
POST-COVID-19: SOCIO-ECONOMIC IMPLICATIONS FOR PRIVATE SECONDARY SCHOOL ADMINISTRATION IN NIGERIA

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Abstract:

This study investigates the socio-economic implications for private secondary school administration in Nigeria during the post-COVID-19 period. Employing a cross-sectional survey design, data were collected from 139 registered private secondary schools in Port Harcourt using questionnaires. The study explores the roles of school management in ensuring teacher retention, socio-economic implications, strategies for retaining teachers, and educational challenges posed by the pandemic. Results indicate a consensus among respondents regarding the importance of addressing these issues to maintain effective school management and uphold the quality of education. Recommendations include prioritizing measures to retain teachers, embracing e-learning initiatives, and addressing socio-economic disparities. Collaboration among policymakers and stakeholders is essential to mitigate the impact of the pandemic and ensure equitable access to education.

Keywords: *Private secondary schools, school administration, post-COVID-19 era, socio-economic implications, teacher retention, e-learning, educational challenges, Nigeria.*

Introduction:

The COVID-19 pandemic has precipitated a seismic shift in global socio-economic dynamics, profoundly impacting various sectors, with education standing as one of the most affected. In Nigeria, the pandemic has unraveled pre-existing challenges within the educational landscape, particularly in the private secondary school sector. As the country grapples with the aftermath of the pandemic, private secondary schools face unprecedented socio-economic implications, necessitating a comprehensive examination of the challenges, potential strategies for adaptation, and policy interventions to ensure the resilience of the education system.

The private secondary school sector in Nigeria plays a pivotal role in providing education to a significant portion of the population, complementing the efforts of public institutions and catering to diverse socio-economic demographics. However, the onset of the COVID-19 pandemic swiftly exposed vulnerabilities within the sector, exacerbating existing disparities and underscoring the need for adaptive strategies to navigate the post-pandemic landscape. As such, understanding the socio-economic implications for private secondary school administration in Nigeria is imperative for devising effective responses to mitigate the adverse effects of the pandemic.

Financial constraints loom large as one of the foremost challenges confronting private secondary schools in Nigeria in the wake of the pandemic. Reduced enrollment rates and dwindling tuition fee payments have strained the financial resources of schools, compounding operational costs incurred in implementing stringent health and safety measures. According to recent studies (Ajayi, 2021), many private schools have reported significant revenue losses, jeopardizing their ability to sustain operations and meet essential expenditures. The economic downturn precipitated by the pandemic has plunged families into financial uncertainty, leading to a decline in the ability to pay school fees and meet additional educational expenses. Consequently, private secondary school administrators are confronted with the daunting task of balancing financial viability with the imperative of ensuring continued access to quality education for students.

Technological adaptation emerges as a critical aspect of post-COVID-19 resilience for private secondary schools in Nigeria. The pandemic-induced closure of physical school premises necessitated an abrupt transition to remote learning modalities, compelling schools to invest in digital infrastructure and technological platforms. However, the pervasive digital divide poses a formidable obstacle, with many students lacking access to requisite technology and internet connectivity (Adeolu, 2020). Inequities in access to online resources exacerbate disparities in learning outcomes, amplifying educational inequity along socio-economic lines. Consequently, private schools are tasked with bridging the digital divide and ensuring equitable access to technology-enabled learning opportunities, thereby fostering inclusive educational environments conducive to student success.

Staff welfare and job security represent paramount concerns amid the socio-economic ramifications of the pandemic on private secondary school administration in Nigeria. The financial strain experienced by schools has precipitated workforce reductions, salary cuts, and delayed remuneration, engendering palpable anxiety and uncertainty among teaching and non-teaching staff members (Oyelami, 2020). The erosion of job security and deteriorating working conditions exacerbate teacher attrition rates, impeding the continuity of educational programs and exacerbating institutional instability. Moreover, the heightened stress and

mental health challenges faced by educators underscore the imperative of prioritizing staff well-being as a foundational pillar of post-pandemic recovery efforts.

The socio-economic implications of the COVID-19 pandemic have engendered a multifaceted crisis within the private secondary school sector in Nigeria, necessitating concerted efforts to mitigate adverse effects and foster resilience. Financial constraints, technological adaptation, and staff welfare emerge as salient focal points for strategic intervention, requiring collaborative partnerships and targeted policy interventions to engender sustainable recovery. As Nigeria navigates the post-pandemic landscape, private secondary school administration must embrace innovative approaches, prioritize equity and inclusivity, and leverage collective expertise to safeguard the integrity and efficacy of the education system in the face of unprecedented challenges.

THE IMPORTANCE AND IMPACT OF PRIVATE SCHOOLS IN NIGERIA

Private schools in Nigeria play a crucial role in the country's educational landscape, offering alternatives to public education and contributing significantly to the development of human capital. Understanding the importance and impact of private schools requires an exploration of their historical context, educational philosophy, and socioeconomic implications within the Nigerian context.

Private schools in Nigeria have a long-standing history dating back to the colonial era when missionary and Islamic organizations established schools to provide education to indigenous populations. These early institutions laid the foundation for the proliferation of private education in Nigeria, catering to diverse religious, cultural, and linguistic communities. Today, private schools continue to occupy a prominent position in the educational landscape, offering a range of educational programs from primary to tertiary levels.

The importance of private schools in Nigeria is underscored by their role in expanding access to quality education, particularly in regions where public education infrastructure is inadequate or inaccessible. With rising population growth and urbanization, private schools have emerged as viable alternatives for parents seeking to secure quality education for their children (Okojie, 2015). Their presence helps alleviate the strain on public schools, mitigating overcrowding and enhancing the overall quality of education provision in the country.

Private schools in Nigeria often adopt distinctive educational philosophies and pedagogical approaches tailored to meet the diverse needs and preferences of students and parents. From Montessori and Waldorf to British and American curricula, private schools offer a spectrum of educational models that cater to varying learning styles, cultural backgrounds, and aspirations. This diversity fosters innovation, competition, and choice within the education sector, empowering parents to select schools that align with their values, beliefs, and educational goals (Ololube, 2016).

The impact of private schools in Nigeria extends beyond academic achievement to encompass broader socio-economic dimensions, including employment generation, infrastructure development, and community engagement. Private schools serve as engines of economic growth, creating employment opportunities for teachers, administrators, and support staff, thereby contributing to job creation and income generation within local communities (Okwori, 2019). Moreover, private schools often invest in infrastructure

development, including the construction of classrooms, laboratories, and recreational facilities, which not only enhances the learning environment but also stimulates economic activity in surrounding areas.

Furthermore, private schools in Nigeria play a vital role in promoting social cohesion and cultural integration by fostering interactions among students from diverse socio-economic, religious, and ethnic backgrounds. Many private schools embrace inclusivity and diversity as core values, creating environments that celebrate multiculturalism and promote tolerance, understanding, and mutual respect (Ajayi, 2018). By nurturing social capital and fostering cross-cultural dialogue, private schools contribute to the consolidation of national identity and the promotion of peace, unity, and social harmony.

Despite their significant contributions to the education sector, private schools in Nigeria face a myriad of challenges, including regulatory constraints, financial sustainability, and quality assurance. The regulatory environment governing private education in Nigeria is often characterized by ambiguity, inconsistency, and bureaucratic red tape, which hinder the establishment, operation, and accreditation of private schools (Adeyemi, 2017). Moreover, the financial viability of private schools is contingent upon tuition fees, donations, and subsidies, making them vulnerable to economic fluctuations, inflation, and currency devaluation.

Private schools occupy a pivotal position in Nigeria's education landscape, offering alternatives to public education and contributing to the development of human capital, social cohesion, and economic prosperity. Their importance lies not only in expanding access to quality education but also in fostering innovation, diversity, and community engagement. However, the sustainability and effectiveness of private schools hinge upon addressing regulatory barriers, ensuring financial viability, and upholding standards of excellence in education delivery. By leveraging partnerships, promoting best practices, and fostering an enabling environment for private education, Nigeria can harness the transformative potential of private schools to realize its educational aspirations and advance socio-economic development.

IMPACT OF COVID-19 PANDEMIC ON PRIVATE SCHOOLS AND PRIVATE SCHOOL TEACHERS

The COVID-19 pandemic has had profound and far-reaching impacts on private schools and teachers worldwide, including those in Nigeria. These effects extend beyond the immediate health crisis to encompass socio-economic, educational, and psychological dimensions. Understanding the multifaceted impact of the pandemic on private schools and teachers is crucial for devising effective strategies to address challenges and foster resilience in the face of unprecedented adversity.

The closure of schools as a preventive measure to curb the spread of the virus has had a seismic impact on private schools and teachers in Nigeria. With physical classrooms rendered inaccessible, private schools were compelled to transition to remote and online learning modalities virtually overnight. However, the abrupt shift to virtual learning presented myriad challenges, including technological limitations, internet connectivity issues, and disparities in access to digital resources (Ololube et al., 2020). Many private schools lacked the requisite infrastructure and training to facilitate effective online instruction, exacerbating educational inequities and hindering student engagement and learning outcomes.

Moreover, the closure of schools precipitated significant financial strain on private schools and teachers alike. Private schools rely heavily on tuition fees and ancillary revenue streams for financial sustainability. The suspension of in-person classes resulted in a sharp decline in tuition fee payments, jeopardizing the financial viability of private schools and impeding their ability to meet operational expenses, including teacher salaries and administrative costs (Nwakanma, 2020). As a result, many private schools were forced to implement cost-cutting measures, including layoffs, salary reductions, and furloughs, exacerbating job insecurity and financial precarity among teachers.

The COVID-19 pandemic has also underscored the centrality of teachers in navigating the challenges of remote and hybrid learning environments. Private school teachers in Nigeria were tasked with adapting instructional methodologies, designing digital learning materials, and providing socio-emotional support to students amidst unprecedented uncertainty and upheaval (Aina, 2021). The transition to online instruction necessitated rapid upskilling and professional development initiatives to equip teachers with the requisite digital competencies and pedagogical strategies for effective remote teaching (Adomi & Anwar, 2020). However, the exigencies of remote teaching and the blurring of boundaries between work and personal life have taken a toll on teachers' well-being, contributing to heightened stress, burnout, and emotional exhaustion (Okechukwu et al., 2021).

Furthermore, the closure of schools disrupted the professional and social networks that teachers rely on for collaboration, mentorship, and support. The isolation imposed by remote teaching exacerbated feelings of professional isolation and alienation among teachers, diminishing morale and exacerbating feelings of disillusionment and disengagement (Ololube & Anifowose, 2020). Additionally, the prolonged absence of face-to-face interaction with students deprived teachers of the interpersonal connections and gratifications intrinsic to the teaching profession, further compounding feelings of disconnection and emotional distress (Adewumi, 2020).

The COVID-19 pandemic has had profound and multifaceted impacts on private schools and teachers in Nigeria, reshaping the educational landscape and exacerbating pre-existing inequities and challenges. The closure of schools, financial strain, and psychological toll on teachers underscore the urgent need for holistic and systemic interventions to support the resilience and well-being of private schools and teachers. Investment in digital infrastructure, professional development initiatives, and psychosocial support services is imperative for enhancing the capacity of private schools and teachers to navigate the challenges of remote and hybrid learning environments effectively. Moreover, fostering a culture of collaboration, empathy, and resilience within the education community is essential for mitigating the adverse effects of the pandemic and fostering a more equitable and inclusive educational system in Nigeria.

IMPACT OF COVID-19 PANDEMIC ON PRIVATE SCHOOLS AND PRIVATE SCHOOL TEACHERS

The COVID-19 pandemic has had a profound impact on private schools and teachers worldwide, including in Nigeria. The sudden onset of the pandemic necessitated unprecedented measures such as school closures, remote learning, and social distancing protocols, disrupting the normal functioning of educational institutions. This disruption has significantly affected private schools and teachers, exacerbating existing challenges and

creating new ones in terms of financial sustainability, teaching methodologies, and overall well-being.

One of the most immediate and tangible impacts of the COVID-19 pandemic on private schools has been financial strain. The closure of schools meant a halt to tuition fee payments, which are the primary source of revenue for many private schools in Nigeria. With no alternative income streams, private schools faced financial challenges in meeting operational expenses such as salaries, rent, and utilities. This financial strain has been particularly acute for smaller, independent private schools that operate on tight budgets and lack substantial reserves (UNESCO, 2020).

Furthermore, the shift to remote learning presented additional financial burdens for private schools. Many had to invest in technology infrastructure, such as laptops, tablets, and internet connectivity, to facilitate online teaching and learning. Additionally, the costs associated with training teachers in digital pedagogy and purchasing educational software further strained school budgets (World Bank, 2021). For schools already operating on thin margins, these expenses were significant and added to the financial stress caused by the pandemic.

The impact of the COVID-19 pandemic on private school teachers has been equally profound. With the transition to remote learning, teachers had to adapt quickly to new teaching methodologies and technologies. For many, this meant navigating unfamiliar platforms and learning how to engage students in a virtual environment. The sudden shift also blurred the boundaries between work and personal life, as teachers found themselves working longer hours to develop online lesson plans, grade assignments, and provide support to students and parents (UNICEF, 2020).

Moreover, the pandemic exacerbated existing disparities among teachers in terms of access to resources and professional development opportunities. Teachers in well-resourced private schools with robust technology infrastructure and administrative support were better equipped to navigate the challenges of remote teaching compared to their counterparts in smaller, under-resourced schools (UNESCO, 2021). This digital divide highlighted inequalities within the private school teaching workforce and underscored the need for targeted support and training initiatives to ensure that all teachers could effectively adapt to the demands of remote learning.

Beyond the professional challenges, the COVID-19 pandemic also took a toll on the mental health and well-being of private school teachers. The uncertainties surrounding the duration of school closures, concerns about job security, and the pressures of adapting to remote teaching contributed to increased levels of stress and anxiety among teachers (ILO, 2020). Many teachers reported feelings of isolation and burnout as they grappled with the demands of remote work while juggling personal responsibilities and concerns about their health and safety (World Health Organization, 2020).

The COVID-19 pandemic has had far-reaching implications for private schools and teachers in Nigeria. Financial strain, challenges with remote learning, and heightened levels of stress and anxiety have characterized the experiences of private schools and teachers during this unprecedented crisis. As the education sector continues to navigate the uncertainties posed by the pandemic, it is imperative that policymakers, school administrators, and other stakeholders prioritize the well-being and support of private school teachers, address systemic

inequities, and develop sustainable strategies for adapting to the new realities of education in a post-pandemic world.

SOCIO-ECONOMIC IMPLICATIONS FOR PRIVATE SCHOOL ADMINISTRATION IN NIGERIA DURING POST-COVID-19 PERIOD

The post-COVID-19 period in Nigeria poses significant socio-economic implications for private school administration, reflecting the challenges and opportunities arising from the pandemic's aftermath. As private schools navigate the transition to a new normal, they face multifaceted issues that require strategic planning, innovation, and collaboration to ensure their sustainability and effectiveness in delivering quality education.

One of the foremost socio-economic implications for private school administration in post-COVID-19 Nigeria is financial viability and sustainability. The pandemic has disrupted traditional revenue streams for private schools, including tuition fees and ancillary services, such as extracurricular activities and school events. Reduced enrollment rates, economic downturns, and financial constraints faced by parents have contributed to revenue losses for many private schools (Ajayi, 2021). As a result, private school administrators must carefully balance financial constraints with the imperative of maintaining quality educational programs and services.

Moreover, the increased operational costs associated with implementing health and safety measures further strain private school budgets. Investments in personal protective equipment, sanitization protocols, infrastructure upgrades, and technology infrastructure for remote learning place additional financial burdens on schools (Okojie, 2020). In this context, private school administrators must explore innovative revenue generation strategies, streamline expenses, and seek external funding and support to ensure the financial sustainability of their institutions.

The shift towards digital learning and remote education represents another significant socio-economic implication for private school administration in post-COVID-19 Nigeria. The pandemic accelerated the adoption of online learning platforms, virtual classrooms, and digital technologies as essential tools for delivering educational content and engaging students (Adeyemi, 2020). However, the digital divide remains a pervasive challenge, with disparities in access to technology and internet connectivity among students and teachers exacerbating educational inequalities (Oyelami, 2021).

Private school administrators must invest in digital infrastructure, training programs, and support services to bridge the digital divide and ensure equitable access to online learning opportunities for all students. This entails providing devices, internet access, and technical support to students and teachers, as well as developing capacity-building initiatives to enhance digital literacy and pedagogical skills (Ajayi, 2020). Additionally, private schools may explore partnerships with government agencies, non-profit organizations, and technology companies to leverage resources and expertise in implementing effective digital learning solutions.

Furthermore, the socio-economic implications of the COVID-19 pandemic extend to the welfare and well-being of private school staff, including teachers, administrators, and support personnel. The pandemic has exacerbated existing challenges related to job security, compensation, and working conditions in private schools (Oyelami, 2020). Many private

school teachers faced salary cuts, layoffs, and increased workloads during the pandemic, leading to job insecurity and financial instability (Okojie, 2021).

Private school administrators must prioritize the welfare of their staff by implementing policies and initiatives to support mental health, provide professional development opportunities, and ensure fair and equitable treatment. This may include offering counseling services, flexible work arrangements, and recognition programs for exemplary performance (Adeyemi, 2021). By fostering a supportive and inclusive work environment, private schools can enhance staff morale, retention, and productivity, thereby strengthening the overall resilience of their institutions.

The post-COVID-19 period presents significant socio-economic implications for private school administration in Nigeria, encompassing financial sustainability, digital transformation, and staff welfare considerations. As private schools navigate these challenges, they must embrace innovation, collaboration, and strategic planning to adapt to the evolving educational landscape effectively. By prioritizing the needs of students, staff, and the broader community, private school administrators can position their institutions for long-term success and resilience in the post-pandemic era.

Theoretical Framework

The Capability Approach (CA)

The Capability Approach (CA), developed by Amartya Sen and further expanded by Martha Nussbaum, offers a comprehensive framework for evaluating and enhancing human well-being and development. Rooted in the idea that the focus should not solely be on resources or utility but on individuals' capabilities to live lives they value, the CA emphasizes human agency, freedom, and the ability to pursue a life of dignity and fulfillment. This essay explores the key concepts, principles, and applications of the Capability Approach, highlighting its significance in understanding and addressing issues of social justice, inequality, and development.

Central to the Capability Approach is the notion of capabilities, which refers to the substantive freedoms that individuals have to choose and pursue valuable functioning in their lives. Capabilities encompass a range of opportunities and possibilities, including the ability to lead a long and healthy life, access education, participate in social and political activities, pursue meaningful work, and engage in cultural and recreational pursuits (Sen, 1999). Unlike traditional welfare economics, which focuses on utility or resources, the CA emphasizes the inherent value of human lives and the importance of expanding people's capabilities to enhance their well-being.

The Capability Approach offers a multidimensional understanding of poverty, inequality, and human development, emphasizing the diversity of human aspirations and the complex interplay of social, economic, and political factors that shape individuals' capabilities. Instead of defining poverty solely in terms of income or material deprivation, the CA recognizes poverty as a deprivation of basic capabilities necessary for a life of dignity and freedom (Nussbaum, 2011). Thus, poverty alleviation strategies should aim not only to increase income levels but also to expand individuals' capabilities and opportunities to participate fully in society.

Furthermore, the Capability Approach underscores the importance of agency and participation in decision-making processes as fundamental aspects of human well-being and development. Agency refers to individuals' capacity to act autonomously, make choices, and shape their own lives in accordance with their values and preferences. By enhancing agency, the CA empowers individuals to exercise control over their circumstances, challenge social norms and inequalities, and pursue collective goals for social change and transformation (Robeyns, 2005). Thus, policies and interventions informed by the CA should prioritize enabling environments that foster agency, participation, and empowerment at both individual and collective levels.

Moreover, the Capability Approach emphasizes the importance of justice and equity in the distribution of capabilities and opportunities within society. Sen argues that inequalities in capabilities, whether due to poverty, discrimination, or social exclusion, constitute fundamental injustices that undermine human freedom and dignity (Sen, 1999). Therefore, efforts to promote social justice and equality should focus on addressing structural barriers and systemic injustices that limit individuals' capabilities and perpetuate inequalities along lines of gender, race, class, ethnicity, and other dimensions of social identity.

The Capability Approach has broad implications for policy analysis, design, and evaluation across various domains, including education, health care, social welfare, and economic development. In education, for example, the CA highlights the importance of ensuring equal access to quality education and promoting educational outcomes that enhance individuals' capabilities to think critically, communicate effectively, and participate actively in civic life (Walker, 2006). Similarly, in healthcare, the CA emphasizes the need for healthcare systems to prioritize not only the treatment of diseases but also the promotion of overall well-being and functioning, including mental health, social support, and community participation (Nussbaum, 2011).

The Capability Approach offers a powerful framework for understanding and advancing human well-being, freedom, and development. By focusing on individuals' capabilities to lead lives they value, the CA transcends narrow conceptions of welfare and utility, highlighting the importance of agency, participation, and social justice in shaping human flourishing. As societies grapple with pressing challenges such as poverty, inequality, and environmental degradation, the Capability Approach provides valuable insights and principles for guiding policies and interventions that promote human dignity, equity, and sustainable development in an increasingly interconnected world.

Empirical Review

Numerous empirical studies have investigated the relationship between social media use and mental health outcomes among adolescents and young adults. A study by Twenge and Campbell (2018) examined data from large-scale national surveys and found a significant association between increased social media use and higher rates of depression and loneliness among adolescents. Similarly, a longitudinal study by Primack et al. (2017) found that higher social media use was predictive of increased symptoms of anxiety and depression among young adults over time.

However, the relationship between social media use and mental health outcomes is complex and multifaceted. Some studies have found mixed or contradictory results, highlighting the need for nuanced interpretations and further research. For example, a meta-analysis by Orben

and Przybylski (2019) found a small, albeit statistically significant, effect size for the association between social media use and depressive symptoms among adolescents. The authors cautioned against simplistic interpretations and emphasized the importance of considering individual differences, contextual factors, and methodological limitations in understanding the impact of social media on mental health.

Methodological considerations play a crucial role in interpreting findings from empirical studies on social media and mental health. Many studies rely on self-report measures of social media use and mental health symptoms, which may be subject to biases, social desirability, and recall errors. Longitudinal designs and experimental studies offer valuable insights into temporal relationships and causal mechanisms but are often challenging to implement due to practical and ethical constraints (Berryman et al., 2018). Additionally, the use of standardized measures, control variables, and statistical techniques for addressing confounding variables and alternative explanations enhances the validity and reliability of study findings.

Moreover, the role of moderating and mediating factors in the relationship between social media use and mental health outcomes warrants further investigation. For example, research suggests that the content, context, and purpose of social media use may influence its impact on mental health (Boers et al., 2019). Positive social interactions, social support, and online communities can promote well-being and resilience, whereas cyberbullying, social comparison, and excessive use may exacerbate stress, anxiety, and depression (Holland and Tiggemann, 2016). Understanding individual differences, cultural norms, and developmental trajectories is essential for elucidating the mechanisms underlying the relationship between social media and mental health.

Furthermore, research on interventions and preventive strategies for addressing negative outcomes associated with social media use is an emerging area of inquiry. Several studies have explored the effectiveness of psychoeducational interventions, digital literacy programs, and mindfulness-based approaches in promoting healthy online behaviors and mitigating the adverse effects of social media on mental health (Marchant et al., 2020). However, more rigorous evaluations, randomized controlled trials, and longitudinal studies are needed to assess the long-term impact and scalability of these interventions in diverse populations and settings.

Methodology

The research employed a cross-sectional survey design and utilized questionnaires to collect data from the field. The population of interest consisted of 214 registered private secondary schools in Port Harcourt. The accessible sample included executive directors, proprietors/proprietresses, principals, and teachers based on the Rivers State yellow page directory for the year 2014/2015. To ensure precision and minimize biases in sample size determination, the Taro Yamen formula was applied, resulting in a calculated sample size of 139 private secondary schools in Port Harcourt. Simple random sampling was then used to select the 139 private secondary schools from the population for inclusion in the study.

The methodology employed mean and standard deviation to address the research questions. All collected data underwent analysis using the Statistical Package for the Social Sciences (SPSS) version 23.0.

Analyses and Findings

S/N	Items	Male		Decision	Female		Remark
		N=119 Mean	S.D		N=140 Mean	S.D	
Q1	What are the roles of school management in ensuring teachers' retention in private secondary schools in Nigeria in the post-Covid-19 era?						
1	My school does not provide job security to all teachers.	3.42	0.93	Accepted	3.59	1.11	Accepted
2	My school does not provide adequate utilization of modern instructional materials for e-learning.	3.11	1.04	Accepted	3.26	0.78	Accepted
3	The physical working environment at our school is not conducive.	3.21	0.96	Accepted	3.38	0.92	Accepted
Q2	What are the socio-economic implications for private secondary school administration in Nigeria during Post-Covid-19 Period?						
4	Teachers' capacity building	3.50	0.75	Accepted	3.88	0.88	Accepted
5	Teachers attrition	3.23	0.88	Accepted	3.41	0.90	Accepted
6	E-learning	3.35	0.56	Accepted	3.73	0.68	Accepted
Q3	What strategies can be used to retain teachers in private secondary schools in Nigeria in the post-Covid-19 era in Nigeria?						
7	Reasonable remuneration	3.21	0.81	Accepted	3.64	0.79	Accepted
8	Financial support	3.37	0.87	Accepted	3.59	0.64	Accepted
9	Digital distance learning	3.35	0.94	Accepted	3.77	0.85	Accepted
Q4	What are the educational challenges posed by covid-19 pandemic?						
10	Shutting Down of Schools and Loss of Academic Session	3.36	0.70	Accepted	3.56	0.92	Accepted
11	Paucity of Technology for Distance Learning	3.59	0.87	Accepted	3.83	0.53	Accepted
12	Poverty, Hunger and Unemployment	3.79	0.50	Accepted	3.98	0.37	Accepted
	Grand Total	40.49	9.81		43.62	9.37	
	Grand Mean/Standard Deviation	3.37	0.82		3.64	0.78	Accepted

Source: Researcher's Field Survey, 2023

The table presents the results of a survey conducted to explore various aspects related to private secondary school administration in Nigeria during the post-COVID-19 period. The survey sought to understand the roles of school management in ensuring teacher retention, the socio-economic implications for private school administration, strategies for retaining teachers, and the educational challenges posed by the COVID-19 pandemic.

In the first section, respondents were asked about the roles of school management in ensuring teachers' retention. The majority of respondents, both male and female, indicated agreement with statements such as the provision of job security, adequate utilization of modern instructional materials for e-learning, and the importance of a conducive physical working environment. The mean scores for these statements ranged from 3.11 to 3.59 for males and 3.26 to 3.59 for females, with standard deviations indicating moderate agreement.

The second section addressed the socio-economic implications for private school administration during the post-COVID-19 period. Respondents generally agreed on the importance of teachers' capacity building, e-learning initiatives, and addressing teachers' attrition. Mean scores ranged from 3.23 to 3.88 for males and 3.41 to 3.73 for females, with relatively low standard deviations indicating consistency in responses across genders.

Strategies for retaining teachers in private secondary schools were explored in the third section. Respondents highlighted the significance of reasonable remuneration, financial support, and digital distance learning initiatives. Both male and female respondents showed agreement with these strategies, with mean scores ranging from 3.21 to 3.77 for males and 3.59 to 3.77 for females. Standard deviations suggested moderate agreement among respondents.

The final section focused on educational challenges posed by the COVID-19 pandemic. Respondents identified challenges such as the shutting down of schools and loss of academic sessions, paucity of technology for distance learning, and socio-economic issues like poverty, hunger, and unemployment. Mean scores ranged from 3.36 to 3.79 for males and 3.56 to 3.98 for females, indicating agreement across gender groups.

Overall, the grand mean and standard deviation for the survey indicate general agreement among respondents regarding the roles of school management, socio-economic implications, retention strategies, and educational challenges in the context of private secondary school administration during the post-COVID-19 period. The findings suggest a consensus among respondents on the importance of addressing these issues to ensure effective school management and quality education delivery amidst the challenges posed by the pandemic.

Conclusion

In conclusion, the findings of the survey shed light on various aspects of private secondary school administration in Nigeria during the post-COVID-19 era. The study explored the roles of school management in ensuring teacher retention, socio-economic implications for private school administration, strategies for retaining teachers, and the educational challenges posed by the pandemic. Overall, the results indicate a consensus among respondents regarding the importance of addressing these issues to maintain effective school management and uphold the quality of education.

The survey revealed that school management plays a crucial role in ensuring teacher retention by providing job security, adequate instructional materials for e-learning, and conducive working environments. Additionally, respondents emphasized the socio-economic implications of the COVID-19 pandemic, including the need for teachers' capacity building, e-learning initiatives, and addressing teachers' attrition. Strategies such as reasonable remuneration, financial support, and digital distance learning were identified as key factors in retaining teachers in private secondary schools.

Moreover, the survey highlighted the educational challenges posed by the pandemic, including the shutting down of schools, the paucity of technology for distance learning, and socio-economic issues like poverty, hunger, and unemployment. These challenges underscore the importance of adapting to new modes of education delivery, investing in technology infrastructure, and addressing socio-economic disparities to ensure equitable access to education for all students.

Recommendations

Based on the findings, several recommendations can be made to enhance private secondary school administration in Nigeria during the post-COVID-19 period:

1. School management should prioritize measures to retain teachers by providing job security, investing in professional development, and creating conducive working environments.
2. Private schools should embrace e-learning initiatives and invest in technology infrastructure to facilitate remote teaching and learning, particularly in the face of future disruptions.
3. Strategies for retaining teachers, such as offering reasonable remuneration, providing financial support, and promoting digital distance learning, should be integrated into school policies and practices.
4. Policymakers and stakeholders in the education sector should collaborate to address the educational challenges posed by the COVID-19 pandemic, including the shutting down of schools, the paucity of technology, and socio-economic disparities.
5. Efforts to mitigate the impact of the pandemic should prioritize the needs of vulnerable populations, including students from low-income families, those in remote areas, and marginalized communities.
6. Continuous monitoring and evaluation of education policies and interventions are essential to identify emerging challenges, assess the effectiveness of strategies, and inform evidence-based decision-making.

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