



**NEAR EAST UNIVERSITY**  
**INSTITUTE OF GRADUATE STUDIES**  
**DEPARTMENT OF EDUCATION ADMINISTRATION AND**  
**SUPERVISION**

**THE ROLE OF ADMINISTRATION IN ENSURING**  
**QUALITY OF EDUCATION DURING COVID-19**

**M.Sc. THESIS**

**Nazia Rafique**

**Nicosia**  
**June, 2022**



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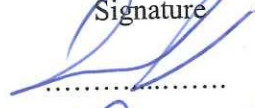


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**June, 2022**

## Approval

We certify that we have read the thesis submitted by NAZIA RAFIQUE titled "THE ROLE OF ADMINISTRATION IN ENSURING QUALITY OF EDUCATION DURING COVID -19" and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences.

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## **DECLARATION**

I hereby declare that all information, documents, analysis, and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of the Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

NAZIA RAFIQUE

25.6.2022

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## **DEDICATION**

This thesis is dedicated to my father Muhammad Rafique , who taught me how to work hard and to respect my seniors. My Mother who showed me love and care. Their effort and struggle have allowed me to have a key to unlock the mysteries of our world and beyond.

## ABSTRACT

The study examined the Role of Administration in Ensuring Quality of Education during COVID-19 Pandemic, hence specific goals of the research are to learn the perspectives of school administrators on how the COVID-19 pandemic has affected education, investigate the roles that school administrators play in assuring that students receive a quality education even though the pandemic is still active, and figure out the challenges that school administrators face when it comes to the education teaching process even though the pandemic is still active. In this study, the research work adopted the Convenience sampling technique, the primary source of data was used to provide raw information and first-hand evidence, the study was carried out with the support of research instruments called study questionnaire, to achieve the objective of this study, In this particular research project, primary data were analyzed using the technique of thematic analysis. This approach is consistent with the goals of the research project and serves as a way of data analysis. According to the findings of the research, the COVID-19 pandemic is proving to be a natural disaster that poses difficult issues for all educational institutions., the pandemic has affected the flow of information also from the top management (administrators) to the teachers, the study revealed that protective mechanism was the best way to promote ethical behavior, Physical distance and mask-wearing was used by administrators to modify the operational procedures and policies that are necessary to maintain their school during COVID-19 pandemic, it was also revealed that School administrators were faced with certain challenges in the bid to keep up with ensuring quality education during the COVID-19 pandemic. Researchers who participated in the study made the recommendation that attention should be paid to ensuring that contact and educational continuity are maintained for those populations

that have a harder time connecting with one another and live in socioeconomic conditions that are less conducive to supporting educational processes at home. On the other hand, it was suggested that protocols for continuing and resuming education should be designed, which take into consideration the inequalities and differences that exist among the population. These protocols should be designed before the schools reopen.

**Keywords:** Administration, Role, Quality education, and Covid-19



## Özet

Çalışmada Kovid-19 Pandemisi Sırasında Eğitim Kalitesinin Sağlanmasında Yönetimin Rolü incelendi. Öğrencilerin pandemi hala aktif olmasına rağmen kaliteli bir eğitim almaları ve pandemi hala aktif olmasına rağmen okul yöneticilerinin eğitim öğretim sürecinde karşılaştıkları zorlukları anlamaları, birincil veri kaynağı ham bilgi ve ilk elden kanıt sağlamak için kullanıldı, çalışma, bu çalışmanın amacına ulaşmak için anket adı verilen bir araştırma aracının yardımıyla yürütüldü, Bu özel araştırma projesinde, birincil veriler kullanılarak analiz edildi. tematik analiz tekniği. Bu yaklaşım, araştırma projesinin hedefleriyle tutarlıdır ve bir veri analizi yöntemi olarak hizmet eder. Araştırmanın bulgularına göre, COVID-19 pandemisi tüm eğitim kurumları için zor sorunlar yaratan yaratıcı bir aksama olduğunu kanıtlıyor. Pandemi, üst yönetimden (yöneticiler) öğretmenlere kadar bilgi akışını da etkiledi, Çalışma, koruyucu mekanizmanın etik davranışı teşvik etmenin en iyi yolu olduğunu ortaya çıkardı, Fiziksel mesafe ve maske takmanın yöneticiler tarafından Covid salgını sırasında okullarını yönetmek için gerekli operasyonel politika ve prosedürleri şekillendirmek için kullanıldığını, ayrıca Okul yöneticilerinin Covid pandemisi sırasında kaliteli eğitim sağlamaya devam etme teklifinde bazı zorluklarla karşı karşıya kaldı. Araştırmaya katılan araştırmacılar, birbirleriyle iletişim kurmakta zorlanan ve evde eğitim süreçlerinin desteklenmesine daha az elverişli sosyoekonomik koşullarda yaşayan topluluklar için temasın ve eğitim sürekliliğinin sağlanmasına özen gösterilmesi tavsiyesinde bulundular. . Öte yandan, nüfus arasında var olan farklılıkları ve eşitsizlikleri dikkate alan eğitime yeniden başlama ve devam etme protokollerinin tasarlanması önerildi. Bu protokoller okullar açılmadan önce tasarlanmalıdır.

**Anahtar Kelimeler:** Yönetim, Rol, Kaliteli eğitim ve Covid-19

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## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

Many studies have proven the relevance of education in human development and the function it plays as a catalyst for national and human capital development (Fägerlind & Saha, 2016). Self-improvement is achieved through the transmission of skills, habits, and information from one generation to another in the form of education. It is impossible to overestimate the importance of education in fostering a country's social, moral, and economic development. Since the discovery of COVID-19 in 2019, there has been more worry regarding the safety of education at different levels (COVID-19). The new coronavirus, also known as the COVID-19 pandemic, has developed into a significant threat to the health of people all around the world and might have devastating effects. As the pandemic continues to engulf the world and countries continue to implement lockdown and social distancing protocols in an effort to reduce the rate at which the virus is spreading, people all over the world are having conversations about the impact the pandemic will have on the education sector in terms of teaching, learning, research, and funding. Besides these crucial areas, it is interesting to analyze the crisis' influence on educational quality, as proposed by (Asiyai, 2015), because only high-quality education can assist individuals to sharpen their brains and improve society in terms of economy, social life, and politics. According to the definition of quality education provided by UNICEF (2000), students who are physically fit and have enough nutrition, willing to engage and study, and who have the support of their families and communities in their educational endeavors are considered to have a quality education. Researchers

(such as Camilleri, 2021; Asiyai, 2015) have linked the quality of education with academic programs, student intake, learning, teaching, students' experiences, and academics and non-academic support for the students. As a result, the closure of educational institutions worldwide due to the COVID-19 outbreak had highly damaged the standard of education and literally millions of students (Karakose & Malkoc, 2021a; UNICEF 2020), The COVID-19 epidemic has impacted not only the lives of children, but also the educational experience, learning environment, and instructional techniques of those pupils. As a result of the closure of Pakistan's educational institutes, the country's educational system has been disrupted, and kids are now learning at home. The pandemic has disrupted school-based education, but this does not mean that learning and instruction will be halted. Most pre-pandemic children were unable to catch up on lost lessons, and many more kids were left behind as a result of the pandemic's impact on schooling, Obiako and Adeniran (2020) reported. As a consequence, after the nation's school closures, the quality of education and socioeconomic inequality would undoubtedly grow. Due to the fact that a bulk of kids who come from disadvantaged backgrounds and live in underdeveloped rural and suburban communities around the nation will be left behind when schools are closed due to technology, a minor ratio of students in the developed areas, individuals have a greater propensity to originate from households with higher incomes, will be able to access education through technology during school closures (Zhong, 2020). Additionally, students at institutions that lack the means or expertise to switch to online delivery are now missing out on educational opportunities (Leung & Sharma, 2020). It was noted by Radu MC et al. (2020) that certain negative features were reported regarding the influence of COVID-19. These aspects included a lack of a sufficient base for the students, low effective student-

teacher interaction and contact, the inability of completing practical applications, a lack of learning motivation, a lack of socialization a less objective test (for example, the likelihood of cheating), and the risk of mental and physical health deterioration (for example, more time spent on installation of a sedentary lifestyle and in front of screens,). Officials at schools all throughout the world began taking preventative measures against the pandemic in the spring of 2020. This was done to guarantee the safety and well-being of all school stakeholders. In Pakistan, the school administration has conducted many activities to confirm the continuity of education during the COVID-19 pandemic, built distance education institutes that helps and promotes students in every area and is easy to access, and have attempted to give all type of activities required (Özer,2020). The role of school administration in influencing some of these factors and thus contributing to enhancing student academic performance, especially during the COVID-19 pandemic period cannot be overlooked. According to Saad, (2017), school Administrators oversee administrative tasks in educational institutions colleges, and schools. They ensure that the school runs properly and they also handle and satisfy the staff and faculties. School administrator contributes toward helping students learn in a safe and organized setting. School administrator responsibilities may also include, Creating timetables for classes, Checking to see that educational requirements are being followed, Making chances for instructors' continued professional development available, Monitoring the academic progress of students using test scores and other data Monitoring the spending of the school, Regarding the coordination of school safety, maintaining open lines of communication with the parents and Adding additional people to the workforce. Administrators are responsible for overseeing the day-to-day operations of a school. Principals and assistant principals are two



examples of the types of administrative roles that may be filled. The function of an administrator at a school may vary depending on a number of circumstances, such as the size of the institution and whether or not it is a public or private school, but in general, administrators work to ensure that students are able to study in a secure setting. During the pandemic period, For those schools that continued to provide instruction in-person, the administrators of those schools took the initiative to build whole health checking methods for everyone that enters the ground school, mandate the use of personal protective equipment (PPE), develop protocols for contact tracing, and implement stringent limits on the number of time students and staff can spend engaging in physical contact with one another. In schools where some or all of the students participate in distance education, school administrators collaborated with members of the community and staff from the district office to ensure equitable access to a computer and educational resources. This allowed them to meet demands that were not previously taken into consideration. During the same time period, these professionals provided assistance to educators and students throughout the process of adjusting modes of instruction to improve the software for teaching and learning, learning management systems, and platforms for computer-based teleconferencing produced by UNESCO (2020). During the COVID-19 outbreak, school administrators took the initiative to spearhead efforts to fulfill the requirements of instructional support workers who give help to children who are obtaining specialized services. These employees are responsible for assisting students who are receiving a variety of different types of services (for example, appropriate education, English language learning, talented and gifted, economically not advantageous). Along with providing assistance for educational activities, school officials continued to encourage students to engage in extracurricular activities (such as sports and

clubs) while following established health and safety rules. In order to keep school stakeholders informed of the most recent developments in the COVID-19 pandemic, administrators had to use a range of strategies to effectively transmit up-to-date information regarding changes that impacted their ability to participate in school activities. , & Malkoc, respectively (2021). According to Bolman and Deal (2013), "life's everyday obstacles seldom come properly labeled or neatly packaged". Nevertheless, extra professional commitments during the epidemic had a negative impact on the personal lives of school administrators. Some of these administrators had health-related worries connected to the pandemic themselves, both for themselves and for the people they care about the most. In addition, the pandemic impacted the personal lives of school administrators. In the COVID-19 disaster, it is clear that problems with running schools are more complicated and widespread than ever before. This study wants to discover what the part of the administration is in making sure that the quality of education stays high during a COVID-19 pandemic.

The function of role has not been studied to the best of scholars' knowledge of Administration in Ensuring Quality of Education during COVID-19 Pandemic particular reference to higher education institutions based on the role of school Administration in Pakistan

### **Statement of the Problem**

The effect of COVID-19 pandemic on education has been gaining lots of attention for scholars and there have been lots of research done on impact of COVID-19 pandemic on education such as (Onyema, Eucheria, Obafemi, Sen, Atonye, Sharma, & Alsayed, 2020; Mawudeku, & Ankumah, 2017; Aytacı, 2020), however, there have been none/ scanty research work done on effect of COVID-19 pandemic on our education with reference to the role of administration in ensuring quality of

education specifically in Pakistan, accordingly this research is expected to fill this gap by carrying out a research on the Role of Administration in Ensuring Quality of Education during COVID-19 Pandemic

### **Research Questions**

In order to accomplish what this article sets out to do and direct the study in the appropriate direction, following study questions were developed:

- i. What are the opinions of school's administrators about the effects of COVID-19 pandemic on education?
- ii. What are the roles played by school administrators to confirm quality education while COVID-19 pandemic is still going on?
- iii. What are the obstacles faced by school administrators in the education teaching process while COVID-19 pandemic is still going on?

### **Objectives of The Study**

One of the fundamental objective of the research is to check the role of Administration in Ensuring the Quality of Education during the COVID-19 Pandemic.

- i. To determine the opinions of school administrators about the impact of COVID-19 on education
- ii. To examine the roles played by school administrators in ensuring quality education while COVID-19 pandemic is present yet
- iii. To determine the problems faced by school administrators in the education teaching process while COVID-19 pandemic is present yet

### **Research Hypothesis**

H<sub>01</sub>: there is no major difference among selected socio-demographic characteristics and the opinion of the administrators of schools regarding the effects of COVID-19 pandemic on education.

H<sub>02</sub>: there is no statistical relationship in the problems faced by school administrators in the education teaching process while COVID-19 pandemic is still going on.

### **Importance of the Study**

The outcomes of our research will be useful to students, their parents, teachers, government officials, related ministry, and other researchers. Outcomes of this study will acquaint school staff with the poor quality educational system in Pakistan and also offer them credible strategies to restrain such trends and develop the learning quality in the country during COVID-19 pandemic. The outcomes of this study will show some of the administrative problems plaguing schools in Pakistan and suggest ways that school principals might be able to get rid of these problems during a COVID-19 pandemic. The outcomes of this research will be of tremendous use to educators. This research will shed light on some of the challenges that educators faced during the COVID-19 epidemic, challenges that contributed to subpar instruction and learning environments in a variety of schools. Teachers will come out ahead as a result of school administrators adopting and putting into practice some of the solutions that were presented in this research in an effort to tackle these issues. They will be inspired to maintain a positive attitude in order to succeed in their work. This study's results will be helpful to parents. In the event of a pandemic, instructors who have received enough support will be eager to continue teaching their kids. As a result, kids will benefit from high-quality instruction during the COVID-19

pandemic while simultaneously doing well in the classroom, much to the delight of their teachers. Students will greatly benefit from this study's results. They will be able to achieve academic greatness if they are exposed to high-quality instruction from instructors who are passionate about their work and have a strong sense of purpose amid the current COVID-19 epidemic. Pakistan's government will greatly benefit from this study's conclusions. During the COVID-19 epidemic, the cause of the poor excellence of the administrative and educational structure that has been annihilating many schools in Kogi state in recent times will be discovered. For the state's government, this report will be a wake-up call and provide a framework for dealing with these issues. These results will be added to the current related literature.

### **Scope of the Study**

Current study “The Role of Administration in Ensuring Quality of Education during the COVID-19 Pandemic.” shall focus on finding out the Role of Administration in Ensuring Quality of Education during COVID-19 Pandemic. The population of the study will focus on Azad Jammu and Kashmir private and public higher educational institutes in Pakistan, while the target population for the study will focus on administrators in Azad Jammu and Kashmir private and public higher educational institutes in Pakistan. This study is limited to only administers in Azad Jammu and Kashmir public and private higher educational institutes in Pakistan, Identifying the sources of their knowledge on the Role they perform in Ensuring Quality of Education during COVID-19 Pandemic not just as a source but as a trusted and reliable source of information on the Role of Administration in Ensuring Quality of Education During COVID-19 Pandemic in Pakistan

**Definition of Terms**

**Role;** the part played by a person in a particular situation.

**Administration;** the management of all school operations, from creating a safe learning environment to managing the school budget

**Quality of Education;** the type of education which makes people develop all of their attributes and skills to get their potential as human beings and members of society

**COVID-19 Pandemic;** A family of virus which has a very high impact on the human body, with no vaccine and treatment available, the symptoms are fever, chills, body pain, loss of taste and etc.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **INTRODUCTION**

In the present chapter, a review is given of the works that have been carried out by a variety of researchers on topics that are pertinent to the subject and are associated with it.

#### **CONCEPTUAL FRAMEWORK**

##### **The Concept of COVID-19**

The new Coronavirus (COVID-19) illness, which was originally revealed in late 2019 in Wuhan, China, has quickly spread to practically every part of the globe (Alah, Abdeen, & Kehyayan, 2020). As of May 9, 2020, the disease had infected over (4,125,132) people, out of which almost 33% people have recovered, and unfortunately, about 67% people have died as a result of the virus's complications (Chakraborty, & Maity, 2020). The virus's route of transmission is yet unknown, but health experts believe it is transferred by contact with a fluid or droplets from an infected person. (Paleologos, O'Kelly, Tang, Cornell, Rodríguez-Chueca, Abuel-Naga, & Singh, 2020). Being a new virus poses a public health danger because there is no vaccine, drug or prevention, nevertheless, national governments throughout the world are using a wide variety of countermeasures and preventative methods.

Individual protective measures, such as frequent hand washing, maintaining good hygiene, maintaining social distance, using face masks in public places, and hand sanitizers, as well as containment measures and strategies, such as the endorsement of adoption of placebos, such as hydroxychloroquine, and other medications that are used to combat the viral disease, are all examples of containment measures and strategies (Reis, Silva, Silva, Thabane, Singh, G., Park, 2021). Chills, repeated

shaking that occurs in conjunction with headache, body chills, sore throat, muscle, headache, and loss of smell or taste are all symptoms of this virus. Fever, cough, shortness of breath, or problems breathing are further indicators of the virus. (Alah, Abdeen, & Kehyayan, 2020). This dreaded virus has had a significant detrimental impact on the global economy, resulting in corporate disasters all over the globe. According to Aifuwa et al. (2020), coronavirus illness has already had a significant impact on both financial and non-financial company performance in Pakistan.

### **Impact of Coronavirus Pandemic on Education**

The Coronavirus epidemic has a significant impact on educational activities all across the globe. The coronavirus epidemic wreaked havoc on educational systems throughout the globe, resulting in widespread school closures (Onyema, Eucheria, Obafemi, Sen, Atonye, Sharma, & Alsayed, 2010). Academic pursuits, as well as professional goals, were severely disrupted. Many nations across the globe closed academic buildings hoping to control the coronavirus epidemic as part of the worldwide campaign to tackle COVID-19. The Coronavirus outbreak's increasing slope" (Rwigema, P. C. (2021). (2021). Nigeria, Ghana, Senegal, South Africa, China, Kazakhstan, Ethiopia, Honduras, India, Japan, Iran, USA, France, Spain, Italy, North and South Korea, Germany, Thailand, Vietnam, and Lebanon are just a few of the countries that have stopped schools according to COVID-19. Closing of schools has tremendous economical, educational and social, and the disruptions they generate impact persons from all walks of life, but they have a particularly devastating effect on impoverished people and their families (UNESCO, 2020).

If a more dependable remedy for coronavirus is not developed in a timely manner, and the illness spreads, the disruption caused by COVID-19 in the educational sector may endure longer than predicted. According to VOA News (2020), UNESCO



Director-General Andrey Azoulayals cautioned that "the worldwide scope and pace of the educational disruption caused by coronavirus are unprecedented and, if extended, might undermine the right to education." Unplanned school closures may, without a doubt, pose major problems for children, instructors, parents, and society as a whole. This might have a dangerous impact on kids' academic performance and interest. If kids are not constructively engaged, they may get bored, which may lead to young engagement in criminal activity, a lack of interest in studying, and weak academic performance. The US Centers for Disease Control and Prevention (CDC) is likewise concerned about the consequences of closing the schools. "Longer closures may result in more children congregating outside of schools," the CDC says. Laisina, Mauhutu, Persulesy, & Manu, (2020), argues that the closure of schools is very contentious and that doing so may have a trickle-down impact on a significant proportion of kids enrolled in receiving schools. It is possible for this to have an effect on the quality of learning and teaching and learning, as well as academic performance, in particular for students who have special needs or those who have learning difficulties, both of which frequently require additional hands-on attention and direction from their teachers. Although it is possible to employ technology to mitigate some of the negative effects of schools being closed, this does not mean that it can make up for the significant loss of face-to-face contact between students and instructors. A significant number of students do not have access to the supplementary technologies that are required, which makes it more difficult for them to make the most of the opportunities presented by learning technology when school is not in session.

### **Teaching and learning during COVID-19**

According to UNESCO data on the effect of COVID-19 on education, all African nations save Burkina Faso experienced a country-wide shutdown of educational institutions as of the time this research was done (UNESCOb, 2020). This suggests that the effect is felt more strongly in locations where there was a country-wide shut down if alternate teaching and learning methods were not available. In South Africa, for example, research by Ojo and Onwuegbuzie (2020) found that certain colleges' decision to open their schools to online learning in April 2020 elicited varied responses from their students. The majority of pupils expressed dissatisfaction with the many drawbacks of studying from home. Noise and distractions from the home environment, a restricted Internet connection, and a lack of regular power are all factors that influence their academic performance, according to the report. In addition, the South African government has required that each institution develop a mitigation strategy, which includes using online study delivery as an alternate mode of teaching and learning to slow the disease's spread (Chothia, 2020). While it seems that COVID-19's destruction of education has prompted most countries to seek an alternative for teaching and learning, South African researchers have highlighted worry about educators' degree of preparation and expertise in pedagogy for successful online learning delivery (Hedding et al., 2020). According to Mhlanga & Moloji (2020), this was an effort in which over 34 public and private school instructors were arranged to teach through a live broadcast on "Africa Teen Geek's" social media platforms including Facebook, Twitter, and Ms. Zora. In the northern section of Africa, a similar occurrence was documented. According to a survey from Egypt, the majority of the country's private colleges have shifted to online education through Moodle, Microsoft class Notes, Microsoft Teams, email, and Zoom (Crawford et al., 2020). During the epidemic in Nigeria, almost 39 million pupils,

including pre-primary and secondary school students, were instructed to remain at home (UNESCO, 2020). As a result, students are unable to get learning resources, mentoring, teacher counseling, and other supports that are readily accessible in a face-to-face learning environment. Furthermore, instructors are not immune to the effects of school closures caused by the COVID-19 epidemic. According to reports from throughout the globe, instructors may be let off temporarily or permanently during and after COVID-19 (Hernandez, 2020).

### **The Concept of Administration**

Administration is a social activity that is concerned with the identification, maintenance, motivation, control, and unification of officially and informally structured people and material resources within an integrated system that is created expressly to fulfill set goals. The administration is concerned with getting things done and achieving the goals that have been set (Marume, 2016). When seen from a more macro viewpoint, the administration may be understood to be an essential component of every company. It is absolutely necessary for sustaining and developing complex institutions' relevance, effectiveness, and production. Examples include the Department of the Government, prisons, school systems, and universities, among other examples (Salas, Shuffler, Thayer, Bedwell, & Lazzara, 2015). For instance, the ability of all organizations, such as schools and other institutions, to continue operating successfully is mainly reliant on the level of administrative support that is readily accessible. As a consequence, the outcomes to be accomplished, the direction to be followed, and the priorities to be recognized inside the business are all influenced by the administration. According to Saad (2015), the administration is the process of achieving objectives via collective and cooperative human effort in an appropriate environment. This description emphasizes four key

points: First and foremost, administration is a procedure that entails the management of certain processes. Second, administration is focused on achieving its objectives. Third, administration requires a collective and cooperative human effort, and fourth, a proper setting in which individuals may optimize their performance. Now that you've grasped the definition of administration, it's time to consider how it relates to education and school organizations. To accomplish so, education administration may be characterized as a method of attaining educational objectives via the effective and efficient utilization of available resources. Educational Administration is described by Usoro and Sunday (2019) as "basically a service, activity, or technique through which the core goals of the educational process may be more completely and effectively implemented." Educational administration is therefore concerned with the efficient use of resources and the harmonization of relationships and interactions in a conducive environment in order to promote the achievement of teaching and learning objectives. Educational administration necessitates careful resource management and a high level of responsibility among organizational members. Educational administration generally refers to the management of educational institutions, which includes the direction, leadership, and control of individual activities toward the institution's objectives (Abd Aziz, Ab Rahman, Alam, & Said, 2015). Educational administration also includes the management of people and material resources, as well as the assessment or appraisal of educational outcomes. To bring the subject to a close, one will agree with the researcher that educational administration, also known as educational administration, is concerned with guiding all activities toward the achievement of teaching and learning objectives (Usman, 2016). All employees at educational institutions will be expected to contribute to the achievement of these objectives. Teachers and other professionals, as well as parents and community

members, are engaged. Members of School Boards, Local Education Authorities, Inspectors, Ministries of Education, and others are also engaged.

### **School Administrators' Response to COVID-19 pandemic**

The duties of school administrators are difficult under the best of circumstances; however, they become significantly more difficult during a pandemic. Visibility, accessibility, and involvement are the three tenets that school leaders emphasize the most in the middle of a school crisis; these tenets often include inventive leadership tactics (Bishop et al., 2015). The evidence suggests that community resilience is a direct result of the actions taken by school administrators, which is supported by the findings of a case study that was conducted by Tarrant (2011). However, in the future, school administrators will be able to reduce the amount of unpredictability by encouraging students to take part in activities that give advanced training on exercises and procedures that would be necessary in the case of an emergency (Akbaba-Altun, 2005).

### **Coronavirus Disease 2019 and Effects on school administration**

Over the course of the last year, the pandemic caused by the coronavirus disease 2019 (COVID-19) has had a significant influence on our day-to-day life (Azorin, 2020). Strict regulations have been implemented in every region of the globe in an effort to control the further spread of this illness (Harris & Jones, 2020). This reality has had an impact on many parts of human existence, including the educational functions and procedures of schools, which are now being asked to undergo significant restructuring as a result (Zhao, 2020). It is common knowledge that educational administration is a dependent system that may and must change in response to alterations in social, economic, and cultural conditions (Alhouti, 2020). In this situation, it will be necessary for the manager to work remotely (Harris, 2020) in a way that is timely, accurate, focused, and efficient (Netolicky, 2020). On the other hand, as was to be expected, they are met with a variety of new and unanticipated challenges, all of which need them to handle both urgent and long-term solutions. This is one of the most significant challenges that the principal is required to address because of the pandemic. In addition, the principal is responsible for taking into account and addressing the concerns raised by both the teaching staff and

the students. The most recent study conducted in Cyprus (Haztilia Drotarova et al., 2020) found that dread is the most common emotion experienced there, followed by bewilderment and worry. These feelings were attributed to the ambiguity of the lockdown situation. In addition, according to Ravitch (2020), pandemics have contributed to an increase in the sentiments of exclusion experienced by certain pupils. At the same time, the role of the principal has become excessively bureaucratic as a result of the need to deal with circulars issued by the ministry of education, as well as health procedures and rules. Sadly, the principal is expected to handle all of these responsibilities, even if educational stakeholders have not provided any more instruction or explanation (Harris & Jones, 2020).

### **Role of administrators during COVID-19 pandemic**

Even in the midst of a crisis (COVID-19 epidemic), the institution that the students attend should not let go of the importance it places on the student's well-being and academic achievements (Bishop et al., 2015). Administrators are responsible for preserving a good environment at schools so that kids may have hope even when they are experiencing difficulty (Stone-Johnson and Weiner, 2016). According to Fournier et al. (2020), efforts connected to inclusive leadership, in which the school administrators share the view that all children have the potential to learn and appreciate student participation, are crucial under grave conditions. According to Sider (2020), one of the variety of worries that emerge during a COVID-19 epidemic is whether or not pupils have fair access to education. This is one of the most crucial problems. On the other hand, the activities of an educational leader may be restricted if they are directed at addressing inequitable access to resources for some pupils. Students do not have the same level of access to the required learning technology, which includes smartphones, computers, and tablets, for effective remote learning (Pollock, 2020). It is advised that school administrators pre-emptively examine the particular requirements of children at their locations so that they may adopt ways to increase student assistance. This recommendation is made in light of the fact that

access is a top priority. In addition, it is the responsibility of the school administration to ensure the health and safety of the teaching staff, since educators have specific needs during this time of the COVID-19 epidemic (Fletcher and Nicholas, 2016). Teachers benefit from inclusive leadership because it places a priority on their professional growth, encourages cooperation, and recognizes the value of a diverse set of teaching abilities among staff members (Fournier et al., 2020). It is important to keep in mind the many levels of assistance that are available, particularly when a school is making the shift from traditional classroom instruction to online instruction (Li et al., 2020). Visibility, accessibility, and involvement are the three tenets that school leaders emphasize the most in the middle of a school crisis; these tenets often include inventive leadership tactics (Bishop et al., 2015).

### **Theoretical Framework**

Learning theories are hypotheses that attempt to explain how individuals learn, and they originate in a variety of disciplines, including psychology, sociology, neuroscience, and education, among others (Picciano, 2017). Several different theories of learning have emerged throughout the course of time. In this part, we will explain the applicability of two different learning theories that served as the theoretical basis for this research.

### **Social Constructivism**

Teaching and learning are seen by Social Constructivists as social processes that take place between educators and their students (Taguma, Feron, & Lim, 2018). Teachers are no longer seen as gatekeepers of information; rather, under this notion, they are seen as facilitators of student learning (Zawacki-Richter et. al., 2019). According to this view, finding answers to issues is at the heart of learning since it is a collaborative activity (Picciano, 2017). In other words, the major goal of social

constructivism is to find solutions to problems through collaborating with others. This time of social isolation and the COVID-19 epidemic necessitates the use of several collaboration-enhancing social media tools. Social constructivists believe that instructors may foster relationships with their students during school closures in order to facilitate their students' distant learning.

### **Connectivism**

Because of its focus on how individuals learn in today's "technology-driven" culture, connectivism is frequently called the learning theory of the digital age" (Shrivastava, 2018). Learning theories such as behaviorism, cognitivism, and constructivism are no longer appropriate to describe how learning occurs in today's technology-driven world, according to the idea (Siemens, 2005). In the words of Siemen (2005), information is not only stored in a person's brain but is also spread out over a network. A node is a learning community that brings together people with similar interests for the purpose of exchanging ideas, debating, and brainstorming (Elmohamady & Azmy, 2016,). The Connectivist learning paradigm is the most applicable in this contemporary context, because children are constrained to studying at home owing to the COVID-19 epidemic. This era of online collaborative learning and sharing has been captured in part by the connectivism philosophy. The only philosophy that acknowledges and effectively describes how individuals learn in the age of ever-increasing and fast changing information as a result of technological innovation and universal access to the Internet is connections. "Designing learning materials, tools, or scenarios to assist learners to attain their learning objectives and maximize their learning potential" is a third aspect of connectivism, according to Kropf (2013) (pp. 15). Shrivastava (2018) illustrated how connectivism supports lifelong learning by organizing an activity amongst student groups from two distinct universities in two nations. Research has shown that students' problem-solving abilities in ICT for everyday life were enhanced by using a web-based educational paradigm based on connectivism (Sitti, Sopeerak, & Sompong, 2013). Considering that the study's goal was to explore how the COVID-19 affects educational quality, it was based on social constructivism and the connectivism learning theory (Vygotsky & Cole, 2018; Siemens, 2005). In addition, based on the experiences of lecturers, the



research tries to determine the influence of accessible digital tools on ongoing involvement in the educational process. The research relies heavily on social constructivism since it encompasses both group learning and individual knowledge production via the use of digital collaboration technology. When doing research on a complicated topic, it may be beneficial to use more than one learning theory in order for researchers to better comprehend the subject matter at hand. (Chen et al. 2007, quoted in Choudhury & Pattnaik, 2019). To better assess the influence of COVID-19 on Pakistan's education system, social constructivism and connectivism were used.

### **Empirical studies**

A total of 200 people, including teachers, students, parents, and policymakers from across the world, completed standardized questionnaires to help compile the data. STATA/Regression was used to evaluate the data obtained and compile a final report. Findings from this study reveal that COVID-19 has a negative impact on education, including the interruption of learning and the reduction of access to educational or research resources. During the Coronavirus epidemic, many professors and students depended on technology to keep them connected to the internet and to their courses. COVID-19 has a negative impact on the education sector, which is why it's critical that all educational establishments, teachers, and students use technology and enhance their digital skills in order to keep up with the rapidly changing worldwide trends and realities of education. The well-being of students should be a top priority for higher education administrators, according to Mawudeku & Ankumah (2017), as clients, goods, and/or partners (HEI). For both students and institutions alike, academic success is essential. Academic performance is influenced by several variables, and higher education institutions must address these issues via the development of programs and the implementation of suitable policies and procedures. Administrators at higher education institutions have a variety of responsibilities, some of which have an effect on student's grades either

directly or indirectly. Despite the fact that administrative jobs are now an essential element of the management structure at all Ghanaian higher education institutions, many of these institutions have not given significant consideration to their role in improving student academic performance. As a result, the purpose of this study is to bring to light and generate debate on the roles administrators in higher education institutions (HEIs) may play in improving student achievement in Africa generally and Ghana specifically. This year's COVID-19 epidemic necessitated a six-week study on the self-efficacy of two high school administrators in a Southeastern US state, who were interviewed practically twice a week for six weeks. Convenience sampling was used to choose the participants since the primary researcher worked as an instructor for the principal preparation program, which both participants had completed. Questions from PSES and pandemic-related work life were included in pre- and post-survey questionnaires given to participants before and after their time with us. Structure, symbolism, politics, and human resources were all used as lenses through which these administrators saw their work experiences during this time period. In addition, administrators' views on equality and access were revealed through the research, which included responses from teachers, support staff, students, parents, and others in the school's larger constituency. Six topics emerged from the research, which used open systems theory as a theoretical perspective: (a) technological access/instruction, (b) informational/procedural ambiguity, (c) resource reliance, (d) policy adaptation, (e) stakeholder disposition, and (f) modalities of communication. This case study, which focuses on a single high school's principal and assistant principal, sheds light on the psychological and professional issues these administrators experienced during the COVID-19 epidemic.

COVID-19 is causing a negative spiral in many countries' economy, notably in higher education settings worldwide, according to Yunusa, Sanusi, Dada, Oyelere, Agbo, Obaido, & Aruleba, (2021). Universities around the country are either delaying or cancelling classes. In order to keep students and faculty safe from the extremely infectious illness, certain colleges and institutions have stepped up their efforts to limit face-to-face contact. COVID-19's influence on Pakistan's higher education industry is examined in this report. Seven academics from five Pakistani institutions were interviewed in three different places. Digital tools like Zoom cloud meetings and Skype were used to record the interviews, which were then transcribed and further analyzed. The research found six main themes and six sub-themes. COVID-19 was shown to have a detrimental influence on a number of institutions in the final study. The COVID-19 epidemic has had an influence on Pakistan's higher education system and will continue to have an impact in the future. This research provides chances for reacting to existing and future challenges, difficulties, and trends. According to Aytaç (2020), certain school administrators had difficulties during the COVID-19 epidemic in various places and voiced their concerns about the situation. In the study, phenomenology was employed as a qualitative research approach. The semi-structured School Administrators Interview Form was used to gather data for the research. As a result of applying an intentional criteria selection strategy, 32 school administrators were chosen to participate in the research. In the course of the study, it was found that administrators saw the implementation of the Ministry of National Education's (MoNE) Education Information Network (EBA) TV and education site as a beneficial and necessary move. Students' poor willingness to study, parents' incapacity to establish a learning environment at home, and a lack of access to live broadcasts from the EBA TV/education site are among the most prevalent challenges experienced by school administrators during the COVID-19 epidemic. For a variety of reasons, school officials saw that instructors were hesitant to teach in live lectures utilizing the EBA education portal or other tools, which had an effect on their motivation over time. School administrators who did not have a strategy in place for dealing with the pandemic process followed MoNE's directions. During the pandemic phase, school officials claimed that crisis management and technology leadership abilities were critical.

## **Research Gap**

Different studies have been done on the impact of COVID-19 Pandemic on education by different scholars (such as; Onyema, Eucheria, Obafemi, Sen, Atonye, Sharma, & Alsayed, 2020) investigated the impact of COVID-19 on education. technology; Constantia, Christos, Glykeria, Anastasia, & Aikaterini, 2021 examined the problems that have risen from the above-mentioned position, as well as to try to figure out how a school's principal might apply the basic principles of educational leadership, in a period of crisis; Mawudeku, & Ankumah, 2017, the roles administrators in HEI can play in contributing to enhancing student performance; Yunusa, Sanusi, Dada, Oyelere, Agbo, Obaido, & Aruleba, 2021, investigates the COVID-19 impact on the higher education sector in Pakistan; Aytaç, (2020) describe the problems faced by some school administrators during COVID-19 pandemic in different cities and to present their opinions regarding the process, however, there have been none/ scanty research done on impact of COVID-19 Pandemic on Quality of Education with reference to the role of Administration in Ensuring Quality of Education during COVID-19 Pandemic specifically in higher education institutions in Pakistan. Therefore this study intends to fill this gap by carrying out a research on "The Role of Administration in Ensuring Quality of Education during COVID-19 Pandemic" specifically in higher education institutions in Pakistan

## **CHAPTER THREE**

### **RESEARCH METHOD**

Research methods are the techniques, processes or strategies used in the collection of data or evidence for analysis in order to discover latest information or make better understanding of a topic. (Patten, & Newhart, 2017), it gives a systematic and high insight into an obstacle and smooth extraction of logical and scientific explanation and conclusion on it. The purpose of a research methodology is to explain the reasoning behind your approach to your research, research methodology provides research legitimacy and gives scientifically good results. It also gives a detailed plan that helps to provide researchers on track, making the process easy, effective and smooth. Ruark, & Fielding-Miller,(2016). Throughout the course of this research project, a variety of methods and processes will be used, and this chapter gives an overview of those practices. The population, sample, research design, sampling methodology, methods of data collection and analysis will be used in the study are all discussed in this portion.

#### **Research Design**

It is the framework of research techniques and methods selected by a researcher. The design allows the researchers to hone in on research methods that are good for the subject matter and set up their studies up for success (Abutabenjeh, & Jaradat, 2018).

A descriptive research design will be adopted for the study. The descriptive design will be used for this study because it is one of the most reliable methods of conducting research when dealing with a large population of respondents because it allows the researcher to generalize on the population using information gathered from the sample

respondents. According to Clair (2011), descriptive research is aimed at authentically portraying the qualities of a certain person, scenario, or group of people.

### **Population of the study**

The term "population" denotes the whole amount of instances that are the subject of interest or the complete collection of units for whom the survey results are going to be utilized to draw conclusions. Etikan, Musa, & Alkassim (2016). A population is the area of individuals from which a statistical sample is selected for the study.

Therefore, any collection of individuals grouped together by a common characteristics can be said to be a population (Salkind, 2010). The population of the study will be gotten from Azad Jammu and Kashmir private and public higher educational institutes in Pakistan, while the target population for the study will focus on school administrators in Azad Jammu and Kashmir private and public higher educational institutes in Pakistan. This study is limited to only administrator in Azad Jammu and Kashmir public and private higher education institutions in Pakistan.

### **Sampling Techniques and sample size**

According to Nwana (2005), sampling methods are the processes that are used to methodically choose the target sample in a predetermined manner while maintaining controls. It is a method that involves picking individual members of the population or a subset of the population in order to draw statistical conclusions from those individuals and estimate the characteristics of the whole population (Sharma, 2017).

This research work adopted Convenience sampling technique. A convenience sampling is a non-probability sampling approach in which the sample is drawn from a group of individuals who are simple to contact or reach. This form of sample is not representative of the population as a whole. Tyrer, & Heyman, (2016). According to Etikan, & Alkassim, (2016), convenience sampling is defined as a method adopted

by researchers where they gather market research data from a conveniently present pool of participants. It is mostly used sampling technique because it is very economical, simple and prompt. Convenience sampling is a type of non-probability sampling that contains the sample being taken from that part of the population that is near to hand. Such sampling technique is very effective for pilot testing. Khan, & Khan, (2017). Convenience sampling is defined as a method adopted by researchers where they collect market research data from a conveniently available pool of respondents. In many cases, members are readily approachable to be a part of the sample. Roy, (2019). The reason for choosing this technique is because convenience sampling is a special type of non-probability sampling technique that depends on data collection from population members who are conveniently available to take part in the study because of their convenient accessibility and proximity to the researcher. Sample size is defined as the number of subjects that has to be included in a study. It is a research term used for defining the number of individuals included in the research to represent a population (Malterud, & Guassora, 2016), a sample size is a set of objects or individuals collected or selected from a statistical population by a defined procedure. Convenience sampling technique was used to select 68 school administrators who work in private and public educational institutions in distinct cities of Pakistan in 2021-2022 academic year.

### **Research instrument**

It is a tool used for measurement (scales and questionnaires) prepared to collect data on a topic of interest from study participants (Rickards, 2012). It is also used to measure, gather or analyse data of interest (Mohajan, (2017). A primary source of data will be employed in this study to provide raw data and first-hand evidence. A primary source allows you to get up close and personal with the subject of your

research or study. The study was conducted with the help of a research instruments called questionnaire.

A questionnaire is a list of questions used to collect data from participants regarding their opinions, experience, opinions or skills. It is also used to gather qualitative or quantitative data. McGuirk, & O'Neill, (2016). These questions are asked orally or in written form and contains an interview-style format. Moser, & Korstjens, (2018).

The primary objective of a questionnaire is to collect data from participants. It is very simple, cheap, efficient and quick method of collecting big quantity of data even when the researcher is absent during interview.

The study relied heavily on the administration of a questionnaire that had been developed with great care as its primary tool for data gathering; the questionnaire tool was used to gather data for the study. The first part of the questionnaire contains socio-demographic data which will be obtained from the study participants.

Questions to determine the roles of Administration in Ensuring Quality of Education during COVID-19 Pandemic will be asked of the participants in Section B. The quantitative part of the data collected is to also determine how the educational institution has taken steps to facilitate quality learning during the pandemic which will be shown in Section B of the questionnaire. The questionnaire also contains a third section which allows for participants to be able to answer few semi-structured questions. The prospective participants for the study will be individuals that work in the administrative department of Read Foundation College in Azad Jammu and Kashmir, Pakistan. The data collection period is envisaged to span through 2-3 weeks.

In addition, the Likert scale, which is presented in the following paragraphs, served as the survey instrument for this investigation:



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<b>Option</b>	<b>Weight</b>
Strongly Agree	5
Agree	4
Indifference	3
Disagree	2
Strongly Disagree	1

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### **Validity and reliability of instrument**

#### **Validity**

The question of whether or not a test accurately measures the characteristics it is intended to evaluate is at the heart of the concept of validity, which is a fundamental aspect of measurement. (Abiri, 2006). Validity refers to the extent that the instrument measures what it was designed to measure. Heale,, & Twycross, (2015). Validity is the degree to which an instrument properly measures what it is designed to measure; this is the definition of validity. Validities that are often considered by researchers and assessors include ones that are content-based, construct-based, and criterion-based, respectively. (Taherdoost, 2016) Content validity was used for this study; content validity refers to the extent to which the items on a test are fairly representative of the entire domain the test seeks to measure. (Sealy, & Jager-Wittenaar, 2016). Rutherford-Hemming, (2015). In order to guarantee the reliability of this instrument part in terms of the clarity, appropriateness, and precision of its language,, a draft of the instrument will be given to experts, their comments and criticism will form the basis of the final draft.

### **Reliability**

Reliability refers to the extent that the instrument yields the same results over different trials (Oluwatayo, 2012). Instrument reliability is a method of ensuring that any instrument used for measuring experimental variables gives the same results each time. Taherdoost, 2016 The degree of an instrument's consistency, stability, and accuracy in conjunction with the right measure is what determines its level of dependability. Mohajan (2017). This will be determined by calculating the average intercorrelations between the various items that are used to measure the idea.

### **Method of Data Collection**

Durotolu (2001) underscored the basis of data collection instruments to carry of research investigation in the following statement: any meaningful research requires pertinent data since such data are mandatory for finding results to the research problems. In essence, the viability and strength of any research is defined by the type of data gathered and the method of collecting these results. In the course of this research, primary sources of data will be used to collect unprocessed information and primary evidence. Direct access to the topic of your research or study is something you can only get through original sources. Surveys, observations, experiments, questionnaires, personal interviews, and so on are examples of primary data sources. Therefore, personal interview and observations method will be used for the study. The methodology used in this study was as a carefully formulated questionnaire

### **Method of Data Analysis**

Data Analysis is the process of systematically applying statistical or logical techniques to illustrate, condense, evaluate, describe and recap data. (Ott, & Longnecker, 2015)

Data analysis is a technique that typically contains different activities such as organizing, cleaning and gathering the data. These processes, which usually contains data analysis software, are important to make the data for business purposes. Wang, & Byrd, (2018). The goal of doing data analysis is to come up with knowledge that can be put to practical use. The use of thematic analysis as the method for analyzing primary data will be used for this research project since it is consistent with the goals of the research project. Within the realm of qualitative research, one of the most prevalent types of analysis is called the thematic analysis. It places an emphasis on locating, analyzing, and understanding patterns of meaning that are included within qualitative data.

### **Ethical Consideration**

When doing research, it is important to keep in mind a set of ethical concerns, which are a set of principles that govern your study designs and procedures. These principles include things like anonymous participation, informed permission, risk for harm, confidentiality, and communicating outcomes. Graham, & Taylor (2015).

When dealing with human issues, there are a set of guiding principles and ideals that need to be adhered to, and these are the ethical considerations. Ethical concerns ensure that no one behaves in a manner that is detrimental to either society as a whole or an individual member of it , Rahman, (2020). Confidentiality, anonymity, and ethics were observed in this study. For this study to adhere to stringent ethical standards, this researcher will be truthful and ensure that the study is not repeated, as well as make sure that every material consulted will be properly cited and recognized. It is important to note that all participants in this study are free to decline to participate, and their data will not be used for any other reason unless they provide their express permission to do so. Respondents will be assured of complete anonymity since there is no need for them to reveal their identity.

## CHAPTER FOUR

### RESULTS AND DISCUSSION OF FINDING

This chapter provides the result of analysis and data obtained through the administration of questionnaires on the role of administration in ensuring quality of education during COVID-19 pandemic in higher education institutes in Azad Jammu and Kashmir. A total number of sixty-eight questionnaires administered to the participants were accurately filled and returned to the researcher. This implies a high response rate from the respondents.

The interpretations and discussion of the data collected based on the aim and purpose of the study are presented in simple words and with the aid of frequency tables and percentages for easy understanding.

The results of the data collected, analyzed and interpreted under this section are presented under the following headings;

1. Socio-demographic characteristics of the respondents;
2. School administrators' perspectives on the consequences of the COVID-19 epidemic on education.
3. The responsibility of school administrators in providing effective education while the COVID-19 epidemic continues.
4. 4. The difficulties experienced by school administrators in the education teaching process while the COVID-19 epidemic continues.

#### **Socio-economic Characteristics of Respondents**

This section presents results and discussion on the socio-economic characteristics of the respondents. The results are presented in Table 4.1 to 4.4

## Gender Distribution of respondents

**Table 1.** Gender Distribution of respondents

		Frequency	Percent	Valid Percent
Valid	Male	34	50.7	50.7
	Female	33	49.3	49.3
	Total	67	100.0	100.0

**Source: Researcher' Computation, 2022.**

The presentation as well as the analysis of the sex distribution have no obvious connection to the goals of the research. Nevertheless, the findings that have emerged from the analyses have, among other things, shed light on the gender distribution in the research, which is shown above in Table 4.1. As can be seen in that table, 35 of the teachers, representing 51.7 percent of the respondents, are males, while 33 of the respondents, representing 49.3 percent of the respondents, are females. This demonstrates that there are a larger number of male respondents compared to female respondents. The conclusion of this finding is that men now predominate in the academic administration sector, and that males have a somewhat larger likelihood of being recruited for administrative roles or considered for administrative posts than females do.

### Age Distribution of respondents

**Table 2.** Age Distribution of Respondents

		Frequency	Percent	Valid Percent
Valid	15-20	36	53.7	53.7
	21-40	21	31.3	31.3
	41-60	6	9.0	9.0
	<60	4	6.0	6.0
	Total	67	100.0	100.0

**Source: Researcher' Computation, 2022.**

### Age (Years)

The result from Table 4.2 shows that only 6% of the respondents were above 60 years of age, while 9% were within the age range of 41 and 60 years. The majority (53.7%) of the respondents were within the age range of 15-20 years and 31.3% were of the ages of 21-40. The mean age of the respondents was 29 years with a standard deviation of 2.7. This result shows that majority of the respondents were young and still in their productive years when they have the needed energy to work

### Educational Qualification of the respondents

**Table 3.** Educational Qualification of respondents

		Frequency	Percent
Valid	Other	5	7.5
	BSc.	15	22.5
	MSc.	42	63.0
	M.Phil.	3	4.5
	PhD	2	3.0
	Total	67	100.0

**Source: Researcher' Computation, 2022.**

In order to determine the respondents' levels of literacy, an investigation into their educational backgrounds was carried out. The findings of the analyses are presented in Table 4.3, which can be found above. The table reveals that 15 (22.5 percent) of the respondents have a BSc, 42 (63 percent) of the respondents have an MSc, 2 (3 percent) have a PhD, and 5 (7.5 percent) have some other qualification that is not equivalent to a degree. This demonstrates that the majority of the responders had at least a bachelor's degree. The inference here is that the companies that were researched via their respondents have a sufficient degree of education, a high level of specialization, and are well educated in order to provide credible results.

### Job Description of respondents

**Table 4.** Job Description of respondents

	Frequency	Percent
Teacher	5	7.5
In Charge	16	24.0
Supervisor	14	21.0
Section head	9	13.5
Deputy Headmaster	13	19.5
Headmaster/Principal	4	6.0
Lecturer	3	4.5
Others	3	4.5
Total	67	100.0

**Source: Researcher' Computation, 2022.**

The table above represents the various job descriptions of the respondents. It shows that majority of the respondents 16(24%) were In-Charges' while 14(21%) were occupying the role supervisors. A total number of 13(19.5%) were deputy headmasters of the schools and 9(13.5%) were headmasters or principals in the secondary schools. A very minute percentage of 3(4.5%) were lecturers in university. This implies that about all of the respondents are top administrative personnel and that we can trust to get quality and relevant information from them.



*Responding to School Staff' Views on the Impact of the COVID-19 Pandemic on Learning*

**Table 5.** Responding to School Staff' Views on the Impact of the COVID-19 Pandemic on Learning

s/n	Items	SD	D	N	A	SA	Me an
6.	School administrators carry out works related to hygiene (hand sanitizers)		1(1.5)	8(11.5)	40(59.7)	18(26.7)	
1.	There is effective COVID-19 crisis management at my educational institution	10(14.9)	3(4.5)	22(32.8)	29(43.3)	3(4.)	
2.	There is effective communication among the administrative staffs and the academic staffs during the COVID-19 pandemic	8(11.9)	2(3)	24(35.8)	29(43.3)	4(6)	
3.	Administrators ensure that teacher-student feedback is effective as the transition to online learning is in place	8(11.9)	3(4.5)	18(26.9)	34(50.7)	4(6)	
4.	There is organization of processes and establishment of financial balance	7(10.4)	2(3)	28(41.8)	27(40.3)	3(4.5)	

5.	Different distance education applications (portals, moodle etc) of schools are being utilized to ensure quality education for students during COVID-19	10(14.9)	4(6.0)		44(64.7)	9(13.4)	
6.	The school's portal is useful to facilitate quality learning	5(7.5)	1(1.5)	16(23.9)	42(62.7)	3(4.5)	
7.	Students' motivation has declined as a result of COVID-19	7(10.4)	6(9)	15(22.4)	38(56.7)	1(1.5)	
8.	Teachers are reluctant to have face to face classes	9(13.4)	6(9)	31(32.8)	19(28.4)	2(3.0)	
9.	COVID-19 pandemic has deterred me from performing at my best as an administrator	9(13.4)	6(9)	22(32.8)	28(41.8)	2(3.0)	
10.	The role of an administrator is to ensure the safe transition from face to face learning to online learning	4(6)	1(1.5)	20(29.9)	37(55.2)	5(7.5)	

Source: Researchers' Computation, 2022.

The table 4.4 above shows the responses of the respondents (school administrators) on the opinions of school administrators regarding the effects of COVID-19 pandemic on education. The results revealed that 58(87.4%) of the respondents strongly agree/agree that school administrators carry out works related to hygiene

such as the use of hand sanitizers. On the contrary, only 32(47.8%) strongly agree/agree to the opinion that there is already an effective COVID-19 crisis management at their educational institution. This implies that the battle against COVID-19 is still on, even in most schools. Similarly, only 49.3% (signifying less than half of the respondents) agree that there was effective communication among the administrative staffs and the academic staffs during the COVID-19 pandemic. This means the COVID-19 pandemic really put a barrier to the administrative/communication chain as the administrative could not communicate the other staffs.

The response from the table 4.5 also reveals that quite a little above half 38(56.7%) believed that administrators are to ensure that teacher-student feedback is effective as the transition to online learning is in place. A total of 18(26.9%) were neutral about it, that is they chose to be indifferent about it, while 16.4% disagreed with the opinion. With a mean of The results also shows that 30(44.8%) of the respondents agreed that there is organization of processes and establishment of financial balance. This represents less than half of the population, moreover, 29(41.8%) choose to be neutral about the opinion while the remaining 9(13.4%) were in disagreement.

Table 4.5 also reveals that the majority, 54(80.5%) agree that different and varieties of distance education applications (portals, module etc) of schools are being utilized to ensure quality education for students during COVID-19. And about 67.2% of the respondents believed and were of the opinion that the school's portal is useful to facilitate quality learning. With a disagreement percent of 6(9%) is can be said that the school's portal were indeed useful in facilitating quality education during the COVID-19 period. The results also show that the school administrators believe/agree that the students' motivation has declined as a result of COVID-19. While only 13(19.4%) disagreed with this opinion, 38(58.2%) were in agreement and 15(22.3%)

were neutral. On the opinion as to whether Teachers are reluctant to have face to face classes, majority of the respondents 32.8% chose to be neutral. As high as 31.4% of the school administrators agree to it and 15(22.4%) were in disagreement. This almost confirms that teachers are reluctant to have physical lectures but will rather prefer online classes. Strangely, the majority (44.2%) of the respondents agree that COVID-19 pandemic has deterred them from performing at their best as an administrator. This shows one of the many negative impact the COVID-19 pandemic has caused in the academic sector. Moreover, only 7.5% are in disagreement with the opinion that the role of an administrator is to ensure the safe transition from face to face learning to online learning. About 30% of the respondents were neutral as regards this i.e. they choose to retain their opinion about it, but majority, 62.7% agreed to this statement.

### **Roles played by school administrators in ensuring excellent education while the COVID-19 epidemic continues**

**Question:** In your current role as administrator, to what extent can you promote ethical behaviour among school personnel during COVID-19 pandemic?

**Table 6.** Ways to promote ethical behaviour among school personnel during COVID-19 pandemic

<b>Roles played by administrators</b>	<b>Frequency</b>	<b>Percent</b>
Being a role model	3	4.5
Reward Ethical acts	6	9.0
Communicate ethical expectation	9	13.5
Ethical trainings	23	34.3
Reserved punishment for offenders	4	6.0

Provide protective mechanism	22	32.8
<b>Total</b>	<b>67</b>	<b>100%</b>

The table 4.6 above shows the various ways by which school administrators promoted ethical behaviour among school personnel during COVID-19 pandemic.

The results from the table shows that only 3(4.5%) of the school administrators actually promoted ethical behaviour by being a role model. The majority of the respondents (school administrators), 23(34.3%) played the role of conducting ethical trainings for the students in a bid to inculcate and promote ethical behaviours among them. The results also shows that 22(32.8%) of the respondents promoted ethical behaviour by providing protective mechanism. 4(6%) used reserved punishment for offenders to promote ethical behaviour.

**Question:** to what extent can you shape the operational policies and procedures that are necessary to manage your school during COVID-19 pandemic?

**Table 7.** Response of school administrators to the extent in which operational policies and procedures can be shaped to manage the school during COVID-19 pandemic.

S/N	Operational policies and standards	Frequency	Percent
1	physical distance and wearing mask	57	85.0
2	New policies to manage school	4	6.0
3	Sensitization of teachers and students	4	6.0
4	Improve standards	2	3.0
	<b>Total</b>	<b>67</b>	<b>100.0</b>

Source: Researchers' Computation, 2022.

The results of the table 4.7 above reveals the response of the school administrators, (the respondents) to the extent to which they can shape the operational procedures and policies that are mandatory to maintain the school during COVID-19 pandemic. The results shows that majority, 57(85%) believed they can achieve this by enforcing physical distancing and wearing of face mask. Interestingly, 4(6%) believed they can contribute their quota to the shaping of the operational procedures and policies by trying to improve on the existing policies and another 4(6%) believed the sensitization of teachers and students will do a better job.

**Question:** In your current role as administrator, what can you do to facilitate student learning/quality education in your school?

**Table 8.** Roles of administrators in facilitating students' learning/quality education in school

s/n	Statements	Frequency	Percentage
1	Do more listening than talking	25	37.3
2	Expand the hours of teaching make it at least 8 h	2	3.0
3	keep routine as well as possible	18	26.9
4	Lend an ear .Give a casual invitation like "let's talk	3	4.5
5	Make students know they are safe.	5	7.5
6	Provide computer technologies	2	3.0
7	Remain calm in referring to and discussing the event	2	3.0
8	Self-assess regularly	2	3.0
9	Provide effective and strategic leadership	1	1.5

10	Give updates about COVID-19 and how to deal with it	3	4.5
11	To make sure they have good communication	2	3.0
12	Use the feedback loop concept	2	3.0
	<b>Total</b>	<b>67</b>	<b>100</b>

Source: Researchers' Computation, 2022.

Table 4.8 shows that majority, 25(37.3%) of the school administrator believes that what they can you do to facilitate student learning/quality education in their school is to do more listening than talking. Another 18(26.9%) were of the suggestion that keeping routine as well as possible will help facilitate learning quality. Two of the respondents (corresponding to 3%) felt Expand the hours of teaching making it at least 8 hours will help.

**Question:** In your current role as administrator, to what extent can you raise student achievement on standardized tests?

**Table 9.** Extent to which administrators can raise student's achievement on standardized test

S/N	Statements	Frequency	Percent
1	Align instructions to learning standards	8	11.9
2	Use feedback loop concepts	21	31.3
3	Extra classes, motivational morning speech and awards	2	3.0
4	Include formative assessment	11	16.4
5	Self-assess regularly.	19	28.4
6	To assign different assignments	4	6.0

7	Proper time table	2	3.0
	<b>Total</b>	<b>67</b>	<b>100.0</b>

Source: Researchers' Computation, 2022.

The table 4.9 above shows the roles of the administrator in raising students achievements in standardized test. The results show that the majority, 21(31.3%) of the school administrators believed the use of feedback loop concepts can help in raising students achievements in standardized test. Another 19(28.4%) were of the opinion that making self-assessment regularly will help. Align instructions to learning standards was the suggestion of 8(11.9%) of the respondents while, 11(16.4%) felt to Include formative assessment into the teaching-learning process will help in raising students' achievements in standardized test.

#### **Problems faced by school administrators in the education teaching process while COVID-19 pandemic is still going on**

**Table 10.** The problems faced by school administrators in teaching process

s/n	Problems faced by administrators	Frequency	Percent
1	Regular assessment	5	7.4
2	Content preparation and presentation	28	41.8
3	Poor network/ connection	26	38.8
4	Lack of Motivation by the students	30	44.8
5	Increased workload, lack of rest & transportation	3	4.5
6	Issues of communication	4	6.0

Source: Researchers' Computation, 2022.

Table above shows the response of school administrators to the problems encountered by them in the in the course of teaching when the COVID-19 pandemic is still on. The



results revealed that majority 30(44.8%) of them are facing the challenge of lack of motivation by the students. Quite a lot of the school administration admitted that they face the challenge of content preparation and presentation since online classes are now replacing the usual face to face classroom. In addition, 26(38.8%) of the respondents submitted that they are facing the challenge of Poor network/ connection during the course of delivering their classes. More so, 5(7.5%) complained about too frequent or regular assessment while, 3(4.5%) said increased workload, lack of rest and difficulty in transportation characterises the current challenges experienced.

### Test of Hypothesis

**Hypothesis One (H<sub>01</sub>):** There is no significant relationship between socio-economic characteristic of school administrators and the opinion of school administrators regarding the effects of COVID-19 pandemic on education

**Table 11.** Test of hypothesis one

Variable	Coefficient	p-value
Sex	.281	.021
Age	-.448	.000
Job Description	.126	.309
Years in service	-.443	.000
Education Qualification	.594	.030

Source: Statistical analysis, 2022

Results of the correlation analysis in the table above shows sex ( $r=.281$ ,  $p=.021$ ) and Education Qualification ( $r=.594$ ,  $p=.030$ ) were positively and significantly correlated to the opinion of school administrators regarding the effects of COVID-19 pandemic on education. On the other hand, Age ( $r= -.448$ ,  $p=.000$ ) and Years in service ( $r=-$

.443,  $p=.000$ ) is found to be negative and significantly correlated to the opinion of school administrators regarding the effects of COVID-19 pandemic on education while Job Description ( $r=.126$ ,  $p=.309$ ), is positive and non significant.

In view of this fact, the null hypothesis **H0**, is rejected and the alternative **H1**, accepted since there is significant relationship between socio-economic characteristic of school administrators and the opinion of school administrators regarding the effects of COVID-19 pandemic on education.

### **Hypothesis Two**

H<sub>02</sub>: there is no statistical difference in the challenges associated by school administrators in the course of teaching while the pandemic was still on.

**Table 12.** Test Statistics

	Problems faced by administrators
Chi-Square	72.125 <sup>a</sup>
df	4
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 16.0.

**Table 13.** Path relationship

Hypothesis	$\chi^2$ Cal	$\chi^2$ tab (5%)	Result	Remark
There is no statistical difference in the challenges associated by school administrators in the course of teaching while the pandemic was still on.	75.125	9.49	Significant	Rejected

Source: Researchers' Computation, 2022.

From tables 4.12 to 4.13 above, the decision rule states that if the value of Chi-Square calculated is greater than the table value (see appendix) of Chi-Square observed, the null hypothesis is rejected, or accepted if otherwise. Based on the computation,  $\chi^2$  calculated (72.125) is greater than  $\chi^2$  tabulated (9.49). Therefore, there is a significant relationship in issues confronted by the administrators of the school while the pandemic is ongoing. This implies that there is almost no difference in the problems faced by school administrators of Pakistan in education teaching process while COVID-19 was going on.

### **Discussion of Findings**

This study brings together the role of administration in ensuring quality of education during the COVID-19 pandemic by using findings from primary data sourced from higher education institutes in Azad Jammu and Kashmir. The findings from the results of this study (table 4.5) shows that that the battle against COVID-19 is still on in most of the schools as less than 50% Of the respondents agreed that there is already an effective COVID-19 crisis management at their educational institution. Even though gradual restoration of activities are being observed not only in the country but in other parts of the world, there is still the war against the deadly disease

and better preventive measures are sought for almost on a daily basis. Schools are being charged to adhere strictly to the COVID-19 guidelines which includes the use of hand sanitizers and keeping with the use of masks and physical distancing (Rajhans et al.,2020). To a measurable extent the occurrence of the pandemic affected the flow of information also from the top management (administrators) to the teachers. When asked if there is effective communication among the administrative staffs and the academic staffs during the COVID-19 pandemic, just 49.3% of the respondents agreed, about 14% were in disagreement. This is similar to the findings of Chinelo and Uju (2020) conducted in Nigeria, who reported that principals of secondary school find it difficult to get in touch with their teachers during the COVID-19 period. Because of the incidence of COVID-19, several higher institutions have adopted the online teaching and learning platforms (Rajhans et al., 2020). Several schools have created or launched their school online teaching/learning portals so as to facilitate quality teaching. There was a 67.2% agree when the school administrators were asked if the school's portal is useful to facilitate quality learning and 78.1% agreed also that different distance education applications (portals, moodle etc) of schools are being utilized to ensure quality education for students during COVID-19. The findings are similar to that carried in India on optometry institutions. According to the findings of a study conducted in 2020, more than ninety percent of optometry schools and instructors in India have successfully transitioned to an online learning format. As a result of the rise of video conferencing technologies like Google meet, Microsoft teams, and zoom in the classroom, students are completing their reading and writing assignments using educational applications like Goggle classroom, and class presentations are now pre-recorded presentations uploaded to social media sites like YouTube and Vimeo. During live streamed online

sessions, teachers are employing elements such as random questioning, the usage of chatboxes, opinion polls, student-led summaries of the session, and a variety of other approaches to keep students active and interested in the learning process. (Rajhans et al., 2020). COVID-19 has also taken its turn on students as it has left many students unmotivated and un-desirous towards their academics. As high as 58% of school administrators that took part in the survey, reported the decline in motivation by students. The COVID-19 pandemic has made students stay at home for more than a year and during those periods a majority of them were either not occupied with any academic activity or were passively involved, with the re-opening of academic activities there is almost no zeal for studies again (Tan, 2020; Lessard, 2021). In a study carried out by Nell, Hood and Graff, (2020), lack of structure, change in environment, lack of communication, disorganization and lack of in person contact were some of the factors for the lack of motivation experienced by students during the COVID-19 period. In assessing the role played by school administration in ensuring quality education during the COVID-19 period four questions were used. The first question was to determine to what extent administrators can promote ethical behaviour among school personnel during COVID-19 pandemic. The findings showed 32.8% said protective mechanism were the best way to promote ethical behaviour. Only 3% opined that being a role model to the students could help promote ethical behaviour among the student. Second question which aim to determine the extent to which administrators shape the operational policies and procedures that are necessary to manage their school during COVID-19 pandemic. Physical distance and mask wearing were the suggestions of majority (85%) of the respondents. Harris and Jones (2020) opined that educational administrators whose schools have resumed academic activities are faced with problems of maintaining

social distancing, ensuring proper cleaning and maintenance of sanitation. The above scenario presents a challenge to school administrators in Pakistan to ensure that students in their school keep to the COVID-19 protocols for schools in Pakistan as provided by the Higher Education Commission (2020). School administrators are also faced with certain challenges in the bid to keep up with ensuring quality education during the COVID-19 pandemic. The COVID-19 pandemic has brought about the need to adopt better strategies and approaches in the teaching and learning process. Issues confronting school staffs in the process of teaching as put forward by about 50% of the respondents were that of the lack of motivation by the Students while about 42% complained of being faced with the challenge of content preparation and presentation. This is because the majority of them are not conventional with the use of digital products especially for lecture delivery. The teachers should be trained and retrained on the use of e-learning facilities. Capacity building is critical step for entering into the new global economic and educational development. It should be considered as an alternative medium through which teachers and students are empowered. According to Hargreaves and Fullan (2020), it is anticipated that school leaders of the future will have a greater understanding of technology and will also be more knowledgeable. As a consequence of this, school administrators will need to be selective about the digital goods they employ in their classrooms and careful to establish a balance between the use of technology and traditional teaching methods. In order to address the myriad of concerns that were brought up by COVID-19, it is now imperative that stronger ties be established with parent and community groups in order to assist families, young people, and children. This is particularly true for young people who are disadvantaged, marginalized, or alienated (Harris & Jones, 2020). A very good percentage, (38.8%)

of school administrator complained about facing the challenge of poor network and connection and another 7.5% complained of assessment irregularities. Unavailability of proper digital tools, inter-connection problems can cause serious setback to many students in their learning process. Also, most of the schools that took part in the online teaching and learning find it difficult to assess their students. When the teachers give assignment, they find it difficult to mark it and give students feedback except the assessment questions are objectives (Rajhans et al., 2020). In addition, school administrators should see the need to equip their schools with Modern digital facilities that can aid online education. According to Taiwo (2005), the government of a state should ensure that the inclusion of online teaching such as integrated digital learning platforms, video lessons teaching programme should also be incorporated into the school time-table. In order to withstanding the challenges that comes with the changes enforced by the COVID-19 pandemic, principals are expected to be outstanding administrators and excellent leaders. It is expected that school administrators must now not only draw on their existing skills and knowledge to address the challenge of educating students during the pandemic, but also develop new skills and knowledge while pivoting some of their current positions (Pollock, 2020). This means that school principals must act swiftly with foresight while carefully considering their options and the consequences of their actions. According to Harris and Jones (2020) school administrators can navigate the COVID-19 by applying good leadership practices like having a clear vision, building capacity and managing people among others and engaging in leadership preparation programmes that target surviving the COVID-19 pandemic and the new normal.

Harris and Jones (2020) further stated that self-care and consideration must be the main priority and prime concern for all school leaders. The health of the principals

must also be taken into account as they lead through the pandemic. Igbokwe, Okeke-James, Akudo and Anyanwu (2020) offered that school administrators can determine hygiene facilities needs of the school and also deploy school resources to meet such needs.

### **Hypothesis one**

The results obtained from the hypothesis tested showed that there is a significant relationship between some selected socio-economic characteristic of school administrators and the opinion of school administrators regarding the effects of COVID-19 pandemic on education. Sex and Education Qualification of the administrators was positive and significantly correlated to the opinions. This implies that the higher the Education Qualification of the school administrators the better their opinion on the effects of COVID-19. The results of this findings is not in consistent with Onyema, Eucheria, Obafemi, Sen, Atonye, Sharma, & Alsayed, (2020)

Furthermore, the results also reveals that the job description of the school administrators does not significantly determine their opinion as regarding the effect COVID-19 pandemic has had on education. Age and number of years in service was on the other hand found to be negative but significantly associated with school administrators' opinions on the effect of COVID-19 pandemic on education. In view of these, the null hypothesis was rejected. This result is in line with Aytaç, (2020), Results from a survey of school administrators found that the most prevalent issues they encountered during the COVID-19 epidemic were pupils lacking in enthusiasm for studying, parents having difficulty creating a learning environment at home, and no access to live broadcasts via the EBA TV/education portal. During the epidemic, these three problems were noted as being the most prevalent hurdles that were encountered. The majority of school administrators noticed that teachers were hesitant to teach in live lectures using the EBA



education portal or other programs for a variety of reasons, and as a consequence, their motivation gradually decreased over time. This was observed by the majority of school administrators. The vast majority of school administrators were of the opinion that this was the case. Hypothesis two Results of the second hypothesis also reveal that there is a significant relationship between the problems faced by school administrators during the COVID-19 pandemic period. This means that it was almost the same set of problem that were encountered by the various school administrators of schools in Azad Jammu and Kashmir public and private higher education institutions in Pakistan. This result is in corroboration with the view of Constantia, Christos, Glykeria, Anastasia, & Aikaterini, (2021), based on the findings of their study, they discovered that the challenges faced by school principals and teachers are primarily linked to alienation, marginalization, time management, improving bureaucracy, problems with technical equipment and distance learning programs

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### Summary of Findings

The study examined the Role of Administration in Ensuring Quality of Education during COVID-19 Pandemic, the Specific objectives of the study are to determine the perspectives of school officials on the consequences of the COVID-19 epidemic on schooling, examine the roles played by academic staffs in ensuring quality education while COVID-19 pandemic is still going on and to determine the issues faced by school management in the educational teaching procedure though COVID-19 pandemic was not over. The study adopted Social Constructivism and Connectivism theory , under conceptual review, we examine associated collected works on The Notion of COVID-19, The Effects of the Coronavirus Pandemic on Education, Teaching and learning during COVID-19, Concept of Administration, School administrators Response to COVID-19 pandemic, Coronavirus Disease 2019 and Effects on school administration and Role of administrators during COVID-19 pandemic. In this study, the research work adopted Convenience sampling technique, primary source of data was used to provide raw information and first-hand evidence, the study was conducted with the help of a research instruments called questionnaire, to achieve the objective of this study, Thematic analysis was adopted for this study as primary data analysis was used which is in line with the objectives of the study and serve as methods of data analysis, the summary of the finding revealed that;

1. The respondent on School administrators' perspectives on the consequences of the COVID-19 epidemic on education; the respondent agreed that, Teachers are reluctant to have face to face classes , School administrators carry out works related to hygiene (hand sanitizers), Students' motivation has declined as a result of COVID-19 , Administrators ensure that teacher-student feedback is effective as the transition to online learning is in place , There is effective COVID-19 crisis management at my educational institution, Different distance education applications (portals, moodle etc) of schools are being utilized to ensure quality education for students during COVID-19 , There is effective communication among the administrative staffs and the academic staffs during the COVID-19 pandemic, There is organization of processes and establishment of financial balance, The school's portal is useful to facilitate quality learning, COVID-19 pandemic has deterred me from performing at my best as an administrator and The role of an administrator is to ensure the safe transition from face to face learning to online learning, this means the COVID-19 pandemic really put a barrier to the administrative/ communication chain as the administrative could not communicate the other staffs.
2. The respondent on Opinions of school administrators on ways to promote ethical behaviour among school personnel during COVID-19 pandemic are; Being a role model, Reward Ethical acts, Communicate ethical expectation, Ethical trainings, Reserved punishment for offenders and Provide protective mechanism are the various ways by which school administrators promoted ethical behaviour among school personnel during COVID-19 pandemic

3. The results also reveals the extent in which operational policies and procedures can be shaped to manage the school during COVID-19 pandemic, the study revealed that, physical distance and wearing mask, New policies to manage school, Sensitization of teachers and students and Improve standards are ways which operational policies and procedures can be shaped to manage the school during COVID-19 pandemic
4. The results also revealed the roles of administrators in facilitating students' learning/quality education in school are; Doing more listening than talking, Expand the hours of teaching make it at least 8 h, keep routine as well as possible, Lend an ear .Give a casual invitation like "let's talk, Make students know they are safe, Provide computer technologies, Remain calm in referring to and discussing the event, Self-assess regularly, Provide effective and strategic leadership, Give updates about COVID-19 and how to deal with it, To make sure they have good communication and Use the feedback loop concept.
5. The results revealed the Extent to which administrators can raise student's achievement on standardized test, which are; Aligning instructions to learning standards, Use feedback loop concepts, Extra classes, motivational morning speech and awards, Include formative assessment, Self-assess regularly, To assign different assignments and Proper time table
6. The study also revealed the issues encountered by school officials in the educational teaching and learning process as the COVID-19 epidemic continues, the respondent agreed that; Lack of Motivation by the students, Poor network/ connection, Regular assessment, Content preparation and presentation, Increased workload, lack of rest & transportation and Issues of

communication are the challenges confronted by school superintendents in the educational While the COVID-19 epidemic continues, the teaching process continues.

### **Conclusion**

The study examines the Role of Administration in Ensuring Quality of Education during COVID-19 Pandemic, the study conclude that COVID-19 pandemic is proving to be a creative disruption with tough challenges for all educational systems, the pandemic has affected the flow of information also from the top management (administrators) to the teachers, Because of the incidence of COVID-19, several higher institutions have adopted the online teaching and learning platforms, COVID-19 has also taken its turn on students has it has left many students un motivated and un-desirous towards their academics, The COVID-19 pandemic has made students stay at home for more than a year an during those periods a majority of them were either not occupied with any academic activity or were passively involved, with the re-opening of academic activities there is almost no zeal for studies again, it was concluded that protective mechanism were the best way to promote ethical behaviour, Physical distance and mask wearing was used by administrators to shape the operational policies and procedures that are necessary to manage their school during COVID-19 pandemic. The study also concluded that School administrators are faced with certain challenges in the bid to keep up with ensuring quality educational service during the COVID-19 pandemic such as, lacking motivation by the students and content preparation and presentation, poor network and connection , this is because the majority of them are not conventional with the use of digital products especially for lecture delivery and When the teachers

give assignment, they find it difficult to mark it and give students feedback except the assessment questions are objectives.

### **Recommendations**

Based the results obtained, the following recommendations have been made:

1. 1. Officials must take priority strive to maintain communication and learning consistency for all those communities which have significantly larger trouble communicating and end up living in socioeconomic conditions that seem to be least beneficial to continuing to support education processes at home, while also designing safety procedures for returning to normal and lifelong learning when schools sooner or later reopen that take into account the differences and inequalities that will deepen.
2. 2. A number of decisions must be made by the faculty administration, and resources must be made available that provide a venture for faculty systems, academic institutions, and instructors. This is true of curricular changes and priority, as well as the contextualization required to ensure that the contents are pertinent to the current emergency situation, principally based entirely on consensus amongst all relevant stakeholders. Equally essential, such changes must highlight the skills and values that have emerged within the current environment, including solidarity, self-directed learning, taking care of oneself and others, social-emotional skills, fitness, and resilience, among others.
3. 3. Administration must choose which curricular information is more relevant and should be prioritized above others. Administration must also combine the contents and learning objectives that permit multiple topics to be addressed at the same time via subjects that are particularly pertinent and applicable for

students within the modern context and permit for a joined-up method of learning. Cost must be linked to teachers' independence and the development of complex abilities amongst teachers.

4. Coursework acclimatization, versatility, and contextual understanding must deal with variables such as the setting priorities of learning objectives and types of content that allow a better understanding of and reaction to the crisis, incorporating factors associated with care and health, important and reflective questioning with reference to records and news, understanding social and money related trends, and empowering compassionate, civilised, and non-discriminatory behavior, amongst others. Curriculum adaptation.

#### **Suggestion for further research**

The present study focused on the Role of Administration in Ensuring Quality of Education during COVID-19 Pandemic. Thus, in order to confirm or refute the finding of this study, the following are recommended for further studies:

- i. Since the study targeted on only the the Role of Administration, a study can be done further on the effect of COVID-19 Pandemic on school Administration.
- ii. The study focused itself only on school administers in Azad Jammu and Kashmir public and private higher education institutions in Pakistan, as opposed to other institutions outside the stated realm of orientation or geographical boundary. Similar studies can be done outside of Pakistan.

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## APPENDIX I

### Dear Participant,

The Role of Administration in Ensuring Quality of Education during COVID-19 Pandemic in higher education institutes in Azad Jammu and Kashmir. Informed Consent Form Dear Participant, This scale is part of a research study that we are conducting to determine how administrators are putting efforts in ensuring quality education. The information gathered through this scale will be utilized to better understand how quality affects student satisfaction in AJK public and private higher education institutions. You consent to participate in this study by filling out the following scale. Please keep in mind that your participation in the study is entirely voluntary, and whether you choose to participate or not has no bearing on your grades for the courses in which you are/were enrolled. Your identity will never be exposed to third parties. The information gathered during this study will be utilized solely for academic research reasons, and it may be presented at national/international academic meetings and/or publications. You can withdraw from this study at any time by contacting the email provided. If you choose not to participate in the study, your data will be erased from our database and you will not be included in any subsequent stages of the research.

By signing below, you agree to take part in this study.

Full Name: \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Section A**

1. Gender

Male  Female 

2. Age

<30  31-40  41-50  > 50 

3. Job Title in Institution

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4. Years of Administrative Experience

1-10  11-20  21-30  >30 

5. Level of Education

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**SECTION B (Kindly choose as appropriate)**

s/ n	Items	SD	D	N	A	SA
6.	School administrators carry out works related to hygiene (hand sanitizers)					
7.	There is effective COVID-19 crisis management at my educational institution					
8.	There is effective communication among the administrative staffs and the academic staffs during the COVID-19 pandemic					
9.	Administrators ensure that teacher-student feedback is effective as the transition to online learning is in place					
10.	There is organization of processes and establishment of financial balance					
11.	Different distance education applications (portals, moodle etc) of schools are being utilized to ensure quality education for students during COVID-19					

12	The school's portal is useful to facilitate quality learning					
13	Students' motivation has declined as a result of COVID-19					
14	Teachers are reluctant to have face to face classes					
15	COVID-19 pandemic has deterred me from performing at my best as an administrator					
16	The role of an administrator is to ensure the safe transition from face to face learning to online learning					

**SECTION C (Please answer the questions below with perceived short answers)**

17. What main obstacle(s) are currently deterring you from performing at your best?
18. In your current role as administrator, to what extent can you promote ethical behavior among school personnel during COVID-19 pandemic?
19. In your current role as administrator, to what extent can you shape the operational policies and procedures that are necessary to manage your school during COVID-19 pandemic?
20. In your current role as administrator, what can you do to facilitate student learning/quality education in your school?
21. In your current role as administrator, to what extent can you raise student achievement on standardized tests?

## APPENDIX II

VAR00013					
		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid		6	9.0	9.0	9.0
	1. Learning motivation id decreased 2. Content presentation and connection	1	1.5	1.5	10.4
	Always try to perform my best	1	1.5	1.5	11.9
	Answer content presentation and connection	1	1.5	1.5	13.4
	Assess regularly	1	1.5	1.5	14.9
	bad network	1	1.5	1.5	16.4
	Content pestation connect learning motivation decrease	1	1.5	1.5	17.9
	Content preparation	1	1.5	1.5	19.4
	Content presentation	1	1.5	1.5	20.9

Content presentation and connection	11	16.4	16.4	37.3
Content presentation and connection , learning motivation decrease	1	1.5	1.5	38.8
content presentation and connection ,learning motivation decrease	1	1.5	1.5	40.3
Content presentation and connection, learning motivation decrease	3	4.5	4.5	44.8
Content presentation and connection, learning motivation decreases	1	1.5	1.5	46.3
Content presentation and connection,learning motivation decreas	1	1.5	1.5	47.8

Content presentation and connections	1	1.5	1.5	49.3
Content presentation	1	1.5	1.5	50.7
Content, presentation, connection	1	1.5	1.5	52.2
Decreases the motivation about learning	1	1.5	1.5	53.7
Internet problem	2	3.0	3.0	56.7
Interning motivation	1	1.5	1.5	58.2
Lack of communication	1	1.5	1.5	59.7
Learning motivation decrease	1	1.5	1.5	61.2
Learning motivation	1	1.5	1.5	62.7
learning motivation decrease	3	4.5	4.5	67.2
Learning motivation decrease	12	17.9	17.9	85.1
Learning motivation decreased	2	3.0	3.0	88.1

Learning motivation decreases	1	1.5	1.5	89.6
Learning motivational decrease	1	1.5	1.5	91.0
Online learning	1	1.5	1.5	92.5
Presentation	1	1.5	1.5	94.0
Section head	1	1.5	1.5	95.5
The lack of communication during social distance	1	1.5	1.5	97.0
The online teaching	1	1.5	1.5	98.5
Working full time, lack of sleep, transportation issues.	1	1.5	1.5	100.0
Total	67	100.0	100.0	

In your current role as administrator, to what extent can you promote ethical behavior among school personnel during COVID-19 pandemic?

<b>VAR00014</b>					
		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid		7	10.4	10.4	10.4

Be a role model and be a visible	1	1.5	1.5	11.9
By giving rewards	1	1.5	1.5	13.4
Communicate etheed expectations	1	1.5	1.5	14.9
Communicate ethical expectation	1	1.5	1.5	16.4
Communicate ethical expectations	2	3.0	3.0	19.4
Communicate Ethical Expectations	3	4.5	4.5	23.9
Comunicate ethical expectation	1	1.5	1.5	25.4
Ethical training	1	1.5	1.5	26.9
Good extent	1	1.5	1.5	28.4
i try to extent as much as i can	1	1.5	1.5	29.9
I will deal with students one by	1	1.5	1.5	31.3
Offer ethic training	2	3.0	3.0	34.3
Offer ethic traning	1	1.5	1.5	35.8
Offer ethical training	1	1.5	1.5	37.3
Offer ethice training	1	1.5	1.5	38.8

offer ethics training	1	1.5	1.5	40.3
Offer ethics training	6	9.0	9.0	49.3
Offer Ethics training	2	3.0	3.0	52.2
Offer Ethics Training	2	3.0	3.0	55.2
Offer ethics traning	1	1.5	1.5	56.7
offer ethics tranning	1	1.5	1.5	58.2
Offer ethnics training	1	1.5	1.5	59.7
Offer etic training	1	1.5	1.5	61.2
offers ethics training	1	1.5	1.5	62.7
Offers ethics training	1	1.5	1.5	64.2
Offers Ethics training	1	1.5	1.5	65.7
Provide protection mechanism	1	1.5	1.5	67.2
Provide protective mecha	1	1.5	1.5	68.7
Provide protective mechanism	10	14.9	14.9	83.6
Provide protective Mechanism	1	1.5	1.5	85.1
Provide protective mechanisms	5	7.5	7.5	92.5
Provide protective Mechanisms	1	1.5	1.5	94.0



	Provides protective mechanisms	1	1.5	1.5	95.5
	Visibly reward ethical acts and	1	1.5	1.5	97.0
	Yes	2	3.0	3.0	100.0
	Total	67	100.0	100.0	

To what extent can you shape the operational policies and procedures that are necessary to manage your school during COVID-19 pandemic?

## VAR00015

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	7.5	7.5	7.5
19) physical distance	1	1.5	1.5	9.0
wearing mask19) physical distance,	2	3.0	3.0	11.9
Communicat ethical expictations.....	1	1.5	1.5	13.4
i add so many policy to make an effective education system	1	1.5	1.5	14.9
I can do my best	1	1.5	1.5	16.4
I try to add new policies to manage school	1	1.5	1.5	17.9
I'd totally hand leaflets and handouts to teachers and stu	1	1.5	1.5	19.4
L	1	1.5	1.5	20.9
No comment	1	1.5	1.5	22.4
Phisycal distance	1	1.5	1.5	23.9
physical distance	1	1.5	1.5	25.4

Physical distance	8	11.9	11.9	37.3
Physical distance , wearing mask	3	4.5	4.5	41.8
Physical distance and wearing marks	1	1.5	1.5	43.3
physical distance and wearing mask	1	1.5	1.5	44.8
Physical distance and wearing mask	6	9.0	9.0	53.7
Physical distance wearing mask	2	3.0	3.0	56.7
physical distance werening mask	1	1.5	1.5	58.2
Physical distance, wearing mask	1	1.5	1.5	59.7
physical distance, wearing mask	1	1.5	1.5	61.2
Physical distance, wearing mask	1	1.5	1.5	62.7
Physical distance, Wearing Mask	1	1.5	1.5	64.2
Physical distance, wearing masks	1	1.5	1.5	65.7

Physical distance,wearing mask	1	1.5	1.5	67.2
Physical distance,wearing masks	1	1.5	1.5	68.7
Physical distance.	1	1.5	1.5	70.1
Provide effective strategies	1	1.5	1.5	71.6
Social distance	1	1.5	1.5	73.1
To give them free space accordingly	1	1.5	1.5	74.6
Wear mask	2	3.0	3.0	77.6
wearing mask	1	1.5	1.5	79.1
Wearing mask	12	17.9	17.9	97.0
Wearing mask, social distance	1	1.5	1.5	98.5
Yes	1	1.5	1.5	100.0
Total	67	100.0	100.0	

In your current role as administrator, what can you do to facilitate student learning/quality education in your school?

<b>VAR00016</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	7.5	7.5	7.5
	do more listening than talking	1	1.5	1.5	9.0
	Do more listening than talking	9	13.4	13.4	22.4
	Do more listening then taking	1	1.5	1.5	23.9
	do more listening then talking	1	1.5	1.5	25.4
	Do more listening then talking	8	11.9	11.9	37.3
	Do More listening then talking	1	1.5	1.5	38.8
	Do more listing than talking	2	3.0	3.0	41.8
	Do more listings then talking	1	1.5	1.5	43.3

Expand the hours of teaching make it at least 8 h	1	1.5	1.5	44.8
fix proper time table	1	1.5	1.5	46.3
I can do my best	1	1.5	1.5	47.8
Keep calm in referring to and discussing the events	1	1.5	1.5	49.3
keep routine as well as possible	1	1.5	1.5	50.7
Keep the routine as much as possible	1	1.5	1.5	52.2
Keep the routines as much as possible	1	1.5	1.5	53.7
Keep to routine as much as possible	1	1.5	1.5	55.2
Keep to routine as much as possible	5	7.5	7.5	62.7
Keep to routine as much as possible.	1	1.5	1.5	64.2
Keep to routines as much as possible	6	9.0	9.0	73.1
L	1	1.5	1.5	74.6

Lend an ear .Give a casual invitation like "let's talk	1	1.5	1.5	76.1
Let student know you are one of the adults here to keep them safe	1	1.5	1.5	77.6
Let students know that i am one of adults with whom they are safe by remaining calm while discussing	1	1.5	1.5	79.1
Let students know you are one of the adults here to keep them safe.	2	3.0	3.0	82.1
More listening than talking	1	1.5	1.5	83.6
Provide computer technologies and keep the choices open to both teachers and	1	1.5	1.5	85.1

students then have regu				
Provide effective, strategic leadership of incidents and operations, which may require the deployment	1	1.5	1.5	86.6
Remain calm in referring to and discussing the event	1	1.5	1.5	88.1
Remain calm in referring to and discussing the event	1	1.5	1.5	89.6
Self assess regularly	2	3.0	3.0	92.5
To give information about COVID-19 and how to deal with it	1	1.5	1.5	94.0
To make sure they have good communication	1	1.5	1.5	95.5



Use the feedback loop concept	1	1.5	1.5	97.0
With a self _addressd stamped envelope for them to write you back	1	1.5	1.5	98.5
Yes	1	1.5	1.5	100.0
Total	67	100.0	100.0	

In your current role as administrator, to what extent can you raise student achievement on standardized tests?

## VAR00017

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	9.0	9.0	9.0
1. Align instruction to learning standard 2. Use feedback loop concepts.	1	1.5	1.5	10.4
Align instructions to learning standard	2	3.0	3.0	13.4
Align instructions to learning standards	3	4.5	4.5	17.9
Align instructions to learning standards.	1	1.5	1.5	19.4
By alligning instructions to learning standards,use the feedback loop concept and regularly	1	1.5	1.5	20.9
Do more listening then talking	1	1.5	1.5	22.4

Extra classes and motivational morning speech and awards are always a good key to better performance	1	1.5	1.5	23.9
I can do my best	1	1.5	1.5	25.4
Include formative assessment	1	1.5	1.5	26.9
Include formative assessment	6	9.0	9.0	35.8
Include formative feedback	1	1.5	1.5	37.3
L	1	1.5	1.5	38.8
Normal extent	1	1.5	1.5	40.3
Provide consistent feedback	1	1.5	1.5	41.8
Provide consistent feedback	1	1.5	1.5	43.3
provide consistent feedback	3	4.5	4.5	47.8
Provide consistent feedback	4	6.0	6.0	53.7

Remain calm in				
referring to and	1	1.5	1.5	55.2
discussing the event				
Self accesses regularly	1	1.5	1.5	56.7
self asses regularly	1	1.5	1.5	58.2
Self asses regularly	1	1.5	1.5	59.7
self assess regularly	1	1.5	1.5	61.2
Self assess regularly	8	11.9	11.9	73.1
Self Assess regularly	1	1.5	1.5	74.6
Self_assess regularly	1	1.5	1.5	76.1
Self-assess regularly	3	4.5	4.5	80.6
Self-assess regularly.	1	1.5	1.5	82.1
To assign different				
assigmnts	1	1.5	1.5	83.6
Use a feedback loop				
concept	1	1.5	1.5	85.1
Use the feed loop				
concept	1	1.5	1.5	86.6
Use the feedback loop				
concept	6	9.0	9.0	95.5
Use to feedback loop				
concept	1	1.5	1.5	97.0

with proper time table	1	1.5	1.5	98.5
Yes	1	1.5	1.5	100.0
Total	67	100.0	100.0	

Table: Chi-Square table

Observed	Expected	Residual
5	16.0	-11.0
28	16.0	12.0
26	16.0	-13.0
30	16.0	-12.0
3	16.0	24.0
4	16.0	-11.0