are less pronounced compared to traditional, face-to-face classroom settings. Alghamdi (2017) highlights that male, and female learners often exhibit comparable adaptability to online education and report similar satisfaction levels with e-learning systems. This suggests that digital platforms inherently provide a more level playing field for all genders. The findings of this study are also consistent with prior research. Ally (2004) emphasizes that well-structured e-learning environments can cater to diverse demographics without significant variations in satisfaction or performance. Similarly, Richardson et al. (2017) argue that organized courses with equitably accessible resources minimize the impact of gender on student satisfaction and perceptions of online learning. These studies collectively affirm that inclusively designed online platforms enable equitable educational experiences, regardless of gender.

2.2 The study on academic management of online channels for yoga courses at Haikou Economic University reveals that students' opinions, irrespective of age, show no significant differences across most aspects, including curriculum, teaching style, academic management, measurement and evaluation, and satisfaction. However, a notable exception is observed in the area of student participation, where differences are significant at the 0.05 level. This result underscores the inclusivity of the platform while also pointing to specific areas for improvement. One reason for the consistency in students' opinions across age groups could be the standardized design of the online platform, which likely incorporates universal accessibility standards and user-friendly interfaces. These features ensure that students of all ages can engage with the platform effectively. Additionally, yoga as a discipline inherently promotes inclusivity and personal growth, which likely fosters shared appreciation and satisfaction among learners of different ages. Another key factor is the diminishing generational gap in technological familiarity. With the growing prevalence of technology in education, students across age groups are increasingly adept at navigating online platforms, which helps bridge potential differences in their experiences. Furthermore, the structured content and delivery of the yoga courses may also play a role, as standardized teaching methods often lead to similar evaluations across diverse demographics. The significant difference in student participation could reflect variations in engagement preferences across age groups. For instance, younger students may favor more interactive and dynamic features, while older students might prefer structured and independent learning methods. These differences highlight the importance of designing participation strategies that cater to diverse preferences, ensuring that all students feel engaged and included. The findings of this study align with prior research emphasizing the effectiveness of well-designed e-learning platforms in minimizing demographic disparities. For example, Sun et al. (2008) found that learner satisfaction in e-learning environments is influenced more by platform design and content quality than by demographic factors such as age. Similarly, Ally (2004) highlighted the importance of user-centered design in addressing the diverse needs of learners, ensuring equitable educational experiences.

## Recommendation

### 1. Suggestions from research

The online academic management of yoga courses at Haikou Economic University has achieved remarkable results in the application of 21st-century information technology, including improving learning efficiency, learning participation, learning experience, flexibility and independent learning ability. However, in the face of differences in technology acceptance and individual learning needs of different groups of students, educators and policymakers should further optimize the online teaching platform, deepen the interactive community function, improve the feedback mechanism, pay attention to the cultivation of teachers' digital teaching, and create a richer, more flexible and interactive learning environment for students, which will help promote their all-round development. In the future, with the continuous advancement of information technology and the continuous innovation of educational concepts, the yoga curriculum of Haikou Economic University will be able to serve students better, lead the transformation of the academic field, and contribute to the cultivation of mixed talents in the new era.

### 2. Suggestions for future research

2.1 There should be research to study the academic administration on the online channel of the Yoga course at Haikou Economic University in order to use the study results to improve the academic administration on the online channel (Platform) and apply it to other courses.

2.2 There should be a study on the role of the university council and parents in the management of education in the 21st century in order to use it as knowledge to promote the administration of educational institutions, which will lead to the joint management of lifelong education for students

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