

School Administration in Times of Pandemic

Haydée Ruth Roca Rodríguez de C¹,
Haydée Dayana Casas Roca², Liliana Verde Vargas³,
Ramiro Norberto Quintana Otero⁴,
Gladys Adelaida Guillen Arce⁵

Received: 16- June -2023
Revised: 08- July -2023
Accepted: 19- August -2023

^{1,2,3,4,5} Universidad César Vallejo, Lima – Perú

Email: ¹ hroca@ucvvirtual.edu.pe, ² haydee.casas.r@upch.pe, ³ lverde@une.edu.pe,

⁴ rquintanao@unmsm.edu.pe, ⁵ gladys.guillen@unmsm.edu.pe

Abstract

The objective of this research was to describe what is known about school administration in times of pandemic. The PRISMA method was applied for the systematic review of 31 scientific articles published in the Scopus, ScienceDirect and CORE databases between 2020 and 2022. The results obtained were grouped into 2 dimensions: a) human resources administration and b) administration of goods, resources and educational materials. It is shown that during the pandemic there was an interest in investigating the area of school administration carried out remotely and using virtual means; as well as that most of the investigations carried out were of a qualitative nature. It is concluded that the reviewed articles indicate that the educational community had to make changes, the teachers in their methodology, both in continuous training and learning in the use of platforms and for these resources were needed, which, in many families, lacked generating gaps in expected learning. Likewise, there were cases in which innovation and training opportunities for teachers were generated, with the director of the schools as leader and manager being the promoter and promoter of these practices.

Keywords: Education Administration, Educational Management, School Management, School Administration, Pandemic

1. Introduction

At the school level, the arrival of the pandemic surprised the entire educational community, since, from one day to the next, everyone was isolated at home, unable to attend schools, which, despite all the difficulties, motivated both the directors, teachers and the organization of the school to be ordered to contact students and start the 2020 school year.

The management team was in shock. The first thing in the administrative management of the school, was to decide who stayed safeguarding the security of the establishment. Then how to contact the students, then decide what process to carry out to deliver the materials and finally how the students would receive the classes. Little by little, the directory with the contact numbers of each family was achieved. The classes were broadcast on TV, radio and the Web with the Aprendo en Casa strategy, and the administrative management could not stop.

We know that administrative management has several dimensions or processes, that of managing human resources, managing infrastructure, managing educational goods and materials and finally managing economic resources.

The administration at the school level is broad, it allows us to see how it works, especially in the proper use of educational resources, which generates financial expenses and attention in the various services. (LUCIA MARTINEZ AGUIRRE, 2012). The administration of the school, from the perspective of the teachers, shows that they feel discouraged by the control, however, it is recommended that teachers are prepared to value their work of learning process and the conditions of their work. (Tsang & Liu, 2016) In some schools the administrative processes of control and organization are authoritarian, which does not allow the committed participation of all staff in the educational community. (Vivas et al., 2020).

Likewise, schools do not have all the optimal conditions to function properly, in many cases there is a lack of economic resources. (Reschke, et al., 2020) If schools have a good administration it will allow good infrastructure,

hygiene, resources, which will lead to better learning (Ávila et al., 2020). With regard to the management team, it is essential that they have the skills and abilities to carry out good educational management (García Huerta et al., 2021). It is necessary that educational policies promote the transformation of the administration from a passive school to an active one. (Brüggemann, c. 2021). In addition, it has been found that devices are resources that invoke us to a new activity in the management of administrators. (Luniachek & Varenko, 2021) Being in a moment where information is fast, the relationships between the actors of the educational community are different and the difficulties are also presented differently. (Zhao et al., 2021)

One of the competencies, specifically the third, of domain 1 of the framework of good managerial performance, precisely mentions that the manager is the one who must manage the appropriate use of infrastructure, equipment and educational material, for the achievement of learning. Likewise, the director is also responsible for directing the entire administrative team that accompanies him, so that the goals of the institution he directs are achieved. (MINEDU, 2014).

In the year 2020, in the rules of good start of the school year, it is mentioned that the principal is responsible for guaranteeing, the infrastructure, through the maintenance program and also guaranteeing the distribution of educational material for students. (MINEDU, 2020). Participants reported that most principals' leadership practices did not focus on student learning, but on college administration and management. (Pereira, Rodríguez & Ávila de Lima, 2021)

This review of articles is addressing the issue What is known about school administration in times of pandemic? In this sense, the objective is to describe what is known about school administration in times of pandemic.

2. Method

For the research, a review and analysis of articles that in the period from 2020 to 2022 address with respect to the administration of schools in times of pandemic was carried out, for which the PRISMA strategy was used. We searched the following databases: Scopus, ScienceDirect and CORE. The framework of good managerial performance of the Ministry of Education of Peru and some vice-ministerial resolutions were also used as theoretical frameworks.

2.1 Search strategy

In the search we used the terms: educational administration, school, pandemic, management, direction. Forming the following equations for the realization of the search: "educational management" and "covid" or "educational management" and "pandemic" or "educational management" and "covid" or "educational management" and "pandemic" or "school administration" and "covid" or "school administration" and "pandemic" or "school management" and "covid" or "school management" and "pandemic".

2.2 Inclusion and exclusion criteria

The inclusion criteria include: the period of publication, Spanish and English, which are articles indexed in the databases and which are from the social field. The period of analysis will be the one that covers the last two years, which we were confined by times of pandemic, the articles made in various countries and that are related to basic education were taken.

The exclusion criteria cover other types of research papers that are in the period of 2019 backwards, higher level, other languages. Likewise, when selecting articles, duplicate articles and those that did not develop specific aspects of school administration or that did not have the chosen variables (keywords) were eliminated.

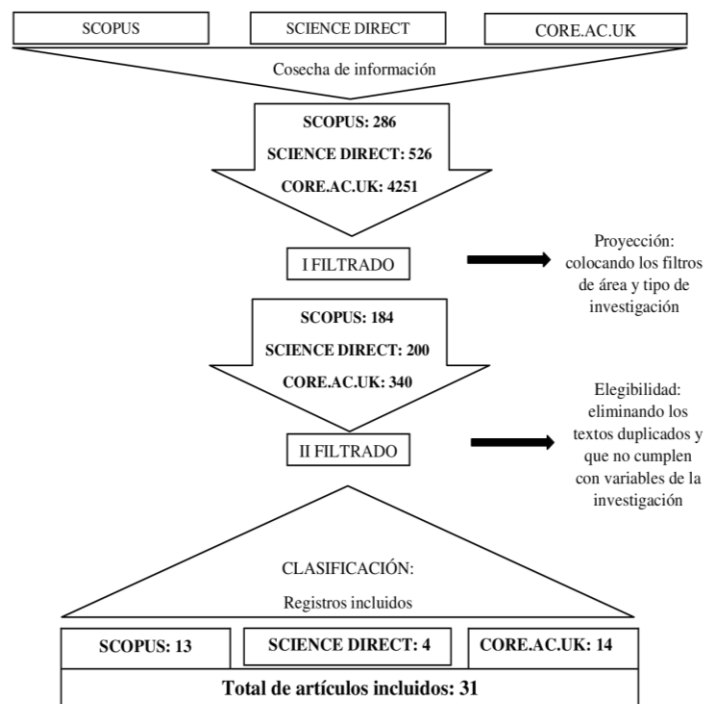


Figure 1. Flowchart of the item selection process

Source: Authors

2.3 Data collection

The search resulted in a total of 31 articles, which were analyzed and systematized. In the initial search of the 3 databases a total of 5063 were found. Of all these findings, a total of 4339 were eliminated taking into account that they were only articles and that they were developed in the social field. Of the 724 articles rescued, duplicates found in different databases were eliminated, resulting in 417. In the end, when reviewing the articles, those that did not specifically cover school administration as the main concept and that worked with actors from the school community of basic education were discarded. Therefore, the total of articles included consists of 31 studies.

3. Results

The 31 articles were systematized in Table 1, which describes the authors, the year of publication, the country of origin, the dimension of school administration that covers a) human resources or b) goods, materials and resources; and also indicates its methodology in terms of type of studies and its instrument or technique used.

Table 1. Articles on School Administration in Times of Pandemic

N°	Author/s	Year	Country	School Administration		Methodology	
				Human resources	Goods, materials and resources	Type of study	Instrument or technique used
1	Wolf, S., Aurino, E., Suntheimer, N. M., Avorny, E. A., Tsinigo, E., Jordan, J. Solomon, S. J. Aber, Behrman, J. R.	2022	Ghana	1844 Students		Quantitative	Survey
2	Sokal, Laura & Eblie Trudel, Lesley & Babb, Jeff.	2021	Canada	147 Teachers		Quantitative	Survey
3	Klusmann, B., Trippenzee, M., Fokkens-Bruinsma, M., Sanderman, R., & Schroevers, M.	2022	United Kingdom	1115 Teachers		Quantitative	Survey

4	Cangue, Justino & González-Monteagudo, José.	2022	Brazil	4 Managers		Qualitative	Questionnaire
5	Montero-Luna, G. M., & Muñoz-Martínez, J. E.	2022	Colombia	Teachers		Quantitative	Pedagogical reflection
6	Sverdlick, Analia del Valle Motos, Julia Paola Lucas, Marcelo Mosqueira, María Virginia	2020	Argentina	Directors	X	Qualitative	Policy reflection
7	Bagus Wahyu Setyawan	2021	Indonesia		X	Qualitative descriptive	Survey
8	Adel Al-Dhuwaih; Abdullah Abdulrahman Brkoot	2022	Saudi Arabia	152 Directors		Quantitative	Descriptive survey and questionnaire
9	Eren Kesim Ceyhun Kavrayici	2021	Turkey	15 Directors		Qualitative	Interview
10	Hernández-Ortega, J. and, Álvarez-Herrero, J.-F	2021	Spain	3764 Teachers		Qualitative	Questionnaire
11	Montes-Rodríguez, A.L., Chen-Quesada, E., Hernández-Sánchez, A. and Villalobos-Benavides, V.	2020	Mexico		X	Quantitative	Proposal Innovative
12	Zajdel, M. Michalcewicz-Kaniowska, M. Modrzyński, P. and Komarnicka, A. Modrzyńska, J.	2021	Poland	9070 Teachers		Quantitative	Questionnaire Survey
13	Ibrahim, F., Susanto, H., Haggi, P.K. YSetiana, D.	2020	Brunei	358 Items		Bibliometric analysis	Revision
14	Holguin-Alvarez, J., Villena-Guerrero, M., Soto-Hidalgo, C. and Panduro-Ramírez, J.	2020	Peru	1251 Teachers		Quantitative, descriptive	Survey Questionnaire
15	Misty So-Sum. Wai-Cook	2020	USA. USA	Students, Parents and Teachers		Qualitative	Questionnaire
16	Bejarano, P.M., Fernández-Cueva, Cucho, L. and Ivonne, L.	2022	Peru	158 Teachers		Quantitative	2 Likert questionnaires
17	Guerrero, P.A., Meza, R.D., Roth-Eichi, N., Castro, L. and Luna, L.	2021	Chile	Four public schools		Qualitative	Interviews
18	Lara Moreno-Fernández, O., Hunt-Gómez, C.I., Moreno-Crespo, P., Ferreras-Listán, M.	2022	Peru	638 families		Quantitative	Questionnaire
19	Lara Reimundo, J.J., Campaña Romo, E.J., Villamarín Maldonado, A.E. and Balarezo Tirado, C.Y.	2022	Ecuador	50 Teachers		Qualitative	Observation guide
20	Elizabeth G.G. H.a, Alberto H.Q.L.b, Alberto L.Z.G.c, Joaquín V.O.J.d	2021	Peru	Educational organizations	X	Qualitative	Documentary theorist
21	Villamarin Valley, Monica Lorena Martínez Florencia, Carlos Álvarez Avilés, Miguel Edmundo, Chauca Bajaña, Luis Alberto	2022	Ecuador	Teacher, family		Qualitative	Theoretical dimensions
22	Molina- Perez, Javier, Pulido- Montes, Cristina	2021	Spain	18 Teachers		Qualitative	Interviews

23	David Manzano-Sanchez; Alfonso Valero Valenzuela; David Hortigüela-Alcalá	2021	Spain	Teachers and students		Qualitative	Questionnaire
24	Vadym Luniachek, Tetyana Varenko	2021	Ukraine	Administrators	Messaging	Qualitative	Questionnaire
25	Rughing Zhao, Zhen Li, Yige Huang	2021	China	254 Administrators		Quantitative	Questionnaire
26	Hasasibel Ergün Elverici, Kevser Yıldırım	2021	Turkey	176 Teachers	X	Quantitative Qualitative	Survey
27	Rachma Sri Utami	2021	Indonesia	X			Project
28	Fauzi Irfan, Sastra Khusuma Iman Hermawan	2020	Indonesia	45 Teachers		Quantitative	Survey
29	Muhammad Darwin Dasopang, Azmil Hasan Lubis	2021	Nigeria	Teachers		Qualitative	Interviews
30	Akbaba Altun Sadegul, Bulut Mustafa	2021	Turkey	105 Directors		Qualitative	Interview Form with open questions
31	Brown J, Kaila People, Jenna Swerdlow	2021	USA. USA	Teachers Students & Parents		Quantitative	Survey

Source: Authors.

3.1 Study characteristics (table graphs and description)

Considering the year of publication of the reviewed articles, it can be seen that the publications have occurred more frequently in the year 2021. Due to concern about the recent pandemic, 2020 is where there were fewer publications referring to school administration, and it can be seen that in 2022 it has continued to be published on that topic, despite the fact that in almost no country there is confinement and cases have decreased due to contagion.

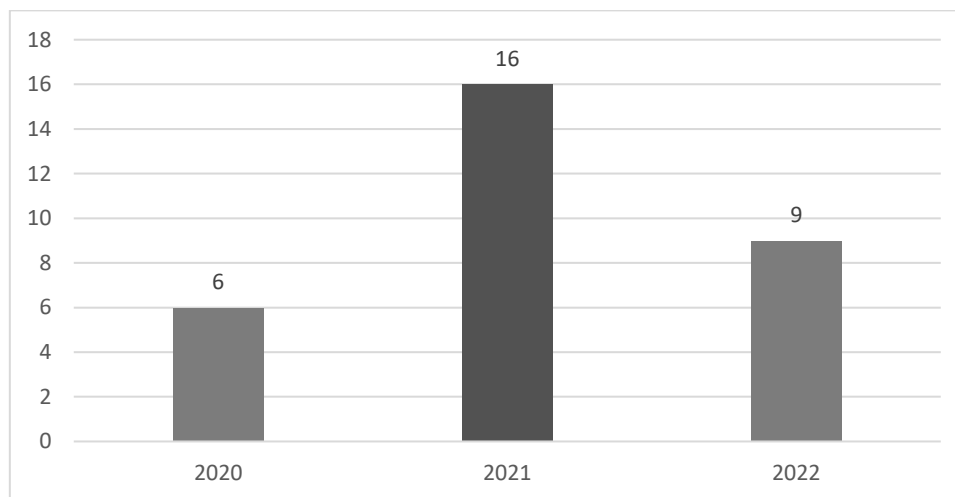


Figure 2. Number of articles published each year

Source: Authors.

With regard to the countries of origin, it is observed that articles have been collected from different continents, from America, to Europe, Asia and Africa. More specifically, a total of 10 articles were collected from South America, 4 from North America, 6 articles from Europe, 9 articles from Asia and 2 total articles from Africa.

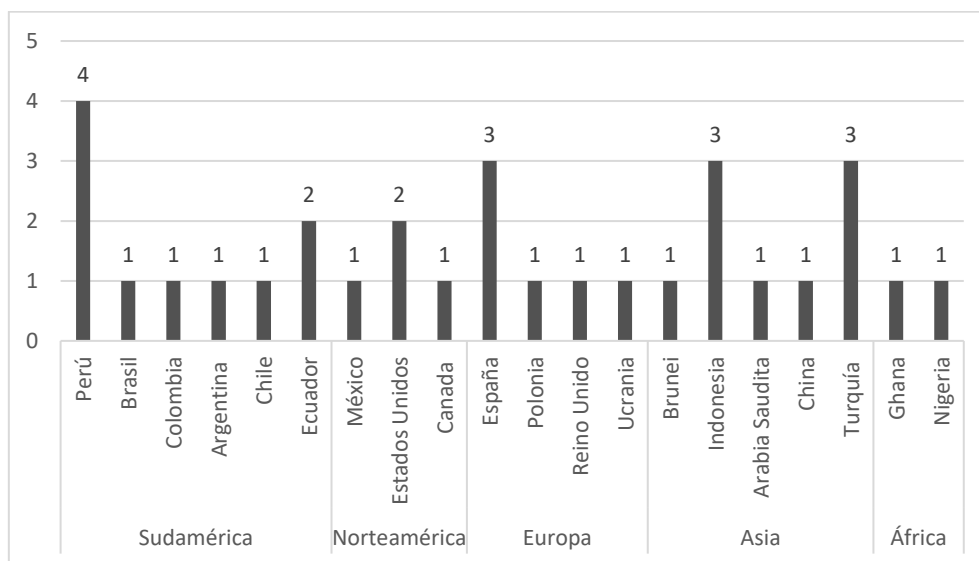


Figure 3. Number of articles published by country

Source: Authors.

Another aspect seen in the articles included for the review is that the most studied actors with respect to school administration are teachers and directors or leaders of educational institutions, also evidenced in the large number of studies that address the dimension of human resources being 93.54% of the total and resulting in few studies regarding the use or administration of educational goods and materials Didactic. Likewise, other salvageable information is that of the articles reviewed, 44% were made with a type of quantitative studies and there were 56% of qualitative research.

4. Discussion

According to the literature review carried out with respect to school administration, it has been found that there are two fundamental aspects most investigated, which are the administration of human resources and materials. Regarding this, what has been evidenced referring to these areas is the following; when talking about the administration of a school, the existence of a responsible person cannot be omitted and, in these times of COVID, the guidance of that leader, who is the principal, the principals and the teachers, has been very important. With respect to the first area, it is important to mention that the manager is the one who manages human resources, which refer to staff and members of the educational community.

4.1 Human resources

For what we can mention, that: taking into account what corresponds to the teaching staff, managerial, coincide in these articles according to (Cangue, Justino & González-Monteagudo, José. 2022), (kavrayıcı, Ceyhun & Kesim, Eren. 2021), (Holguin, J et al., 2020), (So-Sum, M; Wai-Cook ,2020),(Bejarano, P 2022) the attention in pandemic by Covid19 forced the principals to adapt quickly, generating greater difficulties and this became a great challenge, to face the school activities. Likewise, the principals did their best to be able to continue with the direction, management of the school, including leading it, seeing the resources of the school, the attention to the students and the decisions that were being made day to day regarding the educational process. They also had to face the principals of private schools, whose teachers did not feel safe in the face of instability, while the appointed teachers did have greater security in terms of their economic stability. Other challenges they had to face was that teachers provided support to students to be self-sufficient, however, it generated additional work and stress, asking for support from school management. It is also important to emphasize that the administrative dimension is predominant in the organization of a school, which influences school management, primarily in the teaching-learning of educational institutions.

Likewise, with respect to the directors, it follows that this was a time of learning for them, both in personal, organizational and educational aspects, the most important of them being the organization and management.

Having as axis the administration of digital management and having a more flexible and proactive approach. As Akbaba and Bulut (2021) mention, the most important thing during the pandemic was team spirit.

Now we will also look at the opinion of teachers regarding the administration of the school in times of COVID pandemic, the following authors: (Lara J. 2022), (Elizabeth, 2021) during the pandemic teachers had a more permanent pedagogical accompaniment which generated improvements and changes in a positive way. To face this type of scenario such as the pandemic, they must have innovative leaders capable of involving all members of the community to transform in the various areas, including the administrative one. One of the difficulties seen in the pandemic was the lack of administrators, making work in schools less effective. As mentioned (Zhao, Li and Huang, 2021) it was necessary to improve the practice of a more ethical and fair administration since teachers with administrative functions could not cope with the workload. Molina and Pulido (2021) in their research reveal that teachers felt that there was an abandonment by educational management.

It was an emergency, which prompted directors and administrators to make immediate changes, according to the authors: According to (Sokal, Laura & Eblie Trudel, Lesley & Babb, Jeff. 2021),(Klusmann,B et al.,2022)), (Sverdlick, I. et al.,2020),(Guerrero,P, 2021),(Moreno O, 2022) managers had to improve their performance, more active mainly in the area of the organization, To help the teachers, although they despite finding little support, continued to carry out their work, above all they asked that the administration of a better orientation, that they be clearer, since the channels of communication were not adequate, they were not uniform for all. It was a sudden change from face-to-face to virtual not only in teaching but in the administrative part, contingency plans were developed, update the data of the students permanently, material and food also had to be delivered to the students. Families were absent, but in the face of the pandemic they became our allies, collaborators in the education of their children, generating opportunities for greater commitment on the part of parents. Primarily, there was a greater presence of mothers, and in some cases they did not attend to the tasks of the children, generating inequality in care.

The other aspect, also of relevance in terms of educational management, is related to educational goods, resources and materials.

4.2 Educational goods, resources and materials

It is one of the dimensions that has been most transformed and has focused on digital platforms, without neglecting, also, the delivery of printed material and the use of various platforms. With respect to the use of technology in educational management, this has been a fundamental tool to continue with the educational service, as Martínez, Álvarez and Chauca (2022) says, there was a deepening of virtuality in educational management, giving way to the visualization of other pedagogical options. Likewise, this allowed progress in the development of digital platforms, for various uses in the management part, giving way to a new normality, such as messaging, carrying out activities, working together, gadgets and applications providing scientific knowledge and professionalization by sharing experiences. (Luniachek, V., & Varenko, T.,2021)

Another look at the use of ICTs is from the perspective of another member of the educational community, also seen by educational management, which are teachers and families. Since, as you mention (Ergün Elverici S & Kevser Y., 2021) in the era of learning virtualization there has been a degree of inadequacy of technological equipment, since this requires the device, infrastructure, connection, applications, technical aspects, etc. This is also agreed in the research done by Manzano Sánchez, Valenzuela, and Hortiguera-Alcala (2021) in which a lack of training and means for families in the use of ICT is shown. There is also a need to provide technological means to students. Having as a challenge on the part of the administration to bet on the increase of teacher training.

According to Wahyu B. (2021), Al-Dhuwaihi,A.,Abdulrahman A. (2022) and Montes, A. et al., (2020), the administration became more electronic, the internet was exponentially used, to make some payments, materials, send student evaluation results, platforms were also used, including WhatsApp, to communicate with parents, becoming a means that is here to stay. This type of electronic management was used in most schools, mainly during the crisis and forced administrators to expand their knowledge of the use of the internet. It is also important to take into account how the work is distributed to the staff, so that the administrative procedures are efficient and timely, since there must be a provision in a more flexible way and open to change.

According to Zajdel M et al. (2021) and Ibrahim, F. (2020) some teachers see distance education as a good alternative, since it allows them to work from home, share material and provide didactic support, but they also indicated that this will depend on the internet connection, and that it also generated health problems and long computer times for teachers. Although it was also not a positive impact for many, they were not prepared for a change in the organization.

It was also found that gaps were generated, since technology is a resource that was prioritized in this pandemic. According to the authors: Wolf, et al. (2022), Montero, G & Muñoz. (2022) and Hernandez. J. Álvarez J (2021) when distance learning programs were implemented during the pandemic, inequalities became greater, since schools with more technological resources had better learning outcomes in their students, it is also necessary to reduce those social and technological gaps, because you have to be prepared for another emergency, these gaps apart from being technological were of methodology and the economic aspect, So it did not satisfy the teachers, because when it appeared unexpectedly, this type of digitization was not planned, the teachers were not prepared, many of them were self-training in the process.

Molina and Pulido (2021) in their research reveal that during the pandemic time "digital infrastructure, lack of resources and digital limitations" became evident. These limitations refer to resources, training, means to develop it, having to carry out an organization of educational actions "on the fly". Impacting both the continuity of education and monitoring of students, closing schools and showing the little implementation of digital infrastructure in schools.

Faced with this precariousness, there are aspects to be covered perceived as the most necessary, as mentioned by Rachma (2020) innovation of activities, adaptation to technology, school administration, provision of facilities and implementation of work programs. Added to this what Dasopang and Lubis (2021) mentions technological capacity, more accessible learning and expanding learning references. Aspects that to be fulfilled find certain problems as confronted in that same research, in which they mention as main problems: difficulty in achieving learning objectives, network interruption and high cost. As well as mention and that coincides with Fauzi and Sastra (2020) in the availability of facilities, the use of networks and internet, planning, implementation, evaluation and collaboration with parents.

5. Conclusions

With regard to the human resources dimension. The principal of an educational institution is the leader and assumes responsibility for the administration of the school. Before this situation in the person who should encourage teachers to continue with continuous training and greater flexibility in the face of virtual work. As well as it is the one that has to generate and guarantee fluid communication between the different actors using virtual tools. Although sometimes due to the workload the pedagogical part is neglected.

Another key piece in administrative management are teachers. During this pandemic they have had a leading role, as it was necessary for them to learn quickly about technological resources, use of platforms, make their teaching methods more flexible, reprogram and adapt according to the context to achieve student learning and all this in a situation of uncertainty caused by the pandemic. Although, on the contrary, others used it as an opportunity to innovate their pedagogical method and learn about digital platforms, as long as they had the necessary resources.

Another actor who was affected were parents and students. Parents did not have the technological resources at home, and in this way most students did not have access to remote classes, generating gaps both in the availability of resources, and in the learning achievements of the students themselves. In addition, one of the educational policies, internationally, was to suspend face-to-face classes by moving all to remote classes, to safeguard the health of the community, which was the radical change that affected both parents, students, students and directors.

With respect to goods, resources and educational materials. Schools require financial resources to improve student service. Which, in times of pandemic was done remotely and it was necessary to use technological devices and internet, which were scarce, in some schools and also in some homes. It was also found that educational resources and materials were innovated, both as virtual platforms, as well as gadgets or applications for various devices, which, as long as there was a good digital infrastructure or the necessary resources, could encourage learning.

Likewise, it is in this aspect that a lot of inequality was found, generating gaps, since there was a lack of resources in terms of equipment and technology, which made it difficult to achieve learning. Affecting teachers and mainly families and students. Finally, it is necessary to point out that during the systematic review and analysis of the documents it was found that there are not many references or investigations regarding how to manage the funds of the institutions, since people were confined to their homes and schools remained closed.

References

- [1] Al-Dhuwahi, A., Abdulrahman A. (2022) State School Principals' Electronics Management in light of the covid-19 Pandemic Circumstances. *Journal of Positive Psychology & Wellbeing*. 6(2), 1600-1615 <https://journalppw.com/index.php/jppw/article/view/11281>
- [2] Amely Dolibeth Vivas, E., Marlenis Marisol Martínez, F., & Doris Josefina Solís, M. (2020). Management of School Administration in the Development of Academic Activities: A Look at Times of Pandemic. *Scientific Magazine*, 5(18). <https://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=edsdoj.1c3a2612c3ae4915ab3d12eda3580d16&lang=es&site=eds-live>
- [3] Bejarano Álvarez, P. M., Fernández-Cueva, A., Centurión-Larrea, Ángel J., & Lima Cucho, L. I. (2022). School management factors in organizational commitment in an educational network in Peru. *Journal of Social Sciences*, 28, 145-157. <https://doi.org/10.31876/rsc.v28i.38152>
- [4] Brown, Jared; Folk, Kaila; and Swerdlow, Jenna (2021) "The Virtualization of Schooling During the COVID-19 Pandemic," *Proceedings of the New York State Communication Association: Vol.2020. Article 5*. Available at: <https://docs.rwu.edu/nyscaproceedings/vol2020/iss1/5>
- [5] Brüggemann, C. (2021). Datenbasiertes Management als Steuerungsversprechen der Regionalisierungspolitik im Bildungswesen. *Zeitschrift Fur Pädagogik*, 3, 338–352.
- [6] https://www.researchgate.net/publication/350092959_Datenbasiertes_Management_als_Steuerungsversprechen_der_Regionalisierungspolitik_im_Bildungswesen
- [7] Cangué, Justino & González-Monteaquedo, José. (2022). Perspectives of school managers on training, competences and educational needs in a pandemic context. *Intersaberes Magazine*. 17. 262-278. <https://revistas.uece.br/index.php/ensinoemperspectivas/article/view/6069/5400>
- [8] Elizabeth, G. G. H., Alberto, H. Q. L., Alberto, L. Z. G., & Joaquín, V. O. J. (2021). Change management in post-pandemic educational organizations. [Change Management in Educational Organizations post-pandemic] *Revista Venezolana de Gerencia*, 26(93), 178-191. Retrieved from www.scopus.com. <https://www.redalyc.org/journal/290/29066223012/html/>
- [9] Ergün Elverici S, Kevser Y. (2021) EXAMINING EMERGENCY DISTANCE LEARNING: A CASE STUDY IN A PRIVATE SCHOOL. *European Journal Of Education Studies*. Volume (8). <https://www.researchgate.net/publication/348199360>
- [10] Fauzi, I., & Sastra Khusuma, I. H. (2020). Teachers' Elementary School In Online Learning Of COVID-19 Pandemic Conditions. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 5(1), 58–70. <https://doi.org/10.25217/Ji.V5i1.914>
- [11] García Huerta, M., León Moncayo, E., & Rosales Zambrano, A. (2021). Components of educational management applicable by the management team ; Components of educational management applicable by the management team. *SUMMA. Revista García Huerta, M., León Moncayo, E., & Rosales Zambrano, A. (2021). Components of Educational Management Applicable by the Management Team ; Components of Educational Management Applicable by the Management Team. SUMMA. Disciplinary Review.* <https://search.ebscohost.com/login.aspx?direct=true&db=edsbas&AN=edsbas.93AFD45E&lang=es&site=eds-live>
- [12] Guerrero, Patricia Andrea, Díaz Meza, Romina, Roth-Eichin, Natascha, Castro, Loreto, & Luna, Laura. (2021). From clients to collaborators: Collective imaginaries of management teams about families in the context of a pandemic. *Psychoperspectives*, 20(3), 93-104. Epub November 15, 2021. <https://dx.doi.org/10.5027/psicoperspectivas-vol20-issue3-fulltext-2442>
- [13] Hernández-Ortega, J., & Álvarez-Herrero, J.-F. (2021). Educational management of confinement due to COVID-19: teacher perception in Spain. *Revista Española de Educación Comparada*, (38), 129–150. <https://doi.org/10.5944/reec.38.2021.29017>
- [14] Holguín-Alvarez, J., Villena-Guerrero, M., Soto-Hidalgo, C., & Panduro-Ramírez, J. (2020). Digital competences, distributed leadership and teacher resilience in pandemic contexts. *Revista Venezolana de Gerencia*, 25(4), 38-53. Retrieved from <https://produccioncientificaluz.org/index.php/rvg/article/view/35175>
- [15] Kavrayıcı, Ceyhan & Kesim, Eren. (2021). School Management During the Covid-19 Pandemic: A Qualitative Study. *Educational Administration: Theory and Practice*. 27. <http://dx.doi.org/10.14527/kuey.2021.004>
- [16] Khaba Altun, Sadegül & Bulut, Mustafa. (2021). School Principals' Learnings from Covid-19 Pandemic. i.e.: inquiry in education: 13 (2) Retrieved from: <https://digitalcommons.nl.edu/ie/vol13/iss2/4>
- [17] Klusmann, B., Trippenze, M., Fokkens-Bruinsma, M., Sanderman, R., & Schroevers, M. J. (2022). Providing emergency remote teaching: What are teachers' needs and what could have helped them to deal with the impact of the COVID-19 pandemic? *Teaching and Teacher Education*, 118, [103815]. <https://doi.org/10.1016/j.tate.2022.103815>
- [18] Lara Reimundo, J. J., Campaña Romo, E. J., Villamarín Maldonado, A. E., & Balarezo Tirado, C. Y. (2022). School management during the pandemic: relationship between pedagogical accompaniment and teaching performance. *Revista Venezolana de Gerencia*, 27(97), 58-70. <https://doi.org/10.52080/rvgluz.27.97.5>
- [19] Lubis, A. & Dasopang, M. (2021). Online Learning During The Covid-19 Pandemic: How Is It Implemented In Elementary Schools?. *Premiere Educandum : Jurnal Pendidikan Dasar dan Pembelajaran*. 11. 120. DOI: 10.25273/pe.v11i1.8618
- [20] Luniachek, V., & Varenko, T. (2021). Gadgets and Messenger Applications as an Instrument for Secondary School Administration. *Education Research International*, 1–7. <https://doi.org/10.1155/2021/5519942>
- [21] Manzano-Sánchez, D., Valero Valenzuela, A., & Hortigüela-Alcalá, D. (2021). Education system and action in the face of the COVID-19 pandemic: opinion and perspectives for improvement according to teachers. *Revista Española de Educación Comparada*, (38), 112–128. <https://doi.org/10.5944/reec.38.2021.28771>
- [22] Martínez Aguirre, L. (2012). *Educational Administration*. Retrieved from https://www.academia.edu/6358909/Administraci%C3%B3n_Educativa_de_LUCIA_MARTINEZ_AGUIRRE
- [23] Mehla, L., Sheorey, P. A., Tiwari, A. K., & Behl, A. (2022). Paradigm Shift in the Education Sector Amidst COVID-19 to Improve Online Engagement: Opportunities and Challenges. *Journal of Global Information Management (JGIM)*, 30(5), 1-21. <http://doi.org/10.4018/JGIM.290366>
- [24] MINEDU. (2020). Vice-ministerial Resolution No. 273-2020-MINEDU. ZAPATA TIPIAN Rosa, 12(500), 86. <https://cdn.www.gob.pe/uploads/document/file/1486918/RVM%20N%C2%B0%20273-2020-MINEDU.pdf.pdf?v=1608258830>

- [25] Ministry of Education of Peru. (2014). Framework of good performance of the manager. 56. http://www.minedu.gob.pe/n/xtras/marco_buen_desempeno_directivo.pdf
- [26] Molina-Pérez, J., & Pulido-Montes, C. (2021). Covid-19 and "improvised" digitization in secondary education: Emotional tensions and challenged professional identity. [COVID-19 and "improvised" digitalization in secondary education: Emotional tensions and professional identity questioned] *International Journal of Education for Social Justice*, 10(1), 181-196. <https://doi.org/10.15366/riejs2021.10.1.011>
- [27] Montero-Luna, G. M., & Muñoz-Martínez, J. E. (2022). EDUCATIONAL MANAGEMENT BEYOND THE LIMITS OF THE CLASSROOM: A BET IN THE MIDST OF THE EMERGENCY. *Panorama*, 16(30). <https://journal.poligran.edu.co/index.php/panorama/article/view/3133>
- [28] Montes-Rodríguez, Ana Lidieth, Chen-Quesada, Evelyn, Hernández-Sánchez, Alba, & Villalobos-Benavides, Víctor. (2020). Route of the educational management of CIDE in the context of COVID-19. *Electronic Journal Educare*, 24(Suppl. 1), 26-29. <https://dx.doi.org/10.15359/ree.24-s.7>
- [29] Moreno Fernández, O., Hunt Gómez, C., Moreno Crespo, P. A., Ferreas-Listán, M. (2022) Education management at primary education during the Covid-19 crisis from the perspective of families. *Culture and Education*, 34(3), 554-573. <https://doi.org/10.1080/11356405.2022.2058792>
- [30] Rachma Sri, U. (2021) Effort For Empowerment Of Resilient Education In The Middle Of The Covid 19 Pandemic And Limitations Of Facilities In State Elementary School 3 Cijemit | Effort for the empowerment of resilient education amid the Covid 19 pandemic and facility limitations at Cijemit State Elementary School 3. *Appartus Human Resources Management, Polytechnic STIA LAN Bandung, Bandung City*, 9(1). <https://journal.trunojoyo.ac.id/widyagogik/article/view/13114>
- [31] Reschke, M., Damasceno, A., & Pantoja, S. (2020). Instrução pública e administração escolar no pará na década de 1920. (Portuguese). *Atos de Pesquisa Em Educação*, 15(1), 26-48. <https://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=142964479&lang=es&site=eds-live>
- [32] Rodrigues, Hermínia Pereira Coelho, & Ávila de Lima, J. (2021). Instructional leadership and student achievement: school leaders' perspectives. *International Journal of Leadership in Education*, 2021. <https://doi.org/10.1080/13603124.2020.1869312>
- [33] Sokal, Laura & Eblie Trudel, Lesley & Babb, Jeff. (2021). I've had it! Factors associated with burnout and low organizational commitment in Canadian teachers during the second wave of the COVID-19 pandemic. *International Journal of Educational Research* https://www.researchgate.net/publication/347889556_I've_had_it_Factors_associated_with_burnout_and_low_organizational_commitment_in_Canadian_teachers_during_the_second_wave_of_the_COVID-19_pandemic
- [34] So-Sum, M; Wai-Cook (2020) The Reality of Home-Based Learning During COVID-19: Roles of Parents, Teachers, and School Administration in Promoting Self-Directed Learning. *Journal of School Administration Research and Development*, 5(82), 86-92. <https://doi.org/10.32674/jsard.v5iS2.2841>
- [35] Sverdlick, I., Del Valle Motos, A., Lucas, J., Mosqueira, M., & Ginocchio, M. (2020). Manage schools in times of pandemic. Conducting schools in pandemic times. An opportunity to rethink school. *Journal of Education*, 0(21.2), 203-216. Retrieved from https://fh.mdp.edu.ar/revistas/index.php/r_educ/article/view/4584
- [36] Tsang, K. K., & Liu, D. (2016). Teacher Demoralization, Disempowerment and School Administration. *Qualitative Research in Education*, 5(2), 200. <https://doi.org/10.17583/qre.2016.1883>
- [37] Valle Villamarín, M. L., Martínez Florencia, C., Álvarez Avilés, M. E., & Chauca Bajaña, L. A. (2022). Education and management in post-pandemic times. *Revista Venezolana de Gerencia*, 27(7), 236-247. <https://doi.org/10.52080/rvgluz.27.7.16>
- [38] Wahyu Setyawan, B. (2021) E-Administration System For Effectivity School Administration In Pandemic Covid-19 Era. *International Journal Of Business, Law, And Education*. 2 (1). <https://doi.org/10.56442/ijble.V2i1.9>
- [39] Wolf, S., Aurino, E., Suntheimer, N. M., Avornyo, E. A., Tsinigo, E., Jordan, J. Solomon, S. J. Aber, Behrman, J. R. (2022) Remote learning engagement and learning outcomes during school closures in Ghana, *International Journal of Educational Research*, Volume 115. <https://doi.org/10.1016/j.ijer.2022.102055>
- [40] Zajdel M, Michalciewicz-Kaniowska M, Modrzyński P, Komarnicka A, Modrzyńska J. (2021). Conditions and Determinants of Distance Education for Students during the COVID-19 Pandemic—Evaluation in the Kuyavia-Pomerania Region in Poland. *Sustainability*. 13(18):10373. <https://doi.org/10.3390/su131810373>
- [41] Zhao, R., Li, Z., & Huang, Y. (2021). Correlation research on the practice of school administrative ethics and teachers' job morale and job involvement. *Revista de Cercetare Si Interventie Sociala*, 72, 44–55. <https://doi.org/10.33788/rcis.72.3>

Funding: This research did not receive external funding.

Conflict of interest: The author declares that there are no conflicts of interest for the publication of this manuscript.

Ethical statement: The research process has been carried out in accordance with the ethical principles established by the scientific community.