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UMGCINMATIC : 1st Rethinking Education during Covid-19 Era: Challenge and Innovation

**DEVELOPMENT OF POLICY RECOMMENDATION
FOR EDUCATIONAL MANAGEMENT DURING COVID-19 PANDEMIC**

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ABSTRACT

The objectives of this research were to analyse the context and make a policy recommendation on educational management in the situation of the Coronavirus 2019 pandemic for schools under Loei Primary Educational Service Area Office 2 by using policy research methodology. The research was divided into 2 phases: Phase I, context analysis of educational management in the Coronavirus 2019 pandemic situations by group discussion, and phase II, policy recommendation making by connoisseurship. Data were analysed by content analysis method. The results showed that 1) There were 3 aspects of educational management problems in the situation of Coronavirus Disease 2019 pandemic as 1) educational management methods 2) learning management and 3) caring and helping students. 2) Educational management policy recommendation in Coronavirus 2019 pandemic situations of Loei Primary Educational Service Area Office 2 had 3 components: 1) the educational administration; 2) learning management and 3) caring and helping students, there were total 14 policy recommendations.

Keyword : COVID-19, Policy, Educational Management.

1. INTRODUCTION

In the academic year 2020, the epidemic of Covid-19 pandemic effected to Thai students more than 15 million who were out of school until July. It meant that Thai students would be out of school for the one of third of the academic year. Although the ministry of education had a policy to cancel the holidays for compensation the lost time, the cumulative absence of school affected to students in the long term. Moreover, there was 3rd heavy epidemic in academic year 2021 which all Thai agencies must urgently take action to reduce the negative impact to the national youth. Otherwise, Thailand could huge negative impacts in the future. The Kenan Foundation of Asia (2020) had analysed and summarized the impact of the 3rd COVID-19 pandemic in three areas: 1) Overlap and inequality in education will be more increasing because of lacking opportunity to access the quality education system and the readiness of the equipment to support learning in the recession situation which causing difficulties for the living parents. The longer pandemic was going on, the more gaps in education will be happened. 2) The effectiveness of teaching and learning was still insufficient. Only a few teachers had ability to use technology in teaching and learning. Moreover, many students lacked of the necessary learning technology equipment, especially for students in rural areas. Teachers also lacked of techniques for tracking online learning and still adhered to the learning style of memorization. They used an online teaching tool as a substitute for a blackboard and emphasized on teaching by giving long lectures, not allow students to participate in the class. Therefore, students will lack opportunities for their practice or search their own answers. This kind of learning will not only make students bored but also not promote

to the learning efficiency and 3) the teacher's online teaching promotion and support system was insufficient. Many Thai teachers went to visit and monitor students at their home to see their well-being and assess their readiness for learning in new ways that not received an adequate support, especially in academics aspects. On the other hand, the urgently changed teaching-learning process confused teachers and unconfident how to start teaching online including monitoring learning progress and evaluating learning achievement how to do and providing assistance to underprivileged students and having difficult living conditions, etc.

From above, it reflected to the problem of learning management that needs to be managed urgently. Solving such problems required true knowledge that in accordance with the current situation. Knowledge was an important basis for solving problems and developing because the current world had absolutely stepped into a knowledge society. The core of knowledge that get from research process could be used to solve problems and develop the country correctly. Therefore, research was an important force in turning crisis into an opportunity. (Secretary of the National Research Council, 2014). In addition, the development of the organization to be a learning organization, especially learning new ways, was necessary in the 21st century because it helped to gain both new theoretical and practical knowledge. Understanding the situation, circumstance and behaviours can be solved problems accurately and efficiently. It helped to improve work. as well as diagnose in making the right decision. This will lead to the formulation of policies or principles of operation of the organization with goals Loei Primary Educational Service Area Office 2, therefore, has researched and developed a policy recommendation for educational management in the COVID -19 pandemic as information for further organizational development.

2. METHOD

2.1 Data Resources and Participants

This research was divided into two parts: humanity sources and documentary sources

- 1) Personnel sources: information providers of problems that hinder and guidelines for educational management in COVID -19 pandemic consisted of 140 school directors and academic teachers from large, medium and small school sizes, community quality school and 70 quality sub-district schools by purposive sampling.
- 2) Documentary sources: the educational innovation development reports according to the educational innovation project of Loei Primary Educational Service Area Office 2: a new way, a quality way, academic year 2020-2021.
- 3) Experts who validated a policy recommendation on educational management in the situation of the Coronavirus 2019 pandemic by purposive sampling for 7 experts.

2.2 Data Collection Tools

The tools consisted of two issues: group discussion data record and documentary data record form as follows:

2.2.1 A group discussion data record was about the problem conditions and approaches to educational management in COVID -19 pandemic consisted of the objectives of the group discussion. and 3 issues of group discussion: 1) management 2) learning management and 3) caring and helping students.

2.2.2 A documentary study record was a form of innovation synthesis in learning a new way of

COVID -19 pandemic under Loei Primary Educational Service Area Office 2.

2.2.3 Connoisseurship record was open-ended questions. This tool consisted of 4 components, 1) accuracy, 2) utility, 3) feasibility and 4) propriety.

2.3 Psychometric Property

It was proceeded to build and find tool quality in the following:

2.3.A group discussion data record was about the problem conditions and approaches to educational management in COVID -19 pandemic which was carried out by drafting a list of group discussion issues as follows: 1) Management which consisted of personnel, budget, media, materials, equipment, and management methods. 2) Learning management which classified by grade level such as early childhood, grade 1-3, grade 4-6, and grade 1-3, by separating learning styles into on site, online. on hand, on demand, on air and other formats and 3) caring and helping students. Then created a form for group discussion, submit to 5 experts to verify language and content validity.

2.3.2 A documentary study record was a form of innovation synthesis in learning a new way of COVID -19 pandemic under Loei Primary Educational Service Area Office 2 as follows: 1) Types of learning innovations consisted of Loei Primary Educational Service Area Office 2 and school 2) The field of educational innovation which consisted of educational administration, educational supervision and learning management. The record form was drafted and submitted to 5 experts to verify the language and content validity in order to improve it and completed document record form as a real form.

2.3.3 Connoisseurship record was open-ended questions. This tool consisted of 4 components, 1) accuracy, 2) utility, 3) feasibility and 4) propriety. It was inspected by the experts and indicated content validity.

2.4 Data Collection

The data collection was proceeded as follows.

2.4.1 Focus Group Discussion: set the roles and duties of the researcher which consisted of moderator, note taker, and general assistant. Made an appointment with the school to make a group discussion map. The groups were divided into 7 groups of educational institution administrators, 7 groups of teachers, 7 points, namely Phu Kradueng District, Pha Khao District, Nong Hin District, Phu Luang District, Erawan District, Wang Saphung District 1 and Wang Saphung District 2 and conducted the discussions in order of issues. Finally, did Group Discussion on 17-23 September 2021.

2.4.2 Synthesis of innovations for learning new ways of Loei Primary Educational Service Area Office 2 were combined from the online database of the Loei Primary Educational Service Area Office 2, academic year 2020-2021. The researchers then categorized the innovations and recorded by using the document record form.

2.4.3 Connoisseurship was applied for evaluated the 1) accuracy, 2) utility, 3) feasibility and 4) propriety of the policy recommendation on educational management in the situation of the Coronavirus 2019 pandemic.

2.5 Data analysis

This research collected qualitative data from Focus Group Discussion and Synthesis of innovations so content analysis was applied for data analysis.

3. RESULTS

3.1 Results of problems analysis and guidelines for educational management in Covid-19 pandemic situation of Loei Primary Educational Service Area Office 2.

3.1.1 Problem condition that hinder educational management in Covid-19 pandemic situation of Loei Primary Educational Service Area Office 2 was divided into 3 aspects as follows:

1) The educational management aspect was divided into 4 items: 1.1) personnel aspect: teachers had negative attitudes and lacked of confidence in the new teaching and learning management that they are not accustomed and the teacher's readiness and skill in using technology in learning management is insufficient. 1.2) budgeting aspect: the original budget plan was inconsistent with the current situation. There was confused in the law's interpretation and authority's related financial regulations. In addition, the lack of clarity to insure with the new situation resulted the school unable to spend the budget effectively. 1.3) media aspect: 1) materials and equipment for teaching and learning was insufficiency. 2) Parents and students were lacked of equipment to access quality teaching. There was no internet signal in all areas and the speed of the signal was insufficient to manage the teaching continuously and effectively. The schools lacked of readiness about necessary materials and equipment for teaching and learning management. 1.4) management aspects: teachers' anxiety in reaching students who was in high-risk areas and who lacked of director's supervision frequently.

2) The learning management aspects: 1) for early childhood level, there was a problem of unavailable equipment for online learning such as computers, telephones, and internet signals. All students did not submit their assignments completely and on time. Parents did homework for their children. The students did not work their worksheet properly. They were bored of doing their worksheets and did not submit their assignments. 2) for the grades 1-3 students, they lacked of skills in reading and writing. The parents did not have enough knowledge to help their children in learning. Students lacked of equipment for using in online learning. 3) for the grades 4-6 students, they did not attend all classes according to school's schedule. Teachers were unable to teach all content in their course. Students lacked of equipment for using in online learning. The teacher did not distribute the worksheets to students completely because some students did not come to receive the worksheets. Students rarely submitted worksheets. They were lacked of continuity in learning. The students who had slow learning development had problem in reading, writing, and arithmetic. 4) for 1-3 secondary students, they did not attend all classes according to school's schedule. Students rarely submitted worksheets, incomplete submissions, delayed and lacked of interest and responsibility in studying.

3) Caring and helping student aspects: the problem of the prevention of students who were at risk of dropping out from the system school was found that some students can't contact with teachers for a long time resulting did not learn as well as their classmate. There was a risk of leaving from the system education. The parents did not have enough knowledge and they don't understand how to care for and support their children in learning. As a result, the students' home learning was interrupted and it was a problem for students' learning. Therefore, reducing their assignment was caring and helping students because they have workload from learning many subjects, various learning styles with many teachers who not organized their teaching system. Students had stress, lack of happiness in studying and they had a problem in learning if their parents cannot help them in leaning.

3.1.2 Guidelines for educational management in the Covid-19 pandemic of Loei Primary Education Service Area Office 2 divided into 3 aspects as follow:

1) The guidelines for management were divided into 4 items: 1.1) Personnel aspects: 1) there should enhance positive attitudes for teachers in order to have self-confidence and adjust their working styles in accordance with changing situations potentially 2) there should develop teachers to have more skills in using technology in order to manage their learning effectively. 1.2) Budget aspects: 1) should improve and adjust for using the budget appropriately and clearly in accordance with the current situation. 1.3) Media aspect :1) materials and equipment should support necessary media, materials and equipment for learning management to encourage students to access quality learning through media, materials and equipment and increase the efficiency of directors and teachers in their learning management 1.4) Management methods aspect: should control and monitor the quality of school's learning management with the appropriated method continuously.

2) The learning management: 1) for early childhood students: should continuously promote and enhance child development by the participation of related people 2) for the grades 1-3 students should develop literacy and computational thinking skills to set the learning foundation and necessary basic skills for student's continuous learning 3) for the grades 4-6 students :1) should strengthen students' motivation and responsibility in learning. to encourage students to be responsible and learn happily.2) should develop the student's learning skills in order to solve problems in reading, writing, and arithmetic. 4) for 1-3 secondary students, should strengthen their learning capacity and self-control as a base for their careers.

3) Caring and helping student found that 3.1) the prevention of students who were unable to access their learning and at risk of dropping out from the school should strengthen the student monitoring system by creating parents' participation in caring for students. 3.2) reducing the student's work should adjust the structure of the study schedule and student's task to solve the students' stress and learning problems.

3.2 A policy recommendation for educational management in Covid-19 pandemic of Loei Primary Education Service Area Office 2

Policy recommendation for educational management in Covid-19 pandemic of Loei Primary Education Service Area Office 2 consisted of 3 components: 1) educational management, 2) learning management, and 3) Caring and helping students. There was total 14 items of policy recommendations as follows:

3.2.1 Educational management

3.2.1.1 Personnel

1) Policy Recommendation for item 1 was to enhance positive attitudes for teachers

Objective

- Develop teachers to have self-confidence and adjust their work styles according to changing situations potentially.

Guideline

- Construct understanding and awareness among teachers to see the necessity in changing their working style.

- Establish teacher's performance agreements and connected to their work transparently

- Develop teachers' growth mindset by focusing on fix mindset groups
- 2) Policy recommendation for item 2 was to develop teachers to have skills in using technology for education.

Objective

- Develop teachers to have the skills to use technology to manage learning effectively

Guideline

- Classify teachers into 3 groups: 1) those who can use technology skills in learning management well, 2) those who have relatively few skills in using technology in learning management, and 3) those who lack of skills in using technology. technology in learning management by promoting in Group 1 and developing Group 2 and Group 3.
- Train within the school and the Educational Service Area Office in an appropriate method.
- Educational administrator promoted and supported the development of teachers in a variety of ways and continuously.
- Encourage teachers to have opportunities to develop themselves with networks outside the school.

3.2.1.2 Budget

- 1) Policy Recommendation item 1 was to improve rules and law to increase the budget expenditure appropriately and accordance with the situation.

Objective

- Increase effectiveness in budget expenditure appropriately and accordance with the situation.
- Create clarity in budget expenditure.

Guideline

- Create a flexible and efficient budget spending plan.
- Amend the law on budget expenditure about the textbook school uniform and activities to develop learners to be able to use according to the school's needs.
- Adjust the law about the milk supplement school lunches to be able to manage for the maximum benefit to the students.
- Adjust regulations for authority's agency in accordance with budget spending during the COVID-19 situation.
- Responsible agencies should make budget expenditure rules to support the situation immediately.

3.2.1.3 Media, materials, equipment

- 1) Policy recommendation item 1 was to support media, materials and equipment that necessary for learning management.

Objective

- Encourage students to access quality learning through media, materials and equipment.

Guideline

- Mobilize resources or allocate additional budgets to help schools according to their needs.
- Provide opportunities for schools to adjust their budgets for non-operating items such as textbooks, student development activities, purchasing materials and equipment for preparing worksheets or necessary equipment for various teaching styles.
- Choose a learning style that corresponds to the student and the school's availability to reduce problems about media and materials.

- Provide equipment such as computers and tablets to schools so that students can access modern learning styles.

2) Policy Recommendation item 2 was to increase efficiency media, materials and equipment that used in learning management.

Objective

- Increase the efficiency of school directors and teachers' learning management.

Guideline

- Provides stable internet signal for students for effective use.

- Provide authority for schools to purchase necessary materials in teaching and learning management such as equipment for making instructional medias, computers, microphones, cameras, etc.

3.2.1.4 Management methods

1) Policy Recommendation items 1 was to monitor the quality of learning management continuously

Objective

- Encourage monitor and supervision on the quality of learning management continuously practice.

- Provide knowledge to teachers and build understanding about security and guideline accurately

- The school director establishes guidelines together with teachers in supervision, controlling and assist teachers in continually teaching and learning management. There are scheduled appointments for PLC activities and meetings to monitor teacher's performance periodically.

- Loei Primary Educational Service Areas Office established schedule for a systematic supervision and encourages supervisors to work together with networks in the community regularly.

3.2.2 Learning management in the COVID 19 pandemic

3.2.2.1 Early childhood level

1) Policy Recommendation item 1 was to promote children's development and life skills continuously

Objective

- Enhance children's development and life skills correctly and continuously

Guideline

- Provide knowledge, understanding and coordination to the parents in caring and solving children's problems.

- Encourage teachers to use learning styles in On-Hand and On-Demand format

- Schools where children are ready should use online channels to create interactions between teachers and children.

- Encourage teachers to measure and assess the child's development according to real conditions.

- Design learning experiences to enhance life skills in the new normal time.

3.2.2.2 Grade 1-3

1) Policy recommendation item 1 was to develop literacy, calculation and life skills

Objective

- Set a foundation for learning in basic skills that are essential to learning and life skills for students continuously.

Guideline

- Manage teaching on-hand styles as a main, while other forms should be considered according to the student's readiness.

- Organize classes that allow teachers to meet students in small groups periodically to create essential

learning principles for students.

- Encourage students to practice reading, writing and arithmetic skills at home by participation and assistance from student's parents constantly.
- Teachers visit students as points for giving advice and assistance to student periodically.
- Use other activities to develop students' language skills, such as reading stories for children. or Thai language through literature.
- Organize integrated learning activities and enhance life skills in the new normal time

3.2.2.3 Grade 4-6

1) Policy Recommendation item 1 was to strengthen motivation and responsibility for learning and life skills to the students.

Objective

- To encourage students to take a responsibility, happy learning and life skills.

Guideline

- Coordinate with parents to create agreement on the care of students.
- Teachers should choose to teach content and indicators that students need to know.
- Teachers should have techniques to stimulate, reinforce and motivate learning in various ways.
- Teachers choose media and methods that accordance with the age and interests of the students.
- Make choices and give students the freedom to choose the learning style according to their availability.
- Organize integrated learning activities and enhance life skills in the new normal time.
- Teachers should use a variety of measurements and assessments. Emphasis on actual measurements

2) Policy Recommendation item 2 was to develop the learning skills of students with special needs.

Objective

- Develop the learning skills of students with special needs.

Guideline

- Manage teaching on-hand styles as a main, while other forms should be considered according to the student's readiness.
- Organize classes that allow teachers to meet students in small groups periodically to create essential learning principles for students.
- Encourage students to practice reading, writing and arithmetic skills at home by participation and assistance from student's parents constantly.
- Teachers visit students as points for giving advice and assistance to student periodically.
- Use other activities to develop students' language skills, such as reading stories for children or Thai language through literature.
- Integrate learning activities and enhance life skills in the new normal time.

3.2.2.4 Secondary level

1) Policy recommendation item 1 was to enhance learning capacity, self-direction and life skills.

Objective

- Enhance students' learning capacity and self-direction as a base for their career and life skills.

Guideline

- Make choices and give students the freedom to choose a study style and study time based on their availability and interests.

- Integrate the teaching and assignments in accordance with the context of living conditions or the occupation of the parents where the content also covers the indicators of all 8 learning subject groups.
- Design a special curriculum that used to teach during the COVID-19 situation according to students' interests.
- Organize activities to meet small groups periodically to check the progress of work and provide students advice and assistance.
- Use project-based learning approach.
- Teachers should use measurements and assessments based on real conditions.
- Organize integrated learning activities and enhance life skills in the new normal time by creating participation of community organization.

3.2.3 Caring and helping students

3.2.3.1 Prevention of missing children who are unable to access school or children are at risk of dropping out.

1) Policy recommendation item 1 was to strengthen the student monitoring system

Objective

- To prevent students leaving from the education system in COVID-19 situation

Guideline

- The teacher visits and monitor individual students periodically.
- Build a network of students' parents' network to help communicate with students.
- Use online system as a channel to check students.
- Prepare a schedule to meet students at each class according to safety measure strictly.

2) Policy Recommendation item 2 was to construct cooperation with parents in caring for students

Objective

- To promote the participation of parents in caring for students effectively guideline.
- Provide basic knowledge in taking care of learning development, learning management guideline, technology basic skill, curriculum, teaching and learning management styles, measurement and evaluation with various channels such as

(1) parent meetings with appropriated styles

(2) communication with each class teacher

(3) schools have published manuals through channels that parents can access.

(4) make a video clip or audio clip to communicate and create understanding

3.2.3.2 Reducing student's tasks

1) Policy recommendation item 1 was to adjust learning schedule and student's tasks

Objective

- Solve stress and learning problems and create happiness in study

Guideline

- Schools should be restructured the study time together throughout the system by emphasizing the development of holistic student learning.
- Adjust the daily schedule to be suitable and flexible according to the availability of students.
- Adjust the school curriculum that focuses on all integrated learning subject groups in learning activities that cover the indicators which students need to know at each grade level.
- Teachers and students should work together to complete the learning activities during class time to

avoid homework except it is a study where students have to search or learn on their own.
- Organize integrated learning activities and enhance life skills in the new normal time

4. DISCUSSION

4.1 The problems of educational management in the situation of Coronavirus 2019 pandemic in Loei Primary Educational Service Area Office 2 found that personnel management aspects: 1) the teachers had a negative attitude and lacked confidence in the new teaching and learning management that they were not good at. 2) teacher's readiness and skill in using technology to manage learning is insufficient. In terms of budget aspects: 1) the original budget plan was inconsistent with the current situation. There was confused in the law's interpretation and authority's related financial regulations. In addition, the lack of clarity to insure with the new situation resulted the school unable to spend the budget effectively. In terms of media aspects: 1) materials and equipment for teaching and learning was insufficiency. 2) Parents and students were lacked of equipment to access quality teaching. There was no internet signal in all areas and the speed of the signal was insufficient to manage the teaching continuously and effectively. The schools lacked of readiness about necessary materials and equipment for teaching and learning management. In terms of management aspects: 1) teachers' anxiety in reaching students who was in high-risk areas and who lacked of director's supervision frequently.

In the learning management of the early childhood level, there was a problem of unavailability for online learning equipment such as computers, telephones, and internet signals. All students did not submit their assignments completely and on time. Parents did homework for their children. The students did not work their worksheet properly. They were bored of doing their worksheets and did not submit their assignments. In the learning management of the grades 1-3 students, they lacked of skills in reading and writing. The parents did not have enough knowledge to help their children in learning. Students lacked of equipment for using in online learning. In the learning management of the grades 4-6 students, they did not attend all classes according to school's schedule. Teachers were unable to teach all content in their course. Students lacked of equipment for using in online learning. The teacher did not distribute the worksheets to students completely because some students did not come to receive the worksheets. Students rarely submitted worksheets. They were lacked of continuity in learning. The students who had slow learning development had problem in reading, writing, and arithmetic. In the learning management of 1-3 secondary students, they did not attend all classes according to school's schedule. Students rarely submitted worksheets, incomplete submissions, delayed and lacked of interest and responsibility in studying.

In terms of caring and helping student aspects, the problem of the prevention of students who were at risk of dropping out from the system school was found that some students can't contact with teachers for a long time resulting did not learn as well as their classmate. There was a risk of leaving from the system education. The parents did not have enough knowledge and they don't understand how to care for and support their children in learning. As a result, the students' home learning was interrupted and it was a problem for students' learning. Therefore, reducing their assignment was caring and helping students because they have workload from learning many subjects, various learning styles with many teachers who not organized their teaching system. Students had stress, lack of happiness in studying and they had a problem in learning if their parents cannot help them in leaning.

This may be the COVID 19 pandemic which has changed the way of life for all people in Loei

Primary Education Service Area Office², resulting in administration, learning management and student supporting problems. This is consistent with the research of Witat Pokcharoenphon and colleagues (2020) that studied about readiness for online teaching and learning under the current situation of the Covid-19 virus. The results of the study showed that some teachers were not ready to provide online instruction and estimate that many students do not have access to online teaching systems. They have calling for help from schools and the government in organizing training workshops online learning management urgently including providing high speed internet and communication equipment for all students. Besides, in accordance with Piyawan Panto (2020) that studied about the teaching and learning management of Thailand under the epidemic situation of the coronavirus disease 2019 (COVID-19), it was found that the online learning model had limitations to schoolgirl students at all levels where the family is poor and does not have enough incomes to support additional teaching materials for their children or in some remote rural areas where there was no electricity to reach the village. This will waste learning opportunities and result in greater inequality in education.

In addition, it was consistent with the research of Monthicha Thonghatta (2021) that studied about the conditions of online learning management in the situation of the epidemic of coronavirus disease 2019 (COVID-19) of teachers in the foreign language group at Pak Phanang School, Nakhon Si Thammarat Province. The problems found that teachers encounter in electronic device problem internet signal and programs that used for online learning were the most found. Moreover, financial problems, student behavioral problems such as time management and student self-responsibility were also found. Family problems, It also forced some students to work to reduce the burden of their families while they were at home.

4.2 Guidelines for educational management in the pandemic situation of Coronavirus Disease 2019
Guidelines for educational management in Covid-19 pandemic in Loei Primary Educational Service Area Office 2 found that personnel management should strengthen positive attitudes among teachers to have confidence and adjust the work style to meet the changing situation to the fullest potential and develop teachers to have the skills to use technology to manage learning effectively. The budget expenditure should be adjusted appropriately and accordance with the situation including creating clarity in the budget expenditure. on media, materials and equipment should be supported for necessary learning management to encourage students to access quality learning through media, materials and equipment, and increase the efficiency of media. Materials and equipment used in learning management to increase the efficiency of school directors and teachers' learning management. In terms of management methods, the quality of school management should be monitored by using appropriate methods to encourage schools to supervise the quality of learning management continuously which consistent with the research results of Sarawut Thaisong (2021) who has researched personnel management by using technology in the situation of the corona virus (COVID19) epidemic for maximum efficiency in the organization. Technology in personnel management is considered to be very popular with executives. Educational institutions must be ready to deal with new forms of educational management. When personnel must use technology in their work and students must learn from home. The use of information technology and communication ICT for creating a database system for administration. Planning a clear policy for operating policy will help the personnel's work be effective. Learning management for early childhood should be continued to promote child development to enhance the development of children properly by related participants. For grades 1-3 student should be developed in literacy and arithmetic skills to set

the learning foundations and fundamental necessary skills necessary continuously. For the grade 4-6 students should strengthen students' motivation and responsibility in their studies to encourage students to take a responsibility and learning happily and the learning skills of students who have special needs should be developed to solve reading, writing, and numeracy problems. For the grades 1-3 secondary students should enhance students' learning capacity and self-direction and life skills as a base for their careers.

In terms of caring and helping, student monitoring system should be strengthened the prevention of the problem of missing children who are unable to access or risk of dropping out from the school in the situation of COVID-19 by creating engagement with parents in caring for students and promote the participation of parents in caring for students effectively and also reducing student tasks. The development guidelines should adjust the structure of the learning schedule and student's tasks to decrease their stress and learning problems. Moreover, these guidelines were in accordance with Chalermchai Liangsakul (2020), who has presented an academic article on learning management in the situation of Covid-19 epidemic 5 items: the first item: 1) adjusted the curriculum to be compact and accordance with the Covid-19 situation, 2) communicated to involved people to understand and indicators should be flexible to reduce the pressure but still maintaining the quality. 3) Allow teachers to have the freedom to manage their learning in other content appropriately. 4) supervisors act as coaches for supervising teachers to provides them advice on selecting indicators and content according to the context and area. Moreover, the ministry of education should issue a brief curriculum guideline for parents to understand their new roles and can monitor their children's learning. The second item: 1) increase the flexibility of the learning structure and various learning styles that are appropriate and promote individualized learning. The third item: 1) design the learning unit and teach with an appropriate plan in changing situations. Teachers must prepare before their teaching with a new style. The one of new teaching style is to learning unit design which will lead to competency-based learning management by setting the grouping indicators into learning units after the end of the COVID 19 pandemic and allows the learning plan to be flexible according to the epidemic situation. Learning monitoring should also be clearly planned based on indicators of knowledge, skills, and attitude. Choose learning materials that are suitable for children and communicate to students' parents about their changing roles. The fourth, item 1) increase more formative assessment so that children do not lose opportunities to develop their knowledge and skills through collaboration between children. The Fifth item: the assessment for accountability should still be maintained, however, the assessment of children's learning opportunities should be given more weight score than the assessment of their knowledge by test scores. The current epidemic situation requires a variety of teaching and learning styles. Therefore, the quality of education that children receive in each area will not be the same. Therefore, the same knowledge or skill score cannot be used to their accountability, otherwise; it may result in more inequality. Therefore, the Ministry of Education should adjust the test-based criteria to give more weight to non-academic indicators.

4.3 Policy recommendation for educational management during Covid-19 pandemic in Loei Primary Educational Service Area Office 2. Policy recommendation for educational management during Covid-19 pandemic in Loei Primary Educational Service Area Office 2 had 3 components: 1) education administration, 2) learning management, and 3) caring and helping students. There was total 14 policy recommendation consisted of 3: aspects: 1) Policy recommendation in the first aspect as follow: 1.1)

promote the positive attitudes for teachers, 1.2) strengthen teachers' positive attitudes on budget, 1.3) improve the rules and the related law in budget expenditure about media, materials, equipment appropriately and in accordance with the situation, 1.4) support necessary media, materials, and equipment for learning management. 1.5) increase efficiency media, materials and equipment for using in learning management, 1.6) monitor the quality of school learning management continuously. Policy recommendation in the second aspects as follow: 2.1) promote early childhood development and life skills continually, 2.2) develop literacy, calculation and life skills of Grades 1-3 Students, 2.3) reinforce motivation and learning responsibilities and life skills for Grades 4-6 students, 2.4) develop the learning skills of Grade 4-6 Students who have special needs, 2.5) support capacity in learning, self-direction and life skills of grades 1-3 secondary students. Policy recommendation in the third aspects as follow: 3.1) strengthen the student monitoring system, 3.2) construct the participation with students' parents in caring for students to reduce student's tasks, 3.3) restructure the learning schedule and student works which it is consistent with the research of Phrakhru Sangkharak Singchai Thittammo, Phrakhru Srisuthanniwit and Worakrit Thuanchang (2021) who study on student helping and teaching management in the Covid-19 situation. It was found that everywhere should be changed as a school because learning has to be continuous even if students are unable to go to school as usual. The school has to follow the school opening-closing measures which is consistent and flexible. Improve the classroom to be a safe classroom far away from Covid-19. Survey the readiness for distance learning of children. Provide materials for students who are at risk of losing distance learning opportunities. Use social measures to prevent the spread of the disease in opened schools. Communicate to parents about the necessity of school opening-closing measures. as well as providing a guidebook to support children for distance learning. However, the school should prepare before starting classes to get to know each student individually. Screening, preventing, promoting and developing students by providing care and assistance to each student and giving real information on all aspects of students including setting group and screening students which will lead to plan for caring and helping students properly.

5. CONCLUSION

Moreover, it is also consistent with Withida Promwong, Tasana Prasarntri and Sumalee Sriputharin (2021) found that schools should strictly act according to the public health measures and the ministry of education's measures. Teachers used a various assessment method in accordance with teaching and learning management methods. Take a media into classroom and each subject can be integrated to the other. Schools should support devices for distance teaching and learning through satellite system for students to access learning in every house. Schools should have teacher meetings and students' parents to clarify, understand and find an agreement together. Support budget for teachers in teaching and learning management.

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