

EDUCATION POLICY AND LEADERSHIP IN POST COVID WORLD IN NIGERIA BASIC SCHOOLS

BY

Fadekemi Funke FALUSI (Ph.D)

*Osun State University, Osogbo Nigeria
Department of Educational Management
Ipetu-Ijesa Campus
drfadeomirin@gmail.com*

And

Margaret Funke FAREMI (Ph.D)

*Osun State University, Osogbo Nigeria
Department of Educational Management
Ipetu-Ijesa Campus
margaretfunkefaremi@gmail.com*

ABSTRACT

The study investigated Education Policy and Leadership in Post Covid world in Nigeria basic Schools. The study adopted a non experimental design involving descriptive research of the survey type in which 200 respondents in twenty (20) secondary schools in five states in south-west Nigeria were involved which include: one (1) principal; 2 vice-principals; three (3) HODs; two (2) teachers; one (1) school registrar; and one (1) planning officer from ministry of education. The instrument for data collection was a self-developed questionnaire divided into three sections with 25 items based on the research topic. Three research questions were raised and answered using frequency count, percentages, means and standard deviation as statistical tools. The study found that COVID-19 pandemic has created the largest disruption of education systems in Nigeria basic schools. The study also confirmed that academic leaders should distribute leadership responsibilities to a network of teams throughout the organization to improve the quality of the decisions made in order to improve Education in Nigeria basic schools during and after COVID-19 Pandemic. Nevertheless, the study further revealed that government could mitigate the negative impacts of COVID-19 on education by providing E-learning and solar-powered educational devices, with offline academic resources to all students. Based on these findings, the following recommendations among others were made; Ministry of Education should make free and open source technologies available to teachers and students and ensures scientific literacy within the curriculum during and after COVID-19 pandemic.

Keywords: *Education Policy, Leadership, Nigeria Basic School, Post Covid-19 pandemic.*

Introduction

The importance of education to the general well-being of mankind cannot be overemphasized. Education is a fundamental human right. The relationship between education and development has been established, such that education is now internationally accepted as a key development index (UNDP, 2016). It is in recognition of this importance that the international community and governments all over the world have made commitments for its citizens to have access to education. Education policies provide a useful background and perspective in understanding the current state and problems that have beleaguered the education sector in the country (Orodho, 2014). In the contemporary world, improvements in student's quality achievements are recognized as the foremost objective of school reforms and restructuring efforts (Orodho, 2013). The education policy emphasizes on the provision of globally competitive quality education, training and research to her citizens for development and enhanced individual wellbeing (Rok, 2012). Therefore, education is viewed as a vessel to achieve the overall goal that aims to transform African countries to a middle income rapidly industrializing country that offers a high quality life to all its citizens in a safe and secure environment (Rok, 2007).

The global health pandemic has shined a harsh light on the vulnerabilities and challenges humanity faces. It has provided a clear picture of existing inequalities and a clearer picture of what steps forward we need to take, chief among them addressing the education of more than 1.5 billion students whose learning has been hampered due to school closures (UNESCO, 2020). School leadership practices have changed considerably and maybe, irreversibly because of COVID-19. As a result of the pandemic, school leadership has shifted on its axis and is unlikely return to 'normal' anytime soon, if ever at all. Research underlines that the principles of good leadership are a constant i.e. having a clear vision, developing others, managing people, building capacity etc. (Leithwood, Harris & Hopkins, 2020). Most school leadership preparation and training programmes prior to COVID-19 are likely to be out of step with the challenges facing school leaders today. In many cases, the existing preparation and training programmes, along with the models of leadership they espouse, will require a radical re-think and significant modification to remain relevant for aspiring and practising school leaders. It would be a mistake to simply re-configure or re-badge what was relevant before COVID-19, as much of this training and development may no longer fit for purpose. New programmes will be required that fully and adequately encompass the leadership skills, practices and actions suited to the current, and potentially ongoing, COVID-19 situation.

Self-care and consideration must be the main priority and prime concern for all school leaders. Leading a school through the changes and challenges that accompany COVID-19 and post COVID-19 will require school leaders who put their own health and wellbeing first, so that they will be able to help others. Increasingly, school leaders are managing the emotional responses of others to this crisis including anxiety, frustration loss, and anger. Consequently, self-care must be a priority for those leading schools at all levels. The phrase 'connect to learn,

learn to connect' describes the daily reality of students and teachers trying to work together in this pandemic (Harris & Jones, 2012). Hence, moving forward, school leaders will increasingly need to be technologically savvy and well informed. COVID-19 has generated huge commercial opportunism with a pressure to buy technological solutions to contemporary problems. School leaders will need to be discerning therefore, about the digital products they choose and to be careful about striking a balance between technology and pedagogy in their school (Hargreaves 2020) Ultimately, pedagogy is the key to effective learning and while technology has a part to play, it is the human dimension of effective teaching that makes the difference.

Crisis and change management are now essential skills of a school leader. Running an effective school in disruptive times will require more than routine problem solving or occasional firefighting. Instead all school leaders will need to be engaged in constant crisis and change management which will require support and collaboration from all staff. The speed of change in this pandemic is unprecedented, hence a high degree of trust will be needed, as the collective glue, to ensure that issues are addressed collectively as they arise. Communities are a key resource for school leaders, as they host a wealth of additional expertise, knowledge, and local capacity. Forging stronger links with parent/community groups to support families, young people and children is now a necessity to deal with the many issues that COVID19 has generated particularly for vulnerable, marginalised, or isolated young people. Distributed leadership has become the default leadership response in this current crisis requiring more school leaders, at all levels, to connect, share, learn and network their way through issues (Azorín, Harris & Jones, 2020) Through absolute necessity, rather than by design, effective school leadership is now connected, collaborative, creative and responsive. Most school leaders will be running on empty given the myriad of challenges that COVID-19 has created for them, so distributed leadership is a necessity to survive. Therefore, in a post-COVID-19 world there will be a great need to cure the separations that have arisen as a result of quarantines and distancing restrictions. We will need to think creatively about ways to re-connect people. Trusting young people and empowering them to think and act together is one important way to accomplish this.

Education during COVID-19 and beyond

Before the pandemic, the world was already facing formidable challenges in fulfilling the promise of education as a basic human right. Despite the near universal enrolment at early grades in most countries, an extraordinary number of children more than 250 million were out of school, and nearly 800 million adults were illiterate (UNESCO, 2018) Moreover, even for those in school, learning was far from guaranteed. Some 387 million or 56 per cent of primary school age children worldwide were estimated to lack basic reading skills. (UIS, 2017) From a financing point of view, the challenge was already daunting before COVID-19. The early 2020 estimate of the financing gap to reach Sustainable Development Goal for quality education in low and lower-middle-income countries was a staggering \$148 billion annually (UNESCO, 2020). It is estimated that the COVID-19 crisis will increase this financing gap by up to one-third. In Africa, particularly in the Sahel region, nationwide school closures due to COVID-19 came at a time

when a very large number of schools had already been closed for several months because of severe insecurity, strikes, or climatic hazards. COVID-19 is worsening the situation of education in Sub-Saharan Africa where, prior to the pandemic, 47 per cent of the world's 258 million out-of-school children live (30 per cent due to conflict and emergency) (UIS, 2019). In the most fragile education systems, this interruption of the school year will have a disproportionately negative impact on the most vulnerable pupils, those for whom the conditions for ensuring continuity of learning at home are limited. Their presence at home can also complicate the economic situation of parents, who must find solutions to provide care or compensate for the loss of school meals. There is growing concern that if these learners are not properly supported, they may never return to school. This would further exacerbate pre-existing disparities, and risk reversing progress on SDG as well as other SDGs, as well as aggravating the already existing learning crisis and eroding the social and economic resilience of refugees and displaced persons (The United Nations Refugee Agency (UNHCR) (2019).

Presently, Africa has projected 1,650 higher education institutions, several of them in front of defy that necessitate the interference of an assortment of stakeholders, national governments and progress associates in line to the students to exploit their learning results and add efficiently to the labor force (UNESCO, 2020). The right of entry for the pertinent age group is presently at 5%. Africa is said to have the lowest provincial standard in the globe, one-fifth of the universal standard is about 25%. Nonetheless, notwithstanding the efforts to make sure even teaching and learning by means of movement to online stage, students keep on to countenance a number of challenges. Numerous of these institutions went into refuse in stipulations of the superiority of teaching, research and research output. In the process, they became a reduced amount of effectual in regard to their aptitude to add to the socio-economic progress of their host country(UNESCO, 2020). Currently, it is an excellent time for educational institutions in Sub-Saharan Africa to reorganize what the prospect of education would look like and take realistic stages towards adopting a blended learning to move forward in education in order to advance way in and fairness. Numerous universities across Africa, including the ones in countries such as Egypt, Ghana, Nigeria, Morocco, South Africa, and Rwanda among others have moved some of their programmes to online stages and partnered with Telco's to zero-rate these platforms(UNESCO, 2020). For examples, these universities have made data packages and laptops accessible to some students to advance the easiness of the students. UNESCO reported that 89% of students in sub-Saharan Africa do not have right to use home computers and 82% do not have internet access; this means that these online classes cannot accommodate all students. In spite of these, the challenges with this access have seen some innovation in circumventing the bandwidth challenges; these include pre-recorded lectures on these zero-rated e-learning platforms, among others (UNESCO, 2020)

Education Leadership in a Time of Crisis: The Coronavirus and COVID- 19

The novel coronavirus and the disease it causes, COVID- 19 is currently impacting every aspect of daily life around the world. It is one of the most significant and unpredictable global public health crises in recent times, and according to the Center for Disease Control and Prevention, COVID- 19 is contagious and deadly, disproportionately affecting the elderly and those with chronic underlying disease (Center for Disease Control and Prevention, 2020). In the United States, the number of individuals infected with and dying from novel coronavirus infection is increasing rapidly, even as significant measures are taken to slow the nationwide spread of the pandemic. In academia, those in leadership positions at schools, colleges, and universities throughout the United States have responded to the crisis by closing campuses and residence halls, canceling commencements and moving their educational and associated activities online; as a sense of immediacy sweeps across the nation. The general public is staying home in often self- imposed quarantine, practicing social distancing to “flatten the curve” of nationwide transmission, since social distancing has previously been shown in modeling studies to reduce the transmission of the influenza virus in dense community settings, such as schools and colleges (Ahmed, Zviedrite, & Uzicanin, 2018). The corona-virus pandemic represents a serious and immediate adaptive challenge that can best be solved by all those impacted working together and thinking of others to slow the spread of the disease. Although leadership practitioners in academe (and elsewhere) have a crucial role in the response of their institution to crises, in reality, the role of campus leaders in establishing a culture of trust, collaboration, and shared leadership prior to a crisis, will more significantly, influence the ability of the institution to withstand times of crisis (Kezar, Fries- Britt, Kurban, McGuire, & Wheaton, 2018).

Faced with the uncertainty and growing intensity of the novel corona-virus pandemic, academic leaders in schools, colleges, and universities throughout the United States made the strategic decision to transition to remote learning. The decision to pivot to remote teaching and learning has required new transformative learning for all stakeholders and serious adaptive work that is stressful, since many academic institutions lack the necessary digital infrastructure. Transitioning to online course delivery may require radical changes in attitude, values, and beliefs for some stakeholders (Heifetz & Laurie, 2001) and it may also require process enhancements, new strategies, and even new ways of doing business for many. The decision by leadership practitioners to transition to remote education was made swiftly, prompted by social distancing practices, although some faculty were disgruntled because they were not consulted in the decision- making process. However, a rapid response from leadership was essential for effective crisis management, and it sent a clear message to all stakeholders that leadership understood that the coronavirus represented a significant problem, and that they were taking it seriously, and were taking steps to address it (Garcia, 2006). The rapidity of the transition to remote learning response comes counter to the perception that changes in academia occur only at glacial speed! The rapid response of some academic institutions to the present crisis was facilitated by the

existence of authentic systems of shared leadership enabling local decision making (Kezar & Holcombe, 2017). Institutions operating a shared leadership model have benefitted from a greater degree of agility, innovation, and collaboration and now benefit from superior peer- support in a crisis than is possible in institutions clinging to an outdated and inflexible hierarchical leadership paradigm; the leader/follower binary model of leadership (Kezar & Holcombe, 2017). These traditional models of autocratic leadership are adequate when faced with technical problems, but faced with the complexities and uncertainties of the corona-virus pandemic that necessitates dealing with problems in real time; they are inadequate, putting these institutions at a strategic disadvantage. The transition from an authoritarian leader/follower leadership paradigm to a new shared leadership model on campuses cannot happen overnight. However, in response to a crisis, supportive vertical or hierarchical leaders may implement a type of distributed leadership in which different individuals, at different levels, cross organizational boundaries to exert creative influence in times of change (Holcombe & Kezar, 2017).

Across the nation, academic leadership hastily organized workshops to familiarize faculty with modern remote digital teaching and learning tools, which have advanced considerably in sophistication and effectiveness since some faculty last checked their email. Academic leaders, who remain authentic, will be able to motivate faculty of the ambivalent majority, previously resistant to any form of technology- enhanced teaching to attend these workshops. Nonetheless, many in academia are in uncharted territory; faculty, staff, and students, now working remotely are stressed, uncertain and even afraid in their new reality with their well- established teaching and learning routines disrupted. Empathy, compassion, and flexibility are in order, and appropriate leader behaviors matched to the context of crisis management in academia will be crucial (Doraiswamy, 2012).

To support the campus collective in pivoting to remote learning, academic leaders must use a new toolbox of intellectual stimulation, idealized influence, and inspiration (Fernandez & Shaw, 2020), while providing essential training, support and resources to faculty suddenly immersed in online teaching. Although some faculty, driven by their intrinsic willingness to innovate, has quickly developed serviceable online course offerings, academic leadership should manage faculty expectations. These hastily assembled online course offerings cannot all be perfect, and some may even be mediocre. However, those academic leaders capable of leveraging the skills and talents of the campus collective, by wielding a distributed situational leadership style (Harris, 2010) will allow faculty to perform at high levels. A distributed leadership style encourages collaboration and inclusivity, and according to long- established leadership theory (Kerr & Jermier, 1978) works well in academia where followers are experienced, knowledgeable and intrinsically motivated. Faculty may be capable of building better quality online course offerings that establish a community of learners capable of working together to overcome the teaching and learning challenges posed by the current corona-virus crisis, when leadership is decentralized. These courses will leverage various digital learning technologies to promote interaction, the key to effective online learning and ironically the antithesis of social distancing.

Statement of the Problem

The world has been shocked by the eruption of the COVID-19 pandemic and no country is spared of the effects of the pandemic. School leaders are caught in the unfavourable position of being the pinch point in the system. Getting children back to school has been an ongoing issue and a major flashpoint for heated debate. Schools that have re-opened have faced the considerable challenges of social distancing, intensive cleaning, and the careful orchestration of all movement around the school. COVID-19 has also have a long-term consequences for the futures of education. However, education leadership must make high stakes choices and these decisions should be guided by shared principles and visions of desirable collective futures. Therefore, to successfully attain quality education and training as stipulated in the education policy, the teaching and learning resources such as digital and online platform should be available relevant and adequate during the COVID-19 and beyond

Research Questions

1. What are the opinions of education leaders on the effects of the COVID-19 Pandemic in Nigeria basic Schools?
2. Would there be constraints to effective implementation of the Education policy in Nigeria basic schools during COVID-19 pandemic?
3. Can there be possible suggestion on how education leaders will advance Education in a post-COVID world in Nigeria Basic Schools?

METHODOLOGY

Research design

The study will adopt descriptive design of the survey type which are cross-sectional in nature and explanatory design to achieve the best results.

Population of the study

The population of the study was made up of all secondary school principals, vice-principal, teachers, Head of departments and officers in the Ministry of Education in south-west Nigeria. The population consisted of both, male and female respondents.

Sample and sampling technique

The study adopted simple random and stratified sampling techniques. Twenty (20) secondary schools were randomly selected. Among the twenty schools, One (1) principal and 2 vice-principals, Three (3) HODs, two (2) teachers, One (1) school registrar and One (1) planning officer from Ministry of Education were selected, applying the stratified sampling techniques. In all two hundred (200) (10 from each schools) respondents constituted the study sample in five states in south-west Nigeria.

Instrument for Data collection

The instrument used for data collection is a self-developed questionnaire titled “Education Policy and Leadership in Post Covid world Questionnaire (EPLPCQ).’ The instrument was made up of four sections consisting twenty-seven (27) items designed in line with the research questions. Section A of the questionnaire was on bio-data information such as, respondent’s gender, age, academic qualification and years of experience. Responses was based

four-points scale, of “Strongly Agree” (SA = 4), “Agree” (A = 3), “Disagree” (D = 2) and “Strongly Disagree” (D = 1). The instrument was given to three experienced secondary school teachers to assess the validity before it was administered to twenty teachers of the population sample who were not involved in the real study. Their responses were analyzed and a reliability coefficient of 0.81 was obtained.

Method for Data Collection

The instrument for the study was distributed to the respondents. The instrument was retrieved immediately after they have been correctly filled by the respondents.

Method of Data Analysis

Data were analyzed using frequency counts, percentages, means and standard deviation.

RESULTS

Table 1

Analysis of the opinions of education leaders on the effects of the COVID-19 Pandemic in Nigeria basic Schools

SN	ITEMS	SA	A	D	SD	MEAN	SD
1	Lack of access to technology is considered to be the biggest barrier for learning during the current pandemic together with school closures.	135 45.0%	90 30.0%	51 17.0%	24 8.0%	3.12	0.97
2	Early childhood and primary level students are seen to be most likely to be disadvantaged by the crisis and least likely to be able to access the technologies required for learning	93 31.0%	177 39.0%	72 24.0%	18 6.0%	2.95	0.89
3	COVID-19 pandemic has created the largest disruption of education systems in Nigeria basic schools because there is lack of educational TV and radio as the most important technologies for sustaining learning for students at the primary level	126 45.0%	132 44.0%	24 8.0%	18 6.0%	3.22	0.84
4	Majority of educators have not received financial support for teaching and learning tools to help them continue teaching in the crisis, and do not feel there has been sufficient preparation to help them adapt	135 45.0%	117 39.0%	36 12.0%	12 4.0%	3.25	0.82
5	National curriculums have not	90	159	30	21	3.06	0.83

	been adapted for the future in response to the current crisis, to enable more effective distance learning.	30.0%	53.0%	10.0%	7.0%		
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Interpretation

Table 1 above shows the analysis of research question 1 i.e. (opinions of education leaders on the effects of the COVID-19 Pandemic in Nigeria basic Schools). It was revealed from the table that 75% of the respondents agreed that lack of access to technology is considered to be the biggest barrier for learning during the current pandemic together with school closures, while 25% of them disagreed .70% of the respondents agreed that early childhood and primary level students are seen to be most likely to be disadvantaged by the crisis and least likely to be able to access the technologies required for learning while 30% disagreed. 89% of the respondents agreed that COVID-19 pandemic has created the largest disruption of education systems in Nigeria basic schools because there is lack of educational TV and radio as the most important technologies for sustaining learning for students at the primary level, but 14% of them disagreed. 84% of the respondents agreed that majority of educators have not received financial support for teaching and learning tools to help them continue teaching in the crisis, and do not feel there has been sufficient preparation to help them adapt, while 16% disagreed. 83% of the respondents supported that national curriculums have not been adapted for the future in response to the current crisis, to enable more effective distance learning, while 17% declined. The results in Table 1 therefore indicated that majority of the respondents confirmed lack of access to technology, lack of Educational TV and radio, educators have not received financial support for teaching and learning tools to help them continue teaching during pandemic crisis and national curriculums have not been adapted for the future in response to the current crisis of COVID-19 pandemic.

Table 2

Analysis of the constraints to effective implementation of the Education policy in Nigeria basic schools during COVID-19 pandemic

SN	ITEMS	SA	A	D	SD	MEAN	S.D
1	Most educational policies are well focused but the planning is often defective, making implementation difficult	78 26.0%	177 59.0%	33 11.0%	12 4.0%	3.07	0.73
2	Resources available for the implementation of a given educational policy are often over-estimated and thereby elicit unrealistic expectations that fail to materialize	105 50.0%	138 46.0%	33 11.0%	24 8.0%	3.08	0.88
3	Most educational policies have	51	168	48	33	2.79	0.86

	become stalled at the planning stage	17.0%	56.0%	16.0%	11.0%		
4	Reliable data have not been a popular feature in planning education in Nigeria	147 49.0%	111 37.0%	24 8.0%	18 6.0%	3.29	0.86
5	The implementation of educational policies is also often hindered by the interplay of politics, which may sometimes relegate reality to obscurity	72 24.0%	138 46.0%	42 14.0%	48 16.0%	2.78	0.86
6	Qualified teachers are not in sufficient numbers in the entire educational system in Nigeria.	84 28.0%	96 32.0%	81 27.0%	39 13.0%	2.75	1.01
7	School facilities have been found to be grossly inadequate in most Nigerian educational institutions	108 36.0%	72 24.0%	96 32.0%	24 8.0%	2.88	0.99
8	There is insufficiency of funds for implementing educational policies in Nigeria	51 17.0%	108 36.0%	96 32.0%	45 15.0%	2.55	0.95

Interpretation

Table 2 shows the analysis of the constraints to effective implementation of the Education policy in Nigeria basic schools during COVID-19 pandemic. Majority of the respondents agreed that; Most educational policies are well focused but the planning is often defective, making implementation difficult (85%), of the resources available for the implementation of a given educational policy are often over-estimated and thereby elicit unrealistic expectations that fail to materialize. (96.0%) agreed that most educational policies have become stalled at the planning stage (73.0%), also opined that reliable data have not been a popular feature in planning education in Nigeria (86.0%), the implementation of educational policies is also often hindered by the interplay of politics, which may sometimes relegate reality to obscurity. (60.0%) of te respondents agreed that qualified teachers are not in sufficient numbers in the entire educational system in Nigeria (53.0%). However, (60.0%) of the respondents agreed that school facilities have been found to be grossly inadequate in most Nigerian educational institutions and (53.0%) of them agreed that there is insufficiency of funds for implementing educational policies in Nigeria.

It can be inferred from the table that majority of the respondents 70.8% agreed that there is constraints to effective implementation of the Education policy in Nigeria basic schools during COVID-19 pandemic because resources available for the implementation of a given educational policy are often over-estimated and thereby elicit unrealistic expectations that fail to materialize

Table 3

Analysis of the possible measures on how education leaders will advance Education in a post-COVID world in Nigeria Basic Schools

SN	ITEMS	SA	A	D	SD	MEAN	S.D
1	Commitment to strengthen education as a common goal	96 32.0%	57 19.0%	36 12.0%	11 3.7%	2.54	1.28
2	Value the teaching profession and teacher collaboration	117 39.0%	36 12.0%	57 19.0%	90 30.0%	2.95	0.94
3	Promote student, youth and children's participation and rights.	90 30.0%	138 46.0%	39 13.0%	33 11.0%	2.95	0.95
4	Make free and open source technologies available to teachers and students.	93 31.0%	132 44.0%	42 14.0%	33 11.0%	2.83	0.97
5	Ensure scientific literacy within the curriculum	87 29.0%	105 35.0%	78 26.0%	30 10.0%	2.96	0.94
6	Protect domestic and international financing of public education	105 35.0%	99 33.0%	75 25.0%	21 7.0%	3.07	0.87
7	Advance global solidarity to end current levels of inequality	102 34.0%	138 46.0%	39 13.0%	21 7.0%	3.16	0.76
8	Academic leaders should distribute leadership responsibilities to a network of teams	102 34.0%	156 52.0%	30 10.0%	12 4.0%		
9	Government should mitigate the negative impacts of COVID-19 on education by providing E-learning and solar-powered educational devices, with offline academic resources to all students.	90 40.0%	126 42.0%	51 17.0%	33 11.0%	2.91	0.95

Interpretation

Table 3 shows the analysis of the possible measures on how education leaders will advance Education in a post-COVID world in Nigeria Basic Schools. Majority of the respondents Schools 51.0% agreed that commitment to strengthen education as a common goal will advance Education in a post-COVID world in Nigeria Basic schools. Also 76.0% agreed that to value the teaching profession and teacher collaboration promote student, youth and children's participation and rights will advance Education in a post-COVID world in Nigeria Basic schools.

75.0% also agreed that making free and open source technologies available to teachers and students will advance Education in a post-COVID world in Nigeria Basic schools. More also, 64.0% of the respondents agreed that to ensure scientific literacy within the curriculum will advance Education in a post-COVID world in Nigeria Basic schools. 68.0% out of the total respondents also agreed to the assertion that to protect domestic and international financing of public education will advance Education in a post-COVID world in Nigeria Basic schools. Furthermore, 80.0% believed that advance global solidarity to end current levels of inequality will advance Education in a post-COVID world in Nigeria Basic schools. 86.0% of the respondents believed that academic leaders should distribute leadership responsibilities to a network of teams; 82.0% of the respondents agreed that Government should mitigate the negative impacts of COVID-19 on education by providing E-learning and solar-powered educational devices, with offline academic resources to all students.

The above table shows that majority of the respondents agreed that academic leaders should distribute leadership responsibilities to a network of teams and government should mitigate the negative impacts of COVID-19 on education by providing E-learning and solar-powered educational devices, with offline academic resources to all students.

Discussion

The study revealed that majority of the respondents confirmed lack of access to technology, lack of Educational TV and radio, educators have not received financial support for teaching and learning tools to help them continue teaching during pandemic crisis and national curriculums have not been adapted for the future in response to the current crisis of COVID-19 pandemic. This result is in agreement with the findings of UNESCO (2020), reported 82% of the students do not have internet access. Similarly, according to the findings of Aboderin (2015), the major challenges includes lack of enough computers, shortage of internet facilities, students' lack of access to e-learning facilities and tools, high cost of software and erratic power supply.

The study also revealed that majority of the respondents confirmed that there are constraints to effective implementation of the Education policy in Nigeria basic schools during COVID-19 pandemic because resources available for the implementation of a given educational policy are often over-estimated and thereby elicit unrealistic expectations that fail to materialize. According to Okoroma (2012) , lack of political will, lack of continuity of programs, and corruptions are the distortions in the educational system on the ineffective implementation.

The study further revealed that majority of the respondents claimed that academic leaders should distribute leadership responsibilities to a network of teams and government should mitigate the negative impacts of COVID-19 on education by providing E-learning and solar-powered educational devices with offline academic resources to all students. This is consistent with prior findings of Harris & Jones, (2012) that the phrase 'connect to learn, learn to connect' describes the daily reality of students and teachers trying to work together in this pandemic and post COVID-19. Hence, moving forward, school leaders will increasingly need to be technologically savvy and well informed.

Conclusion

The study investigated Education Policy and Leadership in Post Covid world in Nigeria basic Schools. The study found that COVID-19 pandemic has created the largest disruption of education systems in Nigeria basic schools. The study also confirmed that academic leaders should distribute leadership responsibilities to a network of teams throughout the organization to improve the quality of the decisions made in order to improve education in Nigeria basic schools during and after COVID-19 Pandemic. Nevertheless, the study further revealed that government could mitigate the negative impacts of COVID-19 on education by providing E-learning and solar-powered educational devices, with offline academic resources to all students.

Recommendations

1. As a matter of policy, Ministry of Education should make free and open resource technologies available to teachers and students
2. Students should be made to ensure scientific literacy within the curriculum during and after COVID-19 pandemic by assessing online information.
3. Government, through the Ministry of Education, should carry out resources rationalization in different categories of schools to ensure equitable and quality provision of education
4. Leaders must act swiftly and with foresight on policies but also with careful consideration of options, consequences and side effects of actions taken.
5. Governments should support open educational resources and open digital access policies by making available adequate funds to school educational leaders.

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