

Influence of COVID-19 pandemic on management of private secondary schools in marginal areas of Kenya: A case of Garissa Township Sub County

*Tom Ongesa Nyamboga (Ph.D)¹ and Hussein Abdi Ali²

¹Associate Faculty, Mount Kenya University

²Cordinator, Umma University, Garissa Learning Centre

*Corresponding Author Email: ongeshtosh@yahoo.com¹



*Corresponding Author

Tom Ongesa Nyamboga (Ph.D)

Associate Faculty, Mount Kenya University

*Corresponding Author Email: ongeshtosh@yahoo.com¹

Abstract

The genesis of covid-19 pandemic has been disastrous to Kenya's education progress. The pandemic has paralyzed educational gains that had been achieved over the years of ensuring 100 percent transition rates. This disease has triggered inequality in accessing education, contrary to the constitution of Kenya, 2010. The worst affected are schools operating in marginal areas of Kenya. The objectives of this research was to examine impact of Covid-19 pandemic on resource utilization and learning process in the management private secondary schools management in Garissa Township Sub County. A quantitative research approach was used to maintain data objectivity. The study used a descriptive research design to collect data in order to test the research questions and hypothesis about the relationship between the study variables. The target population of this study was composed of managers of all private secondary schools in Garissa Township Sub County. A census study was used to collect data from all managers of 36 private secondary schools in this region. Primary data was collected by use of structured self-administered questionnaires phrased on a likert scale. The collected data was sorted out and coded according to the research objectives. The study utilized both descriptive and inferential statistics to analyze data, by the aid of SPSS version 24. ANOVA and Regression Analysis were computed to find out the relationship between research variables. The study established that assessment of students, adequate content coverage and teachers' digital skills during the Covid- 19 period had a significant relationship with the management of schools. The findings of this study will guide policy makers in education sector to formulate strategies that would help managers of schools to provide continuous education during a pandemic that may jeopardize learning. The study recommends that the government institutes measures that would support and ensure equitable learning to all children without discrimination.

Key Words: Covid-19, Pandemic, Education, Marginal areas, School, Children

Introduction

Covid-19 pandemic has affected education virtually in the whole world. Basic education has been identified by global governments to be fundamental human right (Roser &

Ortiz-Ospina, 2020). Ironically, the pandemic has created an education vacuum. The pandemic has a universal impact on learners and teachers globally, from lower levels to higher levels of learning (Policy Briefs, 2020). Many nations have closed learning institutions to contain the

spread of the virus. Students have been left academically stranded in many parts of the world. This disease has led to unprecedented disruption in education with over 1.27 billion students left confused with spontaneous closures of learning institutions (UNESCO, 2020; Burgess & Sievertsen, 2020). More than 60 countries in Africa, Asia, Europe, North America, and South America have announced school closures. The pandemic has gone beyond school closures to affect global educational landscape and the future of education aftermath (CGTN, 2020). The global closure of schools to contain the spread of the pandemic has compelled many nations to adopt online learning to ensure continuity of learning remotely. However, this strategy has not met its full objectives, especially in marginal areas of developing countries, due to lack of technology (European Data Portal 2020; Yarrow, 2020).

Covid 19 pandemic has made a huge impact on education in Europe. The closure of learning institutions has hit several European nations with varied consequences. In England schools closed as early as 20 March 2020. Schools, colleges and Universities were unable to conduct learning efficiently. National examinations were cancelled throughout the country, including A level and GCSE examinations (Sharp & Nelson, 2020; Burgess & Sievertsen, 2020). Covid 19 pandemic forced governments in the UK to close schools with short notice. This move sparked immense uncertainty for many youths in Britain. Research Survey by Voice Youth shows that learners were consequently plunged into a future they never envisaged. The adoption of remote learning has promoted inequality in learning than was expected. Only children from rich families have had successful online education. The report showed that half of the parents with low income would not be able to send their children to schools when normalcy returns (Voice of Youth, 2020).

The spread of coronavirus has had big impact in Asia. In Philippines, the impact of the pandemic has been pronounced. Education of many children had come to an end with the onset of this disease. Learners were forced to stay at home with schools reopening being uncertain. Learners, teachers, parents as well as administrators were all unprepared about the school closures. Teachers and learners found it hard to implement home based learning due to lack of training. By 14 March 2020, all learning institutions were closed for good leaving about 25 million Filipino students out of school (Berthelsen, 2020). This survey showed that Vietnam had done so well on containing the pandemic, and consequently schools began to reopen in phases as educators struggled with online classes. Students from poor families were however not in a position to adapt to digital literacy due lack of resources. A survey by Education Global Development (EGD) shows that children in China were able to continue with classes despite school closures. The Chinese embraced distance learning well but this was unsuccessful in many Asian countries (EGD, 2020).

A survey by MasterCard Foundation (2020) established that Covid 19 has interfered with the efforts by many African nations to invest in education. In Africa, especially the Sahel region, nationwide school closures have stroked at a time when several schools were still fighting from months of closures occasioned by insecurity and climatic hazards. Covid 19 has made the situation worse. The temporary closure of schools has led to untold suffering to school children (Policy Briefs, 2020). The gains realized on expanded access to education are bound to stagnate and/or reverse as a result of continued stay at home. There is uncertainty in sub Saharan Africa on the future of education financing (EDG, 2020). The World Bank estimates that the economic growth in sub-Saharan Africa is projected to fall by 5.1 percent in 2020, compared to economic growth rate of 2.4 percent in 2019 hence causing a recession in the economies (World Bank, 2020). Only 61 percent of 6-11 years had access to education. Covid 19 has impacted on education in Africa by enhancing inequalities (Anifowoshe, et al, 2020).

In Nigeria, children in rural and marginalized communities have been left behind because they have not been able to adapt to a new method of learning. Previous reports have shown that prior to Covid 19 almost 10.5 million school children, aged 5-14 years had been out of school. In some North East and North West states half of the girls have not been enrolled in schools due to marginalization. The onset of Covid 19 made the situation worse. The government of Nigeria adopted digital literacy to substitute offline learning but school children from rural areas and marginalized communities have been left behind because they were ill equipped to adapt to digital methods of learning (World Economic Forum, 2020). Digital Group Overview Report (2020) shows that over 60 percent of Nigerians do not have access to internet. In South Africa, long before Covid 19 pandemic lockdown, 2.5 million children experienced hunger and about a third of them died malnourished. Schools in the country closed on March 2020 as a lockdown measure to curb the pandemic. The virus became a catalyst in exposing problems that face education in South Africa including inequality. Covid 19 has forced the government since then to reengineer the basic education system in the country (McDonald, 2020). The days lost on school closures will have long-term effects on labor market and lifetime earnings, at least in the next 10 years (Berg, 2020).

In Kenya, schools were closed in March 2020 following detection of the first case of Covid 19 in the country. This announcement affected over 18 million students in the country. The closures drove learning into limbo and tremendously affected educational gains especially on the newly introduced Competency Based Curriculum (CBC). This has compromised the rights of children as enshrined in the constitution (Republic of Kenya, 2020). The impact of the pandemic has been pronounced on private schools. The country has around 10,000 primary and secondary schools. The closure of these institutions has paralyzed their operations bearing in mind that they rely on school fees to run their operations unlike public schools which

receive state funding. Extended closures of schools has disadvantaged children from urban informal settlements, rural and marginal areas where cases of child labor, teenage pregnancy, drug and substance abused have been reported (Njenga, 2020). Unequal access to education has further heightened challenges posed to vulnerable and marginalized groups (Ministry of Education, 2020). The government introduced remote learning to replace offline learning but inaccessibility to ICT infrastructure, and internet barred learners in rural and marginal areas to get the education (Areba, 2020). This study was therefore carried out purposively to assess how Covid 19 pandemic has affected management of private secondary schools in marginal areas of Kenya.

Statement of the Problem

The constitution of Kenya 2010 stipulates the right to education by all Kenyan children. Consequently, the government of Kenya has strived to ensure continuous learning across the nation so as to achieve 100 transition rates from primary level to secondary level. Private schools have been in the frontline in supplementing government efforts of ensuring provision of quality education in Kenya. However the onset and spread of Covid 19 pandemic in the country has hit the education sector severely. Disruption of learning through closure of schools has interfered with the future prospects of many learners, especially those from marginal areas. Learners in marginal areas have been unable to access education remotely hence bringing their learning to a standstill. There have been reported cases of disadvantaged children from urban informal settlements, rural and marginal areas of child labor, teenage pregnancy, drug and substance abuse. Due to these hardships, it was imperative to carry out this study in order to examine how Covid 19 pandemic has influenced management of private secondary schools in marginal areas of Kenya. Furthermore, no sufficient studies have been done on the study site to address this issue. This study will therefore shade more light on the impact of Covid 19 on management of private schools in marginal areas of Kenya.

Objectives of the Study

This study's objective was:

- i. To examine impact of Covid-19 pandemic on resource utilization in the management of private secondary schools management in Garissa Township Sub County.
- ii. To assess the impact of Covid-19 pandemic on learning process in the management of private secondary schools in Garissa Township Sub County

Hypothesis of the Study

The study was based on null hypothesis:

H₀₁: There is no significant relationship between impacts of Covid-19 pandemic on resource utilization and management of private secondary schools in Garissa Township Sub County

H₀₂: There is no significant relationship between impacts of Covid-19 pandemic on learning process and management of private secondary schools in Garissa Township Sub County

Underpinning Theory

This study was based on classical theory of equal opportunity propounded by Sherman and Wood. The theory advocates for the need for equal opportunity for every learner in education. The theory asserts that each learner is born with some amount of ability that cannot be substantially altered. It is presupposed that education should be structured to eliminate challenges that may hinder a disadvantaged learners from utilizing their inborn talents and abilities. Based on this theory, education systems should be well planned in order to eliminate any challenges that may prevent learners from gaining innate talents and abilities. On the same note Coleman (1968) observed that providing equal opportunity is the most common stated goal of education. He identified the pillars that would enhance equal opportunity to education. These included provision of free education up to a given level; providing a common curriculum for all children regardless of their background; ensuring that children from diverse backgrounds attended school; and providing equality within a given locality. It is widely accepted that educational opportunities for children ought to be equal although Jencks (1988) argued that ideal educational opportunity is a subject of substantial disagreement.

The education delivered to marginalized and vulnerable children would boost them to social promotion as education is viewed to be an equalizer. The outbreak of Covid 19 in Kenya has led to closure of schools and caused challenges to learners, especially in marginal areas, from accessing remote education whereas children from rich families have continued with online classes from their homes. This theory forms the basis of assessing inequality and other challenges posed by Covid 19 in education development in Kenya.

Impact of Covid-19 on Education

A research study conducted by Population Council indicates that more than 90 percent of school children around the globe have been affected by temporary closure of schools between February and June 2020. This study notes that globally the pandemic has threatened the economic stability of many nations and this phenomenon has caused greater risks to educational development. There has been uneven progress and enrollment hence narrowing gender disparity in learning. The school closures have led to children from informal settlements to miss

education. This research further shows that more than half of the girls who participated in the survey cited challenges in accessing learning materials as well as remote lessons. The study recommends that adolescents need access to resources in order to have continuous learning (Blake & Mahapatra, 2020).

A survey by UNESCO (2020) shows that coronavirus pandemic has created unprecedented education turmoil with around 1.2 billion learners affected worldwide. The global lockdown of educational institutions has caused a lot of disruptions to learners. The pandemic has led to closure of schools, colleges and universities. This has led to introduction of home schooling in some parts of the world. Teaching has moved online with a lot of trial and error for learners. Many assessments have been cancelled and eventually led to increase of inequality. Home schooling has put families central to education as major providers of child learning. In universities, traditional examinations have been replaced with online assessment tools, although they have appeared new to users (Burgess & Sievertsen, 2020). Even with online educational opportunities, there remain critical questions on assessments and accreditation of learning outcomes. Development of competency standards and qualifications need to be put in place to convince learners to accept outcomes of learning regardless where learning took place. However, such frameworks are yet to be developed in many countries of the world (CGTN, 2020).

A survey by Human Rights Watch (2020) established that Covid 19 has significantly affected the management of education. In most countries in Africa the pandemic has paralyzed education and children have had difficulties in accessing education. The closure of schools exacerbated previously existing inequalities and majority have not been able to access quality education. This report indicated that little learning took place through distance learning. Most learners in Kenya and Morocco had difficulties in covering the course content. This report shows that many parents have been burdened by costs occasioned by continued learning of the children in the course of school closures. On the other hand where distance learning took place, the girl child had difficulties in accessing learning devices compared to boys. In Kenya, Congo, Zambia and Central Africa Republic most schools have not been in a position to provide learning materials, guidance and feedback during the pandemic. The survey found out that cases of early marriages and pregnancy were very common during the closure of schools in Malawi, Tanzania and Southern Sudan.

A study by MasterCard Foundation (2020) showed that Covid 19 has created disastrous impact on many nations. These effects will have long term consequences on the future of nations in regards to labor force supply. Loss of learning will consequently lead to loss of skills and overall productivity that heavily depends on individual expertise. This would in turn lower GDP of countries (Schleifer, 2020). In sub Saharan Africa, gross enrollment rates had risen to about 99 percent (UNESCO Institute of Statistics (UIS), 2018). A report by Africa American Institute (2015) showed

that rising enrolment and completion rates over the last decade have put pressure on secondary education systems since one out of 3 adolescents in sub Saharan Africa could be accommodated due to limited places. Covid 19 pandemic has reversed this situation (World Bank, 2020).

World Bank Report (2020) found out that Covid 19 pandemic could cause dire consequences on financing education. Low economic growth projections would automatically reduce tax revenues and increase competition for scarce resources with other vital sectors of the economy such as health. The economic losses would make many families unable to educate their children based on household contributions to education costs (UIS, 2011). Children from poor backgrounds would face immense pressure to work during the pandemic to support their families. Reliance on this income will make returning to school after closure more difficult. Permanent dropout rates are projected to increase at all levels of learning due to detachment from the education system (World Bank, 2020).

Studies by OECD have shown that Covid 19 pandemic has affected countries almost equally without discrimination in terms of income, nationality and education levels. Lockdown measures that were set against coronavirus have interrupted face to face learning. Children and students have to rely more on their resources to continue learning remotely through the internet, television and radios. Teachers have to adapt to new pedagogical concepts and modes of delivery for which most may lack the necessary skills. Many learners from poor backgrounds have lagged behind due to inaccessibility to digital learning resources. Although attempts have been made to replace offline learning, the closures of schools have affected examinations. The crisis has raised eyebrows on the quality and value of education offered by universities through online literacy (Schleifer, 2020).

Research by Hansom and Barfoot (2020) has shown that nations have continued to adapt to rapidly changing situation to combat the impact of Covid 19 on the education sector. New opportunities have risen requiring distance learning while finances have been diverted affecting on how schools will plan for the future. Many learning institutions have been compelled to react to new educational landscape. In many parts of East Asia, digitalization of learning has been hampered by reliability, speed and affordability of internet and data access as well as accessing electronic devices conducive to learning. Students and teachers in some countries have been unable to adjust to online learning. However, in Malaysia each of its courses has its own virtual site hence facilitating online engagement for assessments, assignments, peer support and communication with peers and lecturers. The survey shows that countries with significant internet infrastructure such as Republic of Korea have improved online education though there are concerns on whether learners and teachers have adequate skills to engage actively in digital literacy (Yarrow, 2020).

A Study by Areba (2020) has shown that Covid 19 and subsequent closure of schools has created limited contact between learners and students for content delivery. This was informed by the government regulation of instituting social distance to control the spread of the virus in Kenya. To keep learners engaged and mitigate loss of essential learning time, the government of Kenya through Kenya institute of curriculum studies, stepped measures to facilitate learning through different platforms such as radio, mobile phones and other electronic devices. These modes of learning though effective, a few students have benefited due to barriers to access electricity, internet, connectivity and digital technology. This has widened inequality gap in accessing education (Njenga, 2020). Remote learning was in effect put in place but poor technology has hindered the implementation of the scheme. Equal continuous education appeared a pipe dream across all regions of the country. Just like in the USA where the government announced closure of libraries, in Kenya library services have been put to halt to encourage distance learning (Hauck & Stanglin, 2020). A survey conducted by Nation Team established that only a decimal percentage of Kenyan learners, mostly in urban areas, had access to digital literacy while children from marginal areas were not able to study digitally. The scenario has been worse for students with disabilities who were not able to benefit from this strategy (Abidjan, 2020).

The literatures reviewed have shown general effects of Covid 19 on education. Comprehensive studies have not been done to reveal the impact of this pandemic on private education sector, specifically in marginal areas of Kenya. It is against this background that this study was conducted.

Research Methodology

Research Design

A quantitative research approach produces figurative data which can be easily analyzed (Kothari, 2014). Based on the current study, a quantitative research approach was used to maintain objectivity of data. Descriptive research design studies all the design information to obtain pertinent facts concerning the status of the phenomena and draws conclusions from the facts discovered (Kumar, 2014). This study adopted a descriptive research design to collect and analyze the opinions of managers of private secondary on their experience on the impact of Covid-19. The target population of the study constituted all private secondary schools in Garissa Township Sub County. Managers of private secondary schools were selected purposively because they have detailed information concerning management of their schools during the Covid 19 pandemic period. A census method was used to select a study population of 36 managers. A census method is useful when the target population is too small to select a sample (Mugenda & Mugenda, 2003; pp44). Each manager from each 36 private secondary schools in the research site was selected and became a unit of observation for this study.

The study collected both primary and secondary data. Primary data was collected by use of structured self-administered questionnaires from the respondents while secondary data was obtained from various sources of literature review. Structured questionnaires are research tools used to collect information from the study population (Mugenda & Mugenda, 2012). The questionnaires had closed ended questions that were simple to analyze and aided in obtaining quantitative data. A Likert scale with 5 response categories was used to measure research variables. Self-administered structured questionnaires were used to collect views from managers of schools, through online method. The filled up questionnaires were collected from the respondents in a period of one week. Piloting of the research instruments was done to ensure content validity, correct wording, clarity of expression and understandability. Piloting was done on a sample of 10% of the respondents that were excluded from the final study. Cronbach alpha coefficient method was used to test the reliability of the research tools. The research tools were administered twice to the same group of respondents in an interval of one week. The questionnaires that were used in the pilot study were coded, and their responses tested to generate reliability coefficient by use of SPSS Version 24. A reliability of 0.88 was obtained. This was considered significant for this study. The research instruments were tested and pretested on the randomly selected respondents to ensure that the research tools were accurate. Content validity was used for this purpose. Collected data in this study was edited, carefully coded and categorized into different themes according to the research objectives. Quantitative data in this research was analyzed by descriptive and inferential statistics with the aid of Statistical Package for Social Sciences (SPSS version 24). The study used Regression, ANOVA analysis to establish the relationship between the independent variable and dependent variables. Thereafter results from data analysis procedure were tested to establish if they were statistically significant in order to decide on whether to reject or accept the null hypothesis hold at 0.05 confidence level.

The researcher endeavored to maintain ethics while conducting out this study. The researcher sought permission and approval from the relevant authorities. The researcher did not reveal details and identities of the informants. All the participants were therefore assured of their anonymity.

Findings

The findings were obtained from descriptive and inferential statistical analysis. The study's objective was to examine impacts of Covid-19 on resources utilization and learning process in management of private secondary schools in Garissa Township Sub County.

Descriptive analysis of the impact of Covid-19 on resource utilization and management of private secondary schools

This section provides an analysis of the impact of Covid 19 on resource utilization in the management of private secondary schools. To establish the effects of Covid 19 on resource utilization and management of schools, respondents were asked to answer a set of questions framed on a likert scale of 5.

The results are shown in Table1. The first question enquired on whether the management of private schools were able to pay teachers during the Covid 19 pandemic. The feedback indicates that only 8.6% of the respondents agreed to the statement while 91.4% disagreed with the statement. This is reflected by a mean of 4.4 and standard deviation of 1.14275. The respondents were also asked whether the school received credit from the government during Covid 19 pandemic. The results show that 2.9% of the respondents were not sure whereas 97.1% disagreed to the statement. This is reflected by a mean of 4.8286 and a standard deviation of 0.45282. The third question enquired whether the school was in a position to pay its suppliers' debts during Covid 19 pandemic respondents. The results show that only 14.3% of the respondents agreed to the statement whereas 86.7% of the respondents disagreed to the statement. This is reflected by a mean of 4.1429 and a standard deviation of 1.24009. The respondents were also asked whether the management was able to pay its support staff during Covid 19 pandemic. The results obtained show that 14.3% of the respondents agreed to this statement while 85.7% disagreed to this question. This is explained by a mean of 4.2571 and a standard deviation of 1.06668. Asked on whether the school continued to operate on its own premises during the Covid 19 pandemic, 37.1% agreed, 2.9% were not sure while 60% disagreed to the statement. This is reflected by a mean of 3.5429 and a standard deviation of 1.42133.

The respondents were asked whether the school was able to collect outstanding fees balances during Covid 19 pandemic. The feedback obtained from this study established that 5.7 % of the respondents agreed to the statement, 2.9% were not sure while 91.4% of them disagreed to it. This is reflected by a mean of 4.4286 and a standard deviation of 1.00837. Asked whether the school has been able to pay rent over Covid 19 period the, 25.7% agreed to the statement whereas 74.3% disagreed to this statement. This is reflected by a mean of 3.8 and a standard deviation of 1.54919.

The respondents were further asked on whether the school is likely to face financial challenges on reopening. The findings of this study established that 74.3% of the respondents agreed to the statement, 8.5 were not sure while 17.2% disagreed to it. This is reflected by a mean of 2.0286 and a standard deviation of 1.44478. Asked on whether the schools were well equipped with ICT facilities, 51.4% of the respondents agreed to this statement, 5.7% were not sure while 42.9% disagreed. This is reflected by a mean of 1.9714 and a standard deviation of 0.61767.

The respondents were also asked whether the teachers are well equipped with digital skills. The results of this

study established that 54.3% of the respondents agreed to the statement, 17.1% were not sure while 28.6% disagreed to the statement. This is reflected by a mean of 1.9714 and a standard deviation of 0.61767. Again, the respondents were asked whether the school depends on school fees collections to operate 88.6% of the respondents agreed to the question while 11.4% disagreed to it. This is reflected by a mean of 1.5714 and a standard deviation of 1.21959. Finally, the respondents were also asked whether the school has other income generating projects. The results show that 8.6% agreed to the statement, 2.9% were not sure while 88.5% disagreed to the statement. This is reflected by a mean of 4.4 and a standard deviation of 0.91394.

Table 1: Respondents' opinions on impact of Covid 19 on resource utilization and management of schools

	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Statics	
	f	%	f	%	f	%	f	%	f	%	Mean	S.Dev
The management of the school was able to pay teachers during the Covid 19 pandemic	3	8.6%	0	0.0%	0	0.0%	9	25.7%	23	65.7%	4.4	1.14275
The school received credit from the government during Covid 19 pandemi	0	0.0%	0	0.0%	12	12.9%	4	11.4%	30	85.7%	4.8286	0.45282
The school was in a position to pay its suppliers' debts during Covid 19 pandemic	3	8.6%	2	5.7%	0	0.0%	12	34.3%	18	51.4%	4.1429	1.24009
The management was able to pay its support staff during Covid 19 pandemic	0	0.0%	5	14.3%	12	12.9%	9	25.7%	20	57.1%	4.2571	1.06668
The school continued to operate on its own premises during the Covid 19 pandemic	2	5.7%	11	31.4%	12	12.9%	8	22.9%	13	37.1%	3.5429	1.42133
The school was able to collect outstanding fees balances during Covid 19 pandemic	2	5.7%	0	0.0%	12	12.9%	10	28.5%	22	62.9%	4.4286	1.00837
The school has been able to pay rent over Covid 19 period	6	17.1%	3	8.6%	0	0.0%	9	25.7%	17	48.6%	3.8	1.54919
The school is likely to face financial challenges on reopening	19	54.3%	7	20.0%	38	38.6%	1	2.8%	5	14.3%	2.8286	1.24819
The school is well equipped with ICT facilities	5	14.3%	13	37.1%	25	25.7%	13	37.2%	2	5.7%	1.9714	0.61767
The teachers are well equipped with digital skills	3	8.6%	16	45.7%	61	61.7%	7	20.0%	3	8.6%	2.7429	1.14642
The school depends on school fees collections to operate	26	74.3%	5	14.3%	0	0.0%	1	2.9%	3	8.5%	1.5714	1.21959
The school has other income generating projects	0	0.0%	3	8.6%	12	12.9%	10	28.5%	21	60.0%	4.4	0.91394

a. Independent Variable: Resource Utilization

Source: Field Data (2020)

Descriptive analysis of the impact of Covid-19 on learning process and management of private secondary schools

This section provides an analysis of the impact of Covid 19 on the learning process in the management of private secondary schools. To establish the effects of Covid 19 on learning process and management of schools, respondents were asked to answer a set of questions framed on a likert scale of 5. The results are shown in Table 2.

Firstly, the respondents were asked whether the school had successful online classes during the Covid 19 pandemic. The results show that 14.3% of the respondents agreed with the statement while 85.7% of the respondents disagreed with the statement. This is reflected by a mean of 4.1143 and a standard deviation of 0.99325. The second question inquired whether the school was able to assess students during Covid 19 pandemic. The feedback show that 8.6% of the respondents agreed to the statement, 2.9% were not sure while 85.7% of the respondents disagreed to the statement. This is reflected by a mean of 4.3143 and a standard deviation of 0.90005. Finally, the respondents were asked whether the school covered adequate content for all classes during the Covid 19 pandemic. The response shows that 22.9% of the

respondents agreed to the statement, 65.7% were not sure while 11.4% of the respondents disagreed to the statement. This is reflected by a mean of 2.8 and a standard deviation of 0.96406.

Table 2: Respondents' opinions on impact of Covid 19 on learning process and management of schools

	Strongly Agree		Not Agree Sure		Strongly Disagree		Mean	Std De			
	F %	f %	f %	f %	f %	f %					
The school had successful online classes during the Covid 19 pandemic	0	0.0%	514.3%	0	0.0%	1645.7%	14	40.0%	4.11430.99325		
The school was able to assess students during Covid 19 pandemic	0	0.0%	38.6%	1	2.9%	1337.1%	18	51.4%	4.31430.90005		
The school covered adequate content for all classes	5	14.3%	38.6%	23	65.7%	2	5.7%	2	5.7%	2.8	0.96406

Dependent Variable: Management of Schools

Independent Variable: Learning Process

Source: Field Data (2020)

Regression analysis of the impact of Covid 19 on resource utilization and management of schools

The model $y = \alpha + \beta_1 X_1 + u$ was subjected to a test using linear regression to establish whether resource utilization was a predictor of management of schools. Algebraically the model is follows:

$$y = \alpha + \beta_1 X_1 + u$$

Where y = Dependent variable (Management of Schools)

X_1 = independent variable (Resource Utilization)

α = constant

β_1 = the coefficient of the independent variable

u = the error term

Table 3 below shows level of significance of various indicators of resource utilization and how they affect the management of schools during the coronavirus pandemic. As can be seen from the results only teachers' digital skills has a p value less than 0.05, implying a positive significant relationship with management of schools. All the other indicators of resource utilization variable do not have any significant relationship with the dependent variable (management of schools).

Table 3: Coefficients^a of Determination

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.461	2.037		1.208	.242
	The management of school was able to pay teachers during the Covid 19 pandemic	.162	.286	.299	.566	.578
	The school received credit from the government during Covid 19 pandemic	-.685	.515	-.502	-1.331	.199
	The school was in a position to pay its suppliers' debts during Covid 19 pandemic	.175	.160	.352	1.100	.285
	The management was able to pay its support staff during Covid 19 pandemic	-.034	.125	-.059	-.274	.787
	The school continued to operates on its own premises during the Covid 19 pandemic	-.044	.103	-.102	-.428	.673
	The school was able to collect outstanding fees balances during Covid 19 pandemic	.034	.254	.055	.133	.895
	The school has been able to pay rent over Covid 19 period	-.015	.123	-.037	-.120	.906
	The school is likely to face financial challenges on reopening	-.149	.100	-.350	-1.492	.152
	The school is well equipped with ICT facilities	.016	.119	.033	.137	.893
	The teachers are well equipped with digital skills	.265	.111	.492	2.396	.027
	The school depends on school fees collections to operate	-.031	.146	-.062	-.214	.833
	The school has other income generating projects	-.037	.322	-.054	-.114	.910

a. Dependent Variable: Management Of Schools

b. Independent Variable: Resource Utilization

Source: Field Data (2020)

Table 4 represents a regression model of the impact of Covid 19 on resource utilization in the management of private secondary schools. As shown in the table, the coefficient of determination R square is 0.474 and R is 0.688, at significance level of 0.05. The coefficient of

determination indicates that 5.8% of the variation on resource utilization influences the management. It means that 5.8%% of the variation in the management of schools is explained by utilization of resources.

Table 4: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.688 ^a	.474	.058	.59940

a. Dependent Variable: Management of School

b. Independent Variable: Resource utilization

Source: Field Data (2020)

ANOVA computation of the impact of Covid 19 on resource utilization and management of schools

The ANOVA results in Table 5 confirm further the appropriateness of the model fit for this data. The calculated p value of 0.388 is more than the critical value of 0.05. This computation implies a negative relationship

between impacts of Covid 19 on resource utilization in the management of schools. The results further indicate that resource management negatively influences the management of schools. The F-statistics of 1.140, shows that the results are not significant ($P > 0.001$) and it is very unlikely that they are computed by chance.

Table 5: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.145	15	.410	1.140	.388 ^b
	Residual	6.826	19	0.359		
	Total	12.971	34			

- a. Dependent Variable: Management of Schools
 - b. Predictor/Independent Variable: Resource Utilization
- Source:** Field Data (2020)

Hypothesis Testing

To determine whether resource utilization influences management of schools during the Covid-19 period the null hypothesis was tested.

H₀₁: There is no significant relationship between impacts of Covid-19 pandemic on resource utilization and management of private secondary schools

Decision rule: The rejection of the null hypothesis if calculated p value is smaller than the table value of 0.05 and vice versa.

ANOVA results indicated in Table 5 confirm the appropriateness of the model fit for this data since the computed p value of 0.388 is much more compared to the critical value 0.05. These findings imply that there is no significant relationship between resources utilization and the management of schools. This led to acceptance of the null hypothesis which states that, "There is no significant relationship between resource utilization and management of private secondary schools enterprises" is accepted. Consequently the alternate hypothesis was rejected.

Regression analysis of the impact of Covid 19 on learning process and management of schools

The model $y = \alpha + \beta_1 X_1 + u$ was subjected to a test using linear regression to establish whether resource utilization was a predictor of management of schools. Algebraically the model is follows: $y = \alpha + \beta_1 X_1 + u$

Where y =Dependent variable (Management of Schools)

- X₁= independent variable (Learning Process)
- α = constant
- β₁=the coefficient of the independent variable
- u = the error term.

Table 6 below shows level of significance of various indicators of learning process and how they affect the management of schools. As revealed in the table assessment of students and content coverage have p values of less than 0.05, implying a significant relationship with management of schools. The success of online classes has p value greater than 0.05, signifying that it has no significant relationship with the dependent variable.

Table 6: Coefficients^a of Determination

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.859	.514		1.671	.105
	The school had successful online classes during the Covid 19 pandemic	-.145	.097	-.233	-1.492	.146
	The school was able to assess students during Covid 19 pandemic	.250	.106	.364	2.353	.025
	The school covered adequate content for all classes	.206	.078	.420	2.631	.013

Table 6 below represents a regression model of the impact of Covid 19 on learning process in the management of private secondary schools. As shown in the table, the coefficient of determination R square is 0.351 and R is 0.592, at significance level of 0.05. The coefficient of

determination indicates that 28.8% of the variation on learning process influences the management of schools. It means that 28.8%% of the variation in the management of schools is explained by learning process.

Table 6: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.592 ^a	.351	.288	.52128

Dependent Variable: Management of School

Independent Variable: Learning Process

Source: Field Data (2020).

ANOVA computation of the impact of Covid 19 on learning process and management of schools

The ANOVA results in Table 7 confirm further the appropriateness of the model fit for this data. The calculated p value of 0.004 is less than the critical value of 0.05. This computation implies a positive relationship

between learning process in the management of schools during the Covid-19 period. The results further indicate that learning process positively influences the management of schools. The F-statistics of 5.579, shows that the results are significant ($P < 0.001$) and it is very unlikely that they are computed by chance.

Table 7: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.548	3	1.516	5.579	.004 ^b
	Residual	8.424	31	.272		
	Total	12.971	34			

Dependent Variable: management of school

Predictors/independent Variable: Learning Process

Source: Field data (2020)

Hypothesis Testing

To determine whether learning process influences management of schools during the Covid-19 period the null hypothesis was tested.

H₀₂: There is no significant relationship between impacts of Covid-19 pandemic on learning process and management of private secondary schools

ANOVA results indicated in Table 7 confirm the appropriateness of the model fit for this data since the computed p value of 0.004 is much less compared to the critical value 0.05. These findings imply that there is a significant relationship between learning process and the management of schools. This led to rejection of the null hypothesis and adoption of the alternate hypothesis which states that, "There is a significant relationship between learning process and management of schools during the Covid 19 period.

Discussion of Findings

The findings of this study concur with the survey by Blake and Mahapatra (2020) who cited challenges in accessing learning materials as well as remote lessons by students during the covid 19 pandemic. The study recommends access to resources in order to have continuous learning. The study's findings are also in line with the survey by Human Rights Watch (2020) which established that Covid 19 has significantly affected the management of education in that learners have difficulties in accessing education. The results of this research are aligned with the findings by Areba (2020) who found out that implementation of remote learning has been affected by poor technology. These findings are further in line with a study by Yarrow (2020) who established that digitalization of learning has been hampered by reliability, speed and affordability of internet and data access as well as accessing electronic devices conducive to learning. Students and teachers in some countries have been unable to adjust to online learning. These findings support views by Schleifer (2020) who found out that many learners from poor backgrounds have lagged behind due to inaccessibility to digital learning

resources. Although attempts have been made to replace offline learning, the closures of schools have affected examinations.

Conclusion

Covid 19 has tremendous effects on education management. The introduction of online learning has not been successful due to robust measures that were taken by the government and other educational stakeholders without adequate prior planning. It is prudent to note that many nations, especially developing countries, have not put strategies to embrace digital literacy. Consequently, online classes have enhanced inequality in learning, especially for marginal areas of the world. More resources are therefore needed to integrate digital literacy in the schools' curriculum management in order to ensure equity and quality education for all the learners.

Recommendations

This study recommends that the government of Kenya through the Ministry of education provide support to vulnerable students to ensure that they are not exploited, discriminated and excluded from learning. From the study findings, the government ought to extend credit facilities to facilitate private schools to support their operations during and after a crisis. The government of Kenya should integrate digital literacy at all levels of learning to ensure continuity of learning with or without a pandemic. Digital literacy should be an integral component of the schools' curriculum.

References

- Abidjan, T. (2020). With Lockdowns Africa Gears Up For Remote Schooling, Daily Nation April 24th, Nation Media Group
- Africa American Institute (2015). State Of Education in Africa Report, New York
- Anifowoshe, O., Aborode, A.T., Ayodele, T.I., Irietayo, A.R. & Oluwafeni, D.O. (2020). Impact of Covid 19 in Sub Saharan Africa
- Areba, G. (2020). Covid-19 Pandemic Impact on Kenyan Education Sector: Learner Challenges and Mitigations. Journal of Research Innovation and Implications in Education
- Berg, S. (2020). Covid-19 School Closures in South Africa and their Impact on Children. The Conversation
- Berthelsen, J. (2020). Covid-19's Devastating Impact on Asian Education.
- Blake, S. & Mahapatra, B. (2020). The Impact of Covid-19 and Progress in Global Education: Population Council Commentary
- Burgess, S. & Sievertsen, H.H. (2020). Schools, Skills and Learning: The Impact of Covid-19 on Education.
- CGTN (2020). How will Covid-19 Impact Global Education
- Coleman, J. (1968). The Concept of Equality of Educational Opportunity. Harvard Educational Review, vol 38, no.1
- Digital Group Overview Report (2020) in Anifowoshe, O., Aborode, A.T., Ayodele, T.L., European Data Portal (2020). Education during Covid-19; Moving towards e-Learning
- Hansom, D. & Barfoot, R. (2020). UK: Covid-19 Global Educational Guide
- Hauck, G. & Stanglin, D. (2020). Coronavirus Updates: Trump Declares National Emergency; Schools In 12 States Shut Down. Cruise Lines Halted
- Irietayo, A.R. & Oluwafeni, D.O. (2020). Impact of Covid 19 in Sub Saharan Africa
- Jencks, C. (1988). Whom must we treat equally for Educational Opportunity to be Equal? Ethics, 98(3): 518-533
- Kothari, C. (2014). Research Methodology: Methods and Techniques. 2nd edition; New Age International Publishers, New Delhi, India
- Kumar, R. (2014). Research Methodology: A Step by Step Guide for Beginners (2nd Ed.) New Delhi: Sage Publication
- MasterCard Foundation (2020). The Impact of Covid-19 on Secondary Education in Africa: Amplifying Challenges and Opening New Opportunities.
- McDonald, Z. (2020). Covid-19 exposes the underbelly of South Africa's Education System. The conversation
- Ministry of Education (2020). Kenya Basic Education Sector: Covid-19 Emergency Response Plan, Nairobi, Kenya.
- Mugenda, O.M. & Mugenda, A.G. (2012). *Research Methods: Quantitative and Qualitative Approaches*. Act Press, Nairobi
- Njenga, G. (2020). Impact of Covid-19 on Education in Kenya, Kenya Connection
- Njenga, G. (2020). Impact of Covid-19 on Education in Kenya, Kenya connection
- Policy Briefs (2020). Education during Covid-19 and Beyond Republic of Kenya (2020). Kenya Basic Education Covid-19 Response Plan, MOE,
- Roser, M. & Ortiz-Ospina, E. (2020). Global Education
- Schleifer, A. (2020). The Impact of Covid-19 on Education: Insight from Education at Glance. OECD
- Sharp, P.C. & Nelson, J. (2020). The impact of Covid-19 on Mainstream Schools in England; Project Overview
- UIS (2011). Financing Education in Sub Saharan Africa: Meeting the Challenges and Expansion, Equity and Quality
- UIS (2018). Enrollment by Level of Education, Sub Saharan Africa (SDG Region)
- UNESCO (2020). Covid-19 Education Is the Bedrock of a Just Society in Post Covid World
- UNESCO, (2020). Education Disruption and Response. Retrieved on 2020-07-27
- Voice of Youth (2020). Covid-19's Effect on Education on Educational Inequalities in UK.
- World Bank (2020). World Bank Predicts Sharpest Decline of Remittances in Recent History. Press Release
- World Bank (2020). Assessing the Economic Impact of Covid-19 and Policy Response on Sub Saharan Africa, Pulse Africa
- World Bank Report (2020). Assessing The Economic Impact of Covid-19 and Policy Responses on Sub Saharan Africa, Africa's Pulse
- World Economic Forum (2020). Covid-19 has exposed the Education Divide in Nigeria. This is how we can close it.
- Yarrow, N. (2020). Covid-19 in East Asia: How the Region's Higher Education Systems are addressing the Crisis to Adapt to the Future