

# Building Knowledge and Understanding of Curriculum-Based Learning Management at the Faculty of Management Science, Suan Sunandha Rajabhat University

Benjama Saiwijit, Somphoom Sawaengkun

Suan Sunandha Rajabhat University, 1-U-Thong Nok, Dusit, Bangkok, Thailand

E-Mail: Benjama.sa@ssru.ac.th, Somphoom.sa@ssru.ac.th

## Abstract

This study aimed to assess the level of knowledge and understanding of curriculum-based learning management among faculty members at the Faculty of Management Science, Suan Sunandha Rajabhat University, and to identify challenges and opportunities for improvement. A mixed-methods approach was employed, combining quantitative data from a structured questionnaire administered to 80 faculty members with qualitative insights from semi-structured interviews. The findings revealed a moderate to high level of understanding of key curriculum components, including learning outcomes alignment, teaching strategies, and assessment integration. However, challenges such as resource limitations, insufficient tailored training programs, and time constraints were identified as barriers to effective curriculum implementation. Faculty members who participated in interdisciplinary curriculum design reported improved teaching outcomes and higher levels of student engagement. Based on these findings, recommendations include the establishment of a dedicated curriculum development unit, the provision of targeted professional development, and the enhancement of institutional support mechanisms.

**Keywords:** Building knowledge and understanding, Curriculum-based learning, University, Faculty of management science

## 1. Introduction

### 1.1 Principles and Rationale

Curriculum-based learning management serves as a cornerstone for enhancing educational quality and student outcomes in higher education institutions. As universities aim to align their academic offerings with national and global standards, effective curriculum implementation has become essential for fostering relevant skills and knowledge among students (Tyler, 1949). At the Faculty of Management Science, Suan Sunandha Rajabhat University (SSRU), the emphasis on curriculum-based learning management reflects its commitment to producing graduates equipped to meet the demands of the modern workforce (Sujarittnetikarn & Kanchanopast, 2024).

The process of curriculum-based learning management involves integrating course content, teaching strategies, and assessment methods to achieve intended learning outcomes. This requires a thorough understanding of curriculum design principles, as well as the ability to adapt

teaching methodologies to address diverse student needs (Biggs, 1996). For educators at SSRU, building knowledge and capacity in this area is vital to ensuring that the curriculum remains dynamic, student-centered, and aligned with institutional goals.

Despite its importance, challenges in implementing curriculum-based learning management persist, including limited faculty development opportunities, misalignment between course objectives and learning outcomes, and insufficient stakeholder engagement (Harden, 2001). These challenges highlight the need for structured professional development programs that enhance faculty members' understanding of curriculum frameworks and effective learning management practices.

This study aims to explore strategies for building knowledge and understanding of curriculum-based learning management among educators at the Faculty of Management Science, SSRU. By identifying best practices and addressing existing challenges, the study seeks to contribute to the ongoing development of curriculum management processes that support high-quality education and student success.

## **1.2 Research Objective**

The following specific research objectives are outlined:

1. To assess the current level of knowledge and practices related to curriculum-based learning management among faculty members.
2. To design and propose professional development strategies for improving curriculum-based learning management.
3. To evaluate the impact of proposed interventions on educators' understanding and implementation of curriculum-based learning management.

## **2. Literature Review**

Curriculum-based learning management plays a pivotal role in the quality and effectiveness of higher education. It serves as a framework for educators to align learning objectives, instructional strategies, and assessment methods to achieve desired educational outcomes (Tyler, 1949). At the Faculty of Management Science, Suan Sunandha Rajabhat University, fostering knowledge and understanding of this approach among faculty members is essential for delivering high-quality education that meets both institutional goals and societal needs. This literature review explores key theories, challenges, and strategies related to curriculum-based learning management, with a focus on its relevance to higher education in Thailand.

The literature underscores the importance of curriculum-based learning management as a cornerstone of quality education. While theoretical frameworks provide valuable guidance, practical challenges necessitate targeted professional development and institutional support. By addressing these factors, the Faculty of Management Science can enhance faculty members' knowledge and understanding of curriculum-based learning management, ultimately contributing to improved student learning experiences and academic success.

### **2.1 Theoretical Foundations of Curriculum-Based Learning Management**

Curriculum-based learning management is rooted in the principles of systematic instructional design. Tyler's (1949) objectives model emphasizes the importance of defining clear learning outcomes and aligning them with instructional activities and assessments. Biggs and Tang (2011) expanded on this concept with their theory of constructive alignment, which integrates curriculum objectives with teaching methods and assessment tools to create a

coherent and student-centered learning experience. Constructive alignment has gained widespread acceptance in higher education, particularly for its emphasis on active learning and critical thinking. These principles encourage educators to design curricula that not only impart knowledge but also foster analytical and problem-solving skills in students (Harden, 2001).

## **2.2 Challenges in Curriculum Implementation**

Despite its theoretical strengths, curriculum-based learning management often encounters challenges in practical implementation. Harden (2001) identifies common barriers, including insufficient faculty training, resource limitations, and misalignment between institutional objectives and classroom practices. Faculty members may lack the pedagogical expertise to design and deliver curricula effectively, leading to inconsistencies in student learning experiences (Guskey, 2002). In the context of Thai higher education, additional challenges include balancing cultural relevance with global standards. This dual focus can complicate curriculum design and implementation, particularly in diverse academic environments.

## **2.3 The Role of Professional Development**

Professional development is a critical factor in building faculty capacity for effective curriculum-based learning management. Research suggests that targeted training programs can enhance educators' knowledge, skills, and confidence in curriculum design and implementation (Joyce & Showers, 2002). Desimone (2009) highlights the importance of sustained, collaborative professional development that incorporates active learning, feedback, and peer mentoring. These approaches align with the concept of lifelong learning, which is particularly relevant in dynamic academic settings.

## **2.4 Innovative Approaches to Curriculum Management**

Technological advancements have introduced new opportunities for curriculum-based learning management. Digital tools and platforms enable interactive teaching methods, real-time assessments, and personalized feedback, enhancing both student engagement and learning outcomes (Laurillard, 2012). For institutions like Suan Sunandha Rajabhat University, integrating technology into curriculum management can support innovative teaching practices and improve educational quality. Furthermore, the shift towards competency-based education has underscored the need for curricula that are flexible, outcomes-focused, and aligned with industry demands (Bates, 2015).

## **2.5 Institutional Support and Leadership**

Effective curriculum-based learning management requires strong institutional support. Fullan (2007) emphasizes the role of leadership in fostering a culture of innovation, collaboration, and continuous improvement. At Suan Sunandha Rajabhat University, aligning curriculum initiatives with institutional goals and policies is essential for achieving sustainable educational outcomes.

## **3. Research Methodology**

This study adopted a mixed-methods approach, combining quantitative and qualitative methodologies to comprehensively investigate the development of knowledge and understanding of curriculum-based learning management among faculty members at the Faculty of Management Science, Suan Sunandha Rajabhat University.

### 3.1 Population and Sample

The population comprised all faculty members at the Faculty of Management Science. Using stratified random sampling, a sample of 80 faculty members was selected to ensure representation across different academic disciplines and levels of teaching experience. This sampling technique minimizes bias and provides a representative view of the faculty's knowledge and understanding.

### 3.2 Data Collection Methods

*Quantitative Data Collection:* A structured questionnaire was developed to measure faculty members' knowledge and understanding of curriculum-based learning management. The questionnaire included three sections:

- Demographic information (e.g., age, academic position, years of teaching experience).
- Knowledge assessment based on key curriculum design principles, including learning outcomes, teaching methods, and assessment alignment (Tyler, 1949; Biggs & Tang, 2011).
- Perceptions of challenges and support mechanisms related to curriculum implementation.
- The questionnaire employed a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree," to capture the participants' responses.

*Qualitative Data Collection:* Semi-structured interviews were conducted with 10 faculty members to gain deeper insights into their experiences with curriculum-based learning management. The interviews explored themes such as:

- Faculty perspectives on the effectiveness of current curriculum practices.
- Challenges faced during curriculum design and implementation.
- Recommendations for improving knowledge and understanding of curriculum management.

### 3.3 Data Analysis

*Quantitative Analysis:* The questionnaire data were analyzed using descriptive statistics, such as mean, standard deviation, and frequency distribution, to summarize the overall level of knowledge and understanding among faculty members. Inferential statistics, including t-tests and ANOVA, were applied to identify significant differences based on demographic factors.

*Qualitative Analysis:* The interview data were transcribed and analyzed using thematic analysis to identify recurring patterns and themes. The themes were categorized into key areas, such as barriers to effective curriculum management, faculty development needs, and institutional support mechanisms.

## 4. Results

The results are presented quantitative findings from the surveys and qualitative insights from the interviews.

### 4.1 Demographic Profile of Respondents

The study sampled 80 faculty members from the Faculty of Management Science. The demographic findings revealed the following:

*Age:* 35% of respondents were aged 25–34, 40% aged 35–44, and 25% aged 45 and above.

*Teaching Experience:* 45% of faculty had 1–5 years of teaching experience, 30% had 6–10 years, and 25% had over 10 years of experience.

*Academic Positions:* 50% were lecturers, 35% were assistant professors, and 15% held higher academic ranks.

#### **4.2 Level of Knowledge in Curriculum-Based Learning Management**

The quantitative analysis showed that the overall knowledge level of curriculum-based learning management among faculty members was rated as moderate to high, with a mean score of 3.8 (SD = 0.6) on a 5-point scale. The following key areas were assessed:

*Understanding of Learning Outcomes:* Faculty demonstrated strong knowledge in aligning learning outcomes with instructional strategies, with a mean score of 4.1 (SD = 0.5).

*Curriculum Design Principles:* Understanding of designing coherent curricula was rated moderate, with a mean score of 3.6 (SD = 0.7).

*Assessment Alignment:* Faculty knowledge of creating assessments aligned with learning outcomes was high, scoring 4.0 (SD = 0.6).

#### **4.3 Perceptions of Challenges in Curriculum Management**

The analysis of qualitative data highlighted several challenges faced by faculty members:

*Resource Constraints:* Faculty reported limited access to resources and tools for effective curriculum design, particularly in integrating technology into teaching.

*Training Gaps:* Respondents emphasized the need for ongoing professional development to enhance their knowledge and skills in curriculum-based learning management.

*Time Limitations:* Balancing teaching responsibilities and curriculum planning was identified as a significant challenge.

#### **4.4 Effectiveness of Professional Development Initiatives**

Faculty perceptions of professional development programs were mixed. While 70% of respondents found the training sessions useful, 30% suggested that the programs were too generic and not tailored to specific disciplines. Recommendations included more targeted workshops focusing on curriculum innovation and interdisciplinary approaches.

#### **4.5 Insights from Interviews**

Qualitative interviews provided deeper insights into faculty experiences:

*Success Stories:* Faculty members who had participated in collaborative curriculum design projects reported improved teaching outcomes and student satisfaction.

*Barriers to Implementation:* Many faculty members cited institutional policies and lack of administrative support as barriers to implementing innovative curriculum practices.

*Opportunities for Improvement:* Suggestions included establishing a dedicated curriculum development unit within the faculty and increasing collaboration among faculty members across disciplines.

#### **4.6 Impact of Curriculum Knowledge on Teaching Quality**

Faculty members with higher knowledge scores in curriculum-based learning management reported better teaching evaluations and higher student engagement. This aligns with existing

literature emphasizing the correlation between curriculum knowledge and teaching effectiveness.

The research highlighted a moderate to high level of knowledge among faculty members regarding curriculum-based learning management, with significant strengths in understanding learning outcomes and assessment alignment. However, challenges such as resource limitations, training gaps, and time constraints need to be addressed to further enhance curriculum implementation. Faculty members emphasized the importance of tailored professional development programs and institutional support to overcome these barriers.

## **5. Conclusion**

The study on building knowledge and understanding of curriculum-based learning management at the Faculty of Management Science, Suan Sunandha Rajabhat University, revealed important insights into the current state of faculty preparedness and areas for improvement. Faculty members demonstrated a moderate to high level of understanding of key curriculum design components, such as aligning learning outcomes with teaching strategies and assessments. However, challenges such as resource limitations, lack of targeted professional development, and time constraints were identified as significant barriers to effective curriculum management.

The findings underscore the critical role of continuous professional development tailored to the specific needs of faculty members in enhancing their curriculum knowledge. Faculty who had access to collaborative and interdisciplinary curriculum development initiatives reported improved teaching outcomes and student engagement, highlighting the potential for institutional support and teamwork in fostering curriculum innovation.

To address the identified gaps, the study recommends implementing structured training programs that focus on curriculum innovation, establishing a dedicated curriculum development unit within the faculty, and fostering collaboration across academic disciplines. These measures can enhance faculty capacity, improve curriculum alignment with institutional goals, and ultimately elevate the quality of education provided by the Faculty of Management Science.

## **6. Acknowledgment**

The author would like to formally express appreciations to Suan Sunandha Rajabhat University for financial support and the Faculty of Management Sciences for providing full assistance until this research was successfully completed. The author is also grateful for suggestions from all those who kindly provide consulting advices throughout the period of this research.

## **References**

- Bates, A. W. (2015). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*. Tony Bates Associates Ltd.
- Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University*. Open University Press.
- Chalapati, N. (2007). Quality assurance in Thai higher education: Progress and challenges. *Quality in Higher Education*, 13(1), 7-20.

- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199.
- Fullan, M. (2007). *The New Meaning of Educational Change*. Teachers College Press.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 381-391.
- Harden, R. M. (2001). The learning outcomes approach: Implications for curriculum planning and evaluation. *Medical Teacher*, 23(1), 7-16.
- Joyce, B., & Showers, B. (2002). *Student Achievement Through Staff Development*. ASCD.
- Laurillard, D. (2012). *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*. Routledge.
- Sujarittnetikarn, K., & Kanchanopast, S. (2024). A proactive model of public relations through social media to elevate the image of the Faculty of Management Science at Suan Sunandha Rajabhat University. *International Academic Multidisciplinary Research Conference in Venice, 2024*, 189-194.
- Tyler, R. W. (1949). *Basic Principles of Curriculum and Instruction*. University of Chicago Press.