A School Administrative Model for Learning Management during the Covid-19 Outbreak in School under the Department of Local Administration

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Abstract **- This research aims to study 1) The condition, problems, needs and operations of Learning Management that arised during the COVID-19 Outbreak in Schools under the Department of Local Administration. 2) Create a model for Learning Management During the COVID-19 Outbreak and; The sample group consisted of 260 schools under the Department of Local Administration. The research instrument used was a questionnaire with IOC between 0.60 - 1.00, 0.980 reliability and discrimination between 0.40 - 1.00. Data were analyzed and synthesized by content analysis, frequency, percentage, mean, standard deviation.**

The results showed that educational institutions had the most problems in using learning media through social media channels or other long-distance systems. (= 3.29, S.D. = 1.17) And there is a need for assistance in using learning materials through social media channels or other remote systems at a maximum. (= 3.87, S.D. = 1.17) As for the operating conditions in the administration of educational institutions to manage learning during the epidemic of the coronavirus (COVID-19) before the outbreak It was found that educational institutions provide equipment for students who are least at risk of losing opportunities from distance learning at a minimum. (= 3.53 , S.D. = 1.03) during the outbreak It was found that educational institutions allow students to participate in planning for learning management, self-assessment and peer assessment at a minimum. (= 3.37 , S.D. = 1.09) after the outbreak It was found that the educational institutions had continuous self-assessment and peer assessment development at a minimum (= 3.37 , S.D. = 1.05) and during the new normal learning management model developed after the outbreak. It was found that educational institutions and agencies platforms for sustainable teacher development at a minimum. (= 3.26 , S.D. = 1.07) The model for Learning Management During the COVID-19 Outbreak are defined with two main missions 1) Focus on the curriculum and evaluation development 2) Adjusting the schools academic system to be flexible and strong (a total of 12 sub-missions). and 3) supporting missions such as; 1) Take care , help and support about health safety to teachers , students and parent 2) Developing the ability to work for teachers and personnel and 3) Creation of a collaborative network to support learning management (total 15 sub-missions).

Index Terms - School administration for learning management; Epidemic of Coronavirus (COVID-19); Department of Local Administration

INTRODUCTION

The changes of world society in the 21st Century are the crucial factor forcing all countries to adjust themselves to be prepared for the changes. The nations and societies who have a high potential for administration and dealing with the changes potentially have fewer impacts than those who are unable to handle the changes well, particularly the changes during the crisis, which means the circumstance that requires the management to avoid or resolve the damage (Long, 2021). Crises include natural disasters, pollution and environmental problems, epidemics, and political and administrative problems, or warfare. Some of them are the sudden crisis and over control. As a result, there is a disruption to the mechanisms of operations at the national, social, and organizational levels. This is the VUCA world that is full of volatility, uncertainty, complexity, and ambiguity. The unforeseen crises might affect the learning behavior, working style and people's way of life, and works and living of people. Consequently, it influences the educational system which is the foundation of humans (Horney, Pasmore, & O'Shea, 2010)

COVID-19 pandemic brings the redundant crisis to the world education. More than 1,500 million children and youth worldwide are impacted (The world bank, 2020); some are suspended from the study. It has great impacts on the human capital directly and the world economic disruption in the long term, as well as educational management of Thailand, especially a threat to

the educational reform which aims to develop the country to become Thailand 4.0 emphasizing children and youth development to apply their knowledge to gain the benefits for individual, families, society, and country. COVID-19 pandemic originated in China and the first patient in Thailand was found on 13 January 2020. For this reason, the government announced the declaration of emergency situation in all areas of Thailand on 25 March 2020. Moreover, the "Centre for the Administration of the Situation due to the Outbreak of the Communicable Disease Coronavirus 2019 (COVID-19)" was established as a special agency to execute any emergencies. It is the beginning of social distancing. Ministry of Education closed all educational institutes on 18 March 2020. Later, Semester 1 of the academic year 2020 was reopened on 1 July 2020 under the safety measures to prevent the spread of Coronavirus. However, the spread is continuing and has a great impact on education throughout the academic year 2020 and 2021, which Semester 1 opened on 1 June 2021 under the online or remote platform for the whole semester. With this problem, the educational institutes must adapt themselves to deal with this crisis. Not only aiming to enhance the youth following the educational reform guidelines but the institutes must also set the flexible learning plan to correspond to the situation and the uncertainty of the world society which is out of their control.

COVID-19 epidemic affects the educational management nationwide, including the schools under the Department of Local Administration because it is difficult for the current learning model and platform, communication, and assessment to proceed. Health and safety management planning becomes an urgent issue to carry out in couple with the learning management to achieve the Thailand Education Scheme B.E. 2560-2609. Currently, there are 1,722 schools under the Department of Local Administration that are providing the basic education that adapts their administration prioritizing the safety of the learners and curriculum, teaching methods, assessment process adjustment for the highest efficiency. Due to the current crisis, the learning model and platform are initiated and developed which is likely to become a new normal education form to replace the traditional education model which is a challenge for the teachers and executives. (Bayham, & Fenichel, 2020).

From the problems and background stated above, the educational institutes have changed the opening of the semester of the academic year 2020 and 2021 and most integrate the On-site and Online learning platforms because the numbers of cases are increasing worldwide in 2021. Consequently, the online platform was adapted for the entire Semester 1 of the academic year 2021. This is the new circumstance of Thai education in which the education system and safety of the learners and personnel are emphasized simultaneously, and the schools must follow the "Manual of Management of COVID-19 for Schools" prescribed by the government. The content of the manual comprises of the General information of COVID-19, Social and Environmental Health Practices Concerning Pre-Opening Preparation and Opening Day, and Sanitation in School. However, it does not include the guidelines for the appropriate learning management for the pre and post-pandemic. Therefore, the researcher, as the executive of the educational institute under the Department of Local Administration, would like to study the administrative model for learning management during COVID-19 outbreak in the schools under the Department of Local Administration to have the alternative to learning management for the learners who are unable to study at the normal situation to have constant self-development and complete the study safely with knowledge and positive attitude towards careers or further study, and become a good person and important force of the society and country.

OBJECTIVES

The research aimed to study the problems, needs, and school administrative operations for learning management during COVID-19 outbreak of the schools under the Department of Local Administration, and create a school administrative model for learning management during the COVID-19 outbreak of the schools under the Department of Local Administration.
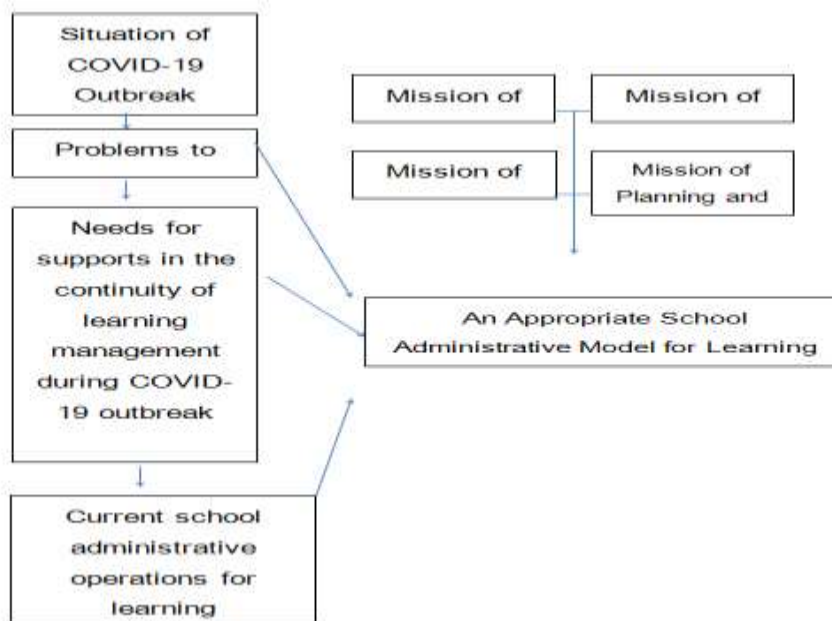
RESEARCH FRAMEWORK

Figure **1**
Research Framework

From Figure 1, the researcher analyzed and synthesized the information obtained from the interview with the sample schools about the problems, needs, and school administrative operations for learning management during COVID-19 outbreak, and applied the guidelines for operations by the Department of Local Administration based on 6 Dimensions and 44 Items on the "Manual of Management of COVID-19 for Schools" prescribed by the government, and the administration principle based on the mission of four divisions to create the school administrative model for learning management during COVID-19 outbreak that is applicable and correspond to the current situation for the least learning loss.

Research Methodology

Phase 1 Study the problems, needs, and guidelines for school administrative operations for learning management during the COVID-19 outbreak

1.1 Select the sample group 15% of 1,722 schools under the Department of Local Administration. Apply the stratified sampling method to divide them into 3 groups, 29 schools under the Provincial Administrative Organization, 178 schools under the municipality, and 53 schools under the Subdistict Administrative Organization, 260 schools in total.

1.2 The research tool was a questionnaire containing four parts. Part 1 is the checklist questions about the general information of the informant and school. Part 2 is 20 questions about the problems in school administration for learning management during COVID-19 outbreak of the schools under the Department of Local Administration. Part 3 is 15 questions about the needs for school administration for learning management during COVID-19 outbreak. Part 4 is 40 questions about the school administrative operations for learning management during COVID-19 outbreak of the schools under the Department of Local Administration in four phases, before, during and after the outbreak and with the new normal education model. All questions are the 5-Likert scale questions. The researcher followed the following steps to validate the quality of the research tool.

1.2.1 Find the Index of item Objective Congruence (IOC) by five experts consisting of one university professor, two educational executives from the Educational Service Area, one Director of Division of Education Religious and Culture, Department of Local Administration, and one school director. IOC was 0.60-1.00.

1.2.2 Determine the reliability of the questionnaire (α) and Discrimination Index (r) by trial the data collection from 60 schools under the Department of Local Administration, which were not included in the sample group. 50% of responses were received, accounting for 83.33%. α was 0.98 and r was 0.40-1.00.

1.3 Collect data by sending the letter to ask for cooperation to complete the online questionnaire (google form) to the sample group during April-May 2021.

1.4 Analyze the research results of the problems, needs, and guidelines for school administrative operations for learning management during the COVID-19 outbreak during the four phases to draft the school administrative model for learning management during the COVID-19 outbreak of the schools under the Development of Local Administration. Statistics such as percentage, mean, and Standard Deviation (S.D.) were applied to SPSS. The recommendations were analyzed using the content analysis and frequency sorting method.

Phase 2 Design a model The researcher drafted the school administrative model for learning management during the COVID-19 outbreak of the schools under the Development of Local Administration based on the analyzed data from Phase 1 and the adaptation of the guidelines of the Development of Local Administration following the 6 Dimensions and 44 Items on the "Manual of Management of COVID-19 for Schools" prescribed by the government, and the administration principle based on the mission of four divisions under the following conditions.

2.1 Set the mission to resolve the problems in the school resulting from the outbreak of COVID-19 by considering the issues on the questionnaire that were at a high level, which were the problems that required an urgent solution.

2.2 Set the mission that corresponds to the essential needs by considering the issues on the questionnaire that were at a high level, which were the problems that required an urgent solution.

2.3 Set the mission that supports the school operations during four phases, before, during, and after the outbreak, and with the new normal education model that were executed at a moderate to high level for the higher quality of educational management.

2.4 Classify the missions to be consistent with the division's tasks for the quality application. Summarize the school administrative model for learning management during the COVID-19 outbreak of the schools under the Development of Local Administration.

Results

Phase 1

1.1 Analysis results on the status of 260 schools (by the executives) showed that the number of male and female informants were similar (50.38 and 49.62% respectively). Most were 41-50 years old (47.31%). When classifying by the education, it was found that most graduated with the Master's degree (78.85%). In terms of work experience, most had more than 20 years of work experience (48.08%) while the experience in educational institute administration was at 6-10 years (28.08%). Regarding the number of students in school, most schools had 360-1,079 students (38.85%) and were under the Municipality (68.46%).

1.2 Analysis results on the problem in school administration for learning management during the COVID-19 outbreak revealed that the school had difficulty with the support of using learning media via social media, such as Website, Facebook, Line, Zoom meeting, Google Meet, Microsoft Teams, E-mail, or other remote systems the most ($\bar{x}$ = 3.29, S.D. = 1.17), which was at a

moderate level. Moreover, the schools had the least problem with the regulation on wearing the masks of the students, teachers, and visitors, and the preparation of hand gel sanitizer or alcohol spray locations ($\bar{x}$ = 1.96, S.D. = 1.07 and $\bar{x}$ = 1.96, S.D. = 1.02 respectively), which was at a low level.

       1.3 Analysis results on the needs for school administration for learning management during the COVID-19 outbreak showed that the schools needed the support in the use of learning media via social media, such as Website, Facebook, Line, Zoom meeting, Google Meet, Microsoft Teams, E-mail, or other remote systems the most ($\bar{x}$ = 3.87, S.D. = 1.17), which was at a moderate level. Further, they had the fewest need for the venue, Nurse room, or the isolation area for the person who had the risks of the respiratory system ($\bar{x}$ = 3.28, S.D. = 1.34)**,** which was at a moderate level.

1.4 Analysis results on the school administrative operations for learning management during the COVID-19 outbreak of the schools under the Development of Local Administration before the outbreak indicated that the operation the school carried out the most was to set the measure to open and close the school to correspond and be flexible to the severity of pandemic ($\bar{x}$ = 4.38, S.D. = 0.75))**,** which was at a high level. Moreover, the schools did not prepare the tools and equipment for the students who had the risk of remote learning loss ($\bar{x}$ = 3.53, S.D. = 1.03)**,** which was at a high level.

       1.5 Analysis results on the school administrative operations for learning management during the COVID-19 outbreak of the schools under the Development of Local Administration during the outbreak indicated that the operation the schools focused on the most was to construct the awareness to the teachers and personnel to understand the guidelines of operations followed the learning management policy during the COVID-19 outbreak ($\bar{x}$ = 4.40, S.D. = 0.80)**,** which was at a high level. However, the schools gave little chance for the students to take part in learning management planning, self and peer assessment for practicing the reflection giving skills ($\bar{x}$ = 3.37, S.D. = 1.09), which was at a moderate level.

       1.6 Analysis results on the school administrative operations for learning management during the COVID-19 outbreak of the schools under the Development of Local Administration after the outbreak showed that the school had the flexibility of the study time and variety of the learning management. Also, the teachers designed the unit and used the appropriate learning management plan the most ($\bar{x}$ = 4.02, S.D. = 0.82 and $\bar{x}$ = 4.02, S.D. = 0.85 respectively), which was at a high level. Additionally, the schools gave little chance for the students to continue self and peer assessment ($\bar{x}$ = 3.37, S.D. = 1.05), which was at a moderate level.

       1.7 Analysis results on the school administrative operations for learning management during the COVID-19 outbreak of the schools under the Development of Local Administration when applying the new normal education form developed after the outbreak indicated that the schools used the information and feedback from all activities, teachers, parents, students, and community to develop the educational management the most ($\bar{x}$ = 3.90, S.D. = 0.95), which was at a high level. Further, the schools and agencies did not have adequate preparation for the platform supporting the sustainable development of teachers ($\bar{x}$ = 3.26, S.D. = 1.07), which was at a moderate level.

Phase 2 Results of mission determination for school administration for learning management obtained from the analysis on the problems, needs, and the school administrative operations for learning management during the COVID-19 outbreak in couple with the application of the operations and missions of the four divisions were as follows.

From Table 1-7, the missions that were consistent with the operations of the divisions were classified into five groups (by the alphabet). Main Mission 1 - Curriculum and Assessment Development, A (6 missions), and Main Mission 2 - Flexible and Strong Academic Works Adjustment B (6 missions). Support Mission 1 - Health Safety Aid C (5 missions), Support Mission 2 - Performance Development of Teachers and Personnel D (5 missions), and Support Mission 3 – Collaborative Networking for Learning Management E (5 missions), 27 missions in total.
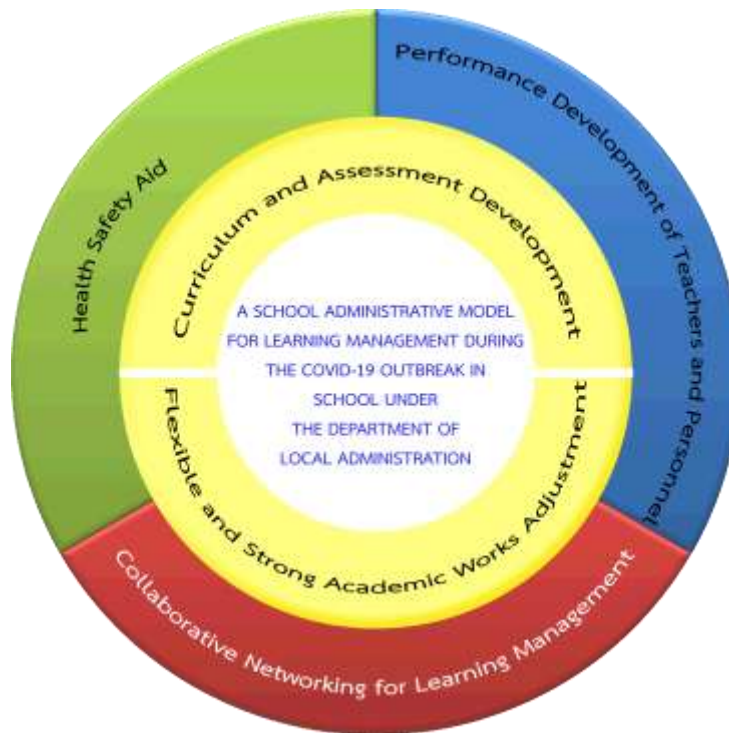
Figure **2**
School Administrative Model for learning management during the COVID-19 outbreak of the schools under the Department of Local Administration

DISCUSSION

The first objective of the research was to study the problems, needs, and guidelines for school administrative operations for the learning management during the COVID-19 outbreak of the schools under the Department of Local Administration. It was found that each school encountered problems at different levels. The schools that were well prepared could handle and respond to the problems quicker. However, when the outbreak period extended, the schools started adjusting themselves and better dealing with the situation, particularly the preparation of venue and service. Further, the learning management had been developed, especially the use of technology which was more efficient. Nevertheless, when compared to Singapore, which is one of the countries that have a high quality of learning management in the world, in terms of the learning benefits for the learners, they considered closing the school at a very low rate and it was evident that there were only a few impacts on the spread control, however, it caused the higher cost to the parents and government than the normal school opening. Thus, the school that opened under the safety measure was the best choice. The learners would be happy and gain more knowledge from school. Anyhow, the school should have the appropriate plan for the infrastructure development to accommodate the welfare and safety in couple with the personnel development to acquire the higher learning management skills during the unusual circumstance in order to follow the measures efficiently and effectively (Kedia, 2021)

Regarding the second objective, the research aimed to create the school administrative model for learning management during the COVID-19 outbreak of the schools under the Department of Local Administration. It was discovered that the model comprised of two main missions and three support missions, 27 missions in total were obtained from the analysis results of problems, needs, and guidelines for the school administrative operations for learning management, as well as the application of the operations guidelines by the Department of Local Administration followed the framework 6 dimensions and 44 items on the "Manual of Management of COVID-19 for Schools" prescribed by the government via the operations of the four divisions. The degree of the solution was increased to support the operations to maintain the highest quality of learning management. The mission would be set for all members of the organization to be aware and cooperate in the learning management. It was in line with Viner et al (2020) who stated that although the learning of the learners during the crisis was difficult and challenging because there was no fundamental information or experience, the appropriate direction of learning management connecting with the curriculums, participation of the teachers, students, personnel, and parents were very crucial for the development of learning management, particularly the remote or online learning, (OECD, 2020) to fulfill the demands of the students. It would affect the learning efficiency when the students return to school. The appropriate use of innovation or management model for learning would assist the student to have the challenge in maintaining knowledge, experience, and developing the new skills that help with the application of the model during the critical situation and in the long term period efficiently.

RECOMMENDATIONS

1. The application of the school administrative model for the learning management during the COVID-19 outbreak of the schools under the Development of Local Administrative in any dimension, the health of students and personnel should be taken into consideration. It is consistent with the concept of Wang, Zhang, Zhao, Zhang and Jian (2020) who had a concern about the home isolation of the children and youth during the spread which might affect their physical and mental health. However, it was substituted with the appropriate learning management. Therefore, the school administration for the learning management during the COVID-19 outbreak is not only used for handling the learning during the COVID-19 crisis but also for planning to cope with an uncertain situation that might impact other learning management in VUCA as each mission is aim to develop the suitable learning management.

2. The school executive role is very crucial for encouraging the adaptation of the model for success. The school executive is the leader of the school to conquer this crisis who must have the determination, hope, and belief in dealing with the problems in any case. (Leithwood, Harris, & Hopkins 2020) It is a great challenge to exercise the power and leadership to prevent the learning of children and youth. Thus, the leader should have a clear vision, capability to develop people, manage people, maximize the capability, etc. These are the qualities that correspond to the context and transform the leadership of the school due to the COVID-19 outbreak (Harris, & Jone 2021)

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