# Relationship between Covid-19 School Reopening Managerial Strategies and Effective Administration of Post Basic Schools in Adamawa State

**INUWA Mohammed M. & K.M. FASASI (Ph.D)**

**Department of Physical Sciences Education, Faculty of Education, Modibbo Adama University, Yola**

## ABSTRACT

This study examined the relationship between COVID-19 School Reopening Managerial Strategies and Effective Administration of Post Basic Schools in Adamawa State, Nigeria. Three research questions and three hypotheses guided the study. The population of the study comprised 322 principals and 5734 classroom teachers in Post Basic Schools in Adamawa State, giving a total population of 6056. The sample size is 705 comprising of 130 principals and 575 teachers. This study adopted a correlational research design. Two self-structured instruments were used for data collection for the study. The two two self-structured questionnaires tagged "Covid-19 School Reopening Managerial Strategy Questionnaire (COVID-19 SRMSQ) and "Effective Administration of Post Basic Secondary Schools Questionnaire" (EAPBSQ) were used in collecting data for the study. Cronbach Alpha Statistic was used to ascertain the internal consistency of the items of the instruments. An overall reliability coefficient of 0.86 and 0.83 were obtained for the both instruments. Descriptive statistics of mean and standard deviation were used to answer the research questions using the real limit of numbers. The Pearson Product Moment Correlation Coefficient was used to test the null hypotheses 1 & 2. While, Multiple Regression Analysis was in testing hypothesis 3. The findings of the study revealed that there is significant relationship between wearing of face mask and effective administration of Post Basic Schools in Adamawa State (r – value = 0.304, p <0.05). There is a significant strong correlation between adherence to social distance and the effective administration of post-basic schools in Adamawa State (r = 0.543, p < 0.05). The results revealed that wearing face mask and adherence to social distance are significant predictors of effective administration of Post Basic Schools in Adamawa State, $F_{(5, 703)}$ = 33055.330, p < 0.05. Since the p – value (0.000) is less than 0.05 alpha level, we can conclude that the null hypothesis should be rejected. This means that wearing face mask and adherence to social distance significantly predict effective administration of Post Basic Schools in Adamawa State. Based on the findings of the study, the following recommendations among others were made; government should make provision for free face mask to teachers, students and visitors within the school premises so as to further curtail the spread of the dreaded covid-19 pandemic within schools and its host community. Government should make provision for safety materials (hand sanitizers; also known as hand antiseptic, hand disinfectant, alcohol-based hand sanitizers, hand rub, soap and water) for promotion of better hygiene (hand Sanitization) culture in secondary school in the state for the purpose of removing common pathogens (disease-causing organisms) in order to remove all types of germs from hands.

**Keywords:** COVID-19, School Reopening Managerial Strategies, And Effective Administration Of Post Basic Schools.

## INTRODUCTION

Human history has evolved through many events and sheds light on the problems experienced today. The solution of the problems, disasters and pandemics encountered today is sought in past experiences. The process of finding a solution to the COVID-19 pandemic requires a broader perspective than just relying on

past experience. As in past pandemic examples, although the COVID-19 pandemic has affected the social structures of the countries in general, the size of the negative impact that has emerged on a global scale is greater than in the past (Zizek, 2020). One of the most important effects of the pandemic is the uncertainty associated with the future. When this uncertainty can be overcome in the face of the cessation of the production of many sectors, the closure of workplaces, the inability of people to leave their homes for a long time, and the interruption of education and training in schools has become the most sought- after answer today (Schwab & Malleret, 2020; Zizek, 2020). Corona virus (COVID-19) spread all over the world within five months and was labeled as a 'pandemic' by the World Health Organization in March 2020.

Corona virus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus. Most people infected with the virus will experience mild to moderate respiratory illness and recover without requiring special treatment. However, some will become seriously ill and require medical attention. Older people and those with underlying medical conditions like cardiovascular disease, diabetes, chronic respiratory disease, or cancer are more likely to develop serious illness. Anyone can get sick with COVID-19 and become seriously ill or die at any age (WHO, 2020). The COVID-19 pandemic has adversely affected the functioning of many public institutions and private sector organizations around the world (WHO, 2020), which has also led to a global review of all previously known problem-solving processes. One of the most important reasons for this is the fact that the precautions previously taken locally have not been sufficient against this global-scale epidemic. First of all, most countries have had to take drastic measures to slow the spread of the virus. One of the most vital of these measures was the suspension of institutional activities. By the middle of April 2020, the total number of enrolled students in the world, whose education was suspended had reached 1.57 billion (UNESCO, 2020a).

In France, the government ordered the closure of all schools in a televised broadcast by President Macron. The measure was in response to the increased health crisis in the country due to corona virus. The country was badly affected just like their counterparts in many parts of the world. The Corona virus was reported to have originated from Wuhan, China and it was the epicenter at the beginning of the outbreak. Schools and other public institutions were shutdown to mitigate the spread of the virus. The closure of schools and other measures put in place by the government proved effective and the pandemic was curtain to a large extent. The country also closed its borders with some neighboring countries. In Iran, the government closed all schools as part of the preventive measures to halt the spread of corona virus. Although, the country was among the epicenter of the corona virus outbreak, and the death tolls in the country were high. The corona virus increased Iran's economic problems, having been faced with economic sanctions from the West earlier. In Senegal, schools were shutdown to limit the spread of COVID-19. The country was the first sub-Saharan African country to close down schools due to corona virus.

 In countries like Nigeria where schools have resumed its normal activities are faced with barrage of challenges relating to observing the Covid-19 protocols of regular wearing of face mask, social distancing and regular hand washing. Harris and Jones (2020) opined that educational administrators whose schools have resumed academic activities are faced with problems of maintaining social distancing, ensuring proper cleaning and maintenance of sanitation. According to Pollock (2020), the Covid-19 pandemic creates two clear challenges for school administrators. The first is ensuring safe schooling and setting the context for future schooling while the second is simultaneously extending their role to include being a digital instructional leader.

The above scenario presents a challenge to principals of secondary schools in Nigeria to ensure that students in their school keep to the Covid-19 protocols for secondary schools in Nigeria as provided by the Federal Ministry of Education (2020). Adamawa State government confirmed the first infected person with covid 19 on April 20, 2020, the state COVID-19 containment committee identified three suspected cases and one was confirmed positive. The Adamawa State Governor advised the citizens of the state to prepare for possible total lockdown to curtail spread of the virus (Sahara Reporters, 2020). Critical to the realization of

institutional effectiveness is adoption of standards, which has been linked to covid-19 school reopening managerial strategies, wearing of face mask, adhered to social/physical distance, temperature checker, hand sanitization and vaccination. These evidences point to the fact that the institutions are not meeting up with the desired goals for which they were designed to attain (Binka, 2023).

School reopening strategies after Covid-19 should comprise of pandemic prevention and control measures as identified by WHO (2020), which are: wearing of face masks, physical/social distancing, hand sanitization/ hygiene, checking temperature and vaccination. This study focused on wearing of face masks, physical/social distancing and vaccination. Wearing face masks as school reopening pandemic managerial strategy is recommended in many scenarios, mostly in clinical contexts, when infected by certain respiratory diseases or in times of epidemics where the risk of potential transmission through air passages has to be reduced (Zizek, 2020). Face masks not only have a direct positive medical impact in terms of preventing the virus from spreading to those who are most vulnerable (Wu & McGoogan, 2020); they also have positive societal effects as wearing masks allows for the relaxing of other preventive measures such as strict isolation and quarantining (Mniszewski et al., 2014).

Masks can be used as part of the comprehensive risk-mitigation strategies to reduce the transmission of COVID-19 in the school setting (Wu & McGoogan, 2020). During the corona virus disease 2019 (COVID-19) pandemic, most countries and health organizations like the WHO propagated wearing face masks by early 2020 as a key strategy to reduce the spread of the severe acute respiratory syndrome 2 (SARS 2) corona virus. School administrators need to follow national/local authorities' advice on the use of masks (UNICEF, 2020a). School administrators should apply the following tips to ensure compliance in their respective schools according to UNICEF: Children learn how to behave in schools by watching their teachers, mark facilities and equipment that will not be accessible, encourage teachers and school staff to be a role model and demonstrate the right way to wear a mask that fully covers their mouth and nose, and fits snugly on their face, encourage students not to touch the exterior surface of the mask, advise teachers to wear masks, according to the guidance from your health authorities, place puppets/dolls with masks at specific places throughout the schools, if appropriate. Wearing of face masks could be essential for disease control but its obvious it could be more effective when associated with other prevention measures as social distancing in terms of air-borne diseases such as Covid-19.

Social/physical distancing as another school reopening managerial strategy is staying at least 6 feet away from others to avoid catching a disease such as COVID-19, is a set of non-pharmaceutical interventions or measures intended to prevent the spread of a contagious disease by maintaining a physical distance between people and reducing the number of times people come into close contact with each other (Harris *etal* , 2020). It usually involves keeping a certain distance from others (the distance specified differs from country to country and can change with time) and avoiding gathering together in large groups. The measures may be used in combination with others such as; hand washing, temperature checking and vaccination. The COVID-19 virus can land on surfaces, and students and school staff can become infected if they touch those surfaces and then touch their nose, mouth or eyes. It is essential to clean and disinfect surfaces to reduce the risk of infection (UNICEF, 2020). UNICEF maintains that school administrators should develop cleaning and disinfecting protocols in students, including what needs to be cleaned and how often to maintain a healthy school environment. Organize information sessions with prominent doctors and public health experts about the latest updates on the COVID-19 would improve school administration. Administration encompasses a number of processes such as: planning, organizing, directing, coordinating, controlling.

Effective administration of secondary schools can be defined as a discipline that is concerned with facilitating accomplishment of the school organization through systematic utilization of the available human and material resources geared purportedly towards meeting educational aims, goals and objectives (Ochai 2013). According to Ochai, secondary school administrators by virtue of occupation initiate, plan, organize,

direct, lead, control, supervise, motivate, evaluate and unify human and material resources towards the achievement of an organization's goals and objectives. Secondary school administration is the harmonization of both human and material resources towards the attainment of educational goals and objectives. The administration of secondary school has a broad complex function. This complex function emanated from the fact that the school system activities generate a wide range of administrative activities and reports, which has to be kept, well processed and appropriately utilized to facilitate the process of effective school administration (Idoko, 2018). Administration involves planning, organizing, co-coordinating, controlling and directing the activities of people within such establishment towards the achievement of the set-out goals (Idoko, 2018).

Furthermore, the challenge on school administrators especially the principals and teachers to be technologically sound in terms of providing leadership in the integration of technology in administrative, teaching and learning processes of their school. Pius-Uwhubetiyi (2020) opined that school administrators are faced with problems learning the new technologies, the problem of too much too soon, the expense of technology, inadequate training, technological issues, the need to adapt content for blended learning, decreased motivation, lack of access to technology, poor power supply, and weakened relationships between students and teachers, etc. Conclusively, educational leadership and the student need to obey and follow. Furthermore, Espino-Diaz, Fernandez-Caminero, Hernandez-Lloret, Gonzalez- Gonzalez and Alvarez-Castillo (2020) averred that Covid-19 has exposed school administrators to a daunting phase of assimilation to new conditions, which is causing high levels of stress. Espino-Diaz, *et al*. (2020) further reported that teachers reported emotional fatigue, stress, anguish, or anxiety as a result of confinement and distance learning. In schools, teachers and principals are inundated with issues of excessive bureaucratic activities, vague orders, a lack of teleworking support, and a lack of technological resources as the key issues. Harris and Jones (2020) averred that the social distancing of staff and students means extra work and extra pressure on those staff who can return to work.

In order to withstanding the challenges that comes with the changes enforced by the covid-19 pandemic, principals are expected to be outstanding administrators and excellent leaders (Pius-Uwhubetiyi, 2020). It is expected that school administrators must now not only draw on their existing skills and knowledge to address the challenge of educating students during the pandemic, but also develop new skills and knowledge while pivoting some of their current positions (Pollock, 2020). This means that school principals must act swiftly with foresight while carefully considering their options and the consequences of their actions. According to Harris and Jones (2020) school administrators can navigate the covid-19 by applying good leadership practices like having a clear vision, building capacity and managing people among others and engaging in leadership preparation programmes that target surviving the covid- 19 pandemic and the new normal. Harris and Jones (2020) further stated that self- care and consideration must be the main priority and prime concern for all school leaders. The health of the principals must also be taken into account as they lead through the pandemic. Leading a school through the changes and challenges that accompany COVID19 and post COVID19 will require school leaders who put their own health and wellbeing first, so that they will be able to help others. Igbokwe, Okeke-James, Akudo and Anyanwu (2020) offered that school administrators can determine hygiene facilities needs of the school and also deploy school resources to meet such needs.

Despite the turbulent and uncertain nature of the process of change, educational organizations are expected to be prepared for this change and adapt to crisis management (Harris & Jones, 2020). The effective management of sudden crises and the changes they bring is necessary to achieve organizational goals, and the effectiveness of crisis management processes and the importance of leadership activities in managing these processes needs to be emphasized for organizations and stakeholders (Aydın, 2014; Erdoğan, 2012; Razik & Swanson, 2010). In a time of crisis, leaders must act quickly and with foresight, carefully evaluating options and outcomes (Netolicky, 2020). Crisis management is the basic skill of a school

principal during the pandemic process. In uncertain and uncomfortable times, an effective principal needs to do more than routine problem solving and occasional intervention in problems. During the pandemic, the principal should be engaged in crisis management focused especially in school reopening strategies on support and cooperation in this era of COVID-19 (Harris &Jones, 2020). Reopening schools raise several ethical issues, including safety, privacy, autonomy, vulnerability. Some countries have gradually reopened their schools with explicit guidelines for safety. The safe reopening of schools demands sensitivity to community inequities.

Protecting children from COVID-19 in school requires an effort from the entire community, including national and local governments, school administrators, teachers, parents/caregivers and students (Kavrayıcı & Kesim, 2021). To reopen schools as safely as possible and keep them open during the COVID-19 pandemic, consistent implementation of effective strategies to prevent COVID-19 transmission during all school-related activities is critical. This guide outlines practical tips to support school administrators in implementing safety measures and creating a safer learning environment for children. The decision to reopen schools should be guided by the best interests of children and the guidance of the local government and public health authorities in each country (UNICEF, 2021).

On another note, Hargreaves and Fullan (2020) suggested that school leaders are expected to be more technologically savvy and well-informed in the future. As a result, school leaders will need to be picky about the digital products they use and cautious to strike a balance between technology and pedagogy in their classrooms. To deal with the many issues that Covid19 has raised, especially for disadvantaged, marginalized, or alienated young people, stronger ties with parent/community groups to help families, young people, and children is now a necessity (Harris & Jones, 2020). This is because it has been suggested Covid-19 have greater impact on students in rural and disadvantaged communities (United Nations Educational, Scientific and Cultural Organization, 2021) compared to their colleagues in urban areas. However, this view seems not to have been empirically proven to be the case in most post basic schools in Adamawa State to be specific.

The researcher also observed that Post Basic schools in Adamawa State over the years have been suffering due to inadequate facilities for effective teaching and learning, lack of maintenance of existing ones, lack of commitment by principals, lack of teamwork, poor communication method, lack of adequate funding, poor performance of students especially during emergencies such as COVID-19 and this has resulted to many parents withdrawing their wards for fear of being infected by the dreaded diseases. It against this background that the researcher is spur to investigated the relationship between COVID-19 school reopening managerial strategies of; wearing of face masks, physical/social distancing, hand sanitization/ hygiene, checking temperature and vaccination and effective administration of Post Basic Schools in Adamawa State.

**Purpose of the study**

This study examined the relationship between COVID-19 School Reopening Managerial Strategies and Effective Administration of Post Basic Schools in Adamawa State, Nigeria. The specific objectives were to explore;

1. The relationship between wearing face mask and effective administration of Post Basic Schools in Adamawa State.
2. The relationship between adherence to social distance and effective administration of Post Basic Schools in Adamawa State.
3. The relationship between wearing face mask, Adherence to social distance and effective administration of Post Basic Schools in Adamawa State.
4. The level of effective administration of Post Basic Schools in Adamawa State.

**Research Question**

**The following research questions guided the study.**

1. What is the level of wearing of face mask in Post Basic Schools in Adamawa State.
2. What is the level of social distances adherence in Post Basic Schools in Adamawa State.
3. The level of effective administration of Post Basic Schools in Adamawa State?

**Statement of Hypotheses**

The following null hypotheses formulated guided the researcher and tested at 0.05 level of significance:

$Ho_1$: There is no significant relationship between wearing of face masks and effective administration of Post Basic Schools in Adamawa State.

$Ho_2$:There is no significant relationship between adherence to social distancing and effective administration of Post Basic Schools in Adamawa State.

$H_{03}$: There is no significant relationship among wearing face mask, adherence and effective administration of Post Basic Schools in Adamawa State.

## METHODOLOGY

This study adopted a correlational research design. The Study Area is Adamawa State, which is located in North-Eastern Nigeria, with its capital in Yola. The population of the study comprised 322 principals and 5734 classroom teachers in Post Basic Schools in Adamawa State, giving a total population of 6056 (Adamawa State Post Primary Schools Management Board, 2022). The sample size is 705 comprising of 130 principals and 575 teachers. This represents 10% and 40% of the population of teachers and principals respectively. The rationale for selecting these percentages of the population in line with the position of Nwana (2009), who stated that if the population of a study is in few hundred a 40% or more sample will do: if many hundred, a 20% sample will do; if a few thousands, 10% sample will do and if several thousand a 5% sample will do. Two self-structured instruments were used for data collection for the study. The two two self-structured questionnaires tagged "Covid-19 School Reopening Managerial Strategy Questionnaire (COVID-19 SRMSQ) and "Effective Administration of Post Basic Secondary Schools Questionnaire" (EAPBSQ) were used in collecting data for the study. To certify content and face- related validity, the instruments (Covid-19 School Reopening Managerial Strategy Questionnaire (COVID-19 SRMSQ) and "Effective Administration of Post Basic Secondary Schools Questionnaire" (EAPBSQ) were presented to four experts from Educational Management in the Department of Physical Sciences Education, Faculty of Education, Modibbo Adama University, Yola. Cronbach Alpha Statistic was used to ascertain the internal consistency of the items of the instruments. An overall reliability coefficient of 0.86 and 0.83 were obtained. Direct delivery approach was used in eliciting information from the selected respondents. Descriptive statistics of mean and standard deviation were used to answer the research questions using the real limit of numbers. Therefore, any item that yields a mean of 3.5 and above will be regarded as positive (high level) while all others with mean below 3.5 will be regarded as negative (low level) respectively. The Pearson Product Moment Correlation Coefficient was used to test the null hypotheses 1 & 2. While, Multiple Regression Analysis was in testing hypothesis 3.

## RESULTS

Two research questions were raised and answer using descriptive statistics of mean and standard deviation.

Two hypotheses were also formulated and tested at 0.05 level of significance using PPMC and ANOVA of Multiple regression.

**Research Question One**

What is the level of wearing of face mask in Post Basic Schools in Adamawa State?

**Table 1: Mean and Standard Deviation of Level of Wearing of Face Mask in Post Basic Schools in Adamawa State**

| S/N | Items    n=705 | Mean | S. D | Remark |
|---|---|---|---|---|
| 1 | Wearing face mask at the school entrance enhance school administration | 4.49 | 0.6 | HL |
| 2 | Wearing face mask while in classroom facilitates school administration | 4.47 | 2.03 | HL |
| 3 | Wearing face mask while in staffroom/offices impedes administration | 4.02 | 0.81 | HL |
| 4 | Wearing face mask while on assembly ground improves administration | 4.45 | 0.63 | HL |
| 5 | Principals ability to enforce wearing of face mask on visitors within the school premises enhances school administration | 4.54 | 0.64 | HL |
|  | Average Mean | 4.39 | 0.94 | HL |

Table 1 shows the mean and standard deviation of level of wearing of face mask in Post Basic Schools in Adamawa State. An average mean of 4.39 indicates high level of wearing of face mask in Post Basic Schools in Adamawa State.

**Research Question Two**

What is the level of adherence to social distance in Post Basic Schools of Adamawa State?

**Table 2: Mean and Standard Deviation of Level of Adherence to Social Distance in Post Basic Schools in Adamawa State**

| S/N | Items n=705 | Mean | S. D | Remark |
|---|---|---|---|---|
| 1 | Placing red stickers on frequently touched surfaces such as doorknobs/handrail enhances school administration | 4.42 | 0.66 | HL |
| 2 | Placing red stickers on frequently touched surfaces such as (faucets, sinks, desks, light switches, play structures) facilitates school administration | 4.37 | 0.65 | HL |
| 3 | Disinfecting communal/shared spaces at regular intervals using 60% (v/v) alcohol enhances administration | 4.44 | 0.69 | HL |
| 4 | Supplementary use of uncontaminated ash +clean water improves administration | 4.38 | 0.78 | HL |
| 5 | Placing red stickers on frequently touched surfaces in play structures during extra curricula activities impedes administration | 3.88 | 0.8 | HL |
|  | Average Mean | 4.3 | 0.72 | HL |

The average and standard deviation of post-basic schools in Adamawa State that adhere to social distance

are shown in Table 2. In Adamawa State's Post Basic Schools, a high level of social distance adherence is indicated by an average mean of 4.30.

**Table 3: Mean and Standard Deviation of Level of Effective Administration of Post Basic Schools in Adamawa State**

| S/N | Items    n=705 | Mean | S. D | Remark |
|---|---|---|---|---|
| 1 | Helping staff to monitor their progress in discharging their duties improve administration | 4.23 | 0.82 | HL |
| 2 | Evaluating the use of physical resources in the school improve administration | 4.46 | 0.74 | HL |
| 3 | Coordinating resource utilization to avoid unnecessary expenses improve administration | 4.36 | 0.75 | HL |
| 5 | Evaluating the use of financial resources in the school improve administration | 4.39 | 0.68 | HL |
| 6 | Making budget estimates for the school improve administration | 3.86 | 0.87 | HL |
| 7 | Showing concern on institution performance improve administration | 4.57 | 0.65 | VHL |
| 8 | Making himself/ herself available for consultation with staff improve administration | 4.4 | 0.67 | HL |
| 9 | Ensure that staff are punctual improve administration | 4.45 | 0.72 | HL |
| 10 | Motivating staff to discharge their duties improve administration | 4.52 | 0.66 | VHL |
| | **Average Mean** | **4.36** | **0.73** | **HL** |

The mean and standard deviation of the level of Post Basic Schools' effective administration in Adamawa state are shown in Table 3. A high level of effective administration of Post Basic Schools in Adamawa State is indicated by an average mean of 4.36.

$H_{01}$: There is no significant relationship between wearing of face mask and effective administration of Post Basic Schools in Adamawa State.

**Table 4: Summary of PPMC of Relationship between Wearing of Face Masks and Effective Administration of Post Basic Schools in Adamawa State**

| Variable | Mean | S. D | R – value | P – value | Remark |
|---|---|---|---|---|---|
| Wearing face mask | 4.39 | 0.94 | 0.304 | 0.000 | $H_{01}$ reject |
| Effective administration | 4.36 | 0.73 | | | |

The analysis in Table 4 shows the summary of result of PPMC analysis done to test the relationship between wearing of face masks and effective administration of Post Basic Schools in Adamawa State. The result reveals that there is significant relationship between wearing of face mask and effective administration of Post Basic Schools in Adamawa state (r–value = 0.304, p <0.05).

$H_{02}$: There is no significant relationship between adherence to social distancing and effective administration of Post Basic Schools in Adamawa State.

**Table 5: Summary of PPMC of Relationship between Adherence to Social Distancing and Effective Administration of Post Basic Schools in Adamawa State**

| Variable | Mean | S. D | R – value | P – value | Remark |
|---|---|---|---|---|---|
| Adherence to Social Distancing | 4.3 | 0.72 | 0.543 | 0.000 | $H_{01}$ reject |
| Effective administration | 4.36 | 0.73 | | | |

The results of the PPMC analysis used to test the association between adherence to social distance and effective administration of post-basic schools in Adamawa State are summarized in Table 5. According to the results, there is a significant strong correlation between adherence to social distance and the effective administration of post-basic schools in Adamawa state (r = 0.543, p < 0.05).

**$H_{03}$:** There is no significant relationship among wearing face mask, adherence and effective administration of Post Basic Schools in Adamawa State.

**Table 6a: Summary of Multiple Regression of Relationship among Wearing Face Mask, Adherence to Social Distance and Effective Administration of Post Basic Schools in Adamawa State**

| | Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 89.386 | 1 | 17.877 | 33055.330 | .000b |
| | Residual | 0.377 | 703 | 0.001 | | |
| | Total | 89.764 | 704 | | | |

1. Dependent Variable: Effective administration
2. Predictors: (Constant), Wearing face mask, Adherence to social distance.

Results of Analysis in Table 6a revealed that wearing face mask and adherence to social distance are significant predictors of effective administration of Post Basic Schools in Adamawa State, $F_{(5, 703)}$ = 33055.330, p < 0.05. Since the p – value (0.000) is less than 0.05 alpha level, we can conclude that the null hypothesis should be rejected. This means that wearing face mask and adherence to social distance significantly predict effective administration of Post Basic Schools in Adamawa State.

**Table 6b: Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .998a | 0.996 | 0.933 | 0.02326 |

1. Predictors: (Constant), Wearing face mask, Adherence to social distance.

The result in Table 6b shows a model summary which shows how the independent variable explains the variance in the dependent variable. The result shows that wearing face mask and adherence to social distance as Covid-19 School Reopening Managerial Strategies explained 93.3% of the variance in effective administration of Post Basic Schools in Adamawa State.

**Table 6c: Coefficients of Beta**

| | Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 0.017 | 0.012 | | 1.415 | 0.157 |
| | Wearing face mask | 0.001 | 0.002 | 0.001 | 0.357 | 0.722 |
| | Adherence to social distance | 0.001 | 0.003 | 0.001 | 0.376 | 0.707 |

1. Dependent Variable: Effective administration

The analysis in Table 6c shows the coefficients of multiple regression analysis. The regression analysis presented reveals how each variable included in the model contributed in predicting effective administration of Post Basic Schools in Adamawa State. Wearing face mask has a beta value of 0.001. This means that Wearing face mask explains 0.1 % of the aid in effective administration of Post Basic Schools in Adamawa State, at a p-value of 0.722. Adherence to social distance has a beta value of 0.001 which means that Adherence to social distance explains 0.1 % of the variance in effective administration of Post Basic Schools in Adamawa State, at a p-value of 0.707.

## SUMMARY OF FINDINGS

Based on the analysis of data, the following are the findings of the study;

1. There is significant relationship between wearing of face mask and effective administration of Post Basic Schools in Adamawa state (r – value = 0.304, $p < 0.05$).
2. There is a significant strong correlation between adherence to social distance and the effective administration of post-basic schools in Adamawa state (r = 0.543, $p < 0.05$).
3. The results revealed that wearing face mask and adherence to social distance are significant predictors of effective administration of Post Basic Schools in Adamawa State, $F_{(5, 703)} = 33055.330$, $p < 0.05$. Since the p – value (0.000) is less than 0.05 alpha level, we can conclude that the null hypothesis should be rejected. This means that wearing face mask and adherence to social distance significantly predict effective administration of Post Basic Schools in Adamawa State.

## DISCUSSION OF FINDINGS

The finding of this study revealed that there is a significant positive relationship between wearing face mask and effective administration of Post Basic Schools in Adamawa State. The major findings were that; principal's ability to enforce wearing of face mask on visitors within the school premises enhances school administration, wearing face mask at the school entrance enhance school administration and wearing face mask while in classroom facilitates school administration. Similarly, a test of related hypothesis revealed that there is significant relationship between wearing of face mask and effective administration of Post Basic Schools in Adamawa State (r – value = 0.304, $p < 0.05$). This study corroborate with that of Franck, Robinson, Mambo and Pius (2021) whose findings revealed that participants had satisfactory knowledge on the use of face masks as it has significantly enhanced their academic performance. The authors further revealed that most students believed that a face mask can protect against COVID-19 and majority of respondents (95.2%) agreed wearing face masks in public places, especially in learning environment facilitates teaching and learning activities. This finding further corroborate with that of Binka, etal., (2023) whose findings revealed that use of face mask during the COVID-19 pandemic by students and school administrators positively influences school administration.

The finding of this study also revealed that there is a significant positive relationship between adherence to social distance and the effective administration of Post-Basic Schools in Adamawa State. The major findings were that; disinfecting communal/shared spaces at regular intervals using 60% (v/v) alcohol enhances administration, placing red stickers on frequently touched surfaces such as doorknobs/handrail enhances school administration and supplementary use of uncontaminated ash+clean water improves administration. Similarly, a test of related hypothesis revealed that there is a significant strong correlation between adherence to social distance and the effective administration of post-basic schools in Adamawa State (r = 0.543, $p < 0.05$). This finding corroborate with that of Binka (2023) whose findings revealed that social distancing measures have positive significant impact on physical and mental health of teachers and students. The authors further revealed that social distancing measures positively impact on higher education.

This finding further corroborate with that of Uzokife and Ezinwa (2021), whose findings revealed that failure to maintain social distancing affects school reopening. The authors further revealed that school administrators adopted blended learning and technology in teaching students in order to observe social distancing, and this has greatly enhanced its administration. This finding agrees with that of Abdullah, Sait and Rustu (2020), whose findings revealed that during COVID-19 pandemic, school principals used Zoom, WhatsApp, Team link and Eba in communicating with its teachers, as parents and the host community. The authors further revealed that administrative work of the school were carried out through email and Document Management System (DMS), and that communication was strictly based on remote access resources. Also, findings revealed that communication was provided through internet as education itself. The finding further corroborate with that of Olamire and Ikuelogbon (2021) whose findings revealed that promotion of better hygiene culture through sustainable e-learning platform by creating e-libraries and adopting e- teaching software such as zoom for holding meetings and delivering lectures with no or less physical contact in the schools enhances administration.

Finally the finding of this study revealed that there is a positive relationship wearing of face mask, adherence to social distance and effective administration of Post Basic Schools in Adamawa State. A similar test of hypothesis revealed that wearing face mask and adherence to social distance are significant predictors of effective administration of Post Basic Schools in Adamawa State, $F_{(5, 703)} = 33055.330$, $p < 0.05$. Since the p – value (0.000) is less than 0.05 alpha level, the researcher rejected the null hypothesis. This means that wearing face mask and adherence to social distance significantly predict effective administration of Post Basic Schools in Adamawa State. This finding corroborate with that of Franck, Robinson, Mambo and Pius (2021), whose findings revealed that washing of hands before wearing and after removing face mask positively influences the administration of schools; Uzokife and Ezinwa (2021), whose findings revealed that adherence to social distancing and washing of hands significantly enhanced school administration during Covid-19 pandemic; Edeh, etal. (2020), whose findings also show that many educators and students relied on technology (temperature checker) to ensure continued learning online during the Corona-virus pandemic.

## CONCLUSION

Based on the findings of this study, it was concluded that Covid-19 schools reopening managerial strategies of wearing face mask and adherence to social distancing were positively related to effective administration of Post Basic Schools in Adamawa State. It can therefore be concluded that wearing face mask and adherence to social distance in times of global emergencies (such as covid-19) have positive significant relationship with effective administration of Post Basic Schools in Adamawa State, and Nigeria at large.

## RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. Government should make provision for free face mask to teachers, students and visitors within the school premises so as to further curtail the spread of the dreaded covid-19 pandemic within schools and its host community.
2. Government should make provision for safety materials (hand sanitizers; also known as hand antiseptic, hand disinfectant, alcohol-based hand sanitizers, hand rub, soap and water) for promotion of better hygiene (hand Sanitization) culture in secondary school in the state for the purpose of removing common pathogens (disease-causing organisms) in order to remove all types of germs from hands.
3. Government should design a template that will be placed in school libraries across the State that would serve as guide to secondary school administrators and students on the need to constantly adhere

to; wearing face mask as well as adherence to social distance, as these variables are significant predictors of effective administration of Post Basic Schools especially in times of future pandemics.

# REFERENCES

1. Abdullah, B. Sait, A & Rustu, Y (2020). The effect of covid 19 pandemic period on school administration. *Theory and Research in Educational Sciences*, 91-99.
2. Adamawa State Post Primary Schools Management Board (ASPPSMB) (2022). Staff and students enrolment statistics. 12pp.
3. Aydın, M. (2014). *Eğitimyönetimi. Kavramlar, kuramlar, süreçler, ilişkiler.* (10. Baskı). Gazi Kitabevi.
4. Binka M, Adu PA, Jeong D, Vadlamudi NK, Velásquez García HA, Buller-Taylor (2023). The impact of mask mandates on face mask use during the COVID-19 pandemic: Longitudinal Survey study. *JMIR Public Health and Surveillance,* 9:e42616. Retrieved from https:// jmir.org/2023/1/e42616/ on 11.1.2023.
5. Edeh, M.O., Sharma, A., Nwafor, C.E., Fyneface, A.G., Sen, S. & Edeh, C.E. (2020). Impact of emerging technologies on the job performance of educators in selected tertiary institutions in Nigeria. *The Journal of Computer Science and Its Applications*, 27(1), 52-62.
6. Erdoğan, İ. (2012). *Eğitimdedeğişimy*önetimi. (3. Baskı). Pegem Akademi.
7. Espino-Diaz, L.G., Fernandez-Caminero, C.M. Hernandez-Lloret, H., Gonzalez-Gonzalez, H. and Alvarez-Castillo, L. (2020). Analyzing the impact of COVID-19 on education professionals. toward a paradigm shift: ICT and neuroeducation as a binomial of action. *Sustainability,12*, 1-10.
8. Federal Ministry of Education (FME) (2020). *Guideline for safe reopening of schools after the COVID-19 school Closure*. Forum Publishing.
9. Franck, K., Robinson, S., Simon, B. M. & Pius, T. (2021). Use of face masks to limit the spread of the COVID-19 among western Ugandans: Knowledge, attitude and practices. *PLoS One*. 2021; 16(3): e0248706. Published online 2021 Mar 24. doi: 10.1371/journal.pone.0248706
10. Harris, A., & Jones, M. (2020). COVID 19–school leadership in disruptive times. *School Leadership & Management,* 40(4), 243-247. https://doi.org/10.1080/13632434.2020.18.
11. Idoko, A. A. (2018). Educational Management and other contemporary problems. 2nd Edition, Makurdi: Winteringham Books, Makurdi, Pp. 16-17.
12. Igbokwe, Okeke-James, Akudo & Anyanwu. (2020). Administrative roles in primary schools for curbing covid-19 pandemic in Nigeria.
13. Kavrayıcı, C., & Kesim, E. (2021). School management during the Covid-19 pandemic: A qualitative study. *Kuram veUygulamadaEğitimYönetimi, 27*(1), 1005-1060. doi: 10.14527/ kuey.2021.004
14. Mniszewski, S. M., Del Valle, S. Y., Priedhorsky, R., Hyman, J. M., & Hickman, K. S. (2014). "Understanding the impact of face mask usage through epidemic simulation of large social networks" in *Theories and simulations of complex social systems*. *52*. eds. V. K. Mago and V. Dabbaghian (Heidelberg, Berlin: Springer), 97–115.
15. Netolicky, D. M. (2020). School leadership during a pandemic: navigating tensions. *Journal of Professional Capital and Community, 13*(14), 23-38.
16. Nwana, O. C. (1981). *Introduction of Education Research. Ibadan*: Heinemann Educational Books Ltd.
17. Ochai, G. (2013). *The Scope of Educational Administration*. Makurdi: world-success Publications. 4-5.
18. Olamire. I and Ikuelogbon, E. O. (2021). Modalities for effective administration of secondary school in the face of the covid-19 pandemic in Ondo State. *Journal of Religion and Philosophy (JJRP), 3(1), 1-12*.
19. Pius-Uwhubetiyi, R. T. (2020). Educational leadership response to covid-19 crisis in providing essential educational services in Nigeria. *International Journal of Scientific Research in Education, 13* (3), 517-526.
20. Pollock, K. (2020). School Leaders' Work During the COVID-19 Pandemic: A Two- Pronged

Approach. *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM),* 48(3), 1-13. – https:// edu.uwo.ca/ faculty-profiles/docs/other/pollock/School-Leaders-Work-During- the-COVID-19-Pandemic-A-Two-Pronged-Approach.pdf.

21. Razik, T. A., & Swanson, A. D. (2010). *Fundamental Concepts of Educational Leadership and Management* (3rd Edition). Allyn & Bacon.

22. Schwab, K., & Malleret, T. (2020). *Covid 19: The great reset.* Geneva: World Economic Forum. Forum Publishing.

23. Sahara Reporter (2020) Coronavirus: Adamawa recorded first case of Covid-19, Posted: 2020-04.

24. United Nations Educational, Scientific and Cultural Organization (UNESCO), (2020a). COVID-19 – A glance of national coping strategies on high-stakes examinations and assessments.

25. United Nations Educational, Scientific and Cultural Organization (UNESCO) (2021). Adverse consequences of school

26. United Nations Children's Fund (UNICEF) (2021). Practical tips for school administrators to help guide the reopening of schools as safely as possible. Pp. 1-11.

27. Uzokife, G. C. & Ezinwa, A. U. (2021). Educational Administration amidst the COVID-19 Pandemic: Challenges and Prospects for Secondary Education in Nigeria. *Journal of Advances in Education and Philosoph*y (JAEP)*, 5*(7): 176-182.

28. World Health Organization (WHO) (2020). *Mental health and psychosocial considerations during the COVID-19 outbreak.*-https://www.who.int/publications/i/item/WHO-2019-nCoV-MentalHealth2020.1

29. World Health Organization (WHO) (2020). Covid-19 reopening of school strategies and protocol

30. Wu, Z., & McGoogan, J. M. (2020). Characteristics of and important lessons from the coronavirus disease 2019 (COVID-19) outbreak in China: summary of a report of 72314 cases from the *Chinese Center for Disease Control and Prevention. JAMA* 323, 1239–1242. doi: 10.1001/jama.2020.2648

31. Zizek, S. (2020). *Pandemic: COVID-19 shakes the world.* OR Books.