

**CHALLENGES OF COVID-19 SAFETY PRECAUTIONS ON  
CLASSROOM MANAGEMENT IN SECONDARY SCHOOLS IN OREDO  
LOCAL GOVERNMENT AREA OF EDO STATE**

**BY**

**DOGUN OGHENETEGA GOODLUCK**

**EDU1703158**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT  
FACULTY OF EDUCATION  
UNIVERSITY OF BENIN**

**JULY, 2021**

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF  
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THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF  
BACHELOR OF SCIENCE IN ECONOMICS EDUCATION B.SC(Ed)**

**JULY, 2021**

## **CERTIFICATION**

We, the undersigned, certify that this project was carried out by **Dogun Oghenetega Goodluck** with matriculation number **EDU1703158** in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria.

**Amen Ogbemudia**  
**(Project Supervisor)**

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**Signature/Date**

**Rev Sr. Dr. P Ekejiuba**  
**(Project Coordinator)**

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**Signature/Date**

**Prof. E. O. S. Iyamu**  
**(Dean, Faculty of Education)**

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**Signature/Date**

## **DEDICATION**

This project is dedicated to all Secondary school Teachers in Oredo local government area of Edo State.

## **ACKNOWLEDGEMENTS**

The researcher's sincere gratitude to her project supervisor Amen Ogbemudia for her expertise contribution, direction and support towards ensuring that the research procedures were adequately followed, for taking keen interest in reading through and making corrections as at when due, to Rev.Sr. Dr. paullette Ekejiuba and also to prof Ngozi illoh for being a major support system throughout my period of learning in this institution and to researchers whose work were consulted .

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Finally and most importantly, every praise and thanks to God Almighty for his benevolence.

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## **ABSTRACT**

This study was to find out the challenges of the covid-19 safety precautions on classroom management in Oredo Local Government Area of Edo state. Three research questions guided the study and eight government secondary school were sampled for the study. The instrument used for data collection was a structured questionnaire, which was developed and administered to hundred (100) secondary school teachers in Oredo local government. The Data generated from the research questionnaire was analyzed using mean and standard deviation, and the result of the data collected was presented and discussed.

The findings revealed that the introduction of the covid-19 safety precautions in the classroom has greatly influenced its management. The covid-19 safety precautions has its challenges on the classroom, which first is the ability of teachers and students to adapt to the new normal which came up suddenly due to the outbreak of the corona virus, the lack of adequate infrastructures, water facilities, teachers in some schools, poor means of ventilation, inadequate funding to be able to provide the required safety materials such as nose mask, disinfectant, soap, chairs, cleaning materials and inadequate teaching staff.

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

Education plays imperative roles in the development of people and nation. No wonder the United Nations Educational Scientific and Cultural Organization in (2014) declared education as a vehicle for an indicator of development. Historically, the world book encyclopedia reported that safety is an age long practice. All through the ages, man has been combating with safety problems. Inclination and nature holds that, everyone desires a safe environment. Safety refers to the state of being safe from danger or harm. When used in relation to schools, it refers to the provision of adequate protection and suitable environment that will guarantee effective teaching and learning. Therefore, a school is considered safe if such a school has made adequate plans and is seen implementing the plans by providing a safe environment.

The concept of safety is as old as human beings. Everyone is legally responsible for the safety of others. Our fore-fathers protected themselves from dangerous animals. Millions of children attend schools that are reasonably safe

most of the time. But schools in most developing countries fail to protect children from the consequences of natural disasters and accidents. At a time of increasingly unsafe environments, and as scientists predict with relative certainty that climate change will increase both the severity and prevalence of natural disasters, schools that cannot withstand catastrophes are unacceptable (UNICEF, 2009). Schools that are safe and responsive have plans and procedures in place to deal with violent and disruptive behavior that may occur.

Students are exposed to many physical and physiological threats that jeopardize their health and safety in school besides poor nutrition. Malaria, waterborne diseases, parasitic infestations (worms are a major cause of under nutrition in school-age children), diarrhea, cholera, dehydration and HIV and AIDS are just some of the physiological risks to children. There are also physical risks that threaten health and safety, such as traffic injuries incurred en route to and from school, lacerations, fractures and other injuries during play, drowning, physical violence (corporal punishment, assaults, etc.) and sexual violence (UNICEF, 2009). Millions of children attend schools that are reasonably safe most of the time. But schools in most developing countries fail to protect children from the consequences

of natural disasters and accidents. At a time of increasingly unsafe environments, and as scientists predict with relative certainty that climate change will increase both the severity and prevalence of natural disasters, schools that cannot withstand catastrophes are unacceptable (UNICEF, 2009).

According to Indiana Education Policy Centre (2000), schools that are safe and responsive have plans and procedures in place to deal with violent and disruptive behavior that may occur. School violence prevention demands that we be prepared for the eventuality of violence. Safety awareness and preparedness in schools are becoming major concern in the wave of insecurity in Nigeria. In the recent past, there have been perpetual reports on violence and fire outbreaks across the schools in the country.

Safety awareness and preparedness in schools are becoming major concern in the wave of the corona virus in Nigeria. In the recent past, there have been perpetual reports of the outbreak of the corona virus across the nation and the schools in the country. The federal ministry of health confirmed the first case of the corona virus in Lagos state, Nigeria. The case which was confirmed on the 27<sup>th</sup> February 2020, from then the Nigeria Center for Disease Control [NCDC] have

tried to reduce the rapid spread of the virus which actually led to the total lockdown of the nation and the schools of which some students and teachers were infected. These reports are evidence that schools are not immune to the virus and its spread. Apparently, there exists constant fear among the leaders and a growing need to address the issue of safety in depth. In a similar vein, safe school has a relaxed environment for managers, teachers and students.

Safety precaution according to Collins English Dictionary is a precaution that is taken in order to ensure that something is safe and not dangerous. There frequently exist a wide range of expectations about safety in the Classroom as it concern the prevention of the corona virus, considering the negative effect of the virus in the world. The world health organization (2020) and the United Nations educational, scientific and cultural organization (UNESCO) put together the covid-19 safety precautions, which was a major requirement for the reopening of schools in the nation. There was no adequate plan on ground by the government or public schools to be able to carry out the covid-19 safety precautions. Currently many of the former challenges suffered by the school or teacher in managing the classroom are still very much available, the challenge of overcrowded classroom, inadequate

chairs and facilities, poor infrastructures in - classroom, halls, labs, poor ventilation system, lack of adequate class spacing due to available class size.

The secondary school is an intermediate between elementary school and college and usually offering general, technical, vocational, or college – preparatory courses, it is a major part of the School system. The school generally is a creation of the larger society and it is expected to be protected. Thus, the safety of Nigerian schools should no longer be treated as a luxury, but as a necessity. Some of the reasons why safety of schools is no more luxury are as follows: a. Education as an Instrument for Effecting National Development: According to National Policy on Education (2004), Education in Nigeria is an instrument “par excellence” for effecting national development, therefore, is fundamental that government and other stakeholders should ensure safety of all educational institutions. This is necessary because education is pivotal to development in any sector in the country. Safety is a Basic Human Need: Abraham Maslow classified safety among human lower needs with the understanding that people are incapable of paying attention to higher level needs when lower level needs remain unmet. The lower needs include food, shelter and safety. Therefore, for schools to achieve laudable educational

goals, it is important for students and other people in school to feel safe and secure. Whenever students or teachers feel insecure, the teaching-learning process is impaired. Lack of safety creates fear and fear is a big hindrance to learning. There are a lot of implications when safety is not guaranteed. The parents will not release their wards to attend school, teachers too could stay back and those who manage to attend school are engrossed with fear which hinders effective learning. School quality is defined by fuller (2007), as the level of material inputs allocated to the school on per student basis and the level of efficiency with which fixed amounts of these materials inputs are organized and managed to raise students achievement. It is pertinent to stress that one of the major goals of Education For All (EFA) in UNESCO report (2005) is that of quality education.

Quality education cannot thrive in a school environment devoid of quality. Quality school environment will give rise to quality education which is crucially dependence on the teaching and learning process, as well as on the availability of materials and the conditions of the learning environment. The school quality concerns the state of all educational environments, human, physical, materials and educational services intended to facilitate teaching and learning so that the

desirable outcomes can be expected. There are different levels of measuring quality in education. For the purpose of this study, quality is based on the relevance to the needs of the immediate community or school environment as it concern the required facilities and infrastructures for preventing covid19 and to be able to support adequate teaching and learning processes. Relevance in this context refers to functionality, fitness, and preparedness for the uncertainties and challenges of the unknown future.

Classroom management is an umbrella term that covers the teacher's actions to establish a learning environment which supports the development of children's academic and social-emotional skills (Evertson and Weinstein, 2006). It is combination of rules, words and many actions that a teacher apply to keep the classroom 'running smoothly' so that teaching and learning can work efficiently. The classroom management comprises the organization of the physical environment of the classroom, management of planning and programming activities, management of relations and communication in the classroom and management of children's behavior. Classroom management as a process enhances students' involvement and cooperation in classroom discussion and

activities. This process is influenced by teachers' approaches as a function of teachers' beliefs about the behaviors of the students. Classroom Management here is simply the actions and strategies teachers use to solve the problem of order in classrooms. The new covid-19 safety precautions has brought in a new normal to the educational system and the classroom, managing a classroom before the corona virus out break and now is quite different, if the precautions is properly followed the management of the classroom is supposed to be easier now.

### **Statement of the Problem**

Looking at the safety precautions highlighted by UNICEF to help prevent the spread of the corona virus, are as follows;

Physical distancing at school, practicing health and hand hygiene, Cleaning and disinfecting tips for classroom, the use of nose mask ETC.

However by observations this precautions are not feasible because of some challenges some of which includes: overcrowded classes due to inadequate classrooms, poor water supply facilities in schools, poor toilet systems in schools, poor teacher pupil ratio, no adequate chairs, poor ventilation system, poor hygiene,

etc. the available infrastructures are more disturbing is system, the current state of the public school is far below its required standard.

### **Research Questions**

**Research Question 1:** What are the available facilities or materials used in providing safety for the students in the school?

**Research Question 2:** Are the Teachers in the Secondary School able to use the Safety Precautions to manage the Classroom Efficiently?

**Research Question 3:** What are the available challenges of managing the classroom in the presence of the Covid-19 safety precautions?

### **Hypotheses**

The research hypotheses that will guide the study are as follows:

H1. The covid-19 safety precautions in the classroom have been successful; and

H0. The covid-19 safety precautions in the classroom have not been successful.

## **Objectives and Rationale of the Study**

The overall objective of the study is to assess the various challenges poses by the covid-19 safety precaution on the educational system on Oredo Local Government Area of Edo State.

Specifically, the objectives are:

1. To identify these challenges;
2. To measure their impact on classroom management
3. To assess the source of these challenges
4. To identify reasons for these challenges
5. To suggest and recommend appropriate solution to these challenges in the educational system.

## **Significance of the Study**

A key lesson learned during the pandemic is the important role teachers play in ensuring that learning Continues. In the classroom a lot will depend on teachers to ensure that children will be able to continue their education in a safe and healthy environment; and make up for knowledge and skills that may have been lost.

Achieving significant results in reducing challenges to carrying out the covid-19 safety precautions hinges on what is done, how it is done, when it is done and whom it is targeted at. It is obvious that this study is a new and novel study. It therefore requires concerted efforts by all to contribute to the success of this all-important but elusive goal. Such efforts can only be meaningful if it stems from an empirical study in order to foster solutions in curbing the challenges.

The study is expected to be a concerted effort to identify, articulate and highlight the causes and effects of the challenges of the covid-19 safety precautions in classroom management on Oredo Local Government Area.

The research is expected to be part of data bank for researchers as well as teachers are carrying out its class management duties. It will arouse the interest of students to conduct more researches in this field of study.

## **Definition of Terms**

Trained Teacher: this refers to graduate teachers in education, B.sc.ED, N.C.E. holders, and holders of Diploma

Precaution: action taken in advance to prevent something negative from happening or to lessen the impact of the negative thing if it does happen.

Management: the process of dealing without controlling things or people.

Safety: the condition of being protected from or unlikely to cause danger or risk.

Classroom: is a learning space in which both children and adult learn.

Classroom management : it refers to a wide variety of skills and techniques teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

A review of earlier works done in areas related to the challenges of covid-19 safety precautions on classroom management. Quite a few has been done and is being documented on both covid-19 safety precautions and its challenges on classroom management. As a result, the review undertaken here is rather exhaustive.

#### **The Concept of Safety**

School safety is a pressing concern in Nigeria and the nation, and there is a need for more information about the nature of the problem and the factors that mitigate or exacerbate problems. To date, little is known about the nature of the problem across schools, the reasons safety varies in different sites, or the features of schools that lead them to have better climates. This report provides new evidence on these issues (Bowen and Bowen cited in Matthew, Elaine and David, 2011).

Students are exposed to many physical and physiological threats that jeopardize their health and safety in school besides poor nutrition. Malaria,

waterborne diseases, parasitic infestations (worms are a major cause of under nutrition in school-age children), diarrhea, cholera, dehydration and HIV and AIDS are just some of the physiological risks to children. There are also physical risks that threaten health and safety, such as traffic injuries incurred en route to and from school, lacerations, fractures etc.

According to Orpinas, Horne and Staniszewski (2003), safe schools implement effective instructional approaches, are aware of genuine student problems, and have a culture of respect and adequate physical equipment.

A good study of climate, safety and enjoyment are assumed to be necessary conditions for a good learning environment. In several studies, it has also been found that the climate in a school co-varies with achievement (Hattie, 2009; Johnson & Stevens, 2006; Papanastasiou, 2008; Uline & Tschannen-Moran, 2008). However, factors that have been found to correlate with student achievement are ‘a calm classroom climate’, teachers’ management of disruptive behavior, and students’ feelings of safety in school (Ma & Willms, 2004). Some conceptualizations of school safety or safe learning environments are very broad, but from the standpoint of this literature review, Prinsloo’s (2006) definition is

more suitable because of its sharp focus on the problems of school health. In that publication, Prinsloo stated, “A safe school may be defined as one that is free of danger and where there is an absence of possible harm; a place in which non-educators, educators, and all learners may work, teach, and learn without fear of ridicule, intimidation, humiliation, or violence.” This definition was developed in the context of South Africa, which has very high rates of violence in many of its schools. Pinheiro, an independent expert appointed by the United Nations’ Secretary-General Kofi Annan, defined the term “school violence” in a report for the United Nations’ study on violence against children (Pinheiro, 2006).

Leach and Humphreys (2007) discussed how girls’ fear of violence on their way to and from school was likely to affect their performance at school. In same light the fear of contacting the covid virus can affect the students performance. Chen and Weikart (2008) studied school violence in New York City (United States) and commented on the importance of students’ perceptions where school safety was concerned. Chen and Weikart stated that if students believe their school is unsafe, then this will affect attendance. School safety has been included as a dimension of educational quality in several school climate models, including the

Child-Friendly/Girl-Friendly Schools initiative by the United Nations Children's Fund (UNICEF, 2012). Another example is the quality education model developed by EdQual, an academic research program funded by the UK's Department for International Development for developing country contexts. In EdQual's model, school safety is viewed as part of an enabling school environment.

In Pinheiro's report (2006), the Secretary-General of the United Nations sets forth policy recommendations for the creation of safe schools, providing governments with a platform for action. In the United States, the U.S. Department of Education's Safe and Supportive Schools model contextualizes school violence in pervasive school incivility and emphasizes the problem of bullying. This model is particularly concerned with the linkages between school violence and the underachievement of black and Hispanic students.

School safety involves arrangements regarding the internal and external environment of the school. However, it is not only limited to environmental adjustments but includes activities geared towards increasing school loyalty of staff, students and families. School safety not only focuses on factors within the school but also involves social factors which are in constant interaction with one

another, school safety can be viewed as having four main dimensions student safety, family safety, school building safety and social safety (Schneider, 2000).

School safety has been included as a dimension of educational quality in several school climate models, including the Child-Friendly/Girl-Friendly Schools initiative by the United Nations Children's Fund (UNICEF, 2012). Another example is the quality education model developed by Equal, an academic research program funded by the UK's Department for International Development for developing country

Safety management is an integral part of the social component of the school child's entire environment and has an important role to play in the overall development of a child, a healthy and conducive school environment promotes learning and academic excellence. Hattite, (2005), Kolawale and Arikpo (2011), Heyneman and Jamison (2009) found out that the presence of standard facilities such as electric lights, sitting facilities, adequate ventilation creational facility, and lots more could create a safe, comfortable and motivating conditions of learning. Offe, (2005) posited that safety means being protected from risks, disease, dangers, injury or damage. Safety can be said to be freedom from disease and danger, of

which the quality of the school has a great role to play in keeping the students or learners safe.

The meaning and effectiveness of school safety varies at regional, national and international scales, but one thing is common, school safety requires effective management and does not simply happen. While the pace of educational change may have increased in recent years, educational change itself is nothing new (Hargreaves and Shirley, 2009), and is a controversial subject. Some argue that significant changes to schools are critical, and that the old ways are ill suited to the fast and flexible attributes of today's society, while others suggest the wrong things are being addressed, or there is change for the sake of change (Fullan, 2007). One area of school management where change is continuously debated is safety. The concept of school safety and creating a safe school continuously shifts from being in vogue, to something which is an unnecessary waste of resources. Indeed, school safety is sometimes stigmatised and linked to an unrealistic desire for perfection in schools (Tyack and Cuban, 2003).

Defining school safety is challenging, given to the consensus that it represents a crucial part of an effective school. Managing school safety requires

careful organization and administration of both the internal and external school environment (Cankaya, 2010). Schools in more developed countries have recognized this, and a mature literature and practical debate exists about what defines safety, and how it should be effectively managed by school leaders. In less developed countries, school safety is a more recent topic, with school leaders in these countries often struggling to meet school safety needs against a backdrop of continuously emerging academic requirements, constrained budgets, and a general attitude that the management of safety is a secondary, more peripheral part of school life. Lack of focus in managing school safety in developing countries is reflected by research suggesting child injuries are replacing infectious disease as a leading cause of mortality in less developed countries (Kozik et al., 1999). However, in recent years, there is evidence that school safety, as one of the areas outside traditional academic programmes, is being subject to financial cuts (e.g., May et al., 2011). School safety goes beyond statistics and government reports with Cornell and Mayer (2010) suggesting that it is fundamental to closing gaps in achievement, increasing student engagement and reducing teacher attrition of teachers. While the benefits of a safe school are often promoted, there are a variety

of definitions as to what constitutes a safe school, or which aspects of safety should be managed, promoted, and prioritised. The definitions and literature regarding school safety vary geographically, and through time. For example, in the USA, the predominant focus of school safety literature relates to school violence (e.g., Elsaesser et al., 2013), and in particular, school shootings (e.g., Venanzi, 2012). In the UK, the focus of school safety research often relates to bullying (e.g., Jenkins and Palmer, 2012), or the subjective feelings of safety at school (e.g., Cowie and Oztug, 2008). In Europe, the school safety debate has often centered on transport and road safety (e.g., Şimşekoğlu et al., 2012). The geographic variability in school safety research often relates to specific problems faced by schools in particular places. For example, the US focus on gun crime and school shootings represents a response to specific and recent issues faced by the USA (Flannery et al., 2013).

The variance and myriad of issues affecting school safety mean that the definitions of what actually creates a safe school are also spatially variable at regional, national and international scales. Defining school safety is a fundamentally complex task, with a number of intertwined and different perspectives on what can be considered a safe school. For example, Hernandez et

al. (2010) suggest a safe school is a place free from violence, and represented by an environment where there is no perceived fear with respect to the school or its disciplinary procedures. Donmez and Guven (2002) indicate that a safe school is one where students, teachers and staff feel physically, emotionally and psychologically safe and without fear including parents, teachers and staff. Although a variety of school safety definitions exist, for the purpose of this research, the remit of school safety relates to the physical wellbeing of the school's pupils, the school's environmental hazards, and finally, safety from infectious diseases.

### **Safety in the classroom and school environment**

The physical environment of a school or learning space, including its surrounding neighborhood, is crucial to children's safety and security. To increase school safety, fences should be built to protect children from harmful outside influences, such as drug peddling, sexual harassment or physical violence. Constant supervision of the school and schoolyard is usually necessary. Expansive schoolyards with many large buildings or unprotected areas may need additional

staff or other security measures, such as emergency notification or alarm systems that can alert students and teachers to an ongoing emergency. (UNICEF, 2009). Moore (2008) cited in Lumpkin (2013), explains that students' achievement is lower in schools with deficient building and in improved ones, the results were better. Moore (2008) as cited in cited Lumpkin (2013), further explains that the need for good environment is not in isolation from other factors. Good learning environment must be blended with good standard, qualified teachers, good management to achieve good academic performances of students in examinations.

Roberts, Edgerton and Peter cited in Duruji, Azuh and Oviasogie (2014) arguing from a psychological is of the view that there is a psychological relationship between the nature of the school facility and those that are within the environment that is both teachers and students. However, they further explain that for effective learning to occur there should be a synergic relationship between high moral, commitment and enthusiasm and high learning there will be effective learning (cited in Lumpkin, 20133). Concern for the educational climate is widespread and for good reason. If children are afraid of violence, they can't learn, and if teachers are afraid of violence, they can't teach, says Curwin (2002),

coauthor of the ASCD book 'As Tough As Necessary'. He emphasizes that school should be a stable environment in which all students feel welcome.

If we expect students to succeed, schools must help them surmount the problems that interfere with learning--such as a lack of school safety; distractions caused by family problems; and chronic, untreated health problems. (Osheire, 2000). When schools do not deal with children's health by design, they deal with it by default. Olweus & Limber (2000) is a comprehensive bullying prevention program. Olweus trains school personnel to create a supportive school environment and establishes clear limits on unacceptable behavior, and consistently applies consequences for violations of rules.

According to leading researcher Dryfoos (2010), education reform has fallen far short of our expectations and the needs of children. It is likely to continue to do so unless educators directly address the causes of underachievement; poor health is clearly one. Continued inattention to this most basic of basics will render high-publicity reforms largely ineffective.

Then offer your time. Keep guns out of the home. If this is not possible, keep them secure from children. The easiest place for children to get hold of weapons is in

their own homes or those of family members. This was the case in all of the reported schoolyard killings.

### **School safety during the Covid-19**

The COVID-19 Risks to children appear low but many things are still unclear. Based on the best available data, COVID-19 appears to have a limited direct burden on children's health, accounting for about 8.5% of reported cases globally, and very few deaths. (September 2020, UNICEF, UNESCO, WHO). A CDC study found that young people aged below 21 years old represented 0.08% of all U.S. COVID-19 deaths reported during the study period (September 2020, Centers for Disease Control and Prevention). At the same time, the body of evidence is growing that children of all ages are susceptible to SARS-CoV-2 infection and contrary to early reports, might play a role in transmission (September 2020, Centers for Disease Control and Prevention). Risks to community/transmission appear low but dependent on local transmission trends. Investigations of cases identified in school settings suggest that child to child transmission in schools is uncommon particularly in preschools and primary schools (August 2020, European Center for Disease Prevention and Control). A

South Korean contact tracing study found that children ages 10-19 transmitted the virus within their own households at the same rate as adults, but that children 0-9 did not spread the virus nearly as much (October 2020, Centers for Disease Control and Prevention) • A Lancet study predicts that school closures alone prevent only 2-4% of deaths, much less than other social distancing interventions (April 2020, The Lancet).

Education plays imperative roles in the development of people and nation. No wonder the United Nations Educational Scientific and Cultural Organization in (2014) declared education as a vehicle for an indicator of development. Historically, the world book encyclopedia reported that safety is an age long practice. All through the ages, man has been combating with safety problems. Inclination and nature holds that, everyone desires a safe environment. Primitive men lived in caves or on tree tops to be safe from wild beast and savage primitive tribe men, man has struggled for safety all through the ages. Safety refers to the state of being safe from danger or harm. When used in relation to schools, it refers to the provision of adequate protection and suitable environment that will guarantee effective teaching and learning. Therefore, a school is considered

outstanding in safety if such a school has made adequate plans and is seen implementing the plans by providing a safe environment.

Trends in the management of education at different levels in Nigeria shows that school administrators are subordinates to the local school boards, the State School Boards, the Ministries of Education and other parastatals. This suggests that the provision and management of *International Journal of Innovative Human Ecology & Nature Studies 7(4):31-39, Oct.-Dec., 2019*. Educational services are mainly the duties of educational managers. Safety management is no exemption of such services. Armstrong (2009) and Briggs (2011) commented that workplace safety starts and depends on top management's genuine commitment to safety. Ideally, "safety is an integral part of the system, woven into each management competency and a part of everyone's day-to-day responsibility". With this, the management commitment to safety policies are publicized, number of accidents and safety incidents are analysed and specific achievable safety goals are set.

Armstrong's and Briggs opinion has been given academic backing by Gary (2008), who commented in the same view. Therefore, safety problems needs a high quality safety education programme in the schools. Management staff are expected

to be personally involved in safety activities, give safety matters high priority during meetings and have a school safety officer of high rank and status, and include safety in new workers training. Safety issues need a high quality safety education programme in schools strong administrative leadership is essential for developing a safe school environment and ensuring that safety education is part of the total school programmes. Effective teaching by adequately trained teachers is expected to educate every student to protect himself and others from potential dangers in all circumstances and develop the proper knowledge, habits, skills and most importantly, attitude for safety.

Emergency drills are also of great importance since commitment to safety is not just a case of legal compliance or humanitarianism. Safety programmes also pay for themselves. Due to the recent outbreak of the corona virus the risk of contamination are everywhere even in the educational organizations and can endanger the educational objectives and goals. Therefore, to attain the desirable objectives and goals there is dire need for effective school administration, in the area of safety, such administration should operate successfully within a safe school climate where there are safety consciousness and discipline imbued in the students

and staff of the institution, and also the presence of safe school facilities and conducive environment where proper teaching and learning processes can thrive. It has been noted that school climate is predominant factor for administrative successes (Okorie 1999; Hoy and Miskel 2008). The level of safety like habit and prudence build in the school personnel through the process of managing hazards will promote good school climate and educational goals attainment.

In the secondary school institutions, the danger of being infected by the covid virus are mostly encountered in the schools playground, farms, classrooms, science laboratories, technology/technical workshops. The foregoing analyses have presented a good range of reasons for safety management. Safety in this context is about keeping the school environment free from the danger of being infected with the covid-19 situations that could put at risk, the lives of students, staff and visitors. Safety management includes plan (policies and standards) and procedures, involved in the protection from danger or risk. It is also to monitor the environment, so that any risk to health, safety or the environment is identified, assessed and controlled. Asodike and Abraham (2011) found it imperative to comment that school should embrace safety practices. Over the years, safety

management has attracted the attention of many researchers, particularly, in the engineering sector. Safety management in the educational sector has been treated with levity.

This is evident in the Nigerian Institute of safety and environment (HSE) training Manual (2011), where safety rules and regulations for mining, railways, industries are categorically mentioned, and no mention is made of schools.

Health and safety authority, department of education and skills, state claim agency and school development planning initiative, assert that when good systems are in place to prevent accidents and ill-health to students, staff and visitors at school, the whole school becomes a better place to work and learn this relates also to the assertion of Saipem (2003) who believed that good safety and health management improves overall business performances, by reducing loses, and also has direct implications over the cost of workplace injuries, personal morale and productivity, organization's reliability and profitability. **Osuji & Omah .....*Int. J. Inno. Human Ecology & Nature Studies* 7(4):31-39, 2019**

One major challenge posed by the Corona virus on Schools was the closing down of schools as a result of the pandemic, emergencies, which was a deliberate

effort to curb the spread of the virus which also happens in strike periods, disasters etc . This means that school closures are not only for emergencies or pandemics, but also a deliberate way of addressing some identified gaps in a given school. For instance, in Nigeria, the government or school authorities often shutdown schools to address security issues such as cultism, terrorism or violent protests on the campus. Gewertz (2009) cited in Ben, Mathew, and Kristen (2010) reported that “ Obama’s administration endorsed closure as part of an array of strategies to turn around 5,000 failing schools in the United States during his regime. Even though, school closures sometimes may be for good reasons, but the recent school closures for Covid-19 is detrimental to many educational systems across the world. As of 23 March, 2020, over 1.3 billion learners were out of school due to school closures in response to COVID-19 (Wikipedia, 2020b).

According to Erika and Nicholas (2020), school closures can either be reactive or proactive. Erika and Nicholas further stated that reactive closing schools occur upon the discovery of covid-19 case among the students, staff or parents. While proactive school closure occurs before the disease even reaches the doors of the school. Madeline (2020) opined that school closures due to covid-19

has posed new problems like how to make the transition to online and at-home learning, and how to cater for those who rely on school for food and housing security. School closures for covid-19 tends to increase pressures on students, teachers and parents especially those with limited digital skills, education and resources for continued education. It increases the burden on parents to not only struggle to provide for the home, but also to perform the supervision task of ensuring that their children learn from home. Unparalleled school closures increases the pressure on hospitals because they have to cater for as many health situations as possible that ordinarily could have been attended to by school health centers. Covid-19 school closures could increases student debt, extend the graduation time of students, and shatter the academic dreams of students, as well as programme schedules of educational institutions. Protracted school closures may result to increase rate of dropouts due to loss of interest and lack of resources to continue. If not well managed, school closures can also increase the rate of crimes, because prolonged school closures can lead to idleness which contributes to negative peer influences and youth involvement in crimes. Education jobs were

also affected; many workers risks pay cuts or even disengagement from work during unscheduled school closures.

According to UNESCO (2020b), some of the harmful effects of school closures for coronavirus are as follows: 1. Interrupted learning: School provides essential learning and when they are closed, students are deprived of opportunities for growth and development. 2. Nutrition: Many youngsters rely on free or discounted meals provided at schools for food and healthy nutrition. This is compromised as a result of school closures for coronavirus. 3. Unequal Access to digital learning portals: lack of access to technology or good internet connectivity for continued learning during school closures. 4. Increased pressure on schools and school system that remain open; Localized school closures place burdens on schools as parents tend redirect their children to open schools. 5. Social Isolation: Considering the fact that educational institutions are hubs for social activity and human interactions, school closures can deprive youth and children of some social communications and socializations that are essential to learning, development and creativity.

## **Safety precautions in the school**

Safety precaution should be one of the fundamental objectives of any school administrator. However, studies have shown that the environment in Nigeria is not safe due to lack of adequate and safe water supply, poor sanitation facilities, dilapidated school structures, overcrowded or uncondusive classrooms (Godson,Journal of Education and Practice [www.iiste.org](http://www.iiste.org) ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.8, No.32, 2017 Shendell, Brown and Sridhar, 2009). Also, previous studies revealed that these prevailing conditions have apro found negative impact on the health of school children (Hamilton-Ekeke, 2012). The provision of safety facilities or precautions would enable 1863 million days of school attendance and less diarrhea illness (WHO, 2008).

Stephens (2004) was of the opinion that no greater challenge exists today than creating safe schools and restoring schools to tranquil and safe places of learning. The challenge requires a major strategic commitment and involves placing school safety at the top of the educational agenda. Without safe schools, teachers cannot teach and students cannot learn. A safe school is foundational to the success of the academic mission.

The Covid-19 safety precaution on classroom management is a global phenomenon which affects the school system differently. These precautions are the prevention measures carried out in the classroom in order to reduce or prevent the transfer of covid-19 among students.

**The COVID-19 safety precautions/control measures as it concern the educational system are:**

- Physical distancing at school - Physical distancing measures can be applied to individuals (in and outside classrooms) and through administrative measures that aim to keep groups apart (cohorting, staggering, alternating distance learning with presence in school, where possible, etc.).
- Individual physical distancing Outside classrooms - Maintain a distance of at least 1 meter for both students (all age-groups) and staff, where feasible. Inside classrooms, the following age-appropriate measures may be considered based on local SARS-COV-2 transmission intensity.
- Limit mixing of classes and of age groups for school and after-school activities.

- School districts with limited space or resources may consider alternative class modalities to limit contacts between different classes. Example, in the staggering modality, different classes start and end at different times.
- The high-school timetable can be modified, with some students and teachers attending in the morning, others in the afternoon, or in the evening. Schools can also minimize shared break times by alternating when and where classes take meals.
- Consider increasing the number of teachers or having recourse to volunteer support, if possible, to allow for fewer students per classroom (if space is available).
- Ensure crowd control during school or day-care drop off and pick up periods; clearly identify entry and exits, with marking direction for walking; consider restrictions for parents and care-givers entering school campus and premises.
- Create awareness that ensures students do not gather in large groups or in close proximity when in lines, when leaving the school and in their free time.
- Use of masks in school settings WHO and UNICEF recently issued Advice on the use of masks for children in the community in the context of COVID-

19.9 to make this guidance operational in the school settings, age categories should be aligned with the local educational structure. The use of masks by children and adolescents in schools should only be considered as one part of a comprehensive strategy to limit the spread of COVID-19. Schools should establish a system for waste management including disposal of used masks to reduce the risk of contaminated masks being disposed of in classrooms and playgrounds.

- Ventilation Strategies for ensuring adequate ventilation in public buildings including classrooms are described in details in the Operational considerations for COVID-19 management in the accommodation sector and the recent WHO Q&A on ventilation and air conditioning in the context of COVID-19.
- Hygiene and daily practices at school - The hygiene and environmental cleaning measures to limit exposure include:- Educate everyone in the school about prevention of COVID-19, including appropriate and frequent hand hygiene, respiratory etiquette, use of mask use, if recommended, symptoms of COVID-19 and what to do when one feel sick; offer

- Create a schedule for frequent hand hygiene, especially for young children, specifically at school arrival and at certain key moments of the school routine, including before snacks and lunch and before school exit; provide sufficient soap and clean water or alcohol-based rub at school entrances and throughout the school and in classrooms where feasible; ensure physical distancing when students wait at hand hygiene/washing points using signage on the ground.
- Schedule regular cleaning of the school environment daily, including toilets, with water and soap/detergent and disinfectant;1 clean and disinfect frequently touched surfaces such as door handles, desks, toys, supplies, light switches, door frames, play equipment, teaching aids used by children and covers of shared books; elaborate checklists for schools' cleaners to ensure all daily hygiene tasks are accomplished and ensure provision of cleaning and protective supplies for cleaning staff such as personal protective equipment (PPE).
- Assess what can be done to limit risk of exposure, or direct physical contact, in physical education classes, sports, music or other physical activities and

playgrounds, wet areas (shower/pool) and changing rooms, labs/computer labs, libraries, bathrooms and dining areas/cafeteria.

- Increase frequency of cleaning in the canteen, gym and sports facilities and changing rooms. Provide hand hygiene stations at entrances and exits, establish one-way circulation of athletes through the facilities and limit the number of persons allowed in the locker room at one time; display clear information as to the number of people allowed at the entrance of individual school facilities.
- Put in place respiratory and hand hygiene and physical distancing measures in transportation such as school buses. If possible, the bus windows should be kept open; provide information for students on safe commuting to and from school, including for those using public transportation.
- Screening and management of sick students, teachers and other school staff
- Enforce the policy of “staying at home if unwell” for students, teachers or school staff with potential COVID-19 infection and connect them with local healthcare providers for assessment, testing and care. If possible, connect

with local organizations to provide home care support and ensure communication between home and school.

- Create a checklist for parents/students /staff to decide whether they can go to school, with due consideration for the local epidemiology of COVID-19. The checklist should include: – underlying medical conditions and vulnerabilities, to protect the student/staff – recent illness or symptoms suggestive of COVID-19, to prevent spread to others – special circumstances in the home environment, to tailor support as needed.
- Waive the requirement for a doctor’s note to excuse absences when there is community transmission of COVID-19.
- Consider daily screening for history of fever or feeling feverish in the previous 24 hours upon entry into the building for all staff, students and visitors to identify persons who are sick.
- Ensure students who have been in contact with a COVID-19 case stay home for 14 days.
- Consult with students, school staff and teachers about the measures the school is putting in place and their roles.

- Inform parents about the measures the school is putting in place and ask for cooperation to report any cases of COVID-19 that occur in the household. If someone in the household is suspected of having COVID-19, all children in the household should stay at home and keep schools informed. Explain to the students the reason for school-related measures, including discussing the scientific considerations and highlighting the help they can get through schools (e.g. psychosocial support).

### **The covid-19 effect on the classroom**

It is well known that the school environment influences achievement through peer effects. Being in a classroom and hence having the opportunity to interact with classmates may produce important positive externalities. Peer effects may operate through many different channels. Students may teach each other and get improvement together. Classmates' high achievements may motivate the student (through competition or social influence) to work harder. The student can also develop an interest in reading or in mathematics thanks to his/her peers (Sacerdote 2011).

Additionally, classroom activities provide a central role in helping students acquire social skills that have important implications for their future personal and professional growth (Goodman et al. 2015). The interaction with teachers and other students is found to be essential for the development of positive self-esteem, self-confidence, and a sense of identity. It also improves students' ability to work in groups in collaborative and productive ways. There is significant evidence showing that social skills are positively associated with cognitive skills and school achievement (Malecki and Elliot 2002; Cunha and Heckman 2007).

It is, however, important to observe that the covid-19 safety precautions reduced the socialization opportunities in the classroom. It does not incorporate quality class-based interaction and communication (including one-to-one contacts and group projects). The covid-19 safety precautions has promoted online classes in schools and eliminates, or considerably reduces, social barriers among students (Watson and Gemin 2008). Although some commentators argue that there is no substantial difference between socialization in online learning vs traditional high school, this is probably not the case for lower educational levels. For instance, the US National Education Association argues that elementary school children need

the classroom experience as they are significantly more likely to communicate with their peers or teachers through face-to-face contact compared to online. Due to the invention of the covid-19 safety precautions there is a need for updated means of managing the classroom.

### **Concept of Classroom Management**

Classroom Management is “the actions and strategies teachers use to solve the problem of order in classrooms” (Doyle, 1986, p. 397). Classroom management here implies putting together the required COVID-19 classroom safety precautions in the teaching and learning processes, efficiently guiding the students to obey the required COVID-19 safety rules or precautions. Effective teachers also use rules, procedures, and routines to ensure that students are actively involved in learning (Marzano, Marzano, & Pickering, 2003). In essence, they use management not to control student behavior, but to influence and direct it in a constructive manner to set the stage for instruction (McLeod, Fisher, & Hoover, 2003).

According to Doyle (1986), classroom management has two purposes. First, it must establish a calm environment in the class so that pupils can take part in

meaningful learning. Second, classroom management must contribute to developing pupils' social and moral competence. Thus, according to Doyle, classroom management means creating an environment that can contribute to the student's academic and social development. Teachers who establish an inclusive learning environment and who maintain calm and quiet that will help pupils in their work are good leaders, and thus also good teachers. This understanding means that the teacher as a leader contributes to steering the pupils into their learning activities, thus making it easier for each pupil to learn (Ogden, 2004). In a social-constructivist perspective, classroom management is about creating a good learning environment and a community that appreciates learning (Prawat, 1996). This requires, according to Doyle (2006), a learning environment where the teacher creates peace and quiet for learning and contributes to the learning processes as a good guide. According to Friedman (2006), teachers may be challenged in their efforts to balance between creating orderliness for learning and guiding the pupils in their learning activities. The school system and research are both interested in teachers as leaders of pupils and their learning activities. Research shows that good leadership is decisive for the pupils' learning outcome (Hattie, 2009; Nordenbo,

Larsen, Tiftikci, Wendt, & Østergaard, 2008). Understanding the class as a social system is a prerequisite for performing good classroom management. The pupils have different social and cultural backgrounds. They have different experiences of mastering and different expectations as to what school is to be for them and what they can contribute to their own learning and learning community.

Kounins (1970) empirical research on classroom management drew from the systematic classroom observations initiated by researchers such as Flanders and Medley in the 1950s and 1960s, and continued by Brophy, Good, Evertson, and others in the 1970s and 1980s. Empirical research uses evidence acquired by means of the senses, particularly by observation and experimentation. This research on classroom management employed either descriptive or correlational methods and highlighted practices that were used by ‘effective teachers’. Using videotape and observational methods, these process-product researchers sought to identify various indicators of teacher effectiveness highlighting the importance of group management and of organizing and maintaining a positive classroom environment. In order to establish and maintain a productive classroom teachers need to engage students and minimize disruptive behaviours by keeping the flow

of a lesson, preventing misbehaviour and ensuring the active participation of all students. In particular, the teacher's role at the beginning of the year was emphasized, along with a multidimensional perspective on management tasks (Brophy 1999; Doyle 1986; Emmer & Gerwels 2006). Teacher and student social and emotional development, beliefs, and relationships have become more influential concerns in recent decades. It is apparent that there are many and varied influences on student behaviour, from internal states and beliefs about self, to external factors including teachers' instructional capacity and peer/familial aspects. Thus, extensive programs of contemporary research study the influence on classroom management of teacher-student relationships, the use of intrinsic and extrinsic reinforcement, social-emotional learning curricula and teacher stress and anxiety. Early work in this tradition, in the 1960s and 1970s, emphasized models developed by Glasser, Rogers, and Dreikurs, among others followed by more nuanced examinations of the nature of teacher-student relationships (Pianta, 2006). Kounin showed that effective managers succeeded not just because they were good at handling misbehaviour when it occurs but because they were good at preventing misbehaviour from occurring in the first place. Effective classroom managers focus

on creating positive learning environments by preparing and teaching engaging lessons, and monitoring students as they work (Brophy, 1996). Theorists such as Albert and Curwin and Mendler have allowed us to gain greater insight into the causes, contexts, and consequences of interpersonal relationships in the classroom. In the early 1970s and continuing through to today the term ‘classroom management’ and ‘discipline’ were often used interchangeably where classroom management was seen as separate from classroom instruction (Bellon, Bellon, & Blank, 1992)

Whilst strong classroom organization and behaviour management skills are critical for education, using methods that produce and increase constructive interactions will result in more successful classroom environments for both teachers and students (Oliver & Reschly, 2010). Effective classroom management strategies are designed to create positive learning environments by building in positive supports that prevent challenging classroom behaviour prior to the implementation of more reactive behavioural approaches. It was for this reason that teacher education, and those concerned with developing teacher standards, started to use the term “creating positive learning environments” rather than

classroom management. Teachers should work toward creating positive learning environments and therefore be able to identify and enact classroom conditions that may make it more likely that desirable behaviours occur in the classroom (Hardman & Smith, 1999). When teachers create environments of care, they create settings where potential challenges are planned for, rules and consequences are established, positive behaviour is the focus for classroom supports, redirection rather than reprimand is the vehicle for behavioural change, and students are offered a variety of choices to reach an agreed upon instructional goal. Teachers that create positive classrooms pay close attention to all of the environmental stimuli that are present in their educational setting (Banks, 2014). Classroom management integrates teacher actions to create, implement, and maintain a positive learning environment. This new definition incorporates a number of tasks; connecting and developing caring and supportive relationships with and among students with high and explicit expectations; organising and implementing instruction that facilitates deep and meaningful learning and encourages student engagement; promoting the development of students' social skills and self-regulation to assist students to clarify challenges and solve problems; and, the use

of appropriate interventions to assist student with challenging behaviours (McDonald 2013, Weinstein, 2006). “Clearly classroom management is a multifaceted endeavour that is far more complex than establishing rules, rewards and penalties to control students’ behaviour” (Weinstein, 2006). An oft-cited definition of classroom management comes from Evertson and Weinstein (2006): “The actions teachers take to create an environment that supports and facilitates both academic and social–emotional learning. It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance students’ social and moral growth”.

Whilst order is clearly important, it is not the primary goal, but it does serve a purpose in enabling student learning and social and moral growth. Henley (2010) identifies classroom management as the “essential teaching skill” and suggests effective teachers minimize misbehaviours to reduce interruptions and create learning environments that allow for students’ intellectual and emotional growth. McDonald extends Evertson and Weinstein’s (2006) definition and suggests “classroom management involves teacher actions and instructional techniques to create a learning environment that facilitates and supports active engagement in

both academic and social and emotional learning”. With the diverse backgrounds, interests and capabilities of students, meeting their needs and engaging them in meaningful learning requires care and skill. Whilst developing an orderly learning environment enables students to engage in meaningful activities that support their learning, this orderly learning environment, suggests McDonald, is only truly attained when teachers understand their own and their students’ needs and work together to meet these needs.

### **Challenges of Covid-19 on Classroom Management**

Inadequate teaching resources and infrastructures in secondary public schools has proven to be the major issue in carrying out the covid-19 safety precautions in the classroom if negated will reduce useful and better classroom interaction among teachers, students and learning materials. The fact is glaring that one of the fundamental problems of our public schools today is that of overcrowded classrooms, and this is a major challenge to the carrying out of the covid-19 safety precautions on classroom management. If we choose to ignore or talk less about it, this position will never reduce the gravity of the problem nor will it diminish the enormity of the consequences. Classroom Management is the

actions and strategies teachers use to solve the problem of order in classrooms. Effective teachers also use rules, procedures, and routines to ensure that students are actively involved in learning (Marzano, & Pickering, 2003). In essence, they use management not to control student behavior, but to influence and direct it in a constructive manner to set the stage for instruction (Fisher, & Hoover, 2003).

Classroom Organization focuses on the physical environment. Effective teachers organize a safe classroom environment (Educational Review Office, 1998). They strategically place furniture, learning centers, and materials in order to optimize student learning and reduce distractions. The National Policy on Education (NPE) has made provision for teacher-pupil ratios which are deemed appropriate for effective teaching and learning especially as it relates to classroom

International Journal of Education, Learning and Development Vol.8, No.2, pp.42-49, February 2020 According to the policy, the stipulated class-sizes are shown below:

<b>Teacher-Pupil Ratio Primary School</b>	<b>- 1:35</b>
<b>Secondary School</b>	<b>- 1:40</b>
<b>Technical Education</b>	<b>- 1:20</b>
<b>Special Education</b>	<b>- 1:10</b>

*Source: Adapted from NPE (2004, p.16, 22)*

Following the NPE requirements for primary school one teacher should teach thirty five students (1:35), 1:40 in secondary, 1:20 in technical schools, while the ratio for special Education is 1:10. These stipulations are in recognition of the need for teaching and learning to be carried out in a classroom setting that allows adequate teacher-students relationship. An appropriate teacher-students relationship enables the teacher to give proper attention to students in both class work and in character formation. This presupposes that, the number of teachers in each school should be adequate enough to match the stipulated relational size of students coupled with adequate teaching spaces and facilities (Taiwo, 2004).

In Edo State, the population of students in relation to teachers in public secondary schools is far from the ideal. The registers for instance make provision for fifty (50) students per class, as against the 1:35 and 1:40 recommended by the

National Policy on Education, for primary and secondary schools respectively. However, in many of the schools, the number of students in a class is over one hundred, and this creates instructional and management problems for the teachers who teach in these classes. It has been difficult for the school to keep to the NPE standard due to the lack of teaching facilities in the educational system, in respect to this keeping the covid-19 safety precautions in the classroom will be challenging, some of the covid-19 safety precautions includes: Maintain physical Distancing, wearing of face mask, health and hand hygiene, cleaning and disinfecting.

## **CHAPTER THREE**

## **RESEARCH METHODOLOGY AND PROCEDURE**

Research method is concerned with the process utilized in the collection and analysis of data for the research. Since data is the life wire of an empirical study, this chapter presents the structural framework, which deals with generation of data.

They are discussed under the following:

Design of the study

Population of the study

Sample and sampling procedure

Research instrument

Validity of the instrument

Reliability of the instrument

Method of data collection

Method of data analysis

### **Design of the Study**

Survey research design is adopted for this study. Survey design is a strategy in which quantitative information is systematically collected from a relatively large sample selected from a population. Thus, survey research design poses great relevance of adoption when a researcher intends to describe condition that already exists and intends to determine reason for their prevalence. This design was considered appropriate because it enables the researcher to explore, describe and collect pertinent data on the challenges of covid-19 safety precautions on classroom management in Secondary schools in Oredo local Government area of Edo state.

### **Population of the Study**

The population of the study consists of all 269 teachers, two hundred and sixty nine teachers from twelve (14) secondary schools in Oredo LGA of Edo state. (*Source:* Edo state ministry of education 2020).

## **Sample and Sampling Technique**

The sample technique used in the study is simple random technique. The sample was employed to select one hundred (100) teachers from the eight (8) secondary schools in Oredo local government area of Edo state.

## **Research Instrument**

The instrument for data collection for this study is a questionnaire titled: The challenges of covid-19 safety precautions on classroom management in secondary schools in Oredo local government area of Edo state Questionnaire. The questionnaire has two Section A and B. Section A contains personal data of the respondents while Section B contained questionnaire items which is based on the research questions to guide the study. The questionnaire has a 4-point like rating scale with response options of 1,2,3,4, With 4 having the highest point and 1 having the least point.

## **Validation of the Instrument**

In order to ascertain the validity of the instrument, the questionnaire is given to the research supervisor and two lecturers in the Faculty of Education to

make necessary corrections hereby ensuring that the instrument measures what it set out to obtain.

### **Reliability of the Instrument**

The reliability of the instrument was obtained by administering it to 20 respondents who are not part of the population; the reliability is achieved using split half method. It is a measure of consistency where the result of an instrument is split into two halves. The reliability of the instrument yielded a co-efficient index of 0.73

### **Method of Data Collection**

The researcher personally administered 100 hundred (100) copies of the questionnaire to the respondents that was randomly selected. The respondents were assured of confidentiality and urged to answer the question in all honesty. The administration exercise was done in the normal school hours; the researcher waited to collect the copies of the instrument from the respondents.

## Method of Data Analysis

The Data generated from the research questionnaire was analysed using mean and standard deviation. The mean value will be accepted thus  $4+3+2+1$  divide by  $4 = 2.5$ . The decision rule was that any item with mean score of 2.50 and above was regarded as Agree while items with less than 2.50 was considered Disagree.

Mathematically the mean ( $\bar{x}$ ) and standard deviation (SD) will be determined as shows below

$$\bar{X} = \frac{\sum fx}{\sum f}$$

$$SD = \sqrt{\frac{\sum F(X-\bar{X})^2}{\sum F}}$$

## **CHAPTER FOUR**

### **DATA ANALYSIS AND PRESENTATION OF RESULTS**

This chapter involved the analysis of data and the presentation of result in the course of the research. The data are presented in tables and are arranged according to research questions.

Presentation of Results

#### **Research Questions**

**Research Question 1:** What are the available facilities or materials used in providing safety for the students in the school?

**Table 1:** Teacher’s perceptive on the available materials used in providing safety for students

S/N	ITEM	N	SA	A	D	SD	Mean	Standard Deviation	Decision
1	The class chairs are sufficient enough to carter for the required classroom spacing	100	18 18%	31 31%	30 30%	21 21%	2.4	1.0	Disagree
2	The school have a good means of ventilation to help for proper air circulation	100	26 26%	33 33%	30 30%	11 11%	2.7	.96	Agree
3	There are sufficient nose mask for every student in the classroom	100	18 18%	21 21%	36 36%	25 25%	2.3	1.0	Disagree
4	The school has a functional water system to aide cleaning and constant washing of hands in the classroom.	100	12 12%	27 27%	27 27%	34 34%	2.1	1.0	Disagree

Research question one sought to examine the available facilities or materials used in providing safety for the students in the school. The data analyzed in table 1 reveals that one item out of the four items agreed which is item two (2), item one, three and four items disagreed which shows that the facilities or materials needed to provide the covid-19 safety precautions are not sufficient.

**Research Question 2:** Are the Teachers in the Secondary School able to use the Safety Precautions to manage the Classroom Efficiently?

**Table 2:** Teachers use of the safety precautions to manage the classroom

S/N	ITEM	N	SA	A	D	SD	Mean	Standard Deviation	Decision
5	The use of the Covid-19 Safety precautions in the classroom gives students opportunity to communicate efficiently with the teachers.	100	33 33%	38 38%	15 15%	14 14%	2.9	1.0	Agree
6	The use of the safety precautions reduce the impact of group/team work in the classroom	100	34 34%	36 36%	20 20%	10 10%	2.9	.97	Agree
7	The introduction of the safety precautions in the class reduced disorderliness in the classroom	100	29 29%	28 28%	22 22%	21 21%	2.6	1.1	Agree
8	The use of Covid-19 safety precautions reduce interactions during lectures/exams	100	49 49%	32 32%	12 12%	7 7%	3.2	.91	Agree
9	To manage the classroom the use of social distance has aided the process	100	26 26%	32 32%	20 20%	22 22%	2.6	1.0	Agree
10	The teachers in your school find it difficult to manage the classroom with the safety precautions	100	12 12%	27 27%	27 27%	34 34%	2.1	1.0	Disagree

Research question two sought to examine the use of the covid-19 safety precaution in managing the classroom. The data analyzed in table 2 reveals that out of six items, five items agreed which are item one, two, three, four, five while one item disagreed which is item six. This shows that the teachers are able to manage the classroom efficiently using the covid-19 safety precautions.

**Research Question 3:** What are the available challenges of managing the classroom in the presence of the Covid-19 safety precautions?

**Table 3:** Challenges for managing the classroom in the presence of the safety precautions.

S/N	ITEM	N	SA	A	D	SD	Mean	Standard Deviation	Decision
1	There are sufficient teachers in the secondary school to be able to manage the classroom efficiently?	100	14 14%	29 29%	27 27%	30 30%	2.2	1.0	Disagree
2	The school lacks the required facilities (classroom, laboratory, water system) in carrying out the Covid-19 safety precautions?	100	41 41%	31 31%	12 12%	16 16%	2.9	1.0	Agree
3	The school lacks the required land and classroom spacing needed to curb the spread of covid-19	100	16 16%	19 19%	38 38%	27 27%	2.3	1.0	Disagree

Research question three sought to examine the challenges of the covid-19 safety precautions in the classroom. The data analyzed in table 3 reveals that out of three items, two of them disagreed which were items: one and three while item two agreed showing that there are more challenges currently in carrying out the covid-19 safety precautions than the available strengths.

## **Discussion of Results**

### **Challenges of the covid-19 safety precaution on classroom management**

The findings revealed that the introduction of the covid-19 safety precautions in the classroom has greatly influenced its management. The covid-19 safety precautions has its challenges on the classroom, these challenges can be termed to be the negative effect on the classroom which first is the ability of teachers and students to adapt to the new normal which came up suddenly due to the out break of the corona virus, the lack of adequate infrastructures, water facilities, teachers in some schools, poor means of ventilation, inadequate funding to be able to provide the required safety materials such as nose mask, disinfectant, soap, chairs, cleaning materials and inadequate staffs.

From the research and analysis done, the positive effect of the covid-19 safety precaution on the classroom includes the easy management of the classroom due to the use of social distancing and spacing in the classroom, also for exam or test purposes it has helped the teacher or invigilator efficiently manage the classroom. The research also shows that the teachers are trying to adopt the use of online lectures which has not been possible due to lack of facilities and lack of garget for students.

This is to say that the covid-19 safety precaution introduction was an eye opener to the school, pointing to the fact that many of the requirements are the supposed classroom requirements, but have been neglected due to mismanagement of funds and resources.

Furthermore, from the research carried out, it was ascertained that the energy put in by teachers in carrying of the covid-19 safety precautions remains unaffected by the new normal, the result of research also shows that students do not feel discouraged to learn in the presence of the covid-19 safety precautions, though the learning pattern brought by the covid-19 pandemic is quiet different from the former learning pattern

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

The purpose of this study was on the challenges of the covid-19 safety precautions on classroom management in Oredo local government area of Edo state. This chapter presents a summary of the research work, conclusion and recommendations.

#### **Summary of the Study**

The study identifies the challenges of the covid-19 safety precautions on classroom management in secondary school. Questionnaires was the main instrument for data collection. The question was constructed on a four point rating scales with strongly agree 4 points, Agrees 3 points, disagree 2 points, and strongly agree 1 point. The instruments were validated by two experts and the reliability was established through trial test. In the course of the study, various research questions were raised and equally answered using relevant research instrument.

**Research Question 1:** What are the available facilities or materials used in providing safety for the students in the school?

**Research Question 2:** Are the Teachers in the Secondary School able to use the Safety Precautions to manage the Classroom Efficiently?

**Research Question 3:** What are the available challenges of managing the classroom in the presence of the Covid-19 safety precautions?

In order to proffer answers to the research questions, a structured Questionnaire was developed and administered to one hundred (100) teachers.

The data collected with the questionnaire were analyzed using descriptive statistics of frequency counts, percentage, mean and standard deviation was used for the analysis of the data and the following were the findings of the research:

1. The schools currently lack a functional water system, there are no sufficient nose mask for the students, the chairs are not sufficient to be able to aide the required spacing, though to a great extent the school have a good means of ventilation due to its spacious windows and most of the school have a good land space to aide spacing.
2. During the use of the covid-19 safety precaution in the classroom the students are still able to communicate, though there is a reduction in the functionality of team or group work, the use of the precautions has reduced

disorderliness in the classroom, and also in exams and test, the use of social distancing has helped the teacher efficiently manage the class.

3. The school lack the required classroom and teachers to be able to carryout the required classroom spacing, the water facilities required, disinfectant and other required facilities are unavailable.

## **Conclusion**

Based on the findings of the study it has been established that the challenges of the covid-19 precautions which is as a result of the sudden outbreak of the corona virus shows the poor state of the secondary system due to under funding which has resulted in the current state of the school and classroom.

According to the result of the study, the school has good land spacing and most school have adequate classrooms but these classrooms are not equipped, chairs are inadequate, the state of the classroom does not aide the cleanliness culture that the covid-19 safety precaution is to inculcate in the students, due to lack of good water system, nose mask, disinfectant, hand sanitizers and its use

## **Recommendations**

In view of the findings and conclusion drawn from this study, the following recommendations were made.

- The Government should increase the funding of secondary schools in next year's budget to allow schools provide the required facilities
- The teacher should try to be resourceful, innovative and dedicated especially in the present economic dispensation. For instance, a teacher could improvise means to curb the lapses in the class due to the use of the covid-19 safety precautions.
- There is the need for training teachers on how to properly manage the classroom using the safety precautions.
- The government should employ more teachers to be able to cater for the need for the required spacing.
- The schools should emulate a good cleanliness culture to help reduce the spread of the covid-19 as well as make the classroom comfortable.

- The Ministry of education should direct all Senior Secondary Schools administrators to come up with strategies to cover up the lapses that arose during the use of the precaution.
- There is a need for the introduction of online classes to be able to cover up the challenges of the school and the learning lapses in the classroom.

### **Suggestion for Further Research**

Based on the conclusion and recommendations of the study the following are suggested for further studies.

- The present study assessed the challenges of the covid-19 safety precaution on classroom management in secondary schools in Oredo local government area of Edo state could be replicated in other levels of education e.g. primary schools and universities.
- Further studies could be carried out on the effect of the covid-19 safety precautions on the school curriculum.

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## **APPENDIX**

**FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN, BENIN CITY.  
QUESTIONNAIRE ON CHALLENGES OF COVID-19 SAFETY  
PRECAUTIONS ON CLASSROOM MANAGEMENT IN SECONDARY  
SCHOOLS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE.**

This study is designed to enable the researcher know the Challenges of Covid-19 Safety Precautions on classroom Management in Secondary Schools in Oredo Local Government Area of Edo State. As such it is expected that you supply the required information to these questions passed by ticking;

### **SECTION A: Demographic Data.**

Sex: Male( ) Female( )

Teaching years: 10years and below ( ) 11years and above ( )

Secondary school teachers in Oredo Local Government Area of Edo state.

**SECTION B: Questionnaire Items.**

SECTION B: Rating scale (SD: strongly agree, A: agree, D: disagree, SD: strongly disagree)

<b>Research Question 1: What are the available facilities or materials used in providing safety for the students in the school?</b>					
S/N	Items	SA	A	D	SD
1.	The class chairs are sufficient enough to carter for the required classroom spacing				
	The school have a good means of ventilation to help for proper air circulation				
2.	There are sufficient nose mask for every student in the classroom				
3.	The classroom have a functional water system to aide cleaning and constant washing of hands by students				
4.	There are appropriate spacing in school environment to aide social distancing				
<b>Research Question 2: Are the Teachers in the Secondary School able to use the Safety Precautions to manage the Classroom Efficiently?</b>					
5.	The use of the Covid-19 Safety precautions in the classroom gives students opportunity to communicate efficiently with the teachers.				
6.	The use of the safety precautions reduce the impact of group/team work in the classroom				
7.	The introduction of the safety precautions in the class reduced disorderliness in the classroom				
8.	The use of Covid-19 safety precautions reduce interactions during lectures/exams				
9.	To manage the classroom the use of social distance has aided the process				

10.	The teachers in your school find it difficult to manage the classroom with the safety precautions				
<b>Research Question 3:</b> What are the available challenges of managing the classroom in the presence of the Covid-19 safety precautions?					
11.	There are sufficient teachers in the secondary school to be able to manage the classroom efficiently?				
12.	The school lacks the required facilities (classroom, laboratory, water system) in carrying out the Covid-19 safety precautions?				
13.	The school lacks the required land and classroom spacing needed to curb the spread of covid-19				