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School Administration Process in a Learning Loss Situation

Jiraporn Supising*

Somkiet Boonrawd**

Suriya Taweeboonyawat*

Ponlawat Chaichana***

Choocheep Puthaprasert****

Sirimas Kosanpipat*****

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ABSTRACT

The objectives of the research were 1) to investigate the present state and problems of the school administration process in the learning loss situation in three situations consisting of the spread of COVID-19, the new normal era, and the next normal era; 2) to analyze the factors for achievement of the school administration process in the learning loss situation; 3) to create the school administration process in the learning loss situation; and 4) to propose the guidelines for implementing the school administration process in the learning loss situation for related agencies. Key informants consisted of seventy-one respondents selecting by purposive sampling. Instruments used in this research were a synthesis table, a checklist table, a semi-structured interview form, a drafted model, an examination form, and a meeting record form. The research is a multi-phases method. The data were analyzed by frequency, percentage, and content analysis, classified by issues, and summarized into items. The results revealed as follows : 1) investigation results of the present state and problems of the school administration process consisted of thirteen aspects; 2) factors for achievement consisted of ten issues; 3) the school administration process in the learning loss situation consisted of

*Lecturer in Educational Administration Program, Graduate School, Western University
(Corresponding Author) e-mail: supising.jiraporn@gmail.com
**Director of Doctor of Educational Administration Program, Graduate School, Western University
***Ph.D. Candidate, Educational Administration Program, Graduate School, Western University
****Chairman of Doctor of Educational Administration, Graduate School, Chiang Mai Rajabhat University
*****Lecturer in Faculty of Education, Chiang Mai Rajabhat University

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input, operational process, and output; and 4) the recommendation for implementing the school administration process in the learning loss situation for related agencies consisted of nine guidelines.

Keywords : School Administration / Learning loss Situation / COVID-19

Statement of the Problem

The Thirteenth National Economic and Social Development Plan, 2023-2027 (Office of the National Economic and Social Development Board, Office of the Prime Minister, 2017, p.127) focuses on the importance of developing learning support systems in educational institutions for learning loss situation, improving counseling efficiency, creating a safe environment, protecting learners from violence and bullying, improving budget allocation, decentralize administrations, promote educational innovations, support gifted learners, and provide diverse opportunities for learners with special needs.

Learning loss is the term used to describe the regression or reduction in a student's knowledge, abilities, and educational attainment that happens when regular learning opportunities are disrupted. It is a phenomenon that has gained increasing attention, particularly in the context of disruptions caused by events like the COVID-19 pandemic. The concept of learning loss is often used to describe the negative impact on student's educational progress when they experience extended periods of interrupted or altered schooling. This disruption can result from various factors, including natural disasters, public health crises, armed conflicts, and other emergencies.

The Ministry of Education, through the Office of the Basic Education Commission, expected that after finding a solution to the learning loss problem, including a method for expanding the results to success, it would cooperate with the private sector, a network of parents, teachers, and educational institutions to help push for real solutions. This is in line with learning loss recovery. (Office of Educational Standards and Learning Development Office of the Secretariat of the Education Council, 2022, pp.5-9)

Additionally, Engzell, Frey & Verhagen (2020, p.1) viewed that one of the main strategies used in the fight against COVID-19 has been closing schools. However, not enough is understood regarding their benefits and drawbacks. To evaluate how school closures, affect kids' learning, we use a natural experiment that took place in The Netherlands before and during lockdown national examinations. The Netherlands presents an interesting "best-case"

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situation due to its prompt lockdown, equitable funding for education, and worldwide leading broadband access rates. Students from low-income families saw the most learning loss.

Moreover, Patrinos, Vegas & Carter-Rau (2022) who analyzed COVID-19 student learning loss found that the COVID-19 pandemic has significantly disrupted the global education system, causing significant learning losses in some countries. A recent analysis of recorded evidence shows increased inequality, with certain demographics experiencing more significant losses. Thirty-six robust studies identified learning loss on average of 0.17 standard deviations, equivalent to a half-year' worth of learning. Further research is needed to increase the number of studies and understand the reasons for learning loss.

In terms of Bozkurt & Sharma (2020), observed insights from the past, insights from the present, and projections for the future. It was found that the COVID-19 pandemic has prompted a global shift in our understanding and interpretation of the normal, leading to the development of a new normal and the next normal. This unprecedented time has led to significant changes in education, particularly in teaching and learning methods. With uncertainty surrounding the future, it is crucial to consider the past, present, and future of education.

Furthermore, Chaiyabang (2022) mentioned that a problem that normally occurs in education in Thailand is learning loss that results from the quality of teaching and learning during COVID-19. If there was an understanding of the 'learning loss crisis', learning could be designed to change that situation. During this two-year school closure, it was an opportunity to adjust the attitude of teachers and administrators at the school level toward learning management.

According to the lessons learned: Solving the problem of learning loss situation (Office of the Basic Education Commission, Ministry of Education, 2022), the survey results of the National Statistical Office in 2019, it was found that a large number of households with children under 15 years of age do not have computers, divided into 74.1 % in municipal areas and 88.1% outside municipal areas. Therefore, the drive to proactively solve this problem must be urgently implemented to prevent the problem of learning regression from accumulating more. The Office of the Basic Education Commission has established the Learning Loss Center to work on proactively solving the problem of learning regression from the outbreak of the coronavirus disease 2019.

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Moreover, Arty (Equitable Education Fund, 2022) also said that before this, he had the opportunity to travel to listen to problems from many areas, such as Yala and Chiang Mai. He heard many stories concerning learning loss in early childhood and basic school students, which will certainly have an impact on them when they grow up, especially in the group of children from marginal areas, whose competitive potential is reduced by lack of access to technology or other things.

As regards the abovementioned, Chiang Mai Province is one of northern region that impacts to the current conditions and problems of the school administration process in the learning loss situation, school administrators should pay more attention to budgets and activities for rehabilitating knowledge during the period when children return to school. School administrators should build partnerships with communities and volunteers to support students' knowledge recovery, the research team is interested in studying the school administration process in learning loss situations under the Office of Basic Commission, Chiang Mai Province. The research results will be beneficial to agencies involved in education and the administration of educational institutions at all levels in the future.

Objectives

1. To investigate the present state and problems of the school administration process in the learning loss situation in three situations as follows:

1.1 A situation of the spread of coronavirus disease 2019 (COVID-19)

1.2 A situation in the new normal era.

1.3 The ready preparation for a situation in the next normal era.

2. To analyze the factors for achievement of the school administration process in the learning loss situation.

3. To create the school administration process in the learning loss situation.

4. To propose the guidelines for implementing the school administration process in the learning loss situation for related agencies.

Methodology

The research method was divided into four phases, as follows:

Phase 1: The investigation of the present state and problems of the school administration process in the learning loss situation, was divided into three situations as follows: A situation of the spread of coronavirus disease 2019 (COVID-19), a situation in the

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new normal era, and the ready preparation for a situation in the next normal era. The research team conducted an in-depth interview with twenty key informants selecting by purposive sampling, consisted of school administrators who had received national awards in school administration for schools under the Secondary Educational Service Area Office and schools under the Primary Educational Service Area Office, Chiang Mai Province. The schools were divided into four sizes: extra-large-sized schools, large-sized schools, medium-sized schools, and small-sized schools. each of four, for a total of 20 informants. The instrument used was a semi-structured interview form. The data were analyzed by classifying them into issues.

Phase 2: The analysis of factors for achievement of the school administration process in the learning loss situation by organizing a workshop consisting of eleven experts in various fields from officers under the Secondary Educational Service Area Office, the Primary Educational Service Area Office, Chiang Mai Province, and experts selected by purposive sampling. The instrument used was a record from a workshop. The data were analyzed by content analysis and classified into issues.

Phase 3: The creation of the school administration process in the learning loss situation by providing connoisseurship of fifteen specialists in various fields, as follows: teacher representatives, representatives of parents of special children, teachers related to disability children, Chiang Mai Province.and a research team selected by purposive sampling. The instrument used was a record from a connoisseur. The data were analyzed by arranging them into processes.

Phase 4: The recommendation of guidelines for implementing the school administration process in the learning loss situation for related agencies by organizing a brainstorming of twenty-five related personnel consisting of school administrators, assistant administrators in charge of student affairs, assistant administrators in charge of academic affairs guidance teachers, psychologists under the Secondary Educational Service Area Office and the Primary Educational Service Area Office, Chiang Mai Province, selected by purposive sampling, and research team. The instrument used was a record form for brainstorming. The data were analyzed by summarizing the recommendations for guidelines.

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In this research, a research framework was presented in Figure 1.

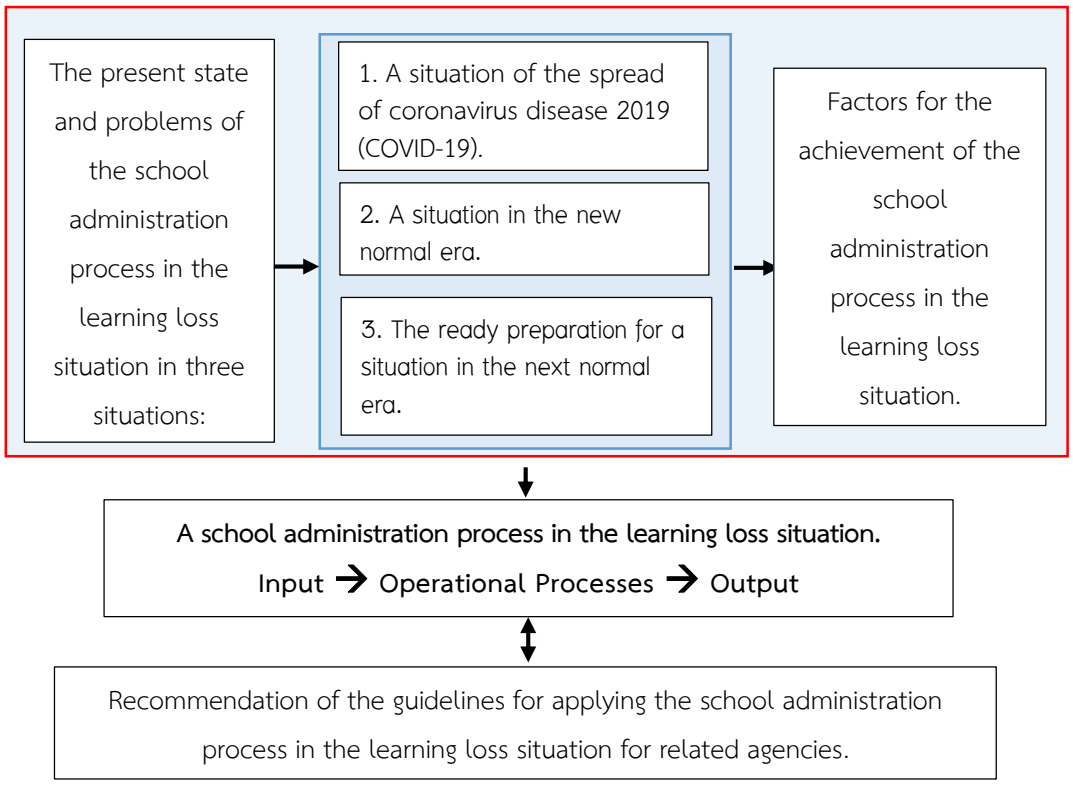


Figure 1 Research Framework.

Conclusion

Phase 1: Results of investigating the present state and problems of the school administration process in the learning loss situation, it was divided into three situations as follows: The research team conducted an in-depth interview using a semi-structured interview form. Data were analyzed by using content analysis and classifying in thirteen issues. The research results consisted of thirteen aspects as follows: 1) disruption of learning, 2) hybrid learning models, 3) parental engagement, 4) teacher adaptation, 5) inequity of learning, 6) communication, 7) technology accessibility, 8) data-driven decision-making, 9) mental health, 10) safety protocols, 11) learning loss mitigation, 12) networking and cooperation, and 13) uncertainty in planning. (Supising, et al, 2023, pp.367-368)

Phase 2: Results of analyzing factors for achievement of the school administration process in the learning loss situation after organizing a workshop. The data were analyzed by content analysis and classified into issues as follows: To successfully manage the learning loss

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situation, here are some key factors for achievement of the school administration process learning loss situation:

1. Setting priorities, organizing assistance, and creating a clear vision are all critical components of effective leadership from school administrators in learning loss situations.

2. Make sure that interventions and techniques consider students' varied backgrounds and experiences while also being culturally sensitive.

3. To determine learning gaps, evaluate students' needs, and track advancement over time, school officials must use data.

4. Coordination, communication, and alignment of efforts to support student success inside and outside the classroom are made easier by strong partnerships.

5. Providing teachers with chances for ongoing professional development is crucial to enhancing their ability to effectively manage learning loss.

6. To mitigate learning loss and guarantee that every student has access to the tools and support they require to succeed, school officials must distribute resources fairly.

7. Gaining support for initiatives for learning loss situations requires meaningful involvement with parents, families, and community stakeholders.

8. Targeted treatments that cater to the unique requirements of students who have suffered from learning loss must be implemented by school authorities.

9. To support student success over time, school administrators must periodically evaluate the efficacy of initiatives, get input from stakeholders, and make changes in response to evidence of what is most beneficial.

10. In scenarios involving learning loss, tactics may need to be modified and adjusted in response to changing needs and conditions and to guarantee that long-term efforts to mitigate learning loss are successful, administrators must continue to be flexible and responsive.

Phase 3: The school administration process in the learning loss situation by providing connoisseurship. The research team gave the results of Phase 1 and Phase 2 to fifteen specialists to consider how to prepare the school administration process in a learning loss situation. The results consisted of three aspects: Input, operational process, and output as shown in Figure 2.

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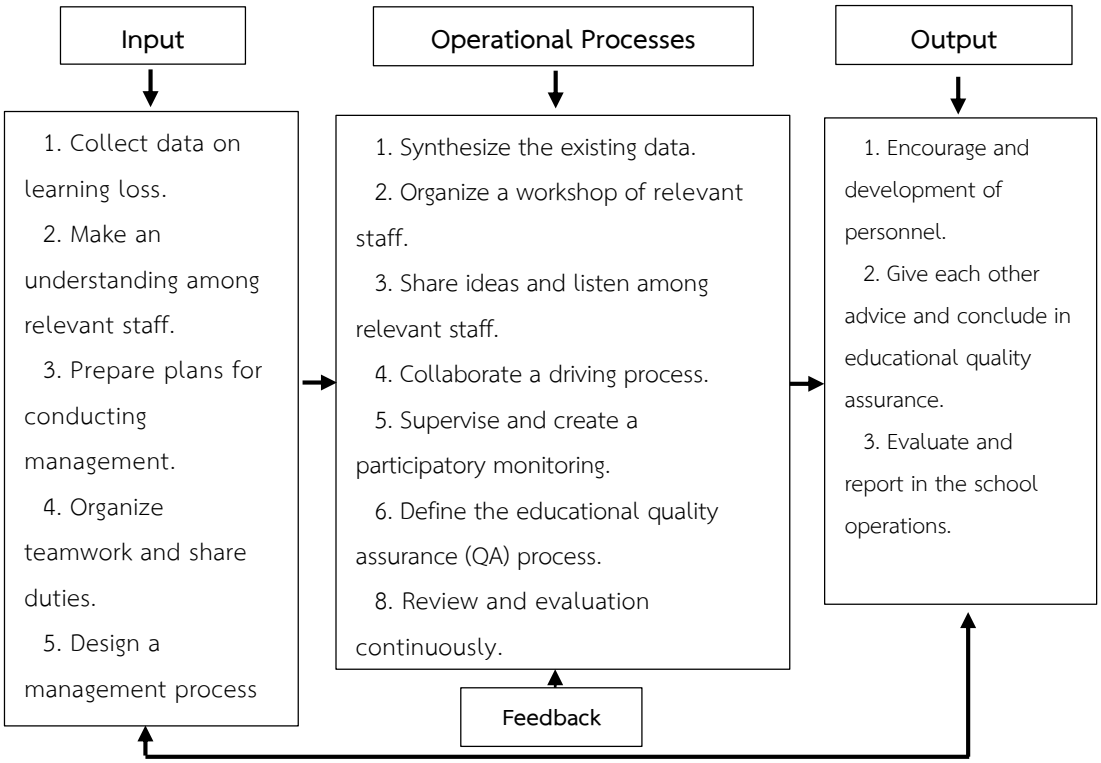


Figure 2 Operational processes

The detailed results of three aspects:

Input consisted of:

1. Collecting data on learning loss refers to investigating data points; gathering data on learning loss through various methods and tools; and utilizing existing academic achievement data.

2. Making an understanding among relevant staff refers to encouraging open and transparent communication among staff members; and creating opportunities for team meetings.

3. Preparing plans for conducting management refers to conducting a thorough assessment of learning loss among students to identify areas of need by using a variety of assessments to gather data on academic performance, attendance, and well-being; providing extra academic support through professional development opportunities for teachers and staff to enhance their capacity to a learning loss situation effectively.

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4. Organizing teamwork and sharing duties refers to identifying the key stakeholders involved in a learning loss situation, including teachers, administrators, support staff, counselors, parents, and community partners; clearly defining roles and responsibilities for each team member based on their expertise, strengths, and availability; assigning specific tasks and duties; and encouraging team members to be creative and innovative.

5. Designing a management process and putting it into implementation refers to analyzing all assessments, setting clear goals and objectives for a learning loss situation, considering the specific needs and challenges of students; developing a detailed action plan outlining the steps, timelines, responsibilities, and resources needed to achieve the goals; and allocating resources effectively.

The operational process consisted of:

1. Synthesizing the existing data refers to gathering academic performance data, analyzing it to identify patterns and trends contributing to learning loss, and communicating findings to stakeholders like school administrators, teachers, parents, and community partners.

2. Organizing a workshop of relevant staff refers to clarifying the objectives and goals in a learning loss situation of the workshop; identifying the key stakeholders; conducive to collaboration and discussion; and providing opportunities for participants to share feedback and reflections on the workshop.

3. Sharing ideas and listening among stakeholders refers to encouraging active participation from all stakeholders; using open-ended questions; creating opportunities for stakeholders to reflect; and following up on discussions by summarizing key ideas and action points.

4. Collaborating a driving process refers to defining clear objectives and outcomes for a learning loss situation within the school administration process; identifying key stakeholders who will be involved in driving the process; defining roles and responsibilities for each member; and encouraging feedback and learning from both successes and failures.

5. Supervising and creating participatory monitoring refer to creating monitoring tools and indicators; setting up procedures for collecting data regularly and consistently; conducting regular monitoring activities; and providing regular feedback to stakeholders on the results of the monitoring process.

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6. Defining the educational quality assurance (QA) process refers to identifying the key components of the QA process; developing assessment tools and instruments to measure performance; and evaluating the effectiveness of the QA process periodically.

7. Review and evaluation continuously refer to analyzing the collected data to present findings, seeking their input and feedback, and reflecting on the findings of the review and evaluation process to identify strengths, weaknesses, opportunities, and threats (SWOT analysis); and using this feedback to make further adjustments as needed.

Output consisted of:

1. Encouraging and developing personnel refers to offering ongoing professional development opportunities to staff members; facilitating learning groups focused on learning loss situations; providing coaching and mentoring support to staff members; and 4) listening to their perspectives, ideas, and suggestions for improving the effectiveness of the school administration process.

2. Giving each other advice and including in educational quality assurance refers to encouraging open dialogue and mutual respect in all interactions; facilitating the formation of peer learning networks or communities of practice in learning loss situations; and using data and evidence to make further adjustments as necessary.

3. Evaluate and report on the school operations refers to determining what aspects of the school administration process and operations will be evaluated; identifying evaluation criteria and performance indicators that align with the goals and objectives of the school administration process in a learning loss situation; summarizing the findings; developing an action plan based on the recommendations; and identifying areas for improvement.

Phase 4: Result of proposing the guidelines for implementing the school administration process in a learning loss situation for related agencies by organizing a brainstorming of twenty-five related personnel. The research team presented the obtained results of the school administration process in a learning loss situation from phase 3 to the experts participating in a brainstorming. The recommendations for guidelines were prioritized as follows:

1. Begin by collecting data on academic performance, attendance records, and socio-emotional well-being to identify areas of concern and prioritize interventions consisting of defining goals, collecting academic performance data, monitoring intervention effectiveness,

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reviewing progress data, and communicating with stakeholders to track progress and address concerns.

2. Develop individualized support plans for students based on their specific learning needs and challenges consisting of analyzing student data, identifying learning needs, tracking progress, adjusting the support plan, and reflecting on the effectiveness of the plan, based on the student's academic performance, attendance, and socio-emotional well-being.

3. Conduct a thorough analysis of student performance data, including academic assessments, attendance records, and socio-emotional surveys, to identify areas of a learning loss situation consisting of gathering academic performance data, efficiently managing it using spreadsheets or database software, summarizing it, monitoring progress, evaluating the effectiveness of interventions, and regularly adjusting strategies based on feedback and data analysis.

4. Implement evidence-based instructional strategies, such as differentiated instruction, small group instruction, and project-based learning, to meet the diverse learning needs of students consisting of outlining a method for identifying students' learning needs, grouping them based on their learning profiles, modifying instruction to accommodate different learning styles, offering diverse resources, and providing personalized support.

5. Provide regular opportunities for academic enrichment and remediation, including after-school programs, tutoring, and summer school consisting of conducting assessments, analyzing data to identify learning needs, continuously improving program offerings, and regularly communicating with parents and guardians to encourage their involvement in their child's education.

6. Offer socio-emotional support services, such as counseling, peer mentoring, and mindfulness activities, to promote students' well-being and resilience consisting of addressing socio-emotional issues, providing peer mentor training, creating calm spaces for mindfulness, monitor the effectiveness of support services, and collect data on student outcomes, satisfaction levels, and participation rates to assess the impact of these interventions.

7. Engage families as partners in the learning recovery process, providing resources and support for learning at home and soliciting feedback on students' progress consisted of offering communication channels, workshops, and workshops to educate families about the learning recovery process, involve them in decision-making, and seek their input to ensure their voices are valued and heard.

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8. Monitor student progress regularly and adjust interventions as needed based on ongoing assessment data and feedback from stakeholders' regular assessments are essential for monitoring student progress, comparing data to baseline, seeking feedback from stakeholders, reviewing data to identify areas for improvement, and reflecting on the effectiveness of current interventions to consider alternative approaches or additional support.

9. Continuously evaluate the effectiveness of the Learning Recovery Action Plan and make adjustments as needed to ensure its success consisting of outlining the Learning Recovery Action Plan, using data sources, seeking stakeholder feedback, communicating changes, and reflecting on outcomes. It seeks input from teachers, students, parents, and administrators, ensuring transparency and collaboration, and identifying areas for improvement in future iterations.

Discussion

From the research results, there were three important issues that the research could be discussed as follows:

1. Concerning the analysis of the factors for achievement of the school administration process in the learning loss situation. Similarly, Demir, Özdaş & Çakmak (2022, p.1023) examined the students' loss of learning during the COVID-19 process. Teachers' perspectives led to the conclusion that throughout the pandemic, students suffered learning loss in the areas of academics, skill development, equal education, psychology, health and safety, and social studies. These findings suggest that schools can take preventative action to avoid losses. Make-up training sessions can be held during the summer break and during school opening periods to help students make up for their academic losses. Schools can host skill workshops to help students socialize and make up for the skills they have lost. Studies at the local and national levels can be conducted to ascertain the obligations of the stakeholders and to facilitate their fulfillment of these responsibilities.

Likewise, Hammerstein, König, Dreisörnerm & Frey. (2021) studied the impacts of COVID-19-related school closures on student achievement: a systematic review, it is anticipated that further research concentrating on the closures that followed would offer a more nuanced assessment of the consequences of the closures on student success. Studies might investigate whether educational outcomes vary throughout nations with different lockdown protocols. Studies should also investigate the causes of the three primary

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differential effects found in this systematic review as well as the general effects that are subject-specific and offer vitally important extra data to those in charge of educational policy.

It can be concluded that in the factors for achievement of a learning loss situation, school administrators must establish priorities, use data to track progress, collaborate with stakeholders, and provide ongoing professional development. Fair resource distribution is crucial, and parents, families, and community members should be involved. Targeted treatments, continuous development, and resilience are essential for long-term success in managing a learning loss situation.

2. As regards the school administration process in the learning loss situation which consisted of input, operational process, and output, it was in line with Nugba, Amedahe & Asamoah-Gyimah (2022), who studied the impact of input, process variables, and school environment on junior high school instruction's efficacy in Ghana's Central Region. The findings demonstrated that process factors considerably moderated the link between input components and outcome, demonstrating a strong indirect effect of input elements on output/outcome. A statistically significant difference in the indirect effect between the urban and rural schools was found by the multigroup analysis. For both public and private schools, it was discovered that there was a large indirect effect of input factors on output/outcome through process factors.

Concerning ‘The Learning Loss, Learning Gains, and Well-being: A Rapid Evidence Assessment’, Education Development Trust (2021, pp.4-5), found that COVID-19 has disrupted education globally, particularly affecting marginalized learners. As schools reopen, there is growing interested in recovering lost learning. Teachers are now responsible for leading learning recovery, addressing both academic losses and socio-emotional well-being. To support learning recovery, understanding the extent of learning loss and gains, understanding how health crises impact students' social-emotional well-being, and investigating school and teacher responses are crucial.

Moreover, UNESCO Asia and Pacific Regional Bureau for Education (2021) indicated that school closures and regional policies to mitigate learning loss due to COVID-19: a focus on the Asia-Pacific (2021, p. 42) impact on education data collection and production, it was found that timely, accurate, and high-quality data can assist in informing planners and policymakers about the current situation as well as the immediate difficulties that educators,

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students, and schools face. This will allow them to create plans, policies, and remedial programs that are pertinent to lessen the impact of the pandemic.

It can be concluded that the school administration process in the learning loss situation which addressed learning loss in schools involves data collection, staff understanding, planning management, designing a management process, organizing teamwork, and implementing the process. Data collection helps identify patterns and trends contributing to learning loss. Teamwork involves defining roles and responsibilities while designating a management process involves analyzing data, setting goals, and allocating resources. The operational process involves synthesizing data, organizing workshops, and providing support. Evaluation and reporting help evaluate school operations, promoting student success and well-being.

3. Concerning the guidelines for implementing the school administration process in the learning loss situation for related agencies, it was like OECD policy responses to coronavirus (COVID-19) (OECD, 2020), studied the youth and COVID-19: response, recovery and resilience, to build back better for all generations, governments should consider emphasizing the importance of a youth and intergenerational lens in crisis response and recovery measures. They should update national youth strategies, partner with statistical offices to gather evidence, anticipate distributional effects of rulemaking, promote age diversity in public consultations, leverage youth mobilization to build resilience, align short-term emergency responses with long-term objectives, and provide targeted policies for vulnerable youth populations, including migrants, homeless youth, and those facing domestic violence risks.

Furthermore, Peangchan (2020, p. 16) stated concerning the guidelines for raising quality enhancement in primary education, normally, six fundamental factors typically affect the quality of education: the teacher and the methods they use; the teacher is arguably the most significant factor in terms of quality; other factors include educational content; the learning environment; school administration; student prerequisites; and funding and organization. There are far too many unanswered concerns regarding how to strengthen the recommendations for increasing primary education's quality. Instructors who are unable to make ends meet on their pay will become less engaged and take more leave. They won't have as much time to prepare if their commute to school takes two or three hours.

It can be concluded that the guidelines for implementing effective learning recovery programs in schools include collecting data on academic performance, attendance records,

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and socio-emotional well-being to identify areas of concern and prioritize interventions. To address learning loss, analyze student performance data, develop individualized support plans, and implement evidence-based instructional strategies. Regular academic enrichment and remediation opportunities, such as tutoring and summer school, can help students' well-being. Socio-emotional support services, such as counseling and mindfulness activities, can promote resilience. Engage families in the learning recovery process, providing communication channels and involving them in decision-making.

Conclusion and Recommendations

The school administration process in a learning loss situation is crucial for addressing the academic, socio-emotional, and societal impacts of students' educational setbacks. A systematic approach involving data analysis, intervention planning, resource allocation, implementation, monitoring, and evaluation can effectively mitigate learning loss and support student success. To maximize the effectiveness of the process, schools should invest in professional development, leverage technology, foster collaboration, prioritize equity and inclusion, monitor progress, promote parent and community engagement, celebrate successes, and advocate for policy changes. By implementing these suggestions, schools can enhance the effectiveness of the school administration process and better support student success and well-being. By working collaboratively, educators, administrators, parents, students, and community members can work together to mitigate the impact of learning loss and ensure all students can thrive academically and beyond.

Recommendations

Recommendations for Application of Research Findings

1. The school administration process in the learning loss situation which consisted of input, operational process, and output, focus on several key areas to enhance understanding and inform effective strategies such as integrating technology tools and platforms to support learning both in the classroom and remotely could apply for the other educational service areas.

2. The other relevant sectors in Thailand should realize the importance of a learning loss to increase Thai quality education seriously and ensure equitable access to technology resources for all students, including those from disadvantaged backgrounds.

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Recommendations for Further Research

1. There should be a study to Investigate the effectiveness of various intervention strategies in a learning loss situation, such as tutoring, extended learning time, summer programs, and targeted instructional support.

2. There should be a study of the school administration process in a learning loss situation all over Thailand to reduce inequality in education to support teacher practice and student outcomes.

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