

Educational Management in the Next Normal

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Abstract

When the first wave of the COVID-19 pandemic crisis began, many sectors started to encounter the problems such as economic problems or even educational problems. The era of the New Normal is mentioned, also known as the Disruption World, and until now, the world has become the Next Normal. For higher education, the Next Normal is very challenging for administrators, teachers, students, and universities. The most significant thing is a balance between life and unfamiliar teaching. It is an era in which everything has changed rapidly without preparation. The new challenges have made an impact, especially on the educational aspect. Technology plays an essential role as the solution. Moreover, the institutional administrators, teachers, educational personnel, and students have to adjust. The students must be equipped with the ability for higher thinking skills, circumstance analysis, creative thinking as the competencies. Importantly, in education, institutional administrators are like the supreme leaders leading everyone towards the goal of success and therefore must be complete transformational leaders.

Keywords : Educational; Management; Next Normal

Introduction

According to the evidence presented by World Health Organization (WHO), World Health Organization (2020) reported the unknown lung inflammation virus to the WHO China Office. In January 2020, Thailand's Ministry of Public Health officially affirmed Thailand's first COVID-19 case in Thailand. As a consequence of COVID-19 spread, it intensely has caused Thailand's economic decline. About 7 million Thais were unemployed, and the prediction was to reach about 10 million if the virus was still spreading in two or three months (REUTERS, 2020). Surprisingly, it is not only one variant that originated in China found globally, but also includes the different variants emerging in England, Brazil, the United States, and other countries. The other variants, such as beta, delta, and Omicron have become more infectious. Moreover, the ability to re-infect people recovering from earlier versions of the coronavirus may increase and include some variants that resist some coronavirus vaccines. However, vaccination still shows significant protection from severe symptoms caused by coronavirus variants. (Bollinger and Stuart, 2022)

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As the situation in Thailand, now, the infection of the new variant as Omicron is found in high number. A senior Public Health Ministry official mentioned on 27 December 2021 about the prediction of the infection case that it could surge to 10,000 or even 30,000 daily early next year (Bangkokpost, 2021). However, mentioned the graph showing the daily new Omicron infection prediction peaking in late January or early February.

Impact of COVID-19 on Higher Education

The coronavirus pandemic is causing a ‘tidal wave of disruption to the higher education sector’ (MacIntosh 2020). It has dramatically changed global higher education because of the virus's spread. The COVID-19 pandemic has a severe impact on many areas such as economics, education, public health, local livelihoods in the urban and regional setting, and social functioning. All of them have a disruption in the usual ways of communication. As a result of the COVID-19 pandemic, Thailand's education has encountered a significant barrier, such as the limitation of offline training and lecturer. The instructions have been conducted in virtual classrooms according to the measure of social distancing. Several virtual programs, including Zoom, Google classroom, or freely available software, have been a channel for online classes, and they also have significant efficacy within Thailand education. Therefore, students have the requirement to utilize digital technology as the new online learning system.

When the first wave of the COVID-19 pandemic crisis began to ease, many sectors started talking about "New Normal." The arrival of the pandemic crisis leads to questions about the education system in many aspects. For example, how will we design learning in the period of COVID-19 with effectiveness? What skills and courses should the new education model look like after this? Will technology play a role in learning or worsen inequality? Is it true that we can turn this crisis into an educational opportunity? According to “New Abnormal” affecting educational management that brings the educational institutions to survive because the COVID-19 crisis is a test of the great need for education management that has to change the way of thinking to be in line with the New Normal that has occurred.

Presently, the change has occurred disruptive. This situation is known as VUCA. World, characterized by V-Volatility, U-Uncertainty, C-Complexity, and A-Ambiguity, results in teachers and educational personnel adjusting themselves. They are always ready to learn and open to new

challenges to overcome and cope with any situation that arises. Therefore, it is the era of the Next Normal where the teachers and educational personnel need to change the paradigm in educational management, especially the development of self-induction in the Next Normal era. It leads to the creation of students who can have skills in accordance with the needs of society in the 21st century. Consequently, the teachers and educational personnel have to develop themselves to be government personnel in managing education appropriately in the Next Normal era.

According to the document related to the impact of the COVID 19 on education show both positive and negative impacts that are described as follows: (Krisada Sektrakul,2020)

Positive Impact

1. Blended learning in the classroom and distance learning has become more popular. In the past, education in institutions was inevitable, but people will be able to accept Blended Learning in the future. It includes blended with many teaching methods. Therefore, the student does not attend 100% in the classes but still gains better learning experiences. Both teachers and students will adapt to the online learning platform model of education technology, adapting to the new way of instruction; as a result, it is more acceptable.

2. All subjects are greatly improved in quality and developed. It is critical to understand that interdisciplinary learning is not just about studying multiple disciplines. However, you have to know how to link multiple fields to form a new relationship and lead to a new invention.

3. Collaboration in education will be increased to ensure efficiency and effectiveness. There will be more cooperation between teachers, content developers, etc., in a manner as to cross educational institutions. For example, the online learning systems may help share skillful and experienced teachers in one subject to other institutions or share content to save development time. Moreover, they can discuss and exchange knowledge between different theorists.

Negative Impact

1. Workload or adjustments of teachers and schools that are heavier. The teachers have to upgrade their knowledge and skills in online learning. The design of the curriculum or teaching content with technology needs to be formatted to suit the learners.

2. The role of the teachers also changes to facilitate the students, and the students conduct the learning with the help of the teachers. The students thereupon know how to think.

Therefore, the most crucial consideration is how to change teachers' mindset or attitude that gets involved in the same direction.

3. Learning loss is as an impact on Human Resource Development. Even there is an alternative online course, it is not as effective as studying in the traditional classrooms in terms of the lack of interaction between the teachers and the students' lack of interaction with friends. Some subjects must be studied mainly through practice. The decreased learning may also affect the basic essential knowledge of human capital development in society. It can be seen that many countries are accelerating the problems by adding more devices to give the students more access to learning.

4. As for the universities, the income has dramatically decreased, especially private universities that lack income from international students or from the economic situation where parents have lower incomes. Therefore, it results in many universities encountering financial problems causing to close or delay the course's opening. This is a phenomenon that has never happened before.

In summary, the COVID-19 pandemic has had both positive and negative impacts. The crisis has created opportunities to create new duties. The institutional administrators in the higher education need to operate or improve since the situation has changed disruptively as a result, they must develop something new instead: new teaching methodologies, a new way of working, a new society, under a new environment. Then this will become a new way of living in an educational context.

Disruptive World in Education

Presently, the world society is a Disruption World, which has many unexpected changes, such as the outbreak of the COVID-19 (COVID-19), changes in technology with an impact on society, and changes in economic and social conditions. According to the state of the Disruptive world, that has changed so rapidly that it seems normal. Sometimes we call it "VUCA world" or "The New Normal" it is imperative that the heads and leaders of the organizations support the development of the country with readiness.

When the world is disrupted, educational institutions must look forward. Every life has been affected by the significant changes of the era, even the educational establishments, because the original education management may not be able to meet today's changing world anymore.

The traditional educational programs that have existed for a long time may not keep pace with the changes. The knowledge and skills of some occupations are no longer in demand; these challenges are something that administrators of all educational institutions must be proactively aware of (Phornvit Phacharintanakul,2019). Information technology is thereupon applied to support learning management. The most critical skill in modern learning, except for analytical thinking, synthesis, creative problem solving, and skills in being a self–learner, information technology skills are essential for today's learning. This is in line with Wichai Wongyai and Marut Patphol (2019). They mentioned that “Education today is not only competitive with current achievements or abilities but also compete by anticipating the future and preparing for the upcoming events.” in the administration of educational institution administrators.

It can be summarized that fast technology results in rapid changes in consumer behavior. The rapid changes also significantly affect various aspects such as instruction teachers' competencies and administration in the education context. Therefore, to stay ahead of the competition, educational institutions need to have the ability to change and develop themselves rapidly to create new opportunities and new markets for the institutions. However, such changes and developments are not just to accept new technology into the institutions, but it also means that more personnel must be developed for providing them with knowledge.

Educational Challenges in the Disruptive World

The students in the Disruptive World must be equipped with the ability for higher thinking skills, circumstance analysis, creative thinking as the competencies. According to the study conducted by Supattarasak Khumsamart, Sirintip Kuljittree, and Kowit Juntapala (2020), they conclude the following challenges.

1. Organizations must adjust to mindset or a new perspective. First, organizations must create a body of knowledge from a "lens of vision." Then, they must look for new things with an open mind to accept different perspectives, ways of thinking, and results from the new lens. Once they have adjusted their mindset, they will be able to lead the organizations to a new, more open dimension of business.

2. Knowledge will occur when it has "Faster Performance," allowing us to find mistakes faster than organizations with slow performance. They are worried about making mistakes; that would be the shield that prevents organizations from surpassing obstacles when they encounter

mistakes. The slower those organizations work, the more experience they experience in dealing with and resolving the slow situation.

3. "Learning from Mistakes" is a significant challenge. The organizations that work faster may not progress as well. One reason is that the organizations have already made a mistake, but they do not learn and develop a point of view from the wrong point in order to create something new. In case they still have mistaken and no corrections, the organizations will face difficulties and become obstacles that will slow down success and ultimately slow down learning.

4. The body of knowledge is retained only when learning is continually learned. The organizations must have an "Attitude to Learn" and "Appropriate Learning Methods" in order to create a continuous learning system and build on to success. Finally, the organizations can stand up to the big organizations in driving Thailand's economy in the future.

All presented challenges are very crucial keys in designing the New Normal education. It is a design for adaptation or future educational blueprints, emphasizing the conceptualization or the belief of personnel that will have to adjust and create the power of self-development. Responsibilities and roles are, known as Growth Mindset, are important. Knowing the challenges can help the administrators know how to administrate their educational institutions to serve with the current situations and create progress in education.

Education in the Next Normal

After the New Normal, the Next Normal will be the readiness to move on with the New Normal. It consists of a way of thinking, learning, communicating, practicing, and managing that will facilitate those who are ready for change. Such changes include a cashless society, automated sales system, home delivery services, the technology of shopping through real experiences like virtual reality, and working at home. These things will still be maintained in the Next Normal. Education is inevitable for students at all levels to study online.

For higher education, the Next Normal is very challenging for administrators, teachers, students, and universities. The most significant thing is a balance between life and unfamiliar teaching. The teaching is conducted through an online system; however, it does not show that it is the best practice. Although teaching in the regular classroom is dwindling, the quality of education has not been reduced. Significantly, the curriculum must be integrated between disciplines, and the content in different subjects must not be redundant, but they have to be a

more interdisciplinary format. This will enable Thai citizens to become global citizens in society with readiness.

It can be concluded that the issue to be aware of is moving from the "New Normal," a new way of life that lives with the COVID-19, to the "Next Normal," the next life after the COVID-19. The preparation and adjustment are essential, especially the acceptance of new technologies and digital services. It includes online platforms that meet the needs of convenience, focusing on safety, hygiene, and impact on the environment. The trends of living in the Next Normal style are as follows: 1. Stay-at-home Economy: The COVID-19 situation has changed people's way of life around the world. The house is a dwelling place and has also become a place for various activities. 2. Touchless Society: Living in the Next Normal era will focus on safety and hygiene. Technology has therefore been developed to reduce exposure; and 3. Regenerative Organic: Safety and environmental impact issues are at the heart of the Next Normal world.

Instructional Management

Due to the COVID-19 pandemic, the closure of educational institutions later became why more than 90% of all students in the world were affected in the learning process. For Thailand, the Centre for COVID-19 Situation Administration (CCSA) requires a waiver of school buildings or educational institutions for educational management conducted both online and offline in the classroom. The Blended Learning approach will be applied or may be learned at home depending on the appropriateness and context of each school or education institution. Therefore, institutional administrators need to search for educational administration methods since they are essential processes to drive learning management under the New Normal. It involves instructional model management, teacher development readiness for the new world, course administration, including listening to feedback from teachers, parents, students, and the community. Patcharaporn Duangchurn (2020) has studied and compiled significant concepts in adjusting educational management processes from educational organizations and educators. That will be other guidelines helping the administrators to gain concepts in the management of educational institutions in various fields as follows:

Educational Management: according to the concept of Goldbush (Patcharapom Duangchum, 2020), it presents as follows:

1. 100 % online learning approach is suitable for educational institutions with the readiness for both teaching and learning systems and online courses;
2. Instruction in the classroom strictly adheres to the social distancing policy to maintain student distance and hygiene;
3. Blended learning is conducted both online and offline;
4. Learning at home is known as home school.

Significantly, the emphasis directs toward developing effective interactive online learning by engaging the students with virtual teachers, or better than classroom learning. Therefore, the evaluation will be changed from "Learning Assessment" to "Assessment for Learning." It measures how well the students are suited to learning styles and what skills the teachers expect. Assessment in the New Normal is thereupon to understand and not decide (Marut Pattaphol, 2020). As the teacher development, The Institute for the Promotion of Teaching Science and Technology (IPST) has presented the adjustment of education in the New Normal era by proposing the concept of teacher role adjustment and teacher development as follows:

1. Transforming the traditional teachers are as supporters or learning facilitators. It is believed that many qualified teachers with facilitator capabilities can link courses, teaching methods, and assessment of learning for development.
2. Changing the learning management is through teacher training for teachers to be learning supporters.

Consequently, the teaching and learning curriculum must be diverse, and the teaching style must be adjusted to have both types, offline and online. As a result, course design should consider the differences of students. For example, there are various quizzes for different purposes, and also the students and teachers collaboratively design a classroom environment (Siridej Kasuprom, 2020).

In addition, the Basic Education Commission (OBEC) has provided the idea that Education in this era must find a point to develop Thai children into the digital world or the education of the 21st century by developing a teaching and learning curriculum to be the competency-based curriculum. It will enable them to discover the potential of more Thai children (Wichai Wongyai, 2020)

Moreover, Supattarasak Khumsamart, Sirintip Kuljittree, and Kowit Juntapala (2020) add that institutional administrators must consider the following dimensions.

1. Educational Transformation: relevant agencies should focus on learning in the past, present, and future. Learning should be driven to become an expanding learning organization by building relationships with society and other organizations outside in the form of more cooperation. In the United States, the subject was discussed, and the concept of "New Future Skills: Learning in the 21st Century" in collaboration with non-educational sectors, including large leading private companies.

2. Responding to the advancement of technology: communication technology through computers is two-way communication. Therefore, the users should know how to use and suitability for practical usage.

3. Instruction: the new era of education should bring the content taught on the online network for others to have access freely Massive Open Online (MOOCS) and join with teachers by exchanging knowledge to develop new content as a place. The technology media, the resulting content will be exchanged, learned, and uploaded on the online network. This transforming concept is considered an asset in creating the institutions' advantages into leaders in disseminating information through an online world.

This pandemic situation of the COVID-19 crisis is a significant opportunity to manage education according to the New Normal way, which is a significant change in the concept that must be consistent and connected with student learning by adjusting the curriculum to be in line with the COVID-19 situation. According to this crisis, we have known as "Disruption," it is a fundamental and unexpected change of all aspects of life. Disruption creates new learning models with more innovative and massive interactions. Technological advancements are crucial and have essential roles. The students will get a lot of the knowledge and skills they need from there by using the application or through a search on sites. The teachers need to be prepared for new situations. Teachers have to redesign curriculum teaching methods based on a flexible approach for all groups of students. It should be recognized that education might be the New Normal form. Significantly, educational institutions have cooperated with many sectors, including government and private, to review instructional management systems.

Institutional Administrators in Higher Education

Institutional administrators have a high level of quality in applying the educational administration process to be efficient and effective to keep up with the situation in the disruptive change era, which can be done as follows:

1. They have a positive attitude towards digital technology since it affects the administration in various fields and must behave as a good model of using technology. The technological usage accounts for academic administration, teaching and learning management, human resource management, premises and environment management, student affairs management, and building relationships with the community. All work of educational institutions needs to have a database management system for educational institutions. As a result, the institutional administrators need to be able to choose to appropriate usage of social media such as LINE, Facebook, Twitter, WeChat, or Instagram correctly and appropriately for the nature of the school's administration (Ekachai Keesukphan, 2016).

2. They must learn about communication technology and digital technology to keep up with the changes.

3. They must formulate the vision, strategies, and directions of the organizations in accordance with the set goals. As the disruptive world, they must transform themselves into disruptive leaders.

4. They must manage infrastructure to be able to use it effectively, including hardware, software, network, and wireless networks. Therefore, all staff and students can access it quickly and comfortably.

5. They must create a work culture and an atmosphere in educational institutions where communication technology and digital technology are widely applied.

6. They must provide training to develop personnel of educational institutions with knowledge and competence in communication technology and digital technology regularly.

7. They must promote, support, and motivate the teachers, including all personnel who create new innovations in learning management or operations.

8. They must provide monitoring and consulting systems on the communication technology and digital technology application for teachers and staff in educational institutions as well as students.

9. They must have management skills such as having knowledge and expertise in management, all fields of management, resource management skills including problem-solving techniques and strategic tactics, conceptual thinking skills in critical, analytical, and synthetic thinking (Patcharaporn Duangchuen, 2020).

As the view of Techsauce Team (2018), which wrote the conclusion of Digital Disruption Leaders' Qualifications from Forbes Global CEO Conference 2018, the qualification are summarized as follows;

Techsauce Team, (2018) CEO of Sintesa Group, proposed that 1. Leaders must create an entrepreneurial mindset for the team; 2. Leaders need to find the right person to work with; 3. Leaders must restructure the work in the organization; 4. Leaders must be 'open' to create an 'Inclusive Culture,' an open culture in the organization; 5. Leaders must adapt quickly; and 6. Leaders must build a team full of 'Believer.'

Additionally, Techsauce Team, (2018) Chief Executive Officer of Charoen Pokphand Group, He presents that; 1. Leaders must lead with vision and create values; 2. Leaders must have market-driven and market focus; 3. Leaders have to find the 'right person to work with; 4. Leaders have to make 'empowerment' happen in the organization; and 5. Finally, leaders must provide the right tools for change, having KPIs aligned with goals.

Conclusion

This COVID-19 crisis is a significant opportunity in the New Normal for education, a major change in the concept that must be consistent and connected with the students' learning. The curriculum should be carried out by adjusting it to be in line with the COVID-19 situation, communicating to all concerned parties, and increasing study time flexibility and learning styles. The institutional administrators in the era of the Disruption World must have an attitude, be as good role models, learn about communication technology and digital technology to stay abreast of changes, drive, encourage, support, and motivate the teachers, all personnel of the educational institutions. Moreover, they have to provide supervision, follow-up, and encouraging counseling,

including problem-solving techniques resulting from management skills. The institutional administrators have a role in leading the organizations through various obstacles. They are responsible for adjusting the management strategies and directing the educational institutions to achieve the goals set. They must be deeply analyzed at the level of learning management to meet the students' learning needs encourage them to be ready to create their careers and are continually developing, not a disruption when changes occur.

Consequently, the administration of educational institutions on the basis of the New Normal, the administrators have to change the school administration varied on the situation and the context of the time and situation. They must consider mainly the benefits of the direct stakeholders, i.e., students, teachers, educational personnel, and parents. They must apply all of their competencies, have excellent leadership, and have management principles, concepts and theories to apply to situations. Moreover, they must be ready to lead everyone to success ultimately survive this crisis without any adverse effects on the organizations and their ideologists.

It can be seen that the transition from the “New Normal” to the “Next Normal” is related to technology and digital innovation that people of all ages and all sectors must learn and apply in life and digital transformation such as online learning. However, the new way of life in the Next Normal era is another model. Most people accept and are ready to change their lifestyle in accordance with the current situation. That is to follow the new rules on the basis of survival from the pandemic that may stay with humans for a long time and be adapted to endemic disease. As for education, it can be said that educational communication will evolve into an online teaching system. The advantage is to decrease the way of spreading germs between each other. Online learning has some disadvantages, but this kind of education system will expand even though the COVID-19 crisis has passed. It may be concluded that we have to adapt to the era and accept that the traditional way of life no longer exists. In education, institutional administrators are like the supreme leaders leading everyone towards the goal of success and therefore must be perfect transformational leaders.

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