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MANAGEMENT OF STUDENT SUPPORT SYSTEM IN THE SITUATION OF CORONAVIRUS DISEASE 2019 (COVID-19) OUTBREAK, SAMUT PRAKAN PRIMARY EDUCATIONAL SERVICE AREA OFFICE 1

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ABSTRACT

The outbreak of COVID-19 in the academic year 2020-2021 has resulted problems in learning and living of students under the Samut Prakan Primary Educational Service Area Office 1, Thailand, who need to assistance urgently. The objectives of this research were to1) analyze students' problems during the COVID-19 situation 2) develop a management system to assist students and 3) study the results of management of student support system in the COVID-19 pandemic. The research was conducted in 3 phases: Phase 1 analyzed students' problems by stakeholders focus group discussion comprising of 30 school directors, teachers, and supervisors. Phase 2 developed the management of student support systems through stakeholder meeting to define activities and practice guide line. Phase 3 studied the results of the administration of the student support system using the CIPP Model evaluation. Quantitative data were analyzed with descriptive statistics and qualitative data were analyzed by content analysis. The results showed that the students' problems consisted of 1) the readiness of communication devices; 2) the internet connection 3) parents' capacity and 4) home environment for learning and living. The development of the management of student support system in the COVID-19 pandemic was carried out in the form of a project. It consisted of four activities: 1) Development 2) Helping 3) Promotion and 4) Addition. Finally, the results of the administration of the student support system using the CIPP Model evaluation found that Context, Input, Process and Product reached the highest level of average.

Keywords: Student Support System, Corona Virus

1. INTRODUCTION

The student support system is one of the processes in the educational administration of schools that will support students with clear procedures and tools. There are consultants or advisors as the main persons in the operation through the participation of personnel and related networks both inside and outside the school, such as the basic education committee, parents, community, administrators, all teachers, etc. The Basic Education Commission (OBEC)

therefore sets an important policy for all schools under its jurisdiction to provide a system of care and assistance to students seriously and continuously to achieve sustainability. All students must be cared, assisted, and protected by the right procedures with appropriate and timely development all dimensions to be a good, happy and safe person during current society (Office of the Basic Education Commission, 2020).

This is congruence with the Child Protection Act B.E. 2546 (2004) specified the goal of caring and helping children also family to have a good standard of living. They are taken care to develop according to age. All children must have safety guarantees and are protected by their respective parties both children who are facing problems and those who do not have problems. The Child Protection Act stipulates that the treatment of children in any case should take into account the best advantage of the children and to prevent unfair discrimination (The Government Gazette, 2003). In addition, the Government Teacher and Educational Personnel Act B.E. 2547 (2004) determined standards for teacher positions consisted of performing the main duties relating to teaching, learning management, learning promotion, student development, perform school academic work, personal development and professional development. Moreover, it also defined the nature of work related to organizing the student support system as one of the tasks in the teacher position standard. (The Government Gazette, 2004)

During the Coronavirus Disease 2019 (COVID-19) epidemic situation widespread outbreak, the World Health Organization (WHO) has declared COVID-19 as a public health emergency of international concern. WHO recommended all countries to speed up surveillance and prevent the risk of COVID-19. Thailand found a continuous increasing in cases and deaths. In addition, there was an opportunity to expand more and more, especially the tendency to spread the epidemic in educational institutions. Therefore, it is imperative to reduce risks and prevent impacts on the health of students, teachers, educators and educational personnel. which is an important resource in driving and developing the country in the future (Department of Health, Ministry of Public Health, 2020).

As the epidemic situation of the Coronavirus Disease 2019 (COVID-19) and the roles according to the relevant laws and regulations including the policies of the organization and goals for student quality development, Samut Prakan Primary Educational Service Area Office 1, realizes the importance of this, therefore set up a project to strengthen the operation of the student support system in the situation of the Coronavirus Disease 2019 (COVID-19) outbreak to develop the process of the student support system, to develop school administrators and teachers under the Samut Prakan Primary Educational Service Area Office 1 to be able to provide effective assistance to students in the situation of the Coronavirus Disease 2019 (COVID-19) outbreak.

2. METHODS

   a. Participants

   The participants involved in this research were divided into 2 groups: 1) a group that provided information on problems and developed guidelines for student support and 2) a group that assessed the operations as follows:

1) Group 1 a group that provided information on problems and developed guidelines for student support consisted of 30 key informants who were 12 teachers, 12 school administrators and 6 supervisors selected by purposive sampling.

2) Group 2 a group that assessed the operations consisted of 324 people who were 21 school administrators and 303 teachers. The sample size was determined using the Krejcie and Morgan method (Krejcie and Morgan, 1986 cited in Boonchom Srisaat, 2011) at tolerance level of 0.05 by simple random sampling.

b. Measures

The research tools used to collect data including a focus group discussion form, a meeting recording form and evaluation forms as follows:

1) A focus group discussion form was open-ended questions about student problems during the COVID-19 situation, such as media, materials, and equipment needed for study, readiness of parents and living conditions of students. The content validity analysis result reached 1.00 of IOC.

2) A meeting recording form was open-ended questions used for recording meetings of stakeholders to find guidelines for caring and helping students in the COVID-19 situation. The content consisting of development, assistance, promotion and addition which indicated the content validity with IOC of 1.00.

3) Evaluation forms were 4 sets of 5-level rating scale questionnaires used to assess project context, input, process, and product. The content validity was examined with 1.00 of IOC of all items. The context evaluation questionnaire displayed discrimination index between 0.80-0.98 and the reliability of 0.98. The input evaluation questionnaire displayed discrimination index between 0.79-0.92 and the reliability of 0.97. The process evaluation questionnaire displayed discrimination index between 0.89-0.90 and the reliability of 0.98. The product evaluation questionnaire displayed discrimination index between 0.82-0.97 and the reliability of 0.99.

c. Procedure and Design

This research conducted for development which combined the methodology of survey research, action research, and evaluation research with 3 phases.

1) Phase 1 Analyzing student problems. The three focus group discussions of stakeholders were conducted, namely; group 1 was a group of 12 teachers, group 2 was a group of 12 school administrators, and group 3 a group of 6 supervisors. A focus group discussion form was applied for collecting data in the first semester of academic year 2020.

2) Phase 2 Developing guidelines for caring and helping students. 30 stakeholders including teachers, school administrators and supervisors conducted meetings to design activities for development, assistance, promotion and addition by using the meeting recording form for collecting data in the first semester of the academic year 2020.

3) Phase 3 Evaluation step. This step applied 4 questionnaires to evaluate the project designed in phase 2. The procedure started with context evaluation, then planed the activities before implementation. After that, evaluated input of the project followed by process evaluation after the implementation finished in the second semester of the academic year 2020. Finally, improved activities and implemented again in the first semester of the academic year 2021 ending with product evaluation.

d. Data Analysis

The qualitative data of student problems analysis during the COVID-19 situation from group discussions and the guidelines for caring and helping students in the COVID-19 situation from the stakeholders meeting were analyzed by content analysis. The quantitative data from the evaluation of context, input, process and product were analyzed by using descriptive statistics including mean and standard deviation comparing to the determined criteria. The criteria for passing the assessment were a mean ≥ 3.5 with a standard deviation ≤ 1.00.

3. RESULT AND DISCUSSION

a. Student problems during the COVID-19 situation

Problems of students in the situation of the Coronavirus Disease 2019 (COVID-19) outbreak, Samut Prakan Primary Educational Service Area Office 1 found that:
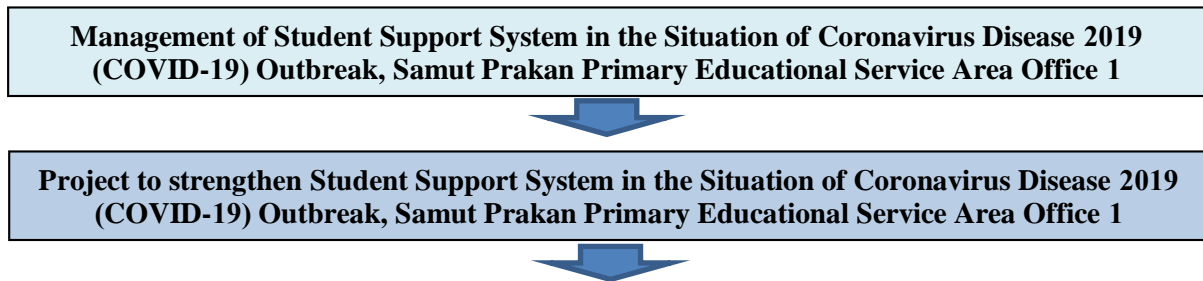
1) Students, parents, teachers, school administrators and educational personnel lacked of readiness in digital technology equipment that was necessary for student learning in the situation of the coronavirus disease 2019 (COVID-19) outbreak.

2) Internet connection required for student learning was unstable and students could not pay for internet service that used for online learning at home.

3) Knowledge and time of parents to supervise students while studying at home were insufficient, thus they were unable to provide advice, assistance or guidance when learners did not understand the lesson.

4) The student housing environment was not conducive to learning and livelihood in the coronavirus disease 2019 (COVID-19) outbreak.

b. Management of Student Support System in the Situation of Coronavirus Disease 2019 (COVID-19) Outbreak

Development of the management of student support system in the COVID-19 pandemic was carried out in the form of a project. It consisted of four activities:

1) Development stage: 1) development of student care management competency of school administrators through digital technology 2) development of teacher's competency in caring and helping students through digital technology and 3) development of competency in using digital technology for school administrators and teachers.

2) Helping stage: 1) assistance in academic 2) assistance in learning materials

and equipment 3) assistance in living and 4) assistance in public health.

3) Promotion stage: 1) promotion of award selection for student support system 2) promotion of participation in student care and assistance and 3) promotion of operations to prevent the spread of COVID-19.

4) Addition stage: 1) drug immunity activities through digital technology 2) digital student council activities 3) life skills development activities through digital technology 4) digital media creation activities 5) development activities of special center for COVID-19 and 6) website development activities for learning in student assistance.

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Management of Student Support System in the Situation of Coronavirus Disease 2019 (COVID-19) Outbreak, Samut Prakan Primary Educational Service Area Office 1

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Project to strengthen Student Support System in the Situation of Coronavirus Disease 2019 (COVID-19) Outbreak, Samut Prakan Primary Educational Service Area Office 1

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1. Development stage	2. Helping stage	3. Promotion stage	4. Addition stage
1) development of student care management competency of school administrators through digital technology. 2) development of teacher's competency in caring and helping students through digital technology. 3) development of competency in using digital technology for school administrators and teachers.	1) assistance in academic 2) assistance in learning materials and equipment 3) assistance in living 4) assistance in public health	1) promotion of award selection for student support system 2) promotion of participation in student care and assistance 3) promotion of operations to prevent the spread of COVID-19.	1) drug immunity activities through digital technology 2) digital student council activities 3) life skills development activities through digital technology 4) digital media creation activities 5) development activities of special center for COVID-19 6) website development activities for learning in student assistance

6. **Picture 1** Management of Student Support System in the Situation of Coronavirus Disease 2019 (COVID-19) Outbreak, Samut Prakan Primary Educational Service Area Office 1

c. The results of the administration of the student support system using the CIPP Model evaluation

The results of the administration of the student support system using the CIPP Model evaluation found that Context, Input, Process and Product reached the highest level of average. The aspect with the highest average was Context followed by Product, Process and Input respectively.

The context evaluation indicated that the overall average level passed the assessment criteria with the highest level. It showed that Samut Prakan Primary Educational Service Area Office, Zone 1, should continue the project to strengthen the operation of the student support system in the situation of the coronavirus disease 2019 (COVID-19) outbreak.

The input evaluation indicated that the overall average level passed the assessment criteria with the highest level. The highest average item was that the stakeholders were aware of the importance of the project implementation followed by knowledge and ability of personnel involved and the cooperation of those involved personnel were ready to implement the project. The item with the lowest mean was that the budget for implementation of the project was sufficient.

The process evaluation indicated that the overall average level passed the assessment criteria with the highest level. The highest average item was that there was continuous supervision, monitoring and assistance in the operations followed by the appointment of committees for project implementation including clearly and appropriately defining the roles and duties. The activities to strengthen the student support system were appropriate and there was an assessment, summary and report of the results to those concerned. The item with the least average was the meeting to plan the implementation of each activity continuously.

The product evaluation indicated that the overall average level passed the assessment criteria with the highest level. The highest average item was that Samut Prakan Primary Education Service Area Office 1 had strengthened the implementation of an effective system for caring and helping students in the situation of the Coronavirus Disease 2019 (COVID-19) outbreak followed by schools could effectively operate the system to support students in the situation of the Coronavirus Disease 2019 (COVID-19) outbreak, school administrators effectively promoted and supported the implementation of the student support system respectively. The item with the least mean was the student outcome achieved the project goals.

4. CONCLUSIONS AND SUGGESTIONS

The students' problems consisted of 1) the readiness of communication devices for using the students' learning together with their parents; 2) the internet signal used in student learning was not enough because of the lack of charges for internet connection 3) some parents were unable to supervise the students' learning when they studied at home and 4) the environment around the student's accommodation was not suitable for learning and living. This may be due to the situation of the Coronavirus Disease 2019 epidemic changes in the way of life of students who cannot adapt in timely effecting problems in management, learning, and student support. This is consistent with the research of Withat Podcharoenphon et. al (2020) found that some teachers were not ready to manage online teaching. Many students do not have access to online teaching systems. It also called for help from schools and governments in organizing training workshops in online teaching urgently. including providing high speed internet and communication equipment for all students. In addition, Piyawan Panto (2020) had studied the teaching and learning management of Thailand under the epidemic situation of the coronavirus disease 2019 (COVID-19), found that the online learning has limitations to all students. The students in poverty family did not have enough income to support additional learning materials including students in some remote rural areas, where there was no electricity in the villages. This effected a loss of learning opportunities and greater inequality in education. Furthermore, Monthicha Thonghatta (2001) found that the problem that teachers encountered in online learning management was the problem of electronic devices, internet connection and programs used for online learning. Moreover, financial problems, student behaviour problems such as time management and student self-responsibility were found. In addition, family problems also forced some students to work for their families while stayed at home.

Development of the management of student support system in the COVID-19 pandemic was carried out in the form of a project. It consisted of four activities consisted of development stage, Helping stage, promotion stage and addition stage. This probably due to the project was consistency with the current situation which was during the outbreak of the coronavirus disease 2019 (COVID-19) including in accordance with the policy of the Office of the Basic Education Commission vision. Moreover, the project was also according to the action plan of the Educational Service Area Office. Every school needed to develop a system of caring and helping students because the project was truly beneficial and met the student needs. This result was congruence with the Office of the Basic Education Commission (2020) indicated that the World Health Organization had assessed the situation and declared COVID-19 a Public Health Emergency of International Concern, recommending that all countries accelerate surveillance and preventing the risk of COVID-19 in order to reduce the risk of all people being exposed to the disease and prevent people from being affected by health. Priority must be given to maintaining personal hygiene, especially risk groups, including children, elderly, and people with congenital diseases. Hygienic and appropriate environmental health management in all areas, especially public areas was imperative. It also corresponded to Phusima. Pinyosinwat (2020) said that in the COVID-19 situation, we should change everywhere became a school because learning must continue even if students were unable to go to school as usual. In many countries had

announced school closure measures. Governments often came out with learning measures to support them with various forms of distance learning by considering the conditions of equipment readiness, parents' readiness and age-related readiness of children. For Thailand, the challenge of this transition was not only to solve immediate problems in the COVID-19 situation, but also to "Turn Crisis into Opportunity" to improve the quality of learning. Therefore, Thai learning measures should not only adjust the learning process in the classroom but there must be big adjustments in the learning system that must be consistent and connected with children's learning.

The results of the administration of the student support system using the CIPP Model evaluation found that Context, Input, Process and Product reached the highest level of average. The aspect with the highest average was Context followed by Product, Process and Input respectively. This may be because the implementation of this project was systematic by appointing a committee to implement the project and defined the duties clearly and appropriately. There was a meeting to plan the implementation of each activity continuously. There was a public relation of the project implementation continuously and thoroughly. The work was carried out a step-by-step manner and there was an appropriate timeline for the project implementation. There were activities to enhance the student caring and assistance system appropriately. In addition, there was an assessment, summary and report of the results to those concerned. This was consistent with Phrakhru Sangkharak Singchai Thitthammo (2020) said that caring and helping students and teaching management in the situation of COVID-19 was to promote, develop, prevent and solve problems for students so that students have desirable characteristics, strong mental immunity and good quality of life in the situation of COVID-19 outbreak. We should change everywhere become schools because learning must continue even if students are unable to go to school as usual. The school has to follow the principle that is set the school opening-closing measures to be consistent and flexible. Improve the classroom to be a safe classroom away from COVID-19. Explore children's readiness for distance learning. Provide equipment to students who are at risk of losing opportunities through distance learning. Take public health measures and social measures to prevent the spread. In schools that can open should 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 schools should prepare before starting classes to know students individually, screen, prevent and provide support and development for students.

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