

Discussion Of The School Management in COVID-19

Dr. Maganlal S. Molia

1 Department of education, Saurashtra University, Rajkot - 360 005, Guj. India,

Corresponding Author 1:e-mail: msmolia99@yahoo.com

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Abstract— School management is a process of leading the school towards development through not only the optimum use of the human resources, physical sources, principles and concepts that help in achieving all the objectives of the school but also the proper coordination and adjustment among all of them. The functions of a school manager are to manage the school and formulate policies that best suit the needs of the school as well as the overall interests of the students. Good school management motives the best efforts of the teachers and students. In the present paper on Discussion of the school management in COVID-19. The Review provides the first summary of data on school closures and other school social distancing practices during corona virus outbreaks. More research is urgently needed on the effectiveness of school closures and other school social distancing practices to inform policies related to COVID-19. The scale and speed of school closures are unprecedented globally. Modelling studies from the COVID-19 pandemic support the use of national school closure as part of a package of social distancing measures. Currently, the evidence to support national closure of schools to combat COVID-19 is very weak and data from influenza outbreaks suggest that school closures could have relatively small effects on a virus with COVID-19's high transmissibility and apparent low clinical effect on school children.

Keywords— school Management, COVID-19.

I. INTRODUCTION

School management is a process of leading the school towards development through not only the optimum use of the human resources, physical sources, principles and concepts that help in achieving all the objectives of the school but also the proper coordination and adjustment among all of them. The functions of a school manager are to manage the school and formulate policies that best suit the needs of the school as well as the overall interests of the students. He should also possess relevant management skills to enable him to perform the role of a school manager effectively. The school is one of the formal agencies deliberately founded by man to fulfill some of the vital needs of the human society. Good school management motives the best efforts of the teachers and students. The progress of a nation is decided not in legislature, not in court, not in factories, but in schools. In the present paper on Discussion of the school management in COVID-19.

II. SCHOOL MANAGEMENT

Meaning of school as School is a happy home, a sacred shrine, a social centre, a state in miniature of society. The school is one of the formal agencies deliberately founded by man to fulfill some of the vital needs of the human society. Meaning of school management as According to Indian Education Commission 1964-1966 says “the destiny of

India is how being shaped in the classroom”. Good school management motives the best efforts of the teachers and students. In simple words managing the affairs of a school. School management means running the school along the desired educational policies. It takes into account all aspects of the school (policies, material and human resources, programmes, activities, equipments etc.) and integrates them into a fruitful whole. Schools are to be the first class nurseries for the education of children in democratic citizenship which India needs to make its democracy permanently viable.

A definition of school management as According to Balakrishna Joshi says that “The progress of a nation is decided not in legislature, not in court, not in factories, but in schools”. According to John Dewey, “The school is a special environment where a certain quality of life and certain types of activities and occupations are provided with the object of securing Childs development along desirable lines”. According to K. Joshi says that “school is not a building of bricks and motor. It is a meeting place of a two souls – teacher and taught. It is Spiritual development. According to K.C. Ottaway says that “The school may be regarded as a social invention to serve society for the specialized teaching of the young”.

Aims and objectives of school management as the followings are the aims and objectives of school management such as To adopt technology. To carry out

educational futures. To carry out modernization. To form character and values. To manage social change. To profit by experience. To propagate science. To realize National Integration. To reflect and conserve basic values.

Characteristics of good school management as Community oriented: It is alive to social needs and requirement as the school is meant to serve the society. Continuous process: It is a continuous process. It always concerned with improvement and development of the institution. Efficiency and Improvement: It tries to bring out over all improvement and efficiency in the school. Headmaster: He is a democratic leader of the school. Input-Output Model: It works on the input-out model. It takes into account the efforts made and the outcomes achieved. Joint Enterprise: It involves the joint enterprise all the personnel connected with the school – Teacher, supervisors, pupils, parents etc. Objective Based: It means to attain the objectives of education and schooling. Professional growth: It brings out the best in the teacher and supervisors and takes steps to promote their professional growth. Quality of Education: Good school management is concerned with the quality of education being given in schools. The best use of resources: In order to promote efficient functioning of the school. It makes the best possible use of the material resources.

A principle of school management as India happens to be the largest democracy in the world. To make democracy successful, we have to revitalize and recharge our schools to the full. Schools will be able to add tempo to the struggling democracy if the following principles are taken into consideration while administering them such as Democratic Philosophy of Education, Flexible, Adoptable and Stable, Freedom and Student-Centered.

Democratic Philosophy of Education as He consults his colleagues, honours their opinions, confers with them in staff meetings, meets them informally in gatherings and clubs. He recognizes the worth of each individual's child finds out his potentialities and gives him help and guidance according to his requirements. In an educational institution in a democracy, the administrator is a friend and a guide. Thus the total management becomes a joint show the headmaster, teachers and pupils.

Flexible, Adoptable and Stable as Educational management must hold fast to the good, change what requires changing and be fertile in considering individual differences in all personalities involved. Democracy can only become real through its educational institutions, which will teach its children the democratic way of life. There must pervade an atmosphere of justice, freedom and cooperation in the educational institutions, only then good training in leadership and followership can be given.

Freedom as Enough freedom should be given to all, to exercise their power and talents. The power of critical thinking an important requisite of democracy can only be cultivated by individuals in an atmosphere of freedom. The pupils should also be allowed enough freedom to rise to the full stature of their abilities.

Student-Centered as All educational management must be largely student-centered. His purpose of all educational endeavours is the welfare of the students. Enough

opportunities must be provided for the wholesome development of the students. Whatever is done in the school should be of the students, by the students and for the students.

III. DISCUSSION OF THE SCHOOL MANAGEMENT IN COVID-19

The Review provides the first summary of data on school closures and other school social distancing practices during coronavirus outbreaks. We were able to include only nine published studies and seven non-peer-reviewed studies. We decided to include unreviewed studies as data would not otherwise be available on COVID-19, although findings were interpreted with caution. Except for one modelling study, none of the included studies were designed to specifically examine the effectiveness of school distancing measures. Thus, data provided on the effect of school measures were of relatively low quality. We identified a remarkable dearth of policy-relevant data on the implementation of school social distancing during coronavirus outbreaks. This finding is perhaps not surprising for the rapidly emerging COVID-19 pandemic, but previous coronavirus outbreaks such as SARS and MERS provide limited information about the effectiveness of school closures and no data on cost-effectiveness. No data on other less disruptive school social distancing practices during coronavirus outbreaks were identified.

Although children appear to contract infection at the same rate as adults, they largely have mild or asymptomatic forms of the disease and appear to be less likely to spread the virus through coughing or sneezing; however, a precise understanding is as yet lacking. Notably, analyses using UK clinical data from the 1957 Asian influenza pandemic suggest that school closures would reduce the epidemic size by less than 10% when the R was similar to that of COVID-19 (ie, 2.5–3.5) (Vynnycky, E. and Edmunds, W.J., 2008). Although our information on SARS-CoV-2 remains incomplete, this appears not to be the case with COVID-19 outbreaks. Reported R values for COVID-19 are high (≥ 2.5) (Wu, J.T., Leung, K. and Leung, G.M., 2020).

As evidence from coronavirus outbreak control is scarce, we must turn to evidence for the benefits of school closures from influenza epidemics and pandemics. School closures have been widespread in some countries during influenza pandemics, and many studies report important effects on reducing transmission and the size of the pandemic. Yet, there is considerable heterogeneity in the impact of school closures on transmission depending on characteristics of influenza serotype transmission. Systematic reviews of influenza outbreaks suggest that school closures are likely to have the greatest effect if the virus has low transmissibility ($R < 2$), particularly if attack rates and transmission are higher in children than in adults (Jackson, C., Mangtani, P. and Vynnycky, E., 2014).

Data from the SARS outbreak in mainland China, Hong Kong, and Singapore suggest that school transmission played no substantial role in the outbreak, and that school closures and other activities such as school temperature monitoring did not contribute to control of infection

transmission. It is possible that these findings reflect an effect of school closures in rapidly stopping transmission; however, this is unlikely as schools remained open for prolonged periods during the early part of the outbreak. Modelling studies from the SARS outbreak produced different results. Although Becker and colleagues (2005) estimated that school closure resulted in potentially important reductions in transmission, Liao and colleagues (2005) estimated that transmission in school classrooms was low.

More research is urgently needed on the effectiveness of school closures and other school social distancing practices to inform policies related to COVID-19. We also need more detailed knowledge about how COVID-19 affects children and young people, as the role of school measures in reducing COVID-19 transmission depends on the susceptibility of children to infection and their infectiousness once infected (Cowling, B.J., Ali, S.T., Ng, T.W.Y. et al., 2020). However, observational studies might be uninformative if closures are national and implemented at the same time as other mitigation measures. Better learning might come from countries that have instituted later or subnational closures. Modelling studies—particularly those parameterised for COVID-19 in children, and those that can consider interaction with other contextual factors (eg, timing, parents working from home, and additional social mixing as a consequence of school closures) or different strategies (national vs staged roll out)—are likely to be more informative and are urgently needed. These findings pose a dilemma for policy makers seeking measures to protect populations. School closure presents an apparently common-sense method of dramatically reducing spread of disease and the evidence from previous influenza outbreaks appears compelling. However, policy makers need to be aware of the equivocal evidence when proposing or implementing national or regional school closures for COVID-19, given the very high costs of lengthy school closures during pandemics. Decisions about closures and their timing and length involve a series of trade-offs between conflicting factors, and a substantial loss of health-care staff to childcare duties during closures might substantially reduce any benefit to health systems and populations brought by closures of schools (House, T., Baguelin, M., Van Hoek, A.J. et al., 2011).

Nonetheless, in a context of high rates of staff absence through disease, school systems will be under strain and schools remaining open only for the children of health-care and other essential workers might be a better strategy than a haphazard process of schools closing and therefore providing no childcare for any essential workers. The scale and speed of school closures are unprecedented globally. It is unclear how long countries can maintain tight suppression measures before behavioural fatigue in the population occurs. Given predictions that social distancing measures might need to be in place for many months or even years (Wang, C.J., Ng, C.Y. and Brook, R.H., 2020), there is an urgent need to identify how countries can safely return students to education and parents to work. Education is one of the strongest predictors of the health and the wealth of a

country's future workers, and the impact of long-term school closure on educational outcomes, future earnings, the health of young people, and future national productivity has not been quantified.

Reviews also note that the benefits of school closure might be less than what have been assumed or modelled, as social contacts between children and between children and adults continue as part of informal childcare and non-school gatherings of children and young people Rashid, H., Ridda, I., King, C. et al., 2015. This conclusion is a particular concern for COVID-19, with its higher mortality among older people, as around 40% of the UK's grandparents provide regular childcare for their grandchildren (Age, U.K., 2017).

School closures were rapidly deployed across mainland China and Hong Kong in early 2020 as part of a wider set of control measures for COVID-19, with the result that no data were available on the comparative effectiveness of school closure interventions in isolation. Tian, H., Liu, Y., Li, Y. and et al. (2020) of preprint studies concluded that school closures likely contributed to the control of COVID-19 in China as part of a package of very broad quarantine measures. However, they provide no data to support this assertion and indeed it might be very difficult to disentangle the relative contribution of school closures. Modelling studies from the COVID-19 pandemic support the use of national school closure as part of a package of social distancing measures. Yet, the only study to examine school closures as a separate intervention warned that the impact was relatively marginal, given the reasonable assumptions that household and community contacts would rise as a consequence. There are few data available from the literature on coronavirus outbreaks to guide countries on the use of school closures or other school social distancing practices during the COVID-19 pandemic. Available evidence is consistent with a broad range of impacts of school closures, from little effect on reducing transmission through to more substantial effects. Yet, the economic costs and potential harms of school closure are undoubtedly very high.

The WHO Director-General noted on March 12, 2020, that “all countries must strike a fine balance between protecting health, preventing economic and social disruption, and respecting human rights” (WHO, 2020). Currently, the evidence to support national closure of schools to combat COVID-19 is very weak and data from influenza outbreaks suggest that school closures could have relatively small effects on a virus with COVID-19's high transmissibility and apparent low clinical effect on school children. At the same time, these data also show that school closures can have profound economic and social consequences.

Once the number of COVID-19 cases begins to fall, the measures used to achieve suppression might evolve over time. Schools have begun to reopen in parts of China (United Nations Educational, Scientific and Cultural Organization, 2020), and it will be essential for studies to monitor the effect of the reopening of schools on the numbers of COVID-19 cases. Examining countries that have not implemented school closures will also be

important. Taiwan reopened schools in late February, 2020, relatively early in the outbreak; it has not yet initiated further large-scale closures but has been recognised to have effectively minimised spread of COVID-19. Policy makers and researchers should also look to other school social distancing interventions that are much less disruptive than full school closure and might substantially contribute to maintaining the control of this pandemic. Although strong evidence is not available for the effectiveness of these practices, they might be implementable with much less disruption, financial costs, or harms. Modelling and observational studies are urgently needed to guide policy on the opening of schools once the pandemic is under control.

IV. CONCLUSION

School management is a process of leading the school towards development through not only the optimum use of the human resources, physical sources, principles and concepts that help in achieving all the objectives of the school but also the proper coordination and adjustment among all of them. The functions of a school manager are to manage the school and formulate policies that best suit the needs of the school as well as the overall interests of the students. Good school management motivates the best efforts of the teachers and students. In the present paper on Discussion of the school management in COVID-19. The Review provides the first summary of data on school closures and other school social distancing practices during corona virus outbreaks. More research is urgently needed on the effectiveness of school closures and other school social distancing practices to inform policies related to COVID-19. The scale and speed of school closures are unprecedented globally. Modelling studies from the COVID-19 pandemic support the use of national school closure as part of a package of social distancing measures. Currently, the evidence to support national closure of schools to combat COVID-19 is very weak and data from influenza outbreaks suggest that school closures could have relatively small effects on a virus with COVID-19's high transmissibility and apparent low clinical effect on school children.

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Authors Profile

[1] Dr. Maganlal S. Molia

1 Department of education, Saurashtra University, Rajkot - 360 005, Guj.India

