

A Development Model of School Administration Towards the Next Normal

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Abstract

The objectives of this research were: 1) to investigate the current state and problems of school administration in the new normal to prepare the school for the next normal; 2) to analyze success factors and conditions of school administration towards the next normal; 3) to develop a model for school administration towards the next normal, and 4) to propose policy proposals and practical guidelines for school administration towards the next normal. The research was divided into four phases, as follows: 1) investigate the current state and problems in the new normal by using an in-depth interview with 29 administrators; 2) analyze the success factors and conditions by participating in the workshop of 11 informants; 3) develop a model by constructing, verifying, and evaluating it by attending connoisseurship; and 4) propose policy proposals and practical guidelines by conducting brainstorming discussions with 15 experts and a research team. The research results were as follows: 1) the current state and problems in the new normal have seven components: 1) Planning (P), 2) Organizing (O), 3) Staffing (S), 4) Directing (D), 5) Coordinating (C), 6) Reporting (R), and 7) Budgeting (B); 2) the success factors and conditions were administrators, educators, and school boards must work together to ensure the overall academic progress of students, technology, and communications were playing an important role in helping people adapt to the next normal; 3) a model consisted of a principle, objectives, operational approaches, an evaluation, and conditions for achievement; and 4) policy proposal and practical guidelines were the government should implement an entirely new policy to establish strategies for school administration towards the next normal and the Office of the Basic Education Commission (OBEC) and directors of the Educational Service Area should lead the school administrators and affiliate agencies to apply strategies into practices for school administration towards the next normal.

Keywords: Model, School administration, The next normal

Introduction

More than just a crisis, Bozkurt & Sharma (2020) studied the coronavirus (COVID-19) pandemic that served as a global wake-up call to action to change our perspectives and mindsets. It should not be a surprise that the pandemic altered our perception of what was normal and how we lived. The definition of "normal" was relative, and we currently use the definitions of "normal," "new normal," and "next normal." However, keep in mind that your new normal may not always be the same as theirs, or that your normal might have previously been their new normal. The current or prior normal for some people may be the approaching normal for other people.

According to Sneader & Singhal (2020), stated in *Beyond the Coronavirus: The Path to the Next Normal*, the war against COVID-19 is one that leaders today must win if they are to find an economically and socially sustainable path to the next normal. These five stages have collected the necessities of our time as follows: 1) Resolve referred to emphasizing the urgent need for leaders to tackle COVID-19 and the economy and that educational institutions must drive online teaching to offer chances for ongoing education while educational institutions must close; 2) Resilience referred to something that must be adapted for financial liquidity and survival that continued at a rapid pace, which affected the health crisis and was becoming a morale crisis as well as a financial crisis due to the uncertainty of the government's ability to keep the financial system working; 3) Return referred to the return to normal working conditions after a major shutdown. Leaders, therefore, had to reevaluate the entire business system and plan for any action that may occur. To return their businesses to productive production at scale quickly and at scale, including health system capabilities; 4) reimagination refers to the leader's need to rethink, which is needed to improve new business operations and create a continuous transformation of people as citizens, employees, and consumers. Obviously, the online world of commerce could change consumer behavior forever. These changes affected the way we live, work, and use technology, as shown more clearly. There would be institutions that rebuilt themselves with more knowledge and foresight, and 5) reform referred to reform for a better future. Leaders needed to anticipate policy changes and regulations. As society tried to prevent the future health crises we were facing today. Learning from the economic failures of the latest global financial crisis, educational institutions must fight to strengthen the system to withstand the sudden and global impacts of external forces. They must also consider modernizing the integration of classroom and distance learning.

As the World Economic Forum (2020) focused on unlocking technology to deliver education because of the COVID-19 epidemic, educational institutions all over the world were forced to employ current technology to produce content for distance learning for students in all fields. Educators around the world were facing something new, something different, and something more flexible. These are the benefits of accessing education for students around the world.

According to Supising (2022, pp.251-252), the school administration towards the next normal must accept that there is no way of going back. Everyone must move forward. Knowledge changes because the world changes in various contexts, causing learning to change. Therefore, in the future of learning, school administration towards the next normal has many conditions that the school administrator must adopt, including the acceptance of the next normal that has already occurred by overcoming new obstacles by being able to perform in a variety of roles, while also anticipating the future of learning and the future of education by 2030. Moreover, school administrators must provide lifelong learning to cope with the current situation from the signs of change, seek factors for drivers of change, and view education as a

limitation only in the school, students could study anywhere, anytime, as well as prepare them to have the abilities or competencies that society needs.

As a result of the COVID-19 epidemic, a research team recognized that the educational system has had to adapt to considerable changes in teaching and learning. Nonetheless, the experience has shown that teaching and learning may continue even in the worst of circumstances. Also, this circumstance has given us the chance for professional growth in school administration. School administrators should take advantage of the changes brought about by the pandemic to build a framework for development in the post-pandemic Next Normal Era. A model for school administration towards the next normal would be the answer to the situation change.

Research objectives

1. To investigate the current state and problems of school administration in the new normal to prepare the school for the next normal.
2. To analyze the success factors and conditions of school administration towards the next normal.
3. To develop a model for school administration towards the next normal divided into 3 steps as follows:
 - 3.1 To construct a model for school administration towards the next normal.
 - 3.2 To verify the accuracy and suitability of school administration towards the next normal.
 - 3.3 To evaluate the usefulness and feasibility of school administration towards the next normal.
4. To propose recommendations and guidelines for school administration towards the next normal.

Methodology

This research was divided into four phases as follows:

Phase 1: The investigation of the current conditions and problems of school administration in the new normal to prepare the school for the next normal. Key informants selected by purposive sampling consisted of school administrators that received the OBEC Awards in the excellence of educational institutions, innovation, and technology for teaching and learning under the Northern Provincial Office of Education in 2021, for a total of twenty-nine informants. The instrument used for data collection was an in-depth interview using face-to-face interviews at the interviewee's school and interviews via the Zoom meeting program or Google Meetings. The data were analyzed using content analysis and summarizing empirical data.

Phase 2: The analysis of the success factors and conditions of school administration towards the next normal. Key informants selected by purposive sampling consisted of experts in various fields, six administrators from the Chiang Mai Primary Educational Service Area Office, and a director or an acting director of Chiang Mai Secondary Education Service Area, for a total of eleven informants. The instrument used for data collection was a meeting recording in terms of 1) school administration, 2) technology and communications, 3) the role of literacy leadership and distributive leadership, 4) the determined plan, 5) the epidemic situation of COVID-19, 6) new teaching approaches, and 7) the cooperation of relevant sectors and validation by the research team that was conducted in a workshop via the Zoom meeting program. The data were analyzed through content analysis.

Phase 3: The development of a model for school administration towards the next normal was divided into three steps as follows:

Step 3.1: The construction of a model for school administration towards the next normal. Key informants were the research team that constructed the model for school administration towards the next normal. Six elements of school administration towards the next normal consisted of a principle, objectives, operational approaches, an evaluation, and conditions for achievement. The data were analyzed by classifying them into issues.

Step 3.2: The verification of the accuracy and suitability of six elements of school administration towards the next normal. Key informants selected by purposive sampling consisted of faculty lecturers in educational administration, school administrators who graduated with a doctoral degree in educational administration, and experts, for a total of fifteen informants. The instrument used for data collection was a meeting recording form that was conducted in connoisseurship via Google Meetings. The data were analyzed using frequency.

Step 3.3: The evaluation of the usefulness and feasibility of six elements of school administration towards the next normal. Key informants selected by purposive sampling consisted of nine school administrators. The data were analyzed using mean and standard deviation.

Phase 4: The proposal of policy recommendations and practical guidelines for school administration towards the next normal. Key informants selected by purposive sampling consisted of experts in various fields from school administrators who promoted gifted projects, EP (English Program), MEP (Mini English Program), GATE program (Gifted and Talented Education Program), MSEP (Mathematics and Science Enrichment Program), ESC (Enrichment Science Classroom), etc., both government and private schools in the upper northern region, and experts, for a total of fifteen informants. The instrument used for data collection was a meeting recording form that was conducted during brainstorming via the Zoom meeting program. The data were analyzed by classifying them into issues.

The research framework was shown in Figure 1

Research framework

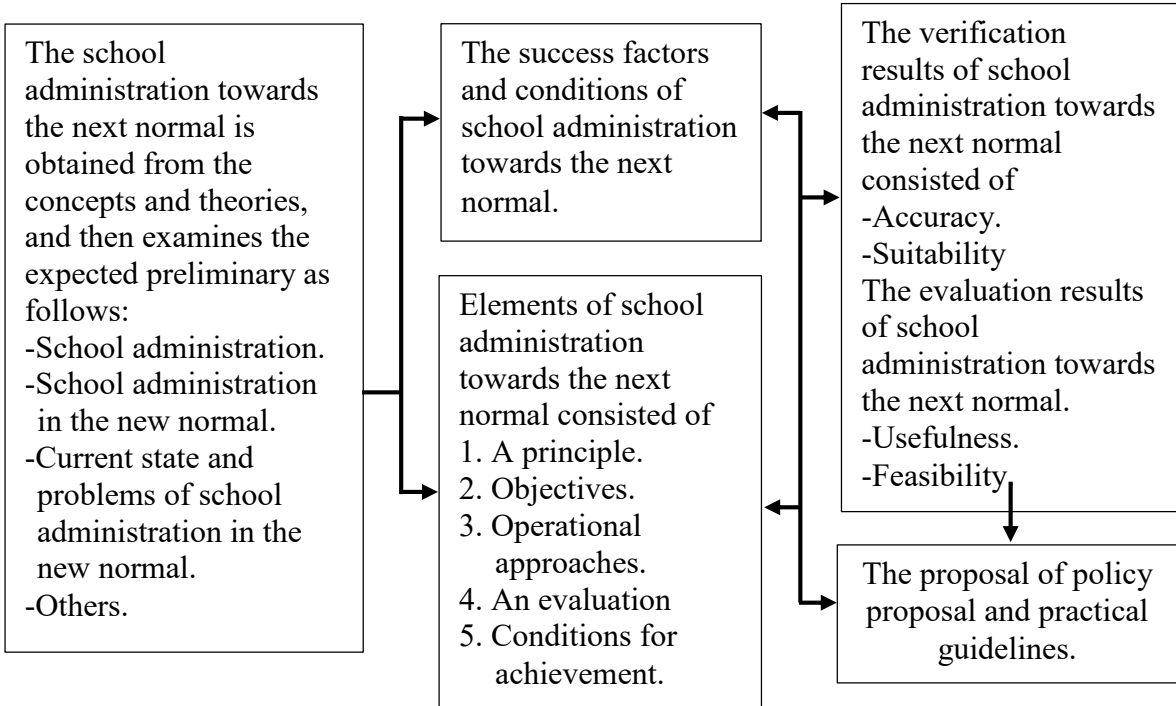


Figure 1 Research framework

Results

Phase 1: Results of investigating the current state and problems of school administration in the new normal to prepare the school for the next normal from an in-depth interview comprised of: 1) Planning (P): A plan had to be revised to accommodate the changes; 2) Organizing (O): Teachers should increase teaching methods of blended learning, hybrid learning, flipped classrooms, etc.; 3) Staffing (S): Teachers and educational personnel must be trained to be ready for teaching and learning in a new way; 4) Directing (D): School administrators must provide appropriate technology for teachers, personnel, and students to facilitate teaching and learning; 5) Coordinating (Co): School administrators should focus on communication, follow-up, and directing teachers and personnel to be responsible for working in accordance with the determined period; 6) Reporting (R): School administrators should record daily, verify, and solve problems in a timely; and 7) Budgeting (B): School administrators must provide additional budgets when causing an emergency. (As cited in Jiraporn Supising, et al., 2022, pp.136-138)

Phase 2: Results of analyzing the success factors and conditions of school administration towards the next normal comprised of 1) administrators, educators, and school boards must work together to ensure the overall academic progress of students; 2) technology and communications were playing an important role in helping people adapt to the next normal; 3) school administrators had to perform a role of literacy leadership and be situated within distributive leadership. These roles required a strategic construct of the content and pedagogical knowledge of literacy that converges with traditional leadership skill sets to support student learning and teacher capacity; 4) the determined plan must be modified to accommodate the change to the next normal which was a new concept in a society with which we were not familiar after the COVID-19 situation. A new plan should consist of new problem-solving, a new way of learning, and communicating the world of the next normal. Some activities need to be modified and postponed indefinitely; 5) the approaches that school administrators previously considered impossible and not in the right place and in the right direction had become a common sight as usual and were used in the context of the epidemic situation of COVID-19. Some activities needed to change out of the plan; 6) teachers and staff had to be trained to be ready for teaching and learning in accordance with the next normal, such as blended learning, hybrid learning, flipped classroom, etc. to integrate with teaching and learning management; and 7) school administrators, teachers, educational personnel, parents, and at all relevant sectors needed to prepare for changing situations by cooperating in organizing an online learning management environment and collaborating to arrange learning equipment and technology.

Phase 3: Results of developing a model for school administration towards the next normal comprised of five elements as follows:

1. A principle was to adapt to the new normal to prepare the school administration towards the next normal.
2. Objectives:
 - 2.1 Determine policies and practices to increase participation and learning environments for the school in the next normal.
 - 2.2 Realize a shift to a more digital school.
3. Operational approaches:
 - 3.1 Investigate the urgent requirements after the post-pandemic crisis.
 - 3.2 Rethink and establish new network relationships.
 - 3.3 Appoint a planning committee to manage learning projects according to school administration towards the next normal.

- 3.4 Ensure that the digital infrastructure is sufficient for current operations.
- 3.5 Encourage school teachers to become actively involved in professional learning and development activities.
- 3.6 Implement learning projects following guidelines to meet quality standards.
- 3.7 Monitor and follow up on how to change in the next normal.
4. An evaluation was to enable an inclusive assessment of the school's effectiveness in managing its resources to improve education standards towards the next normal.
5. Conditions for achievement:
 - 5.1 Set up the school criteria consistent with the next normal without pressure.
 - 5.2 The school administration copes with the next normal change.

The verification results of a model for school administration towards the next normal in terms of accuracy and suitability from fifteen informants are shown in Table 1.

Table 1 The verification results of a model for school administration towards the next normal in terms of accuracy and suitability

Elements of a model for school administration towards the next normal	Verifying results.			
	Accuracy		Suitability	
	Percentage	Interpret	Percentage	Interpret
1. A principle.	100.00	Highest	100.00	Highest
2. Objectives.	96.65	Highest	90.00	Highest
3. Operational approaches.	96.19	Highest	96.19	Highest
4. Evaluation.	86.67	Highest	86.67	Highest
5. Conditions for achievement.	100.00	Highest	100.00	Highest
Average	96.41	Highest	95.38	Highest

Step 3.2 The evaluation results of the usefulness and feasibility of school administration towards the next normal from nine school administrators as shown in Table 2.

Table 2 The evaluation results of a model for the school administration towards the next normal in terms of usefulness and feasibility

Elements of a model for school administration towards the next normal	Usefulness			Feasibility		
	\bar{x}	S.D.	Interpret	\bar{x}	S.D.	Interpret
1. A principle.	4.89	0.31	Highest	4.78	0.42	Highest
2. Objectives.	4.78	0.42	Highest	4.97	0.46	Highest
3. Operational approaches.	4.86	0.34	Highest	4.86	0.34	Highest
4. An evaluation.	4.98	0.31	Highest	4.89	0.31	Highest
5. Conditions for achievement.	4.98	0.31	Highest	4.78	0.40	Highest
Average	4.85	0.36	Highest	4.81	0.39	Highest

Phase 4: Results of proposing policy proposals and practical guidelines for school administration towards the next normal as shown in Table 3.

Table 3 Results of policy proposals and practical guidelines for school administration towards the next normal.

Policy proposal	Practical guidelines
3.1 The government should establish an entirely new policy to establish strategies for school administration towards the next normal.	- The Office of the Basic Education Commission (OBEC) and directors of the Educational Service Area should lead the school administrators and affiliate agencies in applying strategies into practices for school administration towards the next normal.
3.2 School administrators should construct educational literacy towards the next normal.	- School administrators should perform roles of literacy leadership and be situated within distributive leadership towards the next normal of the content and pedagogical knowledge of literacy that converge with traditional leadership skill sets to support student learning and teacher capacity.
3.3 School administrators should be responsible for providing literacy leadership and designing, putting into effect, and reviewing educational systems and guidelines.	- School administrators should investigate the literacy leadership of teachers and school personnel. - Teachers, students, and other employees of the institution should get direction, support, and guidance from the school administration.
3.4 School administrators should work on improving communication between teachers, parents, and learners, using even more creative methods such as virtual classrooms or other digital platforms.	- School administrators should facilitate virtual classrooms or other digital platforms and provide an educational experience and classroom experience to ensure continuous school improvement towards the next normal. - School administrators should help parents adapt to the next normal technology and communications, which are playing an important role in school.
3.5 Teachers and educational personnel should be trained to be ready for teaching and learning in accordance with the next normal, such as blended learning, hybrid learning, flipped classroom, etc. to integrate with teaching and learning management.	- School administrators should organize training courses following the next normal in several approaches and transform the school systems in numerous ways. - School administrations should provide supportive schooling environments, meaningful learning experiences, counseling with more intensive support, integrate social-emotional learning, and support students in their educational journeys to help them transition into the next normal and focus on creating a personalized learning environment that is tailored to each student's needs.
3.6 School administrators should apply guidelines from the model of school administration towards the next normal actively.	- School administrators and teachers should jointly set up monitoring and follow-up guidelines for evaluating the school administration towards the next normal continuously. - The evaluation results should be used to improve the application of school administration towards the next normal as soon as possible.

Discussions

The authors selected the significant issues to discuss as follows:

Results of investigating the current state and problems of school administration in the new normal to prepare the school for the next normal in terms of teaching methods, such as blended learning, hybrid learning, flipped classrooms, etc. Also, teachers and educational personnel must be trained to be ready for teaching and learning in a new approach consistent with CTOUCH Europe BV (2021), who explained the advantages of digital education: no matter the time or place, students are free to choose where, when, and how they study. This was how they could truly center the student. From massive online open courses to small private online courses to blended learning and virtual classrooms, digital was a great enabler for new methods of learning. The constant availability of video content, gamification, virtual reality, artificial intelligence, etc. made learning more fascinating and pleasurable.

The results of analyzing the success factors and conditions of school administration towards the next normal were as follows:

In terms of administrators, educators, and school boards, they must work together to ensure the overall academic progress of students. Linde (2017), summarized that teachers and school administrators had an important relationship that often involved collaborating to make important decisions and explored how teachers and administrators worked together to develop curricula, determine educational standards, establish parent engagement, and discover some reasons for collaborating.

Likewise, in terms of technology and communications playing an important role in helping people adapt to the next normal, Chirakitnimit & Laoakka (2020, p.144) studied the current conditions and problems of digital cultural heritage archives in Thailand. It was found that the main problem with the digital archives in Thailand was a lack of readiness and supporting elements, such as the goal, the scope, and the clarity of the development, the data management planning, the skills and knowledge of the staff, the administration of the expense or budget system, the systematic data management, the government promotion policy, the equipment and technology, and the cooperation of the network.

Correspondingly, the Information and Communications Technology Council (ICTC) - Conseil des Technologies de l'information et des Communications (CTIC) (2021) explored the development of a resilient post-pandemic economy that supports universal lifelong learning and the future of work by embracing online and digital education. Digital education, or ed-tech, was not a new phenomenon, and the concept of distance education was even older. Besides, Musikanon (2022, p.291) concluded that technology and digital innovation, which people of all ages and from all sectors must learn and implement in daily life, as well as digital transformation like online learning, were related to the change from “New Normal” to the “Next Normal”. The new style of life in the next normal period, however, was a different one. Most individuals were willing to accept the situation as it was and adjust their lifestyle accordingly. An online teaching system would replace traditional forms of educational communication. Although there were some weak points to online learning, this type of educational system would grow even after the COVID-19 situation was over.

In terms of school administrators having to perform the role of literacy leadership, Lead for Literacy (2022) stated that there were four reasons literacy leadership matters for school administrators, they must have an immediate influence on students' academic performance, advance equity, form effective literacy teams, and serve as instructional leaders. Moreover, Overstreet (2022) agreed that the state department in Alaska wisely provided in collaboration with DEED, , advice on how to help teachers with a variety of literacy leadership

tactics in their school context, which should all be better understood by school leaders. Furthermore, the state's efforts to align their literacy instruction, their commitment to developing leaders' literacy to support their educators in implementing evidence-based instruction, and ultimately, their efforts to improve literacy attainment for all students have a strong foundation.

In terms of the determined plan must be modified to accommodate the change to the next normal, which was a new concept in a society with which we were not familiar after the COVID-19 situation. A new plan should consist of new problem-solving, a new way of learning, and communicating the world of the next normal. Some activities need to be modified and postponed indefinitely. It may be because this plan ought to include a new, engaging administration that teachers and communities can use to provide education. It is important to assess performance conditions and train project staff and teachers to ensure that the plan is carried out effectively towards the next normal. For the purpose of developing a successful plan for enhancing student performance, the plan should also take into account suggestions from school parents, teachers, and other stakeholders.

The results of developing a model for school administration towards the next normal comprised of five elements in terms of a principle that was to adapt the new normal to prepare the school administration towards the next normal. In line with Mathuros (2021, p. 33), who studied management education online in the new normal of COVID-19, it was found that the educational management used by the administrators must be consistent with the new normal. The technology and equipment used in online education were designed with each student's differences in mind when they were shut down to prevent the spread of the disease, The COVID-19 outbreak, which had affected educational facilities across the nation, had been declared over. Both teachers and students to adjust to online teaching and learning.

In terms of objectives, they were to determine policies and practices to increase participation and learning environments for the school in the next normal and realize a shift to a more digital school. According to data from the OECD Programme for International Student Assessment (PISA) 2018 (Organization for Economic Co-operation and Development (OECD), 2022), explained the effectiveness of using digital devices and ICT to enhance teaching and learning might also depend on schools' policies and practices. On average across OECD countries, having regular discussions between principals and teachers about the use of digital devices for pedagogical purposes, having written school statements about the use of digital devices, and having a specific program to prepare students for responsible Internet behavior were the most common school practices intended to improve learning using digital devices. Similarly, when Thepthewin (2018, p.103) studied the development strategy plan for participatory lifelong education management, it was found that innovation objective and innovation importance were factors to be developed in this plan.

In terms of conditions for achievement, the school set up the school criteria consistent with the next normal flexibility, and the school administration coped with the next normal changes. Similarly, Richmond (2023) mentioned that choice, flexibility, and accountability drive school improvement and that there was good news for the students attending a group of public schools (Charter) that offered little comfort to those who were not. Some schools were improving more quickly than others to boost student achievement across all school types because the charter schools were motivated to adopt procedures that produced superior outcomes thanks to the combination of choice and flexibility.

The results of proposing policy proposals and practical guidelines for school administration towards the next normal in terms of the government should implement an entirely new policy to establish strategies for school administration towards the next normal, and the Office of the Basic Education Commission (OBEC) and directors of the Educational Service Area should lead the school administrators and affiliate agencies to apply strategies

into practices for school administration towards the next normal. A policy recommendation from the Thailand Development Research Institute (TDRI) (2022) found that it reviewed the prerequisites for reopening the school and the preventative measures to ensure a balance was met. The rules must not be either too lax to cause an outbreak or too strict to prevent schools from reopening. COVID-prevention strategies must be logical and inclusive; thus, non-immunized pupils should not be barred from attending class. Any restrictions that the school cannot control must be eliminated.

Conclusion and suggestions

In summary, during the COVID-19 pandemic, the education system has had to adapt to radical changes in teaching and learning. School administrators should take advantage of the changes brought about by the pandemic to build a framework for development in the post-pandemic or next normal era. Digital technologies can play a crucial role in responding to pandemics. School administrators are expected to provide instructional leadership and examine their own leadership skills to ensure continuous school improvement. That should accelerate digitization in education. However, experience has shown that even under such extreme circumstances, teaching and learning can continue. This situation has also provided an opportunity for professional development in school administration. By embracing technology and innovation, school administrators can enhance their skills and knowledge in areas such as virtual learning, online communication, and remote management. Through professional development, administrators can adapt to the new reality, make better decisions, and provide literacy leadership in the next normal era of education. Therefore, it is important for school administrators to recognize the potential of change as an opportunity for growth and development.

New knowledge and the effects on society and communities

Towards the next normal, school administrators must be educated on the importance of new education systems, and schools still require communities' guidance to remain successful. To ensure the success of such schools, school administration should be managed by elected school boards from local communities that have a shared interest in educating their students. School administrators should also be mindful of the need to create conducive learning environments that foster successful student outcomes and school effectiveness. This includes teacher professional development and creating a culture of collaboration among teachers, students, parents, school society, and local community stakeholders. In this regard, the school administrators and local community stakeholders must ensure that students have access to learning tools for the next normal classroom, such as technology, digital innovation, or materials that can assist with their learning. Additionally, ensuring effective communication between all members of the school community is essential to building relationships among school administrators, teachers, and local community stakeholders to clarify expectations for student performance and use the best practice strategy for maximizing student outcomes.

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