

ASSESSMENT OF MANAGEMENT STRATEGIES EMPLOYED IN SCHOOLS IN POST COVID-19 ERA IN KWARA CENTRAL SENATORIAL DISTRICTS

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Abstract

A difficult task was set for government and educational institutions as a result of the COVID-19 pandemic in Nigeria and world at large, this task is not limited to: reduce face-to-face exposure between educators and learners but maintain the quality and integrity of individual curriculums, and the quality of education overall, social distancing, water, sanitation and hygiene; hence schools employed some management strategies. This study was aimed at assessing the employed management strategies in school in the post COVID-19 pandemic. A descriptive survey research design was used for this study. The population of this study comprised all schools in Kwara central senatorial districts. Two local governments in Kwara central senatorial districts were selected; sixty (60) public schools and sixty (60) private schools respectively from Asa and Ilorin South Local Government area, Kwara State, which made up a total of 120 schools out of the 1101 schools in the two local government Areas. The instrument used to collect data was a researcher's designed checklist, titled "school management checklist" (SMC). The instrument had two sections; section A contains the demographic information of respondents, while section B is a 2 likert scale format (Yes and No) which contains 10 items. The instrument was validated and reliably tested at ($r=0.75$) using the Pearson product moment correlation (PPMC). Data gathered was analyzed using frequency count, mean and standard deviation for the research question and t .test was used for hypothesis. The findings revealed that schools in the Kwara Central senatorial Districts adhere to the management strategies in the post COVID-19 era. Also, there significant difference between the private and public schools in Kwara Central senatorial districts and there was no significant difference on school management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts based on school location. The study recommended that there should be a concerted effort by the government to support public schools, as well as schools in the rural areas as regards school management during post covid-19 era.

Key words: COVID -19, Pandemic, digital learning, education



Introduction

The COVID-19 virus caused several crises which had far-reaching effects in the field of education, as schools were closed in March 2020 in Nigeria and in many countries around the world. During the course of the school lockdown, however, this changed the new curriculum content and the way it is being delivered. In the context of this new and challenging situation of digital learning caused by the COVID-19 school lockdown, information must be provided instantly to inform education policy and practice. In the context of this new and challenging situation of digital learning caused by the COVID-19 school lockdown, information is needed instantly to inform education policy and practice. The COVID-19 pandemic has brought tremendous changes in all socio-economic and political domains. The educational system worldwide stopped for a few months due to the risky environment of schools.

A difficult task was set for government and educational institutions which is to reduce face-to-face exposure between educators and learners, with the quality of the curriculums and the quality of education being maintained. Dhawan (2020) opined that there was a shift from the conventional classrooms into digital learning in order to tackle the conditions and adapt to the changing situations. Due to the emergency status of the pandemic, universities do not have a long-term fully planned strategic means for online learning, but rather its response over quality of the online platform. Therefore, existing platforms are used for online communication and teaching. These measures and reforms in the education system vary across countries (Crawford, Joseph, Kerryn, Jürgen, Bashar, Matt, Rob, Paulo, & Lam, 2020). During the peak of the COVID-19 pandemic, students and educators used various online platforms for learning. This included the Zoom app, Youtube live, Team link, Google hangout, Skype, Google classroom etc. The learners used one or more of these application for distributing, haring and acquiring learning materials (Kapasias, Nanigopal, Paul, Roy, Saha, Zaveri, Mallick, Barman, Das, & Chouhan, 2020).

The new post-COVID-19 educational system addressed the positive and negative aspects of online teaching. Strategic plans can be implemented in order to maintain and even improve the quality of education on all levels (Cahapay & Michael, 2020). This further implies that there should be a strategically developed unified plan regarding educational institutions, and that only smaller changes should be introduced by individual institutions. This requires a strategic approach with continuous monitoring and evaluation of standards of the newly implemented online education system (Dwivedi, Hughes, Coombs, Constantiou, Duan, Edwards, Gupta, Lal, Misra, Prashant, & Raman, 2020)

According to the guidelines for schools and learning facilities reopening after COVID-19 pandemic closures, set by the Federal Ministry of Education in conjunction with the federal ministry of health, Nigeria Centre for disease control (NCDC), and Nigeria education in emergencies working group (2020), the following were set to be adhered to by school managements: safe distancing, Alternative Learning Models for Safe Distancing (digital learning), Water sanitation and hygiene (WASH), Compulsory use of nose mask, Urgent Medical attention, Availability of thermometer to access pupils, teachers and visitors temperature.

Despite all the guidelines set by the Federal Ministry of Education there is still records of new cases. The new cases could be as a result of se factors such as un-adherence to the protocols and guidelines set by the federal government. Therefore, this paper was carried out to access the management strategies employed by schools in post COVID-19 era to check if the schools in Kwara Central senatorial districts adhere to the set guidelines.

Statement of the problem

Recent studies have shown that COVID-19 is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing) Individuals can also be infected from touching surfaces contaminated with the virus and touching their face (e.g., eyes, nose, mouth). While COVID-19 continues to spread it is important that communities take action to prevent further transmission, reduce the impacts of the outbreak and support control measures. This calls for monitoring, evaluation and assessment in schools and other sectors. This study therefore, assessed schools in Kwara central senatorial districts on the management strategies employed in schools in the post COVID-19 era.

Purpose of the study

The main purpose of this study is to examine the management strategies employed in school in the post COVID-19 era in Kwara central senatorial districts. Specifically, this study examined the:

- a. School management strategies employed in school in the post COVID-19 era in Kwara central senatorial districts based on school type
- b. School management strategies employed in school in the post COVID-19 era in Kwara central senatorial districts based on school location

Research Question

- a. What are the management strategies employed in school in the post COVID-19 era in Kwara central senatorial districts

Research Hypothesis

Ho1: There is no significant difference on school management strategies employed in school in the post COVID-19 era in kwara central senatorial districts based on school type

Ho2: : There is no significant difference on school management strategies employed in school in the post COVID-19 era in kwara central senatorial districts based on school location

Methodology

Descriptive survey research design was used for this study. The population of this study comprised all schools in Kwara central senatorial districts. Purposive sampling technique was used to select two local governments in Kwara central senatorial districts; Asa and Ilorin South Local Government area: Simple random sampling sixty (60) public schools and sixty (60) private school were selected respectively from the two local governments which made up a total of 120 schools, out of the 1101 schools in the two Local Government Areas. The instrument used to collect data was a researcher's designed checklist, titled "school management checklist" (SMC). The instrument had two sections; section A contains the demographic information of respondents, while section B is a 2 likert scale format (Yes and No) which contains 10 items. The instrument was validated and reliably tested at ($r=0.75$) using the Pearson Product Moment Correlation (PPMC). Data gathered was analyzed using frequency count, mean and standard deviation for the research question and t .test was used to test the formulated hypothesis.

Results

Research Question 1: What is the management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts?

Table 1: Table showing the percentage and mean distribution of management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts.

S/N	ITEM	YES	NO	MEAN	RAN K
1	Tables and chairs are evenly spaced and easily accessible by the teacher	91(75.8)	29(24.2)	1.8	1 st
2	The use of nose mask is compulsory at all times	85(70.8)	35(29.2)	1.7	2 nd
3	Availability of thermometer to measure pupils and teachers temperature	77(64.2)	43(35.8)	1.6	4 th
4	Necessary classroom materials and supplies are accessible by the pupils (sanitizers and nose mask)	56(46.7)	64(53.3)	1.5	8 th
5	Availability of interactive boards for teaching and learning process	60(50.0)	60(50.0)	1.5	8 th
6	Availability of online platforms to improve teaching and learning process	54(45.0)	66(55.0)	1.5	8 th
7	Well ventilated classrooms to allow free air flow	71(59.2)	49(40.8)	1.6	4 th
8	Availability of WASH facilities and water points in line with WASH guidelines and prescribed standard	73(60.8)	47(39.2)	1.7	2 nd
9	Availability of clinical personnel in schools	76(63.3)	44(36.7)	1.6	4 th
10	Regular trainings and seminars on Covid-19 rules and regulation are conducted.	72(60.0)	48(40.0)	1.6	4 th

Note: The figures in parentheses are in percentages

Table 1 showed the management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts. The following showed the management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts follows: Tables and chairs are evenly spaced and easily accessible by the teacher (1.8), the use of nose mask is compulsory at all times (1.7), availability of thermometer to measure pupils and teachers temperature (1.6), necessary classroom materials and supplies are accessible by the pupils (sanitizers and nose mask) (1.5), availability of interactive boards for teaching and learning process (1.5), availability of online platforms to improve teaching and learning process (1.5), well ventilated classrooms to allow free air flow (1.6), availability of WASH facilities and water points in line with WASH guidelines and prescribed standard (1.7), availability of clinical personnel in schools (1.6) and regular trainings and seminars on Covid-19 rules and regulation are conducted (1.6). This shows that all the items are the management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts such as tables and chairs are evenly spaced and easily accessible by the teacher, the use of nose mask is compulsory at all times and availability of WASH facilities and water points in line with WASH guidelines and prescribed standard to the ranking.

Ho1: There is no significant difference on school management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts based on school type.

Table 2: Summary of t test result showing the management strategies employed in school in the post Covid 19 era in kwara central senatorial districts based on school type.

Variable	School type	N	Mean	Std. Deviation	t-cal	Df	F	Sig	Decision
Management strategies	Private	60	15.65	2.80	5.64	118	3.89	0.00	Sig
	Public	60	12.93	2.46					

Table 2 showed the summary of t-test result showing the management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts based on school type. It was revealed that private schools had mean 15.65 and standard deviation 2.80 while public schools had mean 12.93 and standard deviation 2.46, the t-cal was 5.64, degree of freedom 118, F was 3.89 and significant level of 0.00 ($P < 0.05$). This implies that there was significant difference on school management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts based on school type. The difference can be seen in the mean score of the schools. There the null hypothesis that states that there was no significant difference on school management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts based on school type was rejected.

Ho2: There is no significant difference on school management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts based on school location.

Table 3: Summary of t test result showing the management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts based on school location.

Variable	School Location	N	Mean	Std. Deviation	t-cal	Df	F	Sig	Decision
Management strategies	Urban	60	15.40	2.78	1.98	118	0.50	0.03	Sig
	Rural	60	14.35	3.15					

Result in table 3 showed the summary of t-test result showing the management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts based on school location. It was revealed that Urban schools had mean 15.40 and standard deviation 2.78 while Rural schools had mean 14.35 and standard deviation 3.15, the t-cal was 1.98, degree of freedom 118, F was 0.50 and significant level of 0.03 ($P > 0.05$). This implies that there was no significant difference on school management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts based on school location. There the null hypothesis that states that there was no significant difference on school management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts based on school location was rejected.



Discussion

The finding of the study revealed that, all the items are the management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts such as tables and chairs are evenly spaced and easily accessible by the teacher, the use of nose mask is compulsory at all times and availability of WASH facilities and water points in line with WASH guidelines and prescribed standard to the ranking. This finding is in line to the guidelines given by Nigeria centre for disease control (NCDC) and Nigeria education in emergencies working group (2020), which states that the following were set to be adhered to by school managements: safe distancing, water sanitation (WASH), compulsory use of face mask etc. Also, the finding revealed that, there was significant difference on school management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts based on school type. This implies that there was notable differences in public and private school management strategies employed. This finding supports that of Stein-zamir (2020) which revealed that, there are significant differences based on school types school environment and management strategies employed during the post Covid-19 era. Lastly, the findings revealed that, there was no significant difference on school management strategies employed in school in the post Covid-19 era in Kwara central senatorial districts based on school location. This implies that, irrespective of rural and urban schools, there was no notable differences in the management strategies employed in these areas.

Conclusion

It could be seen that public schools in the rural areas are lagging behind in the availability and appropriate usage of COVID-19 materials for the safety of the pupils. Also, public schools should be equipped with COVID-19 materials like hand sanitizers, soap, hand gloves, thermometers, face masks, adequate water supply and so on, to ensure safety of the pupils and the staffs.

Recommendations

It was based on the conclusion that the following recommendations were given:

1. It is recommended that the school management in rural areas should be educated on the use of the materials and the dangers as well as consequences of failing to use the materials.
2. Seminars, training and meeting should be organized to enlighten the school management
3. Parents in the rural areas and public schools about COVID-19 and vaccines should be provided for the schools in the rural areas.

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