

**ADMINISTRATIVE ROLES OF PRINCIPALS AND TEACHERS IN SECONDARY
SCHOOLS FOR CURBING CORONAVIRUS (COVID-19) PANDEMIC
IN ENUGU STATE: HENRY FAYOL'S APPROACH**

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Abstract

Coronavirus (COVID-19) pandemic outbreak is a threatening and deadly disease that poses serious concern to educational systems in all states of Nigeria, Enugu State inclusive. To contain coronavirus pandemic outbreak in Nigeria both federal Government and various State governments ordered for the immediate total lockdown of educational institutions. Coronavirus pandemic closures of schools therefore left the pupils and students, out of school. It appears there is no definite care for this deadly disease presently; hence there is a great need for preventive measures to annihilate its spread in schools. The Secondary School which the study is delimited is the cornerstone of educational system since it coincides with the critical period of adolescence, when important careers and life choices are made. It also determines the quality and quantity of the input into the tertiary level where higher manpower needs of the nation are produced. Therefore, the students of Secondary Schools require proper attention and care. The principals and teachers who occupy administrative positions in secondary schools in Enugu State need not only to teach these students but to manage them properly in order to prevent the spread of coronavirus pandemic in the schools. This study is designed to use Henry Fayol's approach to suggest how principals and teachers should practically discharge their administrative roles so as to prevent

coronavirus spread among students in secondary schools in Enugu State. This is expected to give an insight into healthy adaptive measures for both the staff and students in secondary schools in Enugu State. Finally, the following suggestions were made which include: periodical fumigation of schools, providing adequate hygiene facilities, maintaining physical distancing, wearing of nose and mouth mask, use of hand sanitizers, services of healthcare workers and isolation centres.

Keywords: Coronavirus Pandemic (COVID-19), Principals, Teachers, Secondary Education, Henry Fayol.

Introduction

Educational system in Nigeria like most developing nations of the world is faced with myriads of challenges and harsh realities such as poor funding, students' lack of interest and determination, inadequate teaching facilities and infrastructures, administrative related obstacles as well as coronavirus (COVID-19) Pandemic.(Oguejiofor, Kalu and Ezeama 2020). This has caused decay in educational system and incessant strike actions among teachers. Presently there is a strike action that commenced on March 2020 in tertiary institutions in Nigeria by the ASUU despite the coronavirus (COVID-19) outbreak that has caused total lockdown of educational institutions. It has also led to the ban of social organizations such as business organizations, markets, churches, inter-state travel, among others. The total lockdown of educational institutions by Enugu State Government due to coronavirus (COVID -19) Pandemic outbreak has hindered teaching and learning process which brought about sit at home for both teachers and students.

Recently, the Enugu State government gradually eased the restrictions, reopening of schools inclusive. Honourable Commissioner for Education in Enugu State announces that schools will reopen on Monday 28th September 2020. He maintained that COVID-19 hygiene protocols must be strictly adhered to and that both the state and local government monitoring teams have been put in place to maintain compliance.

The news that schools will reopen earnestly was consequently received by parents and guardians of students in Secondary schools with mixed feelings. It is not arguable that it will be good for students to return back to school after the long stay at home due to coronavirus (COVID -19) pandemic. However, the parents and guardians of the secondary education students are fully aware that if precautionary mechanisms are not put in place in schools, the spread of the coronavirus (COVID -19) pandemic will be so overwhelming. In other words, if proper healthy care is not taken, there may be an outrageous increase in spread rate of coronavirus (COVID-19) Pandemic in Schools, especially Secondary Schools. Therefore the chunk of the responsibility rests on both the principals and teachers. On this stand point, the administrators and managers of education institutions; Secondary education in particular, requires to take proactive mechanism to curb possible spread of this deadly pandemic among

students. Principals and teachers, therefore ought to strategically discharge their roles as academic and administrative heads in the school. This study, therefore examines the administrative roles of principals and teachers in the bid to prevent coronavirus spread in secondary schools in Enugu State: Henry Fayol's Approach, it will equally give an insight to school administrators and managers on adaptable health preventive measures to prevent the outbreak of coronavirus (COVID-19) Pandemic while discharging their core administrative and managerial functions in the school. Hence the thrust of this paper is therefore to proffer healthy adaptive measures for healthy school environment to prevent coronavirus (COVID-19) Pandemic outbreak among staff and students in Secondary Schools in Enugu State.

Coronavirus (COVID-19) Pandemic Overview

Coronavirus pandemic is contagious disease that originated in Wuhan, China in 2019. In other words, it was traced to Wuhan, China in the year 2019. It was later coded "COVID-19" by World Health Organization (W. H. O) to differentiate this particular disease from other known coronavirus. (Odunayo, 2020) (COVID -19) stands for coronavirus disease 2019, where CO stands for Coronavirus

VI stands for Virus

D stands for Disease

19 stands for 2019

Coronavirus disease (COVID-19) is caused by a new strain of coronavirus (SARS-cov-2) that has not been previously identified in humans. It was first reported to World Health Organization on 31st December 2019 in Wuhan, China (Nigeria Centre for Disease Control 2020)

The emergence of coronavirus (COVID-19) Pandemic and its increasing incidence in all states of Nigeria, Enugu State inclusive remains one of the worst global pandemics for decades. It has created severe pressure on Enugu State Educational Institutions. It has caused an academic downturn in Enugu State education System. It created serious disruptions in academic activities as well as in career plans in Enugu State. As part of Enugu State government efforts to combat coronavirus (COVID -19) Pandemic closed down schools, in an attempt to contain the coronavirus pandemic. It is not arguable that unplanned school closures can cause severe problems for students, educators, parents/guardians and society at large. It could negatively affect the academic interest and performance of students. Again if students are not properly engaged productively, unplanned closure of schools could lead to idleness which might result in students involvement in inhuman behaviours, loss of interest in learning and poor academic performance. The US centre for Disease Prevention and Control (CDC) also expressed concerns about implications of School closures. Quentin (2014) stated that school closing is very controversial and it can have spillover effects on a large number of students in schools. According to him, it can affect the quality of teaching and

learning and academic achievement, especially for students with special needs or those with learning difficulties that often requires more physical attention and guidance from the teachers.

According to Lindzon (2020), school closures have made negative impact on students, teachers and families. According to him, school closures in response to coronavirus (COVID-19) pandemic have shed light on various social and economic issues. He went further to state that the impact was more severe for disadvantaged children and their families, causing interrupted learning, compromised nutrition, childcare problems and consequent economic cost to families who could not work. Two hundred and ninety-two secondary schools in Enugu State have been closed down on March 2020 because of coronavirus (COVID -19) Pandemic (MOE, 2020). Consequently, students attend online class at home as students' return to school has been terribly delayed as a result of coronavirus (COVID-19) Pandemic.

In response to school closures, UNESCO has recommended the use of distance learning programmes and open educational application and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education. (Ogueji for, Kalu and Ezeama 2020). However, the problem with Nigeria education system, Enugu State inclusive is that government cannot provide distance learning programmes and open educational application effectively and efficiently for teaching and learning in education system. The distance learning and open educational application infrastructures are not available for secondary schools to use them.

School Closures

According to Edeh, Nwafor, Obafemi, Sen, Atonye, Sharma and Alsayed (2020) school closure means the closing down of schools as a result of the pandemic, emergencies, labour strikes, disasters or deliberate efforts to reposition a school or curb crimes in a given campus or environment. This means that school closures are not only for emergencies or pandemics but a deliberate way of addressing some identified gaps in a given school or environment. For instance in Nigeria, the government of school authorities often shutdown schools to address security issues such as cultism, terrorism or violet protest on the campus.

Gewerts (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 coronavirus (COVID 19) Pandemic is detrimental to many educational system across the world. As at 23 March, 2020, over 1.3 billion learners were out of school due to school closures in response to coronavirus (COVID-19) Pandemic (Wikipedia, 2020b).

Erika and Nicholas (2020) noted that school closures can either be reactive or proactive. They further stated that reactive closing schools occur upon the discovery of coronavirus case among the students, staff or parents whereas proactive school closure occurs before the disease even reaches the doors of the school.

Madeline (2020) cited in Edeh et al (2020) opined that school closures due to coronavirus 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 coronavirus 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 at 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. Coronavirus School Closures increases school debt, extend the graduation time of students, and shatter the academic dreams of students, as well as programme schedules of educational institutions. 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.

Secondary Education

Secondary education is a vital link between primary education and tertiary education. It is also a gate way to labour market for those who could not for any reasons, continue into tertiary education. According to Anyaogu (2008) in Nsude (2015), Secondary education is the cornerstone of educational system, because it coincides with the critical period of adolescence, when important careers and life choices are made. She went further to stress that it determines the quality and quantity of input into the tertiary level where higher manpower needs of the nation are produced. The importance of Secondary education made the federal government of Nigeria to state the broad aims of Secondary education as:

- i. Preparation for useful living
- ii. Preparation for higher education

In specific terms according to the federal Republic of Nigeria (2013), the Secondary School System is geared towards realizing the following objectives:

- a. Provide holders of the Basic Education Certificate and Junior Arabic and Islamic certificate with opportunity for education of a higher level, irrespective of gender, Social status, religious or ethnic background.
- b. Offer diversified curriculum to cater for the differences in talents disposition, opportunities and future roles.

- c. Provide trained manpower in the applied science, technology and commerce at sub-professional grades.
- d. Provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development.
- e. Develop and promote Nigerian languages, art and cultural heritage;
- f. Inspire students with a desire for self improvement and achievement of excellence;
- g. Foster patriotism and security education with an emphasis on the common ties in spite of our diversity and
- h. Raise morally upright and well-adjusted and rationally respect and appreciate the dignity of labour (29).

The aims and objectives of secondary education, make it clear that the future of any nation does not only depends on the quality of education it provides for its citizens at this level but also on the health conditions of the students at this level. The plight of this study therefore, is the importance attached to secondary education for individuals' useful living and national development. There is, therefore, a great need for effective school administrations and management to ensure not only effective teaching and learning but proper health caution and proper health carefulness especially in this era of coronavirus (COVID-19) Pandemic outbreak.

Although there are other key stakeholders in the business of secondary education, principals and teachers are the major determinants of its products. Principals are the most senior teachers, leaders and administrators in Secondary education. According to Igbokwe, Okeke, Akudo and Anyanwu (2020) as administrators, they oversee educational programmes and provide a guide for effective daily administration of the schools. According to Jaiyoba (2003) in Nsude (2015) a principal is a secondary school administrator who has to organize and direct the affairs of the school in such a way as to achieve its goals and objectives. He went further to stress that he is the person responsible for coordinating the activities of the school, using the resources at his disposal in such a way that the school objectives are achieved. Therefore, he is essentially an organizer and a coordinator who has to work with the classroom teachers as a team in order to achieve the desired goals and objectives of the school. According to Carige (2018), the role of educational administrators include: setting the institution's tone, setting policy that staff and students will abide by.

According to Okeke James, Igbokwe, Anyanwu and Obinemen, (2020), the classroom teachers are group of people charged with the responsibility of teaching, training, encouraging and inspiring the pupils to learn. More strongly, classroom teachers are not just charged with the responsibility to impart knowledge and skills on pupils but also to guide, teach, motivate and look after them (Okeke-James, Igbokwe, Ogbo, Ekweogu and Anyanwu 2020). According to

Ben-yunusa (2000) in Nsude (2015), the teacher is the main force and the last person that ensures that any curriculum is implemented according to specifications. He decides on what to teach, and at what time, even when some kind of teaching schemes may have been prepared in advance for him. He interprets the syllabus and breaks it into teaching schemes and lesson plans. He decides on what instructional materials to use, the methodology to adopt, the amount of time to spend on each aspect and the equipment and the space to use. Generally, the realization of goals and objectives of secondary school is determined by the performance of the classroom teachers. Ocho (2015) observed that in school, class teachers determine the success or failure of educational enterprise. Arguing along the same line Aguba (2008) in Nsude (2015) noted that teachers are main determinant of quality education. According to him, if they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, anti-social, the whole nation is doomed; if they are ignorant, they are not only useless but dangerous.

Consequently, how the students receive what they do in the classroom and the relationship they are able to establish with other aspects of life depends on how the classroom teacher presents his lesson. Craig (2018) in Igbokwe, Okeke, Akudo and Anyanwu (2020) noted that the roles of educational administrators include: setting the institution's tone, setting policy that staff and students will abide by. Henry-Fayol (1845-1925) outlined fourteen administrative management principles which are as follows: Division of work, Authority and Responsibility, Discipline, Unity of command, Unity of Direction, Subordination of individual interest to General Interest, Remuneration of personnel, Centralization, Scalar Chain, Order, Equity, Stability of tenure of personnel, Initiative and *Espirit de Corps*. In this study, the researchers, used the administrative management principles outlined by Henry-Fayol to proffer preventive health measures in coronavirus and post coronavirus pandemic in Secondary Schools in Enugu State.

Principals' Application of Henry Fayol's Administrative Management Principles in Secondary Schools

The most practical measures or mechanisms, principals can adopt Henry Fayol's Administrative management principles (Division of labour, Authority and Responsibility, Discipline, Unity of command, unity of Direction, subordination of Individual interests to the General Interest, Remuneration of personnel Centralization, Scalar chain, order, Equity, Stability of Tenure of personnel, initiative and *Espirit de Corps*) in preventing coronavirus (COVID -19) Pandemic outburst in both public and private Secondary Schools in Enugu State, Nigeria are as follows:

1. Application of Division of Labour or work in the schools

Division of Labour is the process of assigning separate tasks to individuals in any organization like schools, with the expectation of producing more and better quality work with same effort. Edeokwor cited in Nwogbo in (2014) opined that division of labour is an intelligent idea of assigning works to members of an organization to

enhance productivity. Fayol believed that division of labour will not only result into enhanced expertise which in turn increases productivity but as a result of specialization that emanates from Division of work, jobs are executed more quickly because workers do not lose time, moving from one activity to another. Application of this principles in secondary schools in Enugu State, both public and private, the principals should design the best measures of identifying and assigning duties to his/her subordinates with primary aim of preventing coronavirus (COVID-19) pandemic outburst in the schools. The preventive method should involve the following:

i. Identify and assigning the Hygiene Facility's needs:

The principals should not only identify the areas of poor hygiene facilities in the schools but should plan ways of assigning these identified duties to his/her subordinates so as to enhance the hygiene situations in the schools. It is imperative for the principals to identify and assign duties to things like portable drinking water, rest rooms, isolation centres, disinfectants, detergents, hand sanitizers, wash hand basins, nose and mouth masks, fumigating school compound, healthcare services and facilities. For proper guidance and management and for better results too, the principals should employ the services of healthcare services.

ii. Deploying of Resources:

Principals should assign duties to members of his/her staff in sourcing information on health matters, as well as drawing up budget by making survey from reliable sources so as to make purchases and supply of the hygiene facilities.

iii. Involvement of other education stakeholders:

The principals should involve other education stakeholders, on the issues of healthcare facilities and treatment, since joint participation of other stakeholders is of great important to achieving health goal.

2. Application of the principle of Authority and Responsibility in the Schools

Authority is the power or right to give orders, make decisions and enforce obedience. It is also the power to influence others to do something, because of one's commanding manner or recognized knowledge about a particular thing. Fayol drew a line of distinction between the formal authority that administrators/managers held by virtue of office or rank and personal authority which is as a result of intelligence, knowledge, experience, moral worth, ability to lead and past services. Principals should complement their official authority with personal authority which is compounded of intelligence, knowledge, experience, moral worth and ability to lead in preventing the spread of coronavirus (COVID-19) Pandemic in Secondary Schools in Enugu State. Since authority and responsibility are interwoven, principals in exercising their office and personal authority in the prevention of the coronavirus (COVID -19) pandemic

outburst in Secondary Schools in Enugu State, they must be directly responsible for the prevention.

The principals can achieve this through assigning duties to school staff and giving them order to post the hygiene rule at strategic places in the school, especially at the school gate, as well as integrating the school hygiene rules to parents/guardians. They will equally mandate a staff to ensure that adherence to the hygiene rule is a guarantee for gaining entrance to school premises and updating of parents/guardians' contact numbers and address in the case of health emergency need as well as ensuring contacts lines of health workers.

3. Application of the Principle of Discipline in the Schools

Discipline is basically respect and obedience in any organization like school between the head teachers and classroom teachers, students and other supportive staff according to Nwangwu, Otegbulu and Eze (2017). Fayol believed that discipline was both necessary and critical for a smooth functioning and prosperous organization. According to him, discipline emerges when knowledgeable managers and workplace agreement that are satisfactory to both managers and employee are placed at all levels of authority as well as judicious application of employee sanctions.

Principals should apply this principle to ensure that teachers and other supportive staff perform their duties and students exhibit the expected hygiene behaviours in the schools. Principals should do this, by the provision of hygiene facilities in every classroom, library, offices, playground, adequate supervision and monitoring to ensure that none of the hygiene facilities or behaviours is ignored by teachers, other supportive staff, students and parents.

4. Application of unity of command in the schools:

According to Aguba (2009) unity of commands demands that an employee should receive orders from one superior only. Fayol believed that dual command is a veritable threat to authority, discipline and stability. Principals should apply this principle by ensuring that there is no any other command or order contrary to his that is counterproductive to the prevention of the coronavirus (COVID -19) Pandemic outburst in Secondary Schools in Enugu State.

5. Application of Unity of Direction in Schools

According to Nwangwu et al (2017). Unity of Direction denotes one head and one plan for a group of activities having identical objectives. It provides the coordination necessary for focusing on the organization's efforts and is critical to unity of action in any organization.

Principals' application of this principle in preventing the spread of coronavirus (COVID-19) pandemic in secondary schools in Enugu State is to ensure that all hands should be on deck to achieve the predetermined decision in respect to the prevention of the spread of the pandemic. The principals, teachers, and other supportive staff performing their duties effectively as directed and students directed to exhibit the expected hygiene behaviours in the schools.

6. Application of Subordination Of Individual Interest To The General interest principle in the schools:

According to onyedeki (2017) subordination of individual interests to the General interest principle is the principle that is targeted at eliminating all forms of self centered interest or self-interested behavior over the general interest of the organization. To Fayol, Individuals or groups who serve only their own interest are harmful not only to the interest of their fellow workers but the interest of the organization in general. The principals should ensure that all health facilities procured for the prevention of the coronavirus (COVID -19) Pandemic outburst serve the purpose for which they are procured and not for personal interest.

The principals should not make merchandize out of it to serve their selfish interest. In other words, the principals should abolish all forms of selfishness in keeping the health records and provision of portable water, washing soap, hand sanitizers , tissue, nose/mouth masks for staff and students.

7. Application of the principle of Remuneration of personnel in the Schools

This involves workers' wages, salaries, allowances and other incentives that will motivate them towards curbing coronavirus (COVID-19) pandemic outbreak in Secondary Schools. Fayol believed that method of payment of remuneration by any organization should be fair, should motivate the workers by rewarding successful performance. The principals will achieve this principle by regularly rewarding the school based health workers and teachers who are faithfully and effectively performing their respective assigned duties in respect to curbing the spread of COVID-19 Pandemic spread in the schools.

8. Application of the principle of centralization in the schools:

This is the principle where authority and power are vested into a very few hands to plan, organize, direct, control and coordinate the activities of any organization so as to achieve its goals and objectives. Fayol cautioned that there must be a good balance between centralization and decentralization of authority and power, hence extreme centralization and decentralization must be avoided. The principals will achieve this principle in curbing COVID-19 spread in the secondary schools in Enugu State by sharing certain responsibility with the vice principals and teachers such as fumigating

the school environment, proper disposal of waste, provision of portable water and proper health records.

However, the principals may assign the process of specifying and arranging the planning and organizing functions of curbing the COVID-19 pandemic spread in the schools in the most achievable order in the hands of few. While the directing, coordinating and controlling functions are decentralized.

9. Application of the principle of scalar chain in the schools:

This principle states that there should be a clear line of authority and power from the top to bottom of the organization. To easy administration of secondary schools in Enugu State in terms of curbing the spread of COVID-19 pandemic in schools, among others, the principals must show a clear line of authority, responsibility and power among the staff. In other words, the principals should ensure levels of leadership among the staff so as to curb the spread of COVID -19 pandemic effectively in schools without conflicts.

10. Application of the principle of order in the schools:

Fayol in Aguba (2009), Indicated that this principle suggests that materials and men should be in the right place at the right time in order to avoid disorder, or chaos or confusion. The aim of material order is to avoid wasting resources and men order to have the right man in the right place. The principals' application of this principle in curbing the outburst of coronavirus (COVID -19) Pandemic in Secondary in Enugu State, involves using competent and well experienced principals and teachers as well as relevant facilities in the fight against the spread of this disease in the schools.

11. Application of the principle of Equity in the school:

Equity is quality of being fair and impartial in dealing with people. Equity as perceived by Fayol, emanates from a combination of kindness and justice. According to Nwangwu et al (2017), Fayol observed that in dealing with employees' desire for equity, the head of the organization must very often summon up his faculties. The principals will achieve this principle by being fair and impartial in the procurement and management of the health facilities for the prevention of coronavirus (COVID-19) pandemic outbreak in the schools. The principals should always summon up his subordinates for a meeting to enable him/her get feedback on COVID-19 status of the school and a way forward in preventing the possible spread of the disease in the schools.

12. Application of stability of Tenure of Personnel in the School:

According to Nwangwu, Otegbulu and Eze (2017), stability of tenure of personnel sought to provide for orderly human-resource staffing and establishing the requisite abilities for the task to be performed. The principals will achieve this principle by

inspiring the confidence of the teachers and helping them to develop the necessary skills needed to curb coronavirus (COVID-19) Pandemic outbreak in the schools. Again, the principals should not only ensure their own job security in terms of income and employment but that of the teachers, if the prevention of the spread of COVID-19 Pandemic in Secondary Schools in Enugu State will be more effective. When this is done, teachers will not only be more committed in the teaching and learning process but also in the fight against the outbreak and spread of COVID-19 Pandemic in the schools.

13. Application of the principle of Initiative in the schools:

Initiative involves the ability to assess and think out a plan for carrying out things successfully. Fayol observed that thinking out a plan and ensuring the success of the plan is one of the most critical stimulants of human endeavour. Fayol opined that the initiative of all, added to that of the manager is an important source of strength for organizations. The principals will achieve this principle by giving the teachers and students and other supportive staff the freedom to propose ideas on how best to curb the spread of coronavirus (COVID-19) Pandemic in the schools. supplementing these initiatives will go a long way in the fight against the spread of this disease in schools.

14. Application of Esprit de Corps in the schools:

This principle sought to build harmony and unity within an organization and not to sow dissension among the subordinates. Fayol noted that the real talent is required to coordinate efforts, encourage keenness, use each worker's abilities and reward each one's merit without necessarily arousing jealousy and destroying existing harmonious relations. Fayol believed that union is strength and that dividing enemy forced to weaken them is clever but dividing one's own team is a grave sin against the organization. For the principals to curb the spread of coronavirus (COVID -19) Pandemic in the secondary schools effectively using esprit de corps, there must be unity and harmony with one purpose of positive action and not dissention. The principals should also encouraged cooperation and team work in the fight against the spread of coronavirus pandemic in the schools.

Classroom Teachers' Application of Fayol's Administrative management principles.

Classroom teachers are the classroom managers who administer administrative management principles in the classroom so as to enhance effective teaching and learning process. In doing this, he/she creates conducive atmosphere hospitable not only for teaching and learning but for good health environment, especially in in the era of coronavirus pandemic. These are mechanisms of preventing the outburst of coronavirus in Secondary Schools by classroom teachers using HenryFayol's administrative management principles.

1. Application of division of labour or work in the classroom

Nwangwu, Otegbulu and Eze (2017) noted that division of work or labour is a general idea of assigning separate tasks to individuals with the expectation of producing more and better quality work with the same effort. Fayol believed that division of labour results to enhanced expertise which consequently increases productivity. The teacher achieves this by appointing class prefects, assistant classroom prefects and other members of the classroom who will be in charge of different classroom hygiene facilities (Toiletries, disinfectants, wash hand basins, hand sanitizers) in the classroom. The teacher will decongest crowded classroom and constantly supervises the assigned duties to ensure compliance.

2. Application of Authority and responsibility in the classroom

Fayol observed that authority is the right to give orders and power to exert obedience (Aguba 2009). This principle states that where authority is exercised, responsibility occurs. In other words, the teacher's or student's responsibility should be commensurate with the authority given to him to accomplish assigned task in respect to curbing the spread of coronavirus (COVID-19) Pandemic in the schools. The teacher achieves this by designing classroom hygiene rules and penalty for defaulters, authoritatively sandwiching coronavirus awareness in his teaching and assignments. Teacher also gives order and ensure that students sit quietly in their seats, maintaining physical distancing in the classroom.

3. Application of the principle of discipline in the classroom

Discipline is essential for the success of curbing the spread of coronavirus (COVID-19) pandemic in Secondary Schools in Enugu State. Fayol in Aguba (2009) noted that discipline is, in essence, obedience, application of energy, behavior and outward marks of respect observed in accordance with the standing agreements between the firm and its employees. The best means for the teachers to establish and maintain discipline in curbing the spread of coronavirus in schools is for the teachers to show exemplary healthy living and behavior for the students to emulate. The teacher should ensure frequent hand washing in the classroom and the wearing of nose and mouth mask for the students to emulate. He will equally involve the students in making clear and fair classroom hygiene agreements as well as penalties for defaulters which must be judiciously applied.

4. Application of the principle of command in the classroom

Unity of command demands that an employee should receive orders from one superior only. In other words, all organizational members must speak with a voice and work as a team towards achieving their goals. The violation of this principle in the curbing of coronavirus (COVID -19) Pandemic outbreak in Secondary Schools will create adverse consequences for the education system. According to Fayol in Aguba (2009) should it be violated, authority is undermined, discipline is in jeopardy, order

disturbed and stability threatened. The teachers will achieve this principle in the curbing of coronavirus (COVID-19) Pandemic outburst in the schools by agreeing with the principals and students the best ways to ensure adequate classroom hygiene evaluation such as washing of hands before entering into the classroom, mandatory use of nose and mouth mask as a criterion for entrance to classroom.

5. Application of the principle of unity of Direction in the classroom

Unity of Direction denotes having one head and one plan for a group of activities having identical objectives. In the words of Jumare (2016), unity of direction makes the bearing of the organization the same, effective and efficient.

According to Nwangwu et al (2017) it provides the coordination necessary for focusing on the organization's efforts and that it is critical to unity of action in any organization. The teachers will achieve this principle in the curbing of the spread of coronavirus (COVID -19) Pandemic in Secondary Schools in Enugu State by ensuring total classroom control, that students constantly maintaining hygiene behaviour such as: cover nose and mouth when sneezing, avoidance of close or body contact with friends and minimizing noise making in the classroom. Also the teachers should ensure that students take permission with the use of exit cards whenever there is need to go out from the classroom.

6. Application of the principle of Sub-ordination Of Individual Interest To The General Interest In the Classroom.

This principle means that every member of any organization should see the organizational interest first before personal interest. Therefore, in curbing the spread of coronavirus (COVID-19) Pandemic in Secondary Schools in Enugu State, the teachers are expected to maintain the general interest of curbing the spread above any other personal and selfish interest. According to Fayol in Aguba (2009) ignorance, ambition, selfishness, laziness, weakness and all human passions tend to cause the general interest to be lost sight of in favour of individual interest and a perpetual struggle has to be waged against them. Therefore, for the teachers of secondary schools in Enugu State to apply this principle, effectively in curbing the spread of coronavirus (COVID-19) Pandemic, they must place general interest above their personal interest by the avoidance of ignorance, selfish ambition, laziness, weakness and any other human passions that may favour personal/selfish interest above general interest of curbing the pandemic.

7. Application of the Principle Of Remuneration of Personnel In The Classroom

This principle states that the method of payment of remuneration by any organization should be fair and motivate the employees by rewarding successful performance. In other words, workers rights and benefit ought to be given priority and in time too. For

the teachers to effectively apply this principle in curbing the spread of coronavirus (COVID -19) Pandemic in Secondary Schools in Enugu State, the teachers must ensure that the individual students who are assigned different tasks in this fight against the spread of COVID-19 Pandemic are encouraged and compensated by rewarding performance.

8. Application of the principle of centralization in the classroom

The principle of centralization means that all powers are vested with authority at the centre and not decentralized. Fayol cautioned that there must be a good balance between centralization and decentralization of authority and power. For the teachers to use this principle in the fight against the spread of coronavirus (COVID-19) Pandemic in Secondary Schools in Enugu State, they should avoid extreme centralization and decentralization of powers and authority in the procurement of COVID-19 facilities, usage and maintenance in the classroom. They must strive to maintain a good balance between centralization and decentralization of powers and authority in this fight in the classroom so as to achieve effective control of the coronavirus pandemic outbreak in Secondary Schools in Enugu State.

9. Application of the Principle of Scalar Chain in the classroom.

Fayol in Nwogbo (2018) explained that scalar chain indicates the organization's line of authority and the links through which communication are transmitted from the top to the bottom of the organization and back. In other words, scalar chain implies hierarchy in leadership from top-to-down. For the teachers to effectively use this principle in curbing the spread of coronavirus (COVID-19) Pandemic in Secondary Schools in Enugu State, they should ensure that the class prefects and assistants take instructions from them on how best to prevent the spread of the pandemic for onward transmission to other students in the classroom. When this principle is effectively applied in the classroom for the fight against the spread of COVID-19 Pandemic in the schools, it will ease teachers' classroom administration in terms of communication network among others.

10. Application of the principle of order in the classroom

Jumare (2016) noted that Fayol's administrative management principle of order means that the leadership ought to make sure that both human and material resources are at the right place and at the right time. According to him, this saves organizational wastages in time and resources. In other words, this principle suggests that materials and men should be in the right place at the right time so as to avoid disorder or chaos or confusion and wastages in time and resources.

The teachers' application of the Fayol principle of order in the administrative management of curbing the spread of COVID-19 Pandemic in Secondary Schools in

Enugu State involves placing the right caliber of teacher in the right class and appointing the right students as class prefects as well as using the right hygiene facilities in the classroom. The right teacher placed in right class ensures the appointment of right students as prefects and assistants as well as ensuring correct classroom hygiene rules and penalty for defaulters, strategically sandwiching COVID-19 awareness lesson in his/her teachings.

11. Application of the principle of Equity in the classroom

Equity as perceived by Fayol, emanates from a combination of kindness and justice (Nwangwu et al 2017). Jumare (2016) noted that equity refers to justice, fair play and humanitarian considerations when dealing with staff. According to him, equity motivates workers and makes them feel one in the face of the law. Fayol observed that in dealing with employees' desires for equity, the head of the organization must very often summon up his workers for crucial deliberations and decision making.

The teacher achieves this principle in curbing the spread of coronavirus (COVID-19) Pandemic in the classroom and in the school by constantly planning, organizing, directing, controlling and coordinating classroom meetings with the students to discuss classroom hygiene evaluation such as regular washing of hands with water and hand sanitizer, mandatory use of cloth nose and mouth mask and maintenance of physical and social distancing in the classroom. The teacher should ensure justice, fair play and humanitarian considerations when dealing with the students on the issues of use detergent and hand sanitizers, mandatory use of nose and mouth mask, covering of nose and mouth when sneezing, and avoidance of close or body contact.

12. Application Of The principle Of Stability of Tenure Of Personnel In The Classroom

Nwangwu et al (2017) noted that Fayol's principle of stability of tenure of personnel sought to provide for orderly human resource staffing and establishing the requisite abilities for the task to be performed. The principle also sought to ensure that managers and employees have job security in terms of income and employment which in turn ensures a stable group and long term committed employees. For teachers' application of this principle, in curbing the spread of coronavirus (COVID-19) pandemic in the classroom to be effective, teachers must endeavour to understand the class prefects and their assistants in order to inspire their confidence and trust in their respective assigned duties. Teachers need to encourage these prefects who assist them in the fight against the spread of this deadly disease in the classroom in order to achieve high performance.

13. Application of the Principle of Initiative in the Classroom.

Initiative as a principle demands having creative thinking and being innovative and always changing ways of doing things for better. Fayol in Nwangwu, Otegbulu and

Eze (2017) observed that thinking out a plan and ensuring the success of the plan is one of the most critical stimulants of human endeavour. This according to Fayol, is called initiative. Fayol believed that the initiative of all, added to that of the manager, and supplementing it when the need arises, is an important source of strength for organizations. The teacher applies this principle in the fight against the spread of coronavirus (COVID-19) Pandemic in the classroom and in the school by giving the students the freedom to propose idea(s) on how best to curb the coronavirus outbreak in the classroom. Then the initiatives of all the students, added to that of the teachers and supplementing it when the need arises will go a long way in fighting the spread of COVID-19 in the classroom. In other words, for effective fight against the spread of this deadly disease in the classroom, initiatives of all the students and that of the teachers in planning, in organizing, in directing, in controlling and in coordinating activities to curb the spread is very central.

14. Application of the principle of Esprit de corps in the classroom

This principle states that a spirit of harmony and cooperation should exist within any organizations like classroom. This principle encourages workers to work in harmony, unity and in pursuance of one purpose. This principle is greatly anchored on union is strength. To achieve this, the teachers should work in harmony and unity with the students in pursuance of the fight against coronavirus outburst in Nigerian Secondary School Classrooms. There should be no sabotage in decongesting crowded classrooms, procurement of classroom hygiene facilities maintaining physical distancing, regular hand washing with detergent and alcohol based hand sanitizers and mandatory use of cloth face mask as a criterion for entrance to classroom.

Conclusion

The emergency of coronavirus (COVID-19) and its increasing incidence in Enugu State has affected the educational system of the state. It has caused an academic downturn in Enugu educational system. With the coronavirus spreading rapidly in Enugu State, swift and decisive actions have to be taken to mitigate the spread in Secondary Schools in Enugu State. Hence healthy training and habits are among the essential prerequisite for curbing coronavirus (COVID-19) outburst in Secondary Schools in Enugu State. This is because secondary education is the cornerstone of educational system for it coincides with the critical period of adolescence, when important careers and life choices are made. It also determined the quality and quantity of the input into the tertiary level where, higher manpower needs of the nation are produced. This explains why effective mechanisms must be applied by the principals and teachers as well as the students to curb the spread of the coronavirus (COVID-19) Pandemic in Nigeria Secondary Schools, especially Enugu State.

Suggestions

Based on the above administrative management principles, the following suggestions were made.

1. Principals should ensure acquiring adequate and relevant hygiene facilities where they are not sufficient.
2. Classroom teachers should instill hygiene consciousness and information into students.
3. The students should always endeavour to maintain healthy hygiene habits and behaviours all the time.
4. Government should provide special hygiene facilities, services of healthcare workers and isolation centers in all the secondary schools in Enugu State for students that may need extra care.
5. The government and good philanthropist should provide the necessary infrastructure to make classroom physical distancing possible.
6. The principals and teachers should ensure adherence to the hygiene rules (such as wearing of nose and mouth mask and washing of hands with water, soap and sanitizer) as a guarantee for gaining entrance to school premises.
7. The class prefects and their assistants should ensure that students exhibit all the expected hygiene behaviours in the classroom and that none of the hygiene facilities or behaviours is ignored by the students in the classroom.
8. The principals should regularly fumigate the school environment, offices and classroom. Also ensure proper disposal of waste preferably through incineration.
9. The principals and teachers should create steady COVID-19 awareness in the schools using manuals and electronic devices such as computers, projectors, television and healthcare workers.
10. Finally, Enugu State government should encourage e-learning in all the Secondary Schools in Enugu State.

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