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## Welcome Address from President, Sripatum University

Welcome to the eighth volume of International Journal of Management, Business, and Economics (IJMBE). IJMBE is dedicated to increasing the depth of the subject across business disciplines with the ultimate aim of expanding knowledge of the subject. The IJMBE is a thrice peer-reviewed journal published by Graduate College of Management, Sripatum University; University of Greenwich; and Lincoln University.

In retrospect, Sripatum University, one of the oldest and most prestigious private universities in Thailand, was established in 1970 by Dr. Sook Pookayaporn by the name "Sripatum College." The name "Sripatum" meaning "Source of Knowledge Blooming like a Lotus" was conferred on the college by Her Royal Highness the Princess Mother. In 1987, the college was promoted to university status by the Ministry of University Affairs, and has since been known as Sripatum University. The university's main goal is to create well-rounded students who can develop themselves to their chosen fields of study and to instill the students with correct attitudes towards education so that they are enthusiastic in their pursuit of knowledge and self-development.

To strive to be among the best, this first issue of the IJMBE is therefore instrumental for the most important academic growths to extend a high quality tradition in the education field to the world. The journal welcomes the submission of manuscripts that meet the general criteria of significance and scientific excellence, and will publish original articles in basic and applied research, case studies, critical reviews, surveys, opinions, commentaries and essays. It is hoped that this third issue will set a new benchmark in terms of academic publications. Through the support of our Editorial and Advisory Boards, I hope this journal could provide academic articles of the highest quality to all readers.



Dr. Rutchaneeporn Pookayaporn Phukkamarn  
President, Sripatum University

## Welcome Address from Dean, Sripatum University

It is appropriate to celebrate the continuity of an exciting and esteemed journal. The IJMBE will serve and provide a forum for exchange of ideas among business executives and academicians concerned with Management, Business, and Economics issues. With the rapid evolution of corporate business from international to global in recent years, general business has been one of the areas of greatest added complexity and concern for corporate managers. The IJMBE will be an academic journal combining academic inquiry and informed business practices. It will publish empirical, analytical, review, and survey articles, as well as case studies related to all areas of Management, Business, and Economics. A sentiment often expressed by practitioners is that academic research in general may not be addressing the most relevant questions in the real world.

It is fair to say that the IJMBE will publish high-quality applied-research papers. Nevertheless, studies that test important theoretical works and shed additional light on the issue with some business implications will also be solicited. Each submitted paper has been reviewed by several members of the IJMBE international editorial board and external referees. On the basis, we would like to thank all of them for their support with review process of submitted papers.

I cordially invite papers with theoretical research/conceptual work or applied research/applications on topics related to research, practice, and teaching in all subject areas of Management, Business, and Economics, or related subjects. I welcome paper submissions on the basis that the material has not been published elsewhere. The ultimate goal is to develop a journal that will appeal to both management and business practitioners. I expect the IJMBE to be an outstanding international forum for the exchange of ideas and results, and provide a baseline of further progress in the aforementioned areas.



Assoc. Prof. Dr. Vichit U-on  
Dean, Graduate College of Management  
Sripatum University

## The Editors

### Editor-In-Chief



Dr. Ungul Laptaned is an Assistant Professor in the Graduate College of Management, Sripatum University. He graduated with a Ph.D. in 2003 from the University of Nottingham, United Kingdom in the field of Manufacturing Engineering and Operations Management. Ungul has published over 60 proceedings and journal papers; for instances, Industrial Engineering Network, Asia Pacific Industrial Engineering and Management, International Association of Science and Technology for Development, Operations and Supply Chain Management, Intelligent Manufacturing System, Business and Information, etc. He served as a program chair and a steering committee for several domestic and international conferences. He was a journal editor of International Journal of Logistics and Transport, and Thai Researchers' Consortium of Value Chain Management and Logistics Journal, and has consulted for several public organizations and industrial firms on logistics and supply chain management such as Thailand Research Fund, Phitsanulok Province, Public Warehouse Organization, Amatanakorn Industrial Estate, Wyncoast Industrial Park, Iron and Steel Institute of Thailand, Chacheongsao Province, JWD Infologistics Co., Ltd., Kerry Distribution (Thailand) Co., Ltd., TKL Logistics and Supply Chain Co., Ltd., and Ministry of Transport (Thailand).

### Associate Editor



Dr Ioannis Manikas holds a Bachelor in Agriculture and a Master of Science in the field of logistics from Cranfield University. He holds a PhD from the Department of Agricultural Economics in AUTH and his primary interest includes supply chain management, logistics and agribusiness management. Dr Manikas has conducted research for projects regarding supply chain modelling, development of IT solutions for agrifood supply chain management and traceability both in Greece and the UK. He has a wide experience in the elaboration of research proposals under FP6, FP7, and Eurostars-Eureka funding mechanisms; lifelong learning oriented programmes such as Leonardo; and Interregional development programmes such as Interreg III and Interreg IV. His work as a self employed project manager and consultant in the agrifood sector includes the design and development of regional operational programmes; analysis of regional needs and respective development policies focused on rural and food production; definition of funding areas and financing resources; definition of strategic goals for regional development and formulation of respective performance monitoring systems; and assessment (ex-ante, on-going, ex-post) of the implementation of EC and national funding mechanisms in national and regional levels.

### Guest Editor



Dr. Gilbert Nartea is an Associate Professor in the Waikato Management School, University of Waikato, New Zealand. Dr. Nartea graduated a Master's Degree from New England and a Ph.D. from Illinois, USA. He is a senior lecturer in Finance. His teaching interests are in the area of investments, futures and options, and finance. The area of research interests area asset pricing, investment management, decision-analysis and risk management, and microfinance and poverty alleviation. He has published several papers in such journals as of Property Investment and Finance, International Journal of Managerial Finance, Asian Journal of Business and Accounting, Australian Journal of Agricultural and Resource Economics, Pacific Rim Property Research Journal, Review of Applied Economics, Review of Development Cooperation, American Journal of Agricultural Economics, and Journal of the American Society of Farm Managers and Rural Appraisers.

## Foreword

Welcome to the 2<sup>nd</sup> issue of the 8<sup>th</sup> volume of International Journal of Management, Business, and Economics (IJMBE), the Editors received a number of papers from different countries such as Bangladesh, China, and Thailand. The received papers encompassed many areas of marketing, banking, economics, insurance and risk management, industrial and operation management, strategic management, and international and global business management. After the review process, a total of ten manuscripts were selected for publication.

The first article is authored by *Bei Lyu*, and named as “*The Impact of Female Leader Participation on Corporate Financial Performance*”. This paper enriches the research on the relationship between female leader participation and corporate financial performance. **Guide** firms to employ female leaders reasonably to achieve a high level of governance.

The second paper is examined by *Erjia Xu and Zhijian Xu*. Their paper is entitled “*Board Attention Affects Firm Innovation Investment: The Case of Chinese Listed Companies*”. The study found that board perception positively and significantly affects the innovation investment of enterprises. It is shown that the importance of proper allocation of board’s cognitive resources affects the firm’s strategic decisions.

The third article is authored by *Jing Zhang and Qidi Jiang*, and is entitled “*Effect Mechanism of High-Improvement Work System on Employee Well Being*”. This paper discusses the relationships of the high-improvement work system (HIWS) and feeling of responsibility with employee wellbeing by drawing upon the self-determination theory and the achievement need theory.

In the fourth article, entitled “*Identifying Causes and Suggesting Improvements of Poor Human Resource Management (HRM) Practices in the Life Insurances: Bangladesh Perspective*”, is written by *Mohammad Milon, Mohammad Toriquel Islam Jony, and Mohammad Rafiqul Islam*. The purpose of this study was to identify the salient causes of poor HRM practices in the life insurance companies of Bangladesh.

In the fifth article, entitled “*New Normal with Changes in the Learning Paradigm, Communication Styles and Problem-Solving Approaches after the Covid-19 Epidemic*” conducted by *Palphol Rodloytuk*. The objectives of this research paper are: 1) to study the “New Normal” and the post-Covid 19 epidemic paradigm shift; 2) to study changing communication styles; and 3) to provide solutions to the problems people face during the epidemic.

The sixth article is conducted by *Panjamaporn Pholkerd*, and is entitled “*Digital Marketing and Purchase Behavior: The Theory of Planned Behavior*”. This study aimed to apply the Theory of Planned Behavior and Digital Marketing concept to be reviewed and analyzed according to marketing practice in the digital context.

Article number seven is written by *Theera Maruetusadhirasu and Vichit U-on*, and is entitled “*Causal Factors Affecting Building Construction Regulation, Design Quality for Building, and Construction Success*”. This research study was to develop a model of the causal factors of building construction regulation affecting design quality for building, and construction success.

Article number eight is entitled “*The Effect Mechanism of Social Capital of Chinese Entrepreneurs on Entrepreneurial Performance*”, and is examined by *Yang Zhang*. This paper takes new ventures as samples to discuss the intrinsic effect mechanism of social capital of entrepreneurs on entrepreneurial performance by virtue of mediator variables in entrepreneurial learning.

The ninth article is conducted by *Yanisa Yanatham, Sirinthorn Sinjindawong, and Chari Manisri*, and is entitled “*Crisis Affects Management Strategies of Administrators in Thai Private Higher Education Institutions: A Case Study of COVID-19 Pandemic*”. The objective of this research was to evaluate the strategies of the COVID-19 crisis management in Thai Private Higher Education Institutions.

Last but not the least, the article entitled “*The Impact of Paradoxical Leadership on Employees’ Organizational Citizenship Behavior: The Mediating Role of LMX and the Moderating Role of Paradoxical Mindset*” is examined by *Zhenlin Pan*. This paper analyzes the data of 628 employee questionnaires to explore the impact of paradoxical leadership on employees’ organizational citizenship behavior as well as its mediating and moderating mechanisms.

It is hoped that you will enjoy reading these articles and that they will generate responses and discussions that will help advance our knowledge of the field of Management, Business, and Economics. The Editors and the Editorial Board of the IJMBE would like to welcome your future submissions to make this journal your forum for sharing ideas and research work with all interested parties.

Ungul Laptaned  
Editor-In-Chief

Ioannis Manikas  
Associate Editor

Gilbert Nartea  
Guest Editor

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# **Crisis Affects Management Strategies of Administrators in Thai Private Higher Education Institutions: A Case Study of COVID-19 Pandemic**

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**IJMBE** International Journal of  
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# **Crisis Affects Management Strategies of Administrators in Thai Private Higher Education Institutions: A Case Study of COVID-19 Pandemic**

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## **Abstract**

According to the COVID-19 situation that affect Thai private higher education which causing many problems, such as, on-site teaching prohibition, digital working transformation, personnel infection managing, etc. Moreover, the crisis is still on going. Therefore, the administrators must have the strategies to manage the institutions to work among the crisis. The objectives of this research are as follows: 1) to created the strategies of the COVID-19 crisis management in Thai Private Higher Education Institutions, 2) to evaluated the strategies of the COVID-19 crisis management in Thai Private Higher Education Institutions. The exploratory sequential mixed method was utilized. 5 administrators in Thai private higher education institutions were in-depth interviewed. Then, the interview results were analyzed using content analysis to develop a questionnaire for gathering the quantitative data. The questionnaire was distributed and completed by 431 students from Thai private higher education institutions. The statistical methods were used descriptive statistics, average and standard deviation. Afterward, the results from both qualitative and quantitative research were combined to set the strategies of crisis management of COVID-19. In the final regime, these strategies were evaluated by in total of 10 administrators and crisis expertise. The results of this research gave 8 crisis management strategies, which are 1) building team unity, 2) Effective online teaching management, 3) Preventing the spread of COVID-19, 4) Controlling the efficiency and effectiveness of the Working from home, 5) Relief and assistance the remedial measures of COVID-19, 6) Creating communication unity, 7) Internal communicating, and 8) External Communicating.

**Keywords:** Crisis Management, COVID-19, Strategy

## 1. Introduction

### 1.1 Background and Importance of the Problem

The outbreak of the Coronavirus disease 2019 (COVID-19) is a historic crisis that has had a global impact. The Coronavirus disease (COVID-19) has never been seen in this Coronaviruses (CoV) class before and came completely pre-adapted to humans. It causes respiratory tract infections in humans and can spread from person to person (WHO, 2021) The virus was first identified in December 2019 in Wuhan, China, which responded to the outbreak by implementing a nationwide lockdown. Efforts to contain the virus failed, and it began to spread worldwide.

In response to the spread of the virus, the World Health Organization (WHO) informed about an outbreak of pneumonia and declared it a Public Health Emergency of International Concern: PHEIC on 30 January 2020. The World Health Organization (WHO) declared it a Pandemic on 11 March 2020. (WHO, 2021; CNN, 2020) Several of the variants of the virus have resulted in rising cases and deaths in various countries. The impact of the epidemic situation of the novel Coronavirus disease 2019 has spread to Thailand as well. For this reason, the Prime Minister issued the Declaration of an Emergency Situation under the Emergency Decree on Public Administration in Emergency Situations B.E. 2020.

Thailand Government has correspondingly applied measures to prevent, suppress, and delay the outbreak as well as to take into account the impacts on the public in terms of societal well-being and standard of living. Maintaining Social Distance to prevent the spread of the epidemic.

On 17 March 2020, The Ministry of Higher Education, Science, Research and Innovation (MHESI) has issued the 3rd Announcement of the Ministry of Higher Education, Science, Research and Innovation. Subject: Vigilant measures against the spread of Coronavirus (COVID-19). Confirming the measures of The Ministry of Higher Education, Science, Research and Innovation considers taking the following measures: 1) All government and private educational institutions have to cancel in-class teaching and move forward with full online teaching. 2) All government and private educational institutions have to manage teaching and working from home as possible. 3) All government and private educational institutions consider canceling the internship or modify the duration and also other appropriate activities instead. (MHESI, 2020)

The announcement of the Vigilant measures is the first visible sign and shows that the severe impact of education during COVID-19 Pandemic has been increasing among Thai education in the country and at all levels are likely to continue to cancel in-class. We definitely could not be back to manage teaching in a normal way.

### 1.2 Research Question

1) What were the strategies of the COVID-19 crisis management in Thai Private Higher Education Institutions?

2) How were the results of the strategies of the COVID-19 crisis management in Thai Private Higher Education Institutions evaluating?

### **1.3 Research Objective**

- 1) To create the strategies of the COVID-19 crisis management in Thai Private Higher Education Institutions.
- 2) To evaluate the strategies of the COVID-19 crisis management in Thai Private Higher Education Institutions.

## **2. Literature Review**

### **2.1 Related Concepts and Theories**

#### **Crisis Management**

Minimize the damage from the crisis, disaster relief helping victims, how organizations can manage to reduce harm, restoration, and as well as continually improve methods of dealing with the ongoing crisis. A crisis can consist of four elements 1) A crisis is a threat to the organization. 2) A crisis contains the element of surprise. 3) A crisis is in a short decision time. 4) A crisis is where the old system can no longer be maintained. (Bundy, 2016) Crisis management can be divided into three phases. 1) Pre-Crisis Phase 2) During-Crisis Phase 3) Post-Crisis Phase (Coombs, 2011)

#### **Impact of Coronavirus disease (COVID-19) on Education**

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. Most people infected with the COVID-19 virus will experience respiratory illness. The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes. (WHO, 2021) In response to the spread of the virus, the World Health Organization (WHO) declared it a Pandemic on 11 March 2020. (WHO, 2021; CNN, 2020) Several of the variants of the virus have resulted in rising cases and deaths in various countries.

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## 2.2 Conceptual Framework



Figure 1 Conceptual Framework

## 3. Research Methodology

### 3.1 Research Design

This research uses the mixed methodology approach with a qualitative research method precede a quantitatively research that can be divided into 3 steps as follows:

#### Step 1 : Creating the strategies of crisis management

This is a Mixed Methodology research for studied the COVID-19 impact from the perspective of direct stakeholders and the perspective of administrators.

First, the researcher used a quantitative research for students from 72 Thai Private Higher Education Institutions. According to the population group which was 261,048 people,

the sample size was 431 people by using Convenience Sampling of Yamane's formula (1973) at a 95% confidence level of proportion with an online questionnaire. The result showed that the average of Likert Rating Scales (Srisa-ad, 2017) value was 3.88 which means *very agree* range.

Second, the researcher used a qualitative research for studied the process of crisis management from the perspective of strategists by specifying the information provider as academic administration positions from Thai Private Higher Education Institutions which are President, Vice-President, Dean of Faculty, and Head of Department. A total of 5 people were selected by purposive selection. The technique tool was an In-depth Structured Interview that developed from the concepts, theories, and crisis management manuals. Testing the accuracy of the content by Content Validity. The results showed that the IOC scales for each item that the most value were greater than 0.80.

Then, the researcher combined both two perspectives to become 8 draft strategies.

## **Step 2: Evaluating the strategies of crisis management**

In the last process, the researcher continued quantitative research by evaluating the strategies through the assessment form that was presented to 10 all of the strategic experts and academic administrators which in the position of President, Vice-President, Dean of Faculty, and Specialists in crisis management for educational institutions by Purposive Selection. The 8 strategies were evaluated as 4 parts of Likert Rating Scales, which were Propriety, Congruity, Feasibility, and Utility. A rating scale can consist of any number of given that a strategy with mean ( $\bar{x}$ )  $\geq 3.50$  and a standard deviation (S.D.)  $\leq 1.00$  means that the strategies are effective.

## **4. Data Analysis and Findings**

### **4.1 Introduction**

The results of the crisis management process studying were presented in the interview issues conclusion table as follows:

**Table 1** Interview Issues Conclusion

---

**1. The groups of personnel in Thai private higher education institutions.**

- By the scope of responsibilities; Academic and Support.
- By the positions; Administrators, Teachers, and Staffs.

---

**2. The position appointed for the COVID-19 crisis management directly.**

- In case that was appointed before the COVID-19 situation; Only one overall risk management department (mostly in the public company chain).
- In case that was appointed during the COVID-19 situation; The team or one of the vice-presidents is the crisis manager.
- In case there was no appointed, the president became the crisis manager.

---

**3. The preparation of teaching in the Pre-Crisis phase.**

- Transformed to full online teaching.
- Provided the online teaching training, manuals, technology devices, and premium accounts of the program for the teachers.

---

**4. The monitoring of personnel's COVID-19 infection in the Pre-Crisis phase.**

- Assigned the personnel to send risk assessments or risk reporting.
- Having a data center for tracking the personnel's risk
- Having prevention protocol for COVID-19 according to MHESI
- Set the schedules for personnel who need to work in only the area and work in shift.
- Postponed, cancelled, or used the technology for substitute of group activities.
- Postponed or cancelled academic traveling to the risk countries or risk areas.

---

**5. The preparation of personnel working out of the location in the Pre-Crisis phase.**

- Some areas were limited by COVID-19 infective precautions.
- Assigned personnel to work from home.

---

**6. The preparation of the operating system in the Pre-Crisis phase.**

- Transformed most paperwork into E-documents.
- Checked and fixed the online service problem.

---

**7. The preparation of the internal communication channel in the Pre-Crisis phase.**

- Communicated via LINE Application for instant communication.
- Created the sub-group of LINE according to the information receiving from the group members.
- E-mail is the channel of formal communication and important documents sending.
- Conference by using ZOOM Meeting and Microsoft Teams program.

---

**8. The preparation of the external communication channel in the Pre-Crisis phase.**

- Having the official institution channel, such as Website, E-mail, SMS, FACEBOOK fan page, LINE Official, etc.
- Created the sub of FACEBOOK fan page, and LINE group, such as faculties, major, years, each subject, etc. consist of teachers and students.
- Drafted the crisis announcements for quick communication with the original document's code.

---

**9. Teaching in the During-Crisis phase.**

- Use ZOOM Meeting, GOOGLE Classroom, GOOGLE Meet, and Microsoft Teams programs for Online teaching in a total of theory courses.
  - All the online teaching can be accessible by Tablets, Computers, and Mobiles.
  - Inspected the qualities of online teaching.
  - Postponed the practical courses which can not be replaceable by online teaching.
-



---

**10. Measurement and Evaluation in the During-Crisis phase.**

- Using the online examination.
- Adjusted the examination accordingly with online processes, such as analytic examination, open-book examination, take-home examination, interview examination, and time-limited examination, etc.
- Replaced by doing projects or presentations.

---

**11. Relief and assistance the remedial measures of COVID-19 in the During-Crisis phase.**

- Reduced the maintenance costs, fees, and expenses which the students paid for facilities.
- Expanded the graduation period for the senior students.
- Provided health-supporting, such as health insurance, coordination with hospitals, and vaccination center.
- Replaced by doing projects or presentations.

---

**12. Student services in the During-Crisis phase.**

- Full online registration, financial service, and library via website, application and, call center.

---

**13. Budget management in the During-Crisis phase.**

- The budget that has been increased comes from the protocol of health, cleanliness costs, and online-teaching training, but decreases the students' activities cost.

---

**14. Working from home.**

- Preventive infection and travel time saving are the good points of working from home. However, the weakness is lack of the personnel interaction.

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**15. Teaching in the Post-Crisis phase.**

- Multi-teaching (such as hybrid-teaching, online teaching, and on-site teaching) according to the situation.

---

**16. Area management in the Post-Crisis phase.**

- Using the classroom with double size
- Social distancing is still essential.
- Measure temperature, mask-wearing, and using hands sanitizer before entering the area.

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**17. Crisis and situation analysis in the Post-Crisis phase.**

- Always analyze the situations to create the next crisis manual.

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**18. New Normal of Thai private higher education institutions.**

- Becoming full students services, operations, and hybrid teaching (or fully online).
  - Develop and provide the mobile or visual laboratory for the practical courses to students in the future.
- 

## 4.2 Data Analysis of the Qualitative Data

As the Step 1 result, the researcher combined with the quantitative result to become 8 draft strategies as follows:

**Table 2** Strategies for Building Team Unity in COVID-19 Crisis Management

**Strategy 1:** Strategies for building team unity in COVID-19 crisis management.

**Strategic Indicator 1:** All departments in the institution cooperate to comply with the instructions of the crisis management manager.

Input Factors	Operational Strategies	Inspection
<p><b>Man:</b></p> <ul style="list-style-type: none"> <li>- Administrators</li> <li>- Crisis Manager</li> <li>- Teacher</li> <li>- Staff</li> </ul> <p><b>Material:</b></p> <ul style="list-style-type: none"> <li>- Internal Communication Channel</li> <li>- Technology</li> <li>- Announcement</li> </ul>	<b>Pre-Crisis</b>	
	<p>Appoint a person or a dedicated management department only for COVID-19 crisis to be the center of management and decision making.</p>	<p>There is a responsible person or Covid-19 crisis management and emergency contact channels.</p>
	<p>Manage the crisis with the efficiency management principles.</p>	<p>Manage the crisis with principles.</p>
	<p>Monitor the daily infection situation, estimate situation for planning and follow up on government announcements.</p>	<p>Have an overview policy plan, monitor process the situation, support plan for various changes, summary report and important news.</p>
	<p>Survey the personnel readiness from all departments to prepare working from home if there is the closure of institution announcements from the government.</p>	<p>Approach plans and personnel readiness.</p>
	<p>Recommendations for screening and surveillance procedures among personnel and students, command all supervisors to survey the risks and collect all data directly to the crisis manager.</p>	<p>Overview of monitoring and evaluation of surveillance, the risks of personnel and students summary report.</p>
	<b>During-Crisis</b>	
	<p>All departments and faculties in the institution are required to follow orders from crisis management.</p>	<p>The announcement or the specified notice of institution will be pressed to all department- tands must comply with the crisis manager’s imperative.</p>
	<b>Post-Crisis</b>	
	<p>Crisis managers periodically process incidents in order to formulate a plan, monitor and support for situations that may happen in the future situation.</p>	<p>Summary of the issue or principles for preparing to manage the COVID-19 crisis.</p>

**Table 3** Effective online teaching management strategies

<b>Strategy 2: Effective online teaching management strategies</b>		
<b>Strategic Indicator 2:</b> Satisfaction assessment results in the study are at the level of “Satisfied”.		
<b>Input Factors</b>	<b>Operational Strategies</b>	<b>Inspection</b>
<b>Man:</b> - Administrators - Teacher - Staff - IT Experts	<b>Pre-Crisis</b>	
	Support the availability of equipment and online teaching program for instructors.	Support all instructors to have online teaching materials or high speed internet.
	Organize training programs and evaluating online teaching of instructors.	There are a number of professors whose online teaching assessment results meet the requirements of institution's “Pass” criteria.
	Organize technology experts to help facilitate in teaching for teachers and provide technology manuals.	
	Provide purchasing permanent teaching support program accounts.	Prepare adequate permanent accounts in the institution center section and persistent teaching support program.
	Organize classrooms and online teaching materials in institution in order to support instructors whose places are inconvenient to do online classes.	The number of classrooms that are accommodated to do online classes in universities, are adequate to meet the needs.
<b>Man:</b> - Administrators - Teacher - Staff - IT Experts	<b>During-Crisis</b>	
	Provide online teaching and learning through online learning platforms such as Zoom Meeting, Microsoft Teams, or Google Classroom.	There are online lesson plans and instructor's online teaching recording in video format. There is an examination of the teaching quality of instructors.
	Focus on teaching contents, offer flexible uniform choices and teachers must be aware in disseminating inappropriate images while teaching at home such as clothes, surrounding environment and location.	
	The quality of teaching materials must support a variety of learning materials; Mobile phones, tablets and computers.	
	Planning courses analysis, postponing practical courses which are not suitable for online teaching.	Prepare practical course management plans for all courses.
	Adjust the format for measuring learning achievement in accordance with online teaching.	There is a measurement format that is consistent with the online learning that can be evaluated in all courses.

	<b>Post-Crisis</b>	
	Provide teaching in a variety of formats so that in accordance with the situation and achieve according to course learning objectives.	Lesson plans are provided in order to adapt to the situation and achieve the learning outcomes.

**Table 4** Strategies for Preventing the Spread of COVID-19 in the Organization

**Strategy 3:** Strategies for preventing the spread of COVID-19 in the organization  
**Strategic Indicator 3:** Zero case of the number of infected individuals

<b>Input Factors</b>	<b>Operational strategies</b>	<b>Inspection</b>
<b>Man:</b> - Administrators - Teacher - Staff  <b>Money:</b> - Cleaning Cost - COVID-19 Warning Media Production - Premium Account for Video Conference Program  - COVID-19 Risk Assessment - Report Form - Work Schedule - Online System for Ceremonial - Thermometers - Sanitizer Dispensers - Masks - Sterilization Equipment - COVID-19 Warning Media - Internal Communication Channel - External Communication Channel	<b>During-Crisis</b>	
	Instructors and staff are required to complete a risk assessment or consolidated risk reporting before entering the institution.	The number of instructors and all staff who attend institution must be at a low risk.
	Flexible working arrangements in the context of COVID-19 and allow to enter only the necessary areas.	Strategies in the control of a limited-effective time management.
	Postpone, cancel or participate in online classes instead of group activities in institution, including the graduation ceremony, Wai Kru Ceremony and Orientation ceremony.	Group activities on campus are not permitted and increase the number of online activities.
	<b>Post-Crisis</b>	
	Set up temperature checkpoints.	Provide temperature scanners at every entrance to the institution.
	Provide hand sanitizers at the service point.	Alcohol dispensers are available at all points of contaminants to decrease germs or risk of infection from surfaces.
	Announce a regulation to wear face masks when in institution public spaces.	All institution personnel and students must wear face masks at all times in institution.
	Require immediate sterilization of the congregation area as soon as the activities complete.	Provide a sterilization record that indicates the location and clearly specified time.
Mandated work shifts and spacing of workstations have been instituted to decrease workplace density.	Standing or sitting prohibited signs are installed to various dense areas and placed at a distance of 1 meter.	

**Table 5** Strategies for Controlling the Efficiency and Effectiveness of the Working From Home

**Strategy 4:** Strategies for controlling the efficiency and effectiveness of the working from home  
**Strategic Indicator 4:** The effectiveness of the work-from-home program follows the specified objectives

Input Factors	Operational strategies	Inspection
<p><b>Man:</b>                      - Administrators                      - Teacher                      - Staff</p> <p><b>Material:</b>                      - Digital Documents                      - Work from home's Guideline                      - Work Schedule                      - Video Conference Program                      - Working Report                      - Staffs' Contact List                      - Internal Communication Channel</p>	<b>During-Crisis</b>	
	Documents are classified into paper documents and electronic transactional documents (e-documents) and also modify document process to be more e-document.	Reduce paper documents usage.
	Operate the Guidelines for Data File Transfers.	Announcement of guidelines for Data File Transfers.
	Department supervisors operate periodic meetings to inform the important agenda, follow up works, discuss the problem solving in the department and set up guidelines for Working From Home	Record from the daily work schedule of personnel in all positions.
	Personnel submits weekly performance log reports to department supervisor.	
	The department supervisor sends the personnel work-from-home performance assessment.	The results of the work-from-home performance appraisal of personnel is equivalent to the working appraisal at institution.
	Provide communication channels for assignments or follow-up during work from home.	Schedule appointments or record meetings online work commands.
	All personnel must be able to be reached in all possible emergencies.	Prepare and complete lists of personnel contact such as phone number, E-mail and LINE.

**Table 6** Strategies in Relief and Assistance the Remedial Measures of COVID-19

**Strategy 5:** Strategies in relief and assistance the remedial measures of COVID-19  
**Strategic Indicator 5:** Prepare plans, procedures and methods to provide assistance for institution personnel and students

Input Factors	Operational strategies	Inspection
<p><b>Material:</b>                      - Internal Communication Channel                      - External Communication Channel                      - Welfare Benefit                      - Infected Report</p> <p><b>Money:</b>                      - Welfare Benefit Cost</p> <p><b>Man:</b>                      - Crisis Manager                      - Administrators                      - Teacher                      - Staff</p>	<b>During-Crisis</b>	
	Provides COVID-19 insurance for institution personnel and students.	The number of COVID-19 insurance policies coverage for all institution personnel and students.
	Reduction of tuition fees and Academic charges to assist students during the COVID-19.	Institution announcement has implemented measures for the reduction of tuition fees and other charges, along with implementing methods of continuous assistance.
	Extend the graduation period for students who are affected by the announcement of the Ministry of Higher Education.	Affected students have been extended graduation time.
	In case of exposing an infected student, advisors assign to report a case to supervisors and send all concerned information to crisis managers and must be followed up on COVID-19 treatment situations.	List of infected students and access to campus buildings timeline (If specified).
In case of exposing an infected institution personnel, must immediately report a case to supervisors and periodically report the treatment situation.	List of infected institution personnel and access to campus buildings timeline (If specified).	

**Table 7** Strategies for Internal Communicating during the COVID-19 Crisis

<b>Strategy 6:</b> Strategies for internal communicating during the COVID-19 crisis		
<b>Strategic Indicator 6:</b> Internal personnel received reliable and accurate information		
<b>Input Factors</b>	<b>Operational strategies</b>	<b>Inspection</b>
<b>Senders:</b> - Crisis Manager - Administrators	<b>Pre-Crisis</b>	
	Provide the fastest communication channel that can be used to communicate with institution personnel.	Internal communication channels of every departments.
<b>Message:</b> - Internal Information - Announcement	<b>During-Crisis</b>	
	Facilitate the distribution of top-down information, the communicator sent information to the various department supervisors, heads of departments are distributed and verified the staff acknowledgment.	Inform the information to everyone in the group within 3 hours.
<b>Channel:</b> - Internal Communication Channel	Use communication channels related to the information, acknowledge or decision making.	Communication record sheet.
	Must be able to call all institution personnel in any emergency situation.	Contact lists are available in the agency and create a log file.
<b>Receivers:</b> - Teachers - Staffs		

**Table 8** Strategies for Creating Communication Unity during the COVID-19 Crisis

<b>Strategy 7:</b> Strategies for creating communication unity during the COVID-19 crisis		
<b>Strategic Indicator 7:</b> No one allowed to conduct any communication on behalf of institutions		
<b>Input Factors</b>	<b>Operational strategies</b>	<b>Inspection</b>
<b>Senders:</b> - Crisis Manager - Administrators - Teacher - Staff	<b>Pre-Crisis</b>	
	Appoint the main person to communicate the issuance of orders regarding to official declarations.	List of main communicator, the official appointment.
<b>Message:</b> - Information - Announcement	Main communicator distribute the important agenda in advance.	Announcements on draft important agendas covering all situations during COVID-19.
	<b>During-Crisis</b>	
<b>Channels:</b> - Internal Communication Channel - External	All announcements are required to be coded, official and maintained in original reference format.	All announcements must be consistent with the original announcements and contain all impact details and responsibilities.
	The communicator or assistant is responsible to verify the accuracy of all	

Communica-tion Channel  <b>Receivers:</b> - Teachers - Staffs - Students	documents before publishing.	Records of evidence showing distribution official information.  All announcements are published within 3 hours after crisis management decision is confirmed.
	Demonstrates a moral standpoint in the all published announcements.	
	All institution personnel are responsible for distributing official information from the institution.	
	When crisis management decision is confirmed, the announcement must be quick and effective messages.	

**Table 9** Strategies for External Communicating during the COVID-19 Crisis

<b>Strategy 8:</b> Strategies for external communicating during the COVID-19 crisis <b>Strategic Indicator 8:</b> Students receive fast and accurate information		
Input Factors	Operational strategies	Inspection
<b>Senders:</b> - Crisis Manager - Communication Team - Public Relations Team - Teacher  <b>Message:</b> - External Information - Announcement  <b>Channel:</b> - External Communica-tion Channel - Institutions's Official Channel  <b>Receivers:</b> - Students	<b>Pre-Crisis</b>	
	Set up LINE group or FACEBOOK group for classify courses, subjects and faculties that consisting of all students and instructors.	Active LINE group or FACEBOOK group for all courses, subjects and faculties that consisting of teachers and students and instructors.
	<b>During-Crisis</b>	
	Institution public relations department broadcasts cover all range communication channels of the institution can broadcast the information at the same time, including Institution website, LINE@, Institution's FACEBOOK Fanpage, SMS system and institution's E-mail.	All students are informed about the news, declaration and statement of events within 3 hours
All teachers send messages to all responsible channels such as personal Facebook account page, Line group, Facebook course group and evaluate student news awareness.		



According to the crisis management strategies, the results of the four parts evaluating which were Propriety, Congruity, Feasibility, and Utility as follows:

**Table 10** Results of the Strategies Evaluating

<b>Parts of Evaluating</b>	$\bar{x}$	<b>SD</b>
Propriety	3.84	0.454
Congruity	4.22	0.376
Feasibility	4.15	0.781
Utility	3.56	0.814

## 5. Conclusion and Recommendation

### 5.1 Conclusion

According to the results of Crisis Affects Management Strategies of Administrators in Thai Private Higher Education Institutions: A Case Study of COVID-19 Pandemic, the overall strategies that can be used in Private Higher Education Institutions managing were gained by conforming to the Crisis Management Theory of Coombs (2011). However, those strategies should be adjusted to the Institutions' contexts for the best crisis management strategies.

In conclusion, the heart of crisis management is to prepare for the crisis that institutions never knew was coming. Especially the crisis which never happened before, such as the COVID-19 situation. The Administrators need to be visioned and empowered with the preparation of managing crisis by studying, developing, and updating the knowledge to lead the institutions for passing through the crisis.

### 5.3 Recommendation

- 1) The future research should study by specific institutions' size for creating the specific strategies (considering the student's amount).
- 2) Other research should also look for the different types of crisis management strategies.
- 3) This research was studied during the COVID-19 situation. The future research should study for more results of the post-crisis phase.

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Sripatum University is one of the oldest and most prestigious private universities in Bangkok, Thailand. Dr. Sook Pookayaporn established the university in 1970 under the name of "Thai Suriya College" in order to create opportunities for Thai youths to develop their potential. In 1987, the college was promoted to university status by the Ministry of University Affairs, and has since been known as Sripatum University. "Sripatum" means the "Source of Knowledge Blooming Like a Lotus" and was graciously conferred on the college by Her Royal Highness, the late Princess Mother Srinagarindra (Somdet Phra Srinagarindra Baromarajajan). She presided over the official opening ceremony of SPU and awarded vocational certificates to the first three graduating classes. Sripatum University is therefore one of the first five private universities of Thailand. The university's main goal is to create well-rounded students who can develop themselves to their chosen fields of study and to instill students with correct attitudes towards education so that they are enthusiastic in their pursuit of knowledge and self-development. This will provide students with a firm foundation for the future after graduation. The university's philosophy is "Education develops human resources who enrich the nation" which focuses on characteristics of Wisdom, Skills, Cheerfulness and Morality.

## University of Greenwich, United Kingdom

The University of Greenwich is a British university with campuses in south-east London and north Kent. These include the Greenwich Campus, located in the grounds of the Old Royal Naval College in the Royal Borough of Greenwich, London, England. It is the largest university in London by student numbers and the greenest in the UK as assessed by The People & Planet Green League. The university's wide range of subjects includes architecture, business, computing, education, engineering, humanities, natural sciences, pharmacy and social sciences. It has a strong research focus and well-established links to the scientific community.

## Lincoln University, New Zealand

Lincoln is New Zealand's third oldest university. Founded in 1878 as a School of Agriculture, the organisation was linked to Canterbury College, welcoming its first intake of students in 1880. In 1896, with agriculture now well established as the mainstay of New Zealand's exports, the School of Agriculture separated from Canterbury College and became Canterbury Agricultural College, with its own governing body and the ability to award degrees through the University of New Zealand. In 1961, the university was officially renamed Lincoln College, becoming a constituent college of the University of Canterbury. In 1990 Lincoln University formally separated from the University of Canterbury and became the self-governing national university that it is today. Internationally Lincoln University has academic alliances with complementary institutions in Asia, the Middle East, Europe and the Americas. These alliances support academic relationships and enhance educational opportunities for teaching staff, students and those undertaking advanced research.



### Sripatum University

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