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MANAGING EDUCATION AMIDST COVID-19: NIGERIA CASE AND ISSUES AT STAKE

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ABSTRACT
Nigerian educational system has faced a lot of challenges during this covid-19 era. One of these challenges is how resources are managed to bring about effective teaching-learning process. This scenario has posed a serious threat to management of education in Nigeria. This paper therefore, examined the concepts of education, evolution, trends and impacts of covid-19 era on education, global responses to curtail the spread of covid-19 in Nigerian educational institutions, how education are managed during covid-19 in developed countries, matters arising from management of education amidst covid-19 in Nigeria, as well as the strategies for managing education amidst covid-19 in Nigeria. The paper therefore suggested inclusiveness of education and educational management as part of covid-19 response policies, provision of resources to education by government, increased annually budget to education among others, as ways of managing education amidst covid-19 pandemic in Nigeria.

Keywords: Education, Educational management, Funding, Issues, Covid-19 pandemic

Introduction
In an attempt to provide answers to the socio-economic problems facing individuals and the nations of the world, education is provided. Nations and individuals see education as medicine for curing poverty, ignorance, excessive rainfall, bad governance, childlessness, mental deficiency, drought, inadequate shelter, poor communication system, hunger, to mention but few. Therefore, individuals see education as a way to better their lives and social status. Similarly, nations provide quality education to her citizens in order to be accorded their rightful places in the comity of nations (Akinsuroju, 2008). Education because of its crucial roles and importance towards individual and national development, is recognized by the Federal Government of Nigeria as an instrument par excellence in bringing about national development (FGN, 2013). The National Policy on Education document (2013), section 1, sub-section (7) stated the specific

goals of Education in Nigeria as to ensure and sustain unfettered access and equity to education for the total development of the individual; ensure the quality of education delivery at all levels; promote functional education for skill acquisition, job creation and poverty reduction; ensure periodic review, effectiveness and relevance of the curriculum at all levels to meet the needs of society and the world of work; collaborate with development partners, the private sector, Non-Governmental Organizations and local communities to support and fund education; and promote information technology capability at all levels.

For effective management of education system in Nigeria, section 9, sub-section (132)of the National Policy on Education stated that proper planning, framework, efficient administration and adequate funding are points to the success of any system of education (FGN, 2013). Management of education (Primary, Secondary and Tertiary) in Nigeria is a joint responsibility of the Federal and State Ministries of education as well as Local Government education authorities (LGEAs). Sub-section (138) of the National Policy on Education stated the responsibilities of the Federal Ministry of Education in ensuring proper management of the educational system in Nigeria to include: enunciating a national policy on education; setting and maintaining uniform standards; coordinating educational practices in Nigeria; establishing a Federal Inspectorate Services; planning and research on a national scale; acquiring, storing and disseminating national education data; coordinating non-formal education including adult education, vocational improvement centers, correspondence courses, etc.; coordinating international cooperation in education; and coordinating national school examinations, testing and evaluation.

The responsibilities of State Ministries of Education according to Federal Government of Nigeria (2013) and Akinsuroju (2021) include: policy and control over primary, secondary education and tertiary institutions owned by the State in accordance with the requirements of the national policy on education; planning, research and development of education; inspectorate services for monitoring and improving standards; the provision of broad educational services; coordination of activities of school Boards and/or Local Education Authorities as prescribed by law; examinations, testing and evaluation at primary and junior secondary school levels; and providing appropriate education laws and ensuring their enforcement. While Local Government education authorities (LGEAs) have the responsibility for the financing and management of primary education within their local government areas. specifically, the Local Education Authorities shall be responsible for: the payment of primary school teacher s salaries and allowances; the payment of pensions and gratuities; the retraining of teachers; the overall management of their educational plans; and supervision and quality control in all primary schools in their areas in conjunction with Federal and State authorities.

However, the covid-19 pandemic had posed serious threats to the educational system in Nigeria. Cepal (2020) reported that Covid-19 pandemic has created a period of unprecedentedly high crisis in all sectors of the nations' economy. Particularly, in the education sector, Obeidi stressed that the ugly scenario had made face-to-face teaching and learning activities in190 countries impossible as educational institutions all over the world were totally shutdown so as to prevent the spread and mitigate the impact of Covid-19 virus. Nigerian Schools were also closed as a result of this deadly pandemic. As such effective teaching and learning process across all levels of Nigerian educational system during this period became a mirage. This ugly situation posed serious challenges to the management of educational system in Nigeria. As a result of this, stakeholders, including the agencies saddled with the responsibilities of managing the educational sector are on their toes looking for effective ways in making system work again.

COVID-19: Evolution, Trends and Impacts in Education

Covid-19 also known as coronavirus breakout from Africa continent. Precisely, from Wuhan in China in December 2019. Li, Guan and Wu (2020) emphasized that Wuhan in China was the first city to report the case of covid-19. In March 2020, the National Health Commission in China reported 80, 151 cases of covid-19 in mainland China while documentation of covid-19 cases were recorded and reported in other countries (Rothe, Schunk and Sothmann, 2020: Ejimanya and Komolafe, 2020.The virus was declared a global outbreak and a public health emergency of international concern by World Health Organization on 30 January, 2020 (Van and Parolin, 2020). Globally, this deadly disease had spread geometrically across various countries of the world. Every sector of the world economy was affected including the educational sector. The trends of covid-19 according to World Health Organization (2020) in Countries, territories or areas globally with reported laboratory-confirmed cases and deaths are tabulated below:

Table 1: showing Countries, territories or areas globally with reported laboratory-confirmed cases and deaths

Reporting Country/ Territory/Area†	Total confirmed cases	Total confirmed new cases	Total deaths	Total new deaths	Transmission classification	Days since last reported case
Western Pacific Region						
China	84302	15	4642	0	Clusters of cases	0
Japan	11919	423	287	10	Clusters of cases	0
Republic of Korea	10702	8	240	2	Clusters of cases	0
Singapore	10141	1016	12	1	Clusters of cases	0
Philippines	6710	111	446	9	Clusters of cases	0

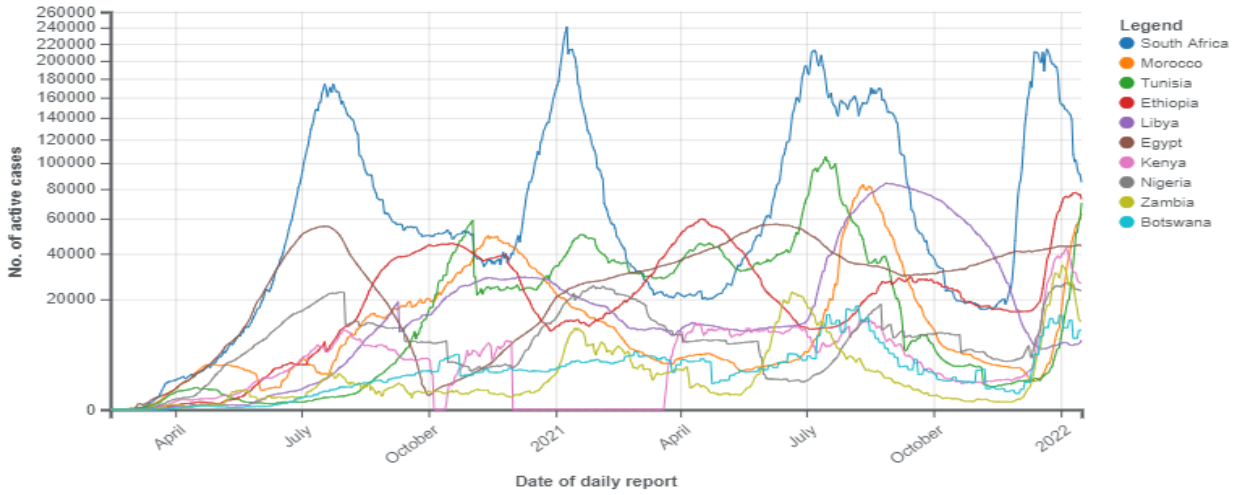
Territories						
Guam	133	0	5	0	Clusters of cases	11
French Polynesia	57	0	0	0	Sporadic cases	1
New Caledonia	18	0	0	0	Sporadic cases	20
European Region						
Spain	208389	4211	21717	435	Pending	0
Italy	187327	3370	25085	437	Community transmission	0
Germany	148046	2352	5094	215	Community transmission	0
The United Kingdom	133499	4451	18100	763	Community transmission	0
France	117961	1810	21307	544	Community transmission	0
Territories						
Kosovo	630	26	18	0	Community transmission	0
Isle of Man	307	0	10	0	Pending	1
Jersey	255	5	14	0	Pending	0
South -East Asia Region						
India	21393	1409	681	41	Clusters of cases	0
Indonesia	7418	283	635	19	Community transmission	0
Bangladesh	3772	390	120	10	Pending	0
Thailand	2839	13	50	1	Pending	0
Eastern Mediterranean Region						
Saudi Arabia	12772	1141	114	5	Clusters of cases	0
Pakistan	10513	764	224	15	Clusters of cases	0
United Arab Emirates	8238	483	52	6	Pending	0
Qatar	7141	608	10	1	Pending	0
Territories						
occupied Palestinian territory	336	1	2	0	Clusters of cases	0
Region of the Americas						
United States of America	800926	24019	40073	2471	Community transmission	0
Brazil	43079	2498	2741	166	Community transmission	0
Canada	38923	1549	1871	143	Community transmission	0
Peru	17837	1512	484	39	Community transmission	0
Chile	11296	464	160	13	Community transmission	0

Territories						
Puerto Rico	1298	0	64	0	Clusters of cases	1
Martinique	164	1	14	0	Clusters of cases	0
Guadeloupe	148	0	12	0	Clusters of cases	3
African Region						
South Africa	3635	170	65	7	Community transmission	0
Algeria	2910	99	402	10	Community transmission	0
Cameroon	1163	0	43	0	Clusters of cases	2
Ghana	1154	112	9	0	Clusters of cases	0
Nigeria	541	0	19	0	Community transmission	3

Source: World Health Organization (2020)

The total of 200,000 confirmed cases of covid-19 was recorded in Africa continent by the second week of June 2020 as reported by the Guardian Newspaper. By July same year, over 800,000 cases were recorded in Africa continent while South Africa and Egypt recorded over 450,000 cases (Yahoo! News, 2020).In June 2021,the confirmed cases of covid-19 increased weekly by 202,000 as reported by Yahoo! News (2021).However, the World Health Organization (2021) reported increase cases of coronavirus in Tunisia, Morocco and Libya. While in Kenya and South Africa, the trend was flattened. During this period, Equatorial Guinea and Senegal experienced steady decline of confirmed cases of covid-19. Cases of Delta variant were recorded in 22 African states in July 13, 2021. Consequently, the number of confirmed COVID-19 cases in Africa as at January 2022 has risen to 10,624,278 while 235,556 deaths were equally confirmed (Wikipedia, 2022).

Figure. 1: The number of active cases by country in January, 2022.



Source: Wikipedia (2022).

Impacts of Covid-19 on Education

Covid-19 has been a major concern to individuals and nations. Cases of covid-19 have been recorded and announced in various countries of the world. The surge of the virus ravaged the economy of the world. The outbreak of covid-19 in late 2019 had caused more harm than good in various sectors of the world economy (educational sector inclusive). Frankly speaking, no virus can have positive impacts on human lives, as in the case of covid-19. Hence, covid-19 has negative impacts on education. Schools (Primary, Secondary and Tertiary) were closed down as a result of this deadly virus. It was recorded that closures of schools were observed in the city of Oita in Japan. The researchers observed that closure of schools was not restricted to major cities in Japan alone but globally. Therefore, closure of schools as a result of covid-19 pandemic will lead to:

- **Increase in Dropout rate in Schools:** Closure of school will make face to face teaching and learning impossible in schools across the world. This had serious implications on educational system globally. The closure of schools as a result of covid-19 pandemic had led to many children of school age out of schools. Buttressing this submission, UNESCO in Adelakun (2020) submitted that 35.9 million children in both primary and secondary schools across the world are out of schools due to the outbreak of covid-19 pandemic. However, the sad news is that not all students would return to schools at the end of covid-19 pandemic. Some of them may change their orientation that going to school is a waste of time, the pandemic may claim the lives of some, also, closure of school may lead the students to get involve in an

unproductive venture such as yahoo business and online crime which is dangerous to them and the nation.

- **Inefficiency in the School system/Educational Sector:** There is tendency that educational sector will not be efficient during covid-19 pandemic as this may lead to increase in the number of repetitions in schools. Before the outbreak of covid-19 virus when there was face to face classroom interaction between the teachers and student, the rate at which students repeated classes was alarming talk less when students don't have opportunity to interact with their teachers face to face. Progression rate in our schools will be a mirage as students will be held constant in their classes. Those that supposed to graduate and make impact in various sectors will be denied the opportunity to do so. Akinsuroju (2018) submitted that government had invested huge amount of money on education as recommended by UNESCO. If this is true as claimed, the students' flow in the system may not justify government spending or investment on education.
- **Unrealistic Educational Objectives**: Covid-19 may make the objectives of education globally unrealistic. Closure of the schools particularly in developing countries may puncture the efforts of individuals, groups and government in providing quality education at various levels. It will be impossible for countries to train their citizens to be self-reliant, contribute their quotas towards the development of their respective countries and develop them into useful members of the society.
- **Increase government spending on Education:** The pandemic will force the government to spend more on education. As observed in the educational system in recent time, priorities are now given to virtual learning. Government has no choice in purchasing e-learning gadgets that could aid effectively teaching and learning possible for both the teachers and students. In order to make education accessible during this pandemic era, more computers need to be purchased, wi-fi need to be provided for schools, series of training for teachers need to be organized on the use of e-learning tools, all these and many more requires adequate funding.

Global Responses to Curtail the Spread of Covid-19

Government and non-governmental organizations such as UNICEF, UNESCO and World Health Organization and World Bank have worked with governments to put measures in place in responding to this ugly scenario globally. Countries have increased their capacities in the following areas of coordination, surveillance, testing, isolation, case management, contact tracing, infection prevention and control, risk communication and community engagement, and laboratory capacity.

Also, national testing had been decentralized to multiple labs in countries like Ghana, Kenya, Ethiopia, Egypt, Morocco, Tunisia and Nigeria as submitted by Brazzaville/ Cairo (2020). The purpose for these is for quickly alert, tracking, quarantining and treatment of victims of this deadly virus. Other measures to curtail the spread of covid-19 in globally to include: lockdown, restriction of movement, social distancing, regular hand washing, the use of face/nose masks, and provision of covid-19 vaccines.

The place of accurate information is not left out in this case. Provision of accurate information during covid-19 pandemic served as another powerful weapon use by countries to curtail the spread of the disease. All these are measures employed by countries to reduce the spread of covid-19 pandemic in African nations in particular, and the world in general.

Developed Countries and Management of Education in Covid-19 Era

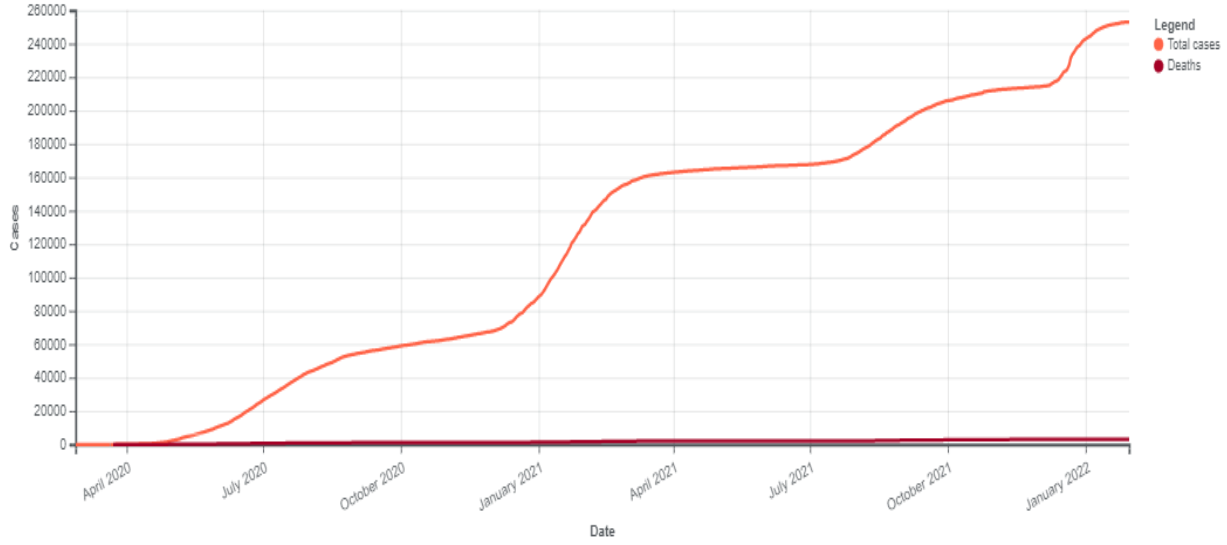
Akinsuroju (2021) opined that for any educational system to make head-way, proper planning, effective administration and adequate financing is essential. According to him, good organizational structure, control, proprietorship, inspection and supervision are pointers to achievement of goals and objectives of education. Management of education ensure proper planning of all educational services; efficient use of administrative and management control for sustaining and improving the system; quality control by ensuring that regular and continuous supervision of both instructional and educational services are provided and; ensuring that adequate financial support for all educational services is provided.

Management of education globally has been major concern to government through the agencies saddled with these responsibilities at the federal, state and local levels. Educational administrators also are incapacitated by the outbreak of covid-19 pandemic. In developed countries, proper planning, well organized structure, well-coordinated mechanisms, adequate funding, regular training online training, effective control mechanisms were considered as the number factor in managing education. UNICEF (2020) submitted that management of education was made possible during covid-19 era in developed countries through the use of 5W Matrix, a response management tool. 5W Matrix is a management technique that provide information on Who is doing What, Where, When and for Whom Education Sector is to be monitored. According to UNICEF. Information gathered for using this method served as important administrative process in developing regular mapping and other management tools that helped strengthen the management of education in developed countries. Proper documentation also helped in identifying gaps in the educational system. Duplication of functions and programmes was discouraged. Private-Public Partnership (PPP) and collaboration were given serious attention to sustain strong coordination of education.

The Nigerian Experience

The first case of covid-19 in Nigeria was confirmed by the Federal Ministry of Health precisely on 27th of February 2020. A man, and a citizen of Italy who seek for greener pasture in Nigeria was reported to have brought the virus to Nigeria. Since this period, cases of covid-19 pandemic had been on the increasing side in Nigeria as more and more cases and deaths are recorded daily in various states in the country. The trends of covid-19 pandemic in Nigeria from April, 2020 to January, 2022 are presented below:

Figure 2: The trends of covid-19 pandemic in Nigeria from April, 2020 to January, 2022.



Source: Wikipedia (2022).

Measures were put in place by the Federal Government of Nigeria through the Federal Ministry of Health to curtail the spread of the virus as best health practices (lockdown, social distancing, wearing of face or nose masks, regular hand washing) were equally observed as in the case of other countries. Quoting the Federal Government of Nigeria (2020), all Nigerian are urged to follow the precautions as stated below in other to curtail the spread of the virus:

- Regularly and thoroughly wash your hands with soap and water, and use alcohol-based hand sanitizer.
- Maintain at least 1 & half metres (5 feet) distance between yourself and anyone who is coughing or sneezing.
- Persons with persistent cough or sneezing should stay home or keep a social distance, but not mix in crowd.
- Make sure you and people around you, follow good respiratory hygiene, meaning cover your mouth and nose with a tissue or into your

sleeve at the bent elbow or tissue when you cough or sneeze. Then dispose of the used tissue immediately.

- ❖ Stay home if you feel unwell with symptoms like fever, cough and difficulty in breathing. Please call NCDC toll free number which is available day and night, for guidance- 0800-970000-10. Do not engage in self-medication.
- ❖ Stay informed on the latest developments about COVID-19 through official channels on TV and Radio, including the Lagos State Ministry of Health, NCDC and Federal Ministry of Health.

Updates and measures needed to prevent the spread of covid-19 in Nigeria had been given top priority by the Federal Government of Nigeria through the Federal Ministry of Health and Nigeria Centre for Disease Control (NCDC).

However, management of education in Nigeria had suffered set back since the enforcement of lockdown in Nigeria. Despite series of attempts made by the Ministries of Education at the federal, state and local levels. Regular capacity building programmes for administrators of Schools and teachers as well as other stakeholders in the educational sector were organized by both the government and non-governmental organizations such as Education in Emergencies working Group (EiEWG), World Health Organization, etc to strengthening human resource capacity in Nigerian educational system. Also, Education Management Information System (EMIS) was used to gather education data on a regular basis for the purpose of effective planning and implementation of educational programmes.

This pave way for the adoption of virtual learning as schools in Nigeria switched to asynchronous learning as means of delivery instructional messages to the students. Buttressing this submission, Adelakun (2020) submitted that schools in many states in Nigeria used radio and televisionto communicate with students during lockdown. As a result of this, the government of Nigeria through the Ministries of Education saw the need to lunch e-learning channels on satellite networks despite the fact that not every parent can afford the purchase and monthly subscriptions of satellite networks for their children for the purpose of learning. The private schools, particularly private universities were the first to take this giant stride in teaching and conducting exams for their students during the lockdown periodin Nigeria. This development had posed serious challenges to public universities in Nigeria as government at the federal, states and local levels were unable to meet up with the demand.

Managing Education amidst Covid-19 in Nigeria: Matters Arising.

Undoubtedly, if education is well managed during covid-19 pandemic, it will make education accessible to Nigerians at any time and everywhere. This will go a long way in realizing the objectives of education and the nation as stated in the Second National Development Plan of Nigeria. The

incident of covid-19 pandemic came at a time when there are unresolved issues such as:

- **Inadequate funding for education:** As a result of the important role education plays in bringing about socio-economic, political, scientific and technological transformation in any country, developed countries have invested certain percentage of their annual budgets to education. World Bank (2012) reported that countries like Ghana occupied first position with allocation to the education sector of 31.0%, South Africa and Kenya were in 5th and 8th positions with percentages of allocation to education sector at 25.8% and 23.0% respectively. South Africa spends 7.9%; Kenya 6.5%; Malawi 5.4%; Cote d' Ivoria 5 %; Angola 4.9 %; Ghana 4.4 % and Tanzania 3.4 %. While Nigeria spends about 0.76 % of her GNP on education, instead of 26% prescribed by United Nation Education, Scientific and Cultural Organization (UNESCO). The Nigeria government has made serious efforts to increase her annual budget for education ever since 2015 to ensure that quality education is provided for her citizens. As 5 – 10% of her annual budget has been allocated to education in 2015 till date. The table below shows government budget on education between 2016 to 2021.

Table 2: Government Budget on Education from 2015 till Date

Year	Total FG Budget	Allocation to Education	Percentage
2015	N4.5trn	N484.2bn	10.70%
2016	N6.0trn	N369.6bn	7.90%
2017	N7.4trn	N550.5bn	7.40%
2018	N9.1trn	N605.8bn	7.04%
2019	N8.8trn	N620.5bn	7.05%
2020	N10.3trn	N671.07bn	6.70%
2021	N13.08trn	N13.08trn	5.60%

Source: Federal Government of Nigeria (2021)

From Table 1.1, the percentage of government annual budget on education are as follows; 10.70% in 2015, 7.90% in 2016, 7.40% in 2017, 7.04% in 2018, 7,05% in 2019, 6.70% in 2020 and 5.60% in 2021. From the above, it is clear that government of Nigeria had increased her spending on education across all levels (Primary, Secondary and Tertiary) in form of long-term investment to improve the life of her citizens. To buttress this, Ekundayo (2006) submitted that the funds allocated to education should not be merely considered as an expense but a long-term investment that will benefit the society as a whole. The degree of funds allocated to education and its utilization affects the graduates produced by any educational system (Asiyai, 2013).

However, inadequate funding of education has posed a serious threat to effective management of educational system in Nigeria particularly during covid-19 pandemic. There are no adequate funds for planning, organizing, coordinating and implementing educational activities and programmes at various levels of Nigerian educational system. A buoyant economy like Nigeria economy has failed to make remarkable improvement and achievement in as a result of inadequate funding.

- **Lack of reliable data to plan for education**: Lack of reliable data to plan for education is a serious issue to educational planners in the covid-19 era. Most of the planning attempts in Nigerian educational system are not based on reliable data. Educational planners collected data from different sources which are not reliable for proper planning. This is another issue of concern to educational administrators in this covid-19 period. Going by memory lay, in 1959 according to Fabunmi (2005), Ashby Commission headed by Professor Fredrick Harbinson was shocked to found out (when the Federal Government of Nigeria saddled the commission the responsibility to project Nigerian's post-independence manpower needs for period of twenty years (1960-1980), that there were no reliable data for planning purposes. In most cases, data are manipulated to favour ethnic group, geo-political zones even state when there is a financial benefit attached to it in Nigeria. In recent time during this covid-19 era, data of covid-19 victims in schools across all levels were inflated by state governors and Nigerian government in order to get more fund from the federal government, international non-governmental organizations and foreign countries. Planning was based on these data. So, lack of reliable data had affected administrators in managing education particularly in this covid-19 era.

- **Insecurity:** Insecurity is a nation issue of concern to all and sundry. Insecurity in Nigeria in recent time has posed serious challenges to management of education. The Niger-delta militancy tensions in the south-south region, the activities of secret cult on campus, Fulani herdsmen killings, Boko haram Crisis, and kidnapping activities across the six geo-political zones in Nigeria are detrimental to attainment of educational goals. Stakeholders in the educational system are no longer safe. Teachers, students and school administrators are being kidnapped daily in schools. We have had of cases of kidnapping and killing of teachers (school administrators inclusive) and students in major cities in Borno, Adamawa, Niger, even in Lagos and other major state in the country. The case of chibok girls, is still very fresh in the memories of many Nigerians. Adesulu (2019) reported that between 2009 and 2018, two thousand, two hundred and ninety-five (2,295) teachers and school heads have been killed while 19,000 teachers have been displaced in the BAY states (Borno, Adamawa and Yobe); 1,500 schools destroyed and over 1,280 casualties were recorded among the teachers and students in the area.Many as time in these states, school administrators are the most vulnerable. The incessant challenges of insecurity had led to lack of control where defensive steps against Boko haram, Kidnapping, adduction, etc are not taken by managers of education simply because there was fear, anxiety and lack of protection for them in that kind of settings. This ugly scenario has negative consequences for effective management of education during and after covid-19 pandemic.

- **Political interference in education:** Education is highly politicilized in Nigeria. Political interference in the Management of education is another issue of major concern to stakeholders in the education system in Nigeria. In most cases, political class or government officials dictate and influence decision-making at various level of education and determine what policies prevail before and during the covid-19 pandemic in Nigeria. The control, financial, accreditation system, production, process variables, and other aspects in Nigerian educational system are influenced by politicians for their selfish interests. Half of the funds made available to Education are shared by the politicians and the other half is used to implement educational programmes which is not adequate to manage the system during the covid-19 era. The level of

preparation and responses by the educational system in making education accessible for both the able and less- privileged, the quality of building used for quarantining victims of coronavirus, the quality of teaching staff needed and the successful implementation of educational programmes during covid-19 crisis in Nigeria is affected by political interference.

Appointments of people such as Ministers of Education in Federal ministry of education, Commissioners for Education in State ministries of education, Vice-Chancellors, Rectors and Provosts in Nigerian Universities, Polytechnics and Colleges of Education respectively are influenced by politicians without merits. Those appointed into these positions have little or no knowledge of these offices. Covid-19 has dealt with Nigerian educational system so much because people that do not know the nitty-gritty of management in education are appointed through political interference to head educational institutions in Nigeria.

- **Poor internet service and inadequate e-learning facilities in schools:** Management of Nigerian educational system for effective teaching and learning during the covid-19 pandemic is marred by poor internet service and inadequate e-learning facilities. Poor network service by the service providers is a serious issue for all schools who adopted the virtual mode of learning in Nigeria this period. Apart from this, the facilities such as, e-learning equipment (hardware and software), and buildings to house e-learning equipment are not adequate provided for schools. This makes the job of educational administrators in managing the schools difficult in this period of covid-19 pandemic in Nigeria.

Strategies for Managing Education Amidst Covid-19 in Nigeria

Education because of its importance to individuals and nation requires effective and efficient management particularly, this era of covid-19 pandemic. It therefore necessary to work out strategies for managing education in the face of covid-19 pandemic where hundred percent face-face interaction between the teachers and students becomes a mirage. The coping strategies include:

- **Provision of Adequate funding:** Adequate financial resources is needed to make education accessible to all students in both the rural and urban schools in Nigeria. As a matter of necessity, government should use 26% of her annual budget as recommended by United Nation Education, Scientific and Cultural Organization (UNESCO) for education. If this is done, particularly in this era of covid-19, enough funds will be available and provided to

make education achieve it objectives of producing and developing harmoniously balanced and contented individuals that are self-reliant, loyal, patriotic and proud of their cultural heritage and nation.

- **Reliable data to plan for education:** Planning of education during covid-19 era need be done base on reliable and genuine data. Administrative decisions in the education system need be based on reliable vital statistics and population figures. This could be achieved by improving on our record-keeping culture to discourage manipulation of data.

- **Provision of adequate security in Nigerian Schools:** Security of lives and properties in the school system is key to the realization of the nation educational goals in covid-19 era. National Security and civil Defence Corps (NSCDC) should be moved to the schools to provide security service in the system. Also, the Nigeria Peace Corps (NPC)needs to be approved by government of Nigeria, and join the National Security and civil Defence Corps (NSCDC) in maintaining adequate security for teachers (school administrators inclusive) and students in schools during this covid-19 pandemic.

- **Political interference in education:** Appointment of heads of educational institutions must not have political under-tone. It must be discouraged in its totality. When this happened, decisions on how resources (particularly financial resources) would be utilized would not be influenced by politicians.

- **Provision of uninterrupted internet service and adequate e-learning facilities in schools**: Internet service providers must be compelled by the government to provide 24 hours uninterrupted internet services to educational institutions, as part of their contributions to education this era of covid-19. Adequate provision of e-learning facilities must be stressed and supervised by educational agencies at the local, state and federal levels as part of quality control mechanisms during covid-19 pandemic.

Conclusion

It is clearly shown in this paper that management of education in Nigeria during covid-19 pandemic had been a herculean task for managers of education. Issues related to how education is managed have created gaps between Nigerian education and the educational systems of developed countries as measures were not quickly put in place by the pipers (government at various levels) to manage teaching and learning during this period. The paper identified some issues hindering effective and efficient management of education as well as the strategies for achieving effective

management of the system this era of covid-19 pandemic in Nigeria.

Recommendations

The following recommendations are made based on the discussions of this paper:

- As part of COVID-19 response policies, education and educational management should be included.
- To ensure effective management of education during covid-19 pandemic, resources both in quantity and quality should be injected by the federal, state and local governments into educational system in Nigeria.
- Government should increase its annual budget from less than 10% as observed to 26% as recommended by United Nation Education, Scientific and Cultural Organization (UNESCO).
- A bill prohibiting political interference in education should be initiated and passed to discourage politicians from influencing decisions making process in education.
- Adequate security should be provided from school administrators, teachers and students to enhance effective teaching and learning process in Nigerian schools.

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