

COVID-19 AND PRIVATE SCHOOLS' MANAGEMENT STRATEGIES DURING LOCKDOWN IN NIGERIA

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ABSTRACT

During COVID-19 lockdown, teachers, education professionals and stakeholders (the management of private schools) were asked to supply students with teaching materials and teach students directly via remote digital tools. While public schools were catered for by the government, private schools were left in the midst of the myriad of the pandemic to decide their fate. It is against this backdrop that this study investigated private school management strategies during the COVID-19 lockdown. The study adopted the descriptive type of research design. Proprietors of private schools formed the population of the study. Two hundred respondents were randomly selected to form the sample for the study. Online questionnaire was used as instrument for the study. Face and content validity of the instruments were established by experts in the field of test and measurements while reliability test was carried out via pilot study where cronbach alpha of .93 was obtained. The findings of the study showed that a majority of the respondents agreed to use social media tools such as WhatsApp, Telegram for dissemination of knowledge as well as communication with teachers. The findings further revealed that the class attendance was taken to maintain the class population during the teaching learning process. However, it was discovered that a majority of the respondents agreed that they did not maintain relationship with school community during the lockdown, while no income was generated as all lessons were done free of charge. It was thus recommended that the private school management should organise workshops and seminars on online teaching tools (e.g. zoom, Google meet, webex) for their teachers and need to provide alternative financial means for them to cater for the future lockdown as a result the pandemic among others.

Keywords: Covid-19, Management Strategies, Private Schools, Nigeria

INTRODUCTION

The importance of ownership and property mechanisms of school has recently been a debate among researchers. At the centre of the debate is the fact that attending a private school is not a random event, but rather the consequence of a decision taken by students and families, conditioned by their financial wealth (Alabi 2018). Still, the requirement to pay tuitions in most private schools puts strong constraints on the access to those schools. For all these reasons, students who apply to private schools are self-selected into them and thus the student body of public and private schools tends to be varied (Rosado & Seabra, 2015).

Private schools are reliant on user fees to cover all or part of their operational and development costs. Thus, the distinctiveness of private schools is that they have to follow the market to attract and retain students in order to be financially viable. Private schools are founded, owned and/or managed independent of the state. On the other hand, 'private' schools may be partially funded and regulated by the state; even those that operate most independently of the state still interact with governments whether to achieve registration, get teaching materials, follow a national curriculum or examination system, or just to avoid scrutiny (Ashley, Mcloughlin, Aslam, Engel, Wales, Rawal, Batley, Kingdon, Nicolai & Rose, 2014; Mushtaq, 2014). The school managements of private schools, with some exceptions, are astutely conceived enterprises which aim at generating revenue enough to satiate the expectation of investors/managers. It is observed that there is a rapid expansion and changes that have been taking place in education in both public and private sectors, especially during the Covid-19 pandemic. Private school management needs to seek constantly to improve its ways and means of

functioning and it should also provide its employees what they need to excel (Azhari, & Fajri, 2021; Esposito, Cotugno & Principi, 2021; Vanapalli, Sharma, Ranjan, Samal, Bhattacharya, Dubey & Goel, 2021).

Meanwhile, low-cost private schools have developed somehow spontaneously over the past 15 years in many developing countries worldwide: in Asia (India, Pakistan), Africa (Nigeria, Ghana, Kenya) and Latin America (Colombia, Chile). More recently, they have also emerged in Malawi, South Africa, Tanzania and Uganda (Nambissam, 2012; UNESCO, 2015). The business model of low-cost private schools is similar in all these countries: low fees but poor infrastructure; often multi-grade; and low-paid young teachers often recruited from the local community with minimum qualifications if any (Kremer & Muralidharan, 2008; Schirmer, Johnston & Bernstein, 2010; Ohba, 2013; United Nations Educational, Scientific and Cultural Organization, 2015). These schools typically survive from "hand to mouth" as they depend on the meagre fees they receive from poor parents mostly on daily, weekly or monthly basis. Many of these schools were already facing other challenges prior to this crisis (Sustainable Education and Enterprise Development, 2020).

The covid-19 pandemic poses an enormous risk to the health and safety of learners, teachers, parents, school administrators, education practitioners, and the wider community (Obiakor, & Adeniran, 2020). According to UNESCO, at the end of April 2020, educational institutions were shut down in 186 countries, affecting approximately 74% of total enrolled learners worldwide. In many countries, schools were closed at the beginning of March 2020, while in others (such as China and South Korea) in-person classes had been already cancelled

since January 2020. Several countries (e.g. Malta, Portugal, Ireland) announced that (parts of) the formal education system would not re-open that academic year, whereas in others (e.g. Denmark, Germany, France, Greece, Poland) the formal education system was gradually re-opened in April/May to facilitate assessment and certification, depending on medical advice for de-confinement (Di Pietro, Biagi, Costa, Karpiński & Mazza, 2020). On the 19th of March 2020, the Federal Ministry of Education in Nigeria approved school closures as a response to the pandemic. States in the federation contextualised this, with some State Ministry of Education releasing a schedule of radio and TV lessons for students in public schools. On the other hand, COVID-19 has indicated a critical gap in school-based (learning) unforeseen event planning and emergency preparedness within the education sector in Nigeria. Learning-based contingency preparedness is essential to ensure learning continuation during the time of crisis, to protect students and educators, and to build resilience within the educational sector (Obiakor & Adeniran, 2020).

According to UNESCO, about 35.9 million primary and secondary school learners were out of school as a result of the school closures. For primary schools, this number approximately gave a total of 25.6 million pupils; about 87 percent (23.5 million) among them were public school pupils. The number was just as stark for secondary school learners. Of the roughly 10.3 million secondary school students who were out of school as a result of the closures, approximately 81 percent (8.4 million) of them were public school students while 19% were private school students (Obiakor & Adeniran, 2020). During the time, teachers

and education professionals/ stakeholders (private school management inclusive) were asked to supply students with teaching materials and teach students directly via remote digital tools. The expectation was that most students learned from home under the supervision of their parents. This practice is referred to as “home-schooling” in the media. In reality, the arrangement comes closer to remote learning or distance learning in that teachers and schools still remain responsible for the learning content and outcome (Scully, Lehane & Scully, 2021; Trade Union Advisory Committee, 2020). It was against this backdrop that this paper investigated strategies employed by private school management in Nigeria during Covid-19 pandemic.

LITERATURE REVIEW

Previous studies such as Mei Ling Yeo (2014) indicated that study focused on the experiences of the youth and the educators with the tapping of social media such as YouTube videos and the social networking application of Facebook for teaching and learning. The results of the data indicated students' preference for using YouTube videos and Facebook to make friends, network with friends and be able to learn further at their own time and at their preferred place. They like to learn informally via the YouTube videos and Facebook postings with the information and knowledge that extend beyond the boundaries of the textbook and the classroom. The data also indicated that the youth the students and the lecturers were positive about using Facebook as a “social” platform to build a good relationship with one another, outside the school. Also, Usen (2017) discovered that there was a significant relationship between head teachers' communication skills and teachers' task performance in public primary schools.

Moreover, Alabi (2018) revealed there was a significant relationship between

principals' effective communication and their supervisory effectiveness in assessing teachers' notes of lesson, teachers' instructional delivery, students' records, and non-academic activities in secondary schools. Nebo, Nwankwo and Okonkwo's (2015) study revealed that effective communication brought about the effective and efficient supervision and management performance of employees in the university. Jacobson (2014) submitted that increasing the degree of attendance would be a way to improve the quality of the education for our students. Tetteh (2018) investigated the relationship between the student's class attendance and learning strategies. The results showed that class attendance, mid-semester examinations and study time had a significant positive influence on the learning outcome. The result of Lukkarinena, Koivukangasa and Seppälä's (2016) study on the relationship between university students' class attendance and learning performance indicated that attendance was positively and significantly related to performance, after controlling for the effect of other variables potentially related to performance.

Furthermore, the school also assists the community in sharing good information with the public. A lot of messages reach the community through the schools, particularly in our villages. Mitrofanova (2011) and Bakwai (2013) were of the view that school passes vital information to the community and it is normally done through news release and newsletters. This sharing of information creates a better school-community relationship which ultimately improves teaching and learning and general development of education, particularly primary one. Mahuta (2007) and Sa'ad and Sadiq (2014) concluded that the school-community relationship has long been recognised as a strong tie for the smooth running of the school in the community. He

identified the role of the school as a community centre. It is also mentioned that School principals should have some information about the composition of the community and the community opinion regarding both broad educational issues and day-to-day operation of the school itself. Also, Bakwai (2013) concluded that school administrators should acquaint themselves with educational resources available in the community in order that they can be utilised to enrich and enhance the school programmes. The study of Farsalinos, Poulas, Kouretas, Vantarakis, Leotsinidis, Kouvelas and Tsatsakis (2021) outlined strategies that can be used to improve school effectiveness during lockdown. They include, constant use of technology for teaching and learning and use of social media for communication with the parents of children.

Furthermore, this study is anchored on Geoffrey P. Chamberlain's theory of strategy, which was first published in 2010. The strategy theory is based on the combination of four factors, which include what strategy is, the forces that shape strategy, the processes that form strategy, and the mechanisms by which strategy can take effect. The first factor, which is what strategy is, is based on seven propositions. The first proposition is that strategy operates in a bounded domain (e.g. separate from the tactical, policy and operational terms); the second proposition is that strategy has a single and coherent focus; the third one is that strategy consists of a basic direction and a broad path; fourth proposition is that strategy can be deconstructed into elements; and fifth proposition is that each of the individual components of a strategy's broad path (i.e., each of its essential thrusts) is a single coherent concept directly addressing the delivery of the basic direction. The sixth proposition is that strategy's essential thrusts each imply a specific channel of influence;

and the seventh proposition is that strategy's constituent elements are each formed either deliberately or emergently (Chamberlain, 2006; Chamberlain, 2010).

The second factor, which is the forces that shape strategy, is based on the results of the interaction of a variety of forces in and around the entity, with the strategist's cognitive bias. The forces are then divided into three categories (internal, external, and shareholders). Also, the second forces rest on cognitive bias assumption that applies two established psychological theories, namely Michel Kirton's adaption-innovation theory and Eduard Spranger's theory. The theories postulate that there are six types of cognitive emphasis that can be used for effective strategy in organisation. They are executives, operators, administrators, entrepreneurs, pioneers, and visionaries.

The third factor under strategy theory is the processes that form strategy in organisation. The third factor assumes that Factors 1 and 2 implicitly specify the various processes that can be involved in strategy formation because they show how they relate to each other by presenting a simple and clear sequential process chart that can be used to distinguish between deliberate and emergent strategies at each step. Specifically, this aspect of strategy theory offers a clear solution to dispute in the management literature concerning the technical and practical differences between deliberate and emergent strategy formation (Chamberlain, 2010; Chamberlain, 2006).

Lastly, the last factor, which is mechanisms by which strategies can take effect, is based on Chamberlain's ways in which environmental areas can be influenced into two main types. The first type is the rational approach, which consists of only standard economic forces, as described by Adam Smith and Micheal Porter. The second type, which is social approach, considers the

combination of psychological and economic forces, including for example those described by Herbert Simon, Hilman and Pfeffer that combined the three environmental areas with the two influential techniques to create six main categories of strategies that can be employed to achieve the intended effect. Chamberlain referred to these categories "channels of influence", and asserted that a competent strategist is able to use all of the six. He argued that a strategist who only considers one channel of influence, for example the external rational channel, which Porter's theories rely on, is trapped in a paradigm (Chamberlain, 2010).

RESEARCH OBJECTIVES

The purpose of this study was to:

1. Investigate mechanisms employed to disseminate knowledge to students by private school management during the COVID-19 lockdown.
2. Find out methods of communicating with teachers by private school management during the lockdown.
3. Identify strategies employed for maintaining class population by private school's management during the lockdown.
4. Identify strategies employed to maintain relationship with parents and community by private school management during the lockdown.
5. Find out strategies employed in generating income by private school management during the lockdown.

RESEARCH QUESTIONS

The study was guided by the following research questions:

1. What mechanisms did private school management employ to disseminate knowledge to students during the COVID-19 lockdown?

2. What methods were employed to communicate with the teachers by private school management during the lockdown?
3. How were private school management maintaining the class population during the lockdown?
4. What were the strategies employed to maintain relationship with parents and community by private school management during the lockdown?
5. What were the strategies employed to generate income by private school management during the lockdown?

METHODOLOGY

The study adopted the descriptive type of research design. This involved the collection of information that described the strategies employed by Nigerian private school management during the COVID-19 lockdown. The proprietors of private nursery, primary and secondary schools constituted the population for the study. The study adopted the multistage sampling procedure. Three sampling techniques were adopted for the study. Cluster sampling was used to divide the country into the existing six geopolitical zones of North-east, North-west, North-central, South-east, South-west and South-south. Thereafter, proprietors of nursery, primary and secondary schools were purposively selected. Lastly, convenience sampling technique was employed to select 200 proprietors across the six geopolitical zones of the country for the study.

An instrument titled “Private School Management Strategies Questionnaire

(PSMSQ)” was designed and used to collect relevant data from the respondents. The instrument was divided into six sections. Section A contained the demographic characteristics of the respondents. Sections B to D contained items eliciting responses for the content of the study placed on a four-point scale of ALWAYS-ALW, OFTEN-OFT, OCCASIONALLY-OCC, NEVER-NV, while Section E was on a two-point of YES and NO. Face and content validity of the instrument were established by two (2) experts in test and measurement, while reliability was carried out through pilot study that established a reliability index of .93.9. The instrument was administered to respondents via Google Form. Data collected were analysed with the use of Statistical Package for Social Sciences (SPSS version 21). Specifically, analysis of frequency counts, percentages, mean and standard deviation were employed for the study to provide answer to research questions raised.

RESULTS

Before data analysis, data screening was performed to determine the usefulness of the data. Specifically, missing value analysis was performed to identify the missing values in the data sets. In the data sets, few missing values (under gender and type of school distribution) were discovered and filled accordingly. After that, descriptive analysis of the respondents’ demographic information was carried out. The figures below explain the demographic information of the respondents:

Fig. 1: Gender Distribution of Respondents

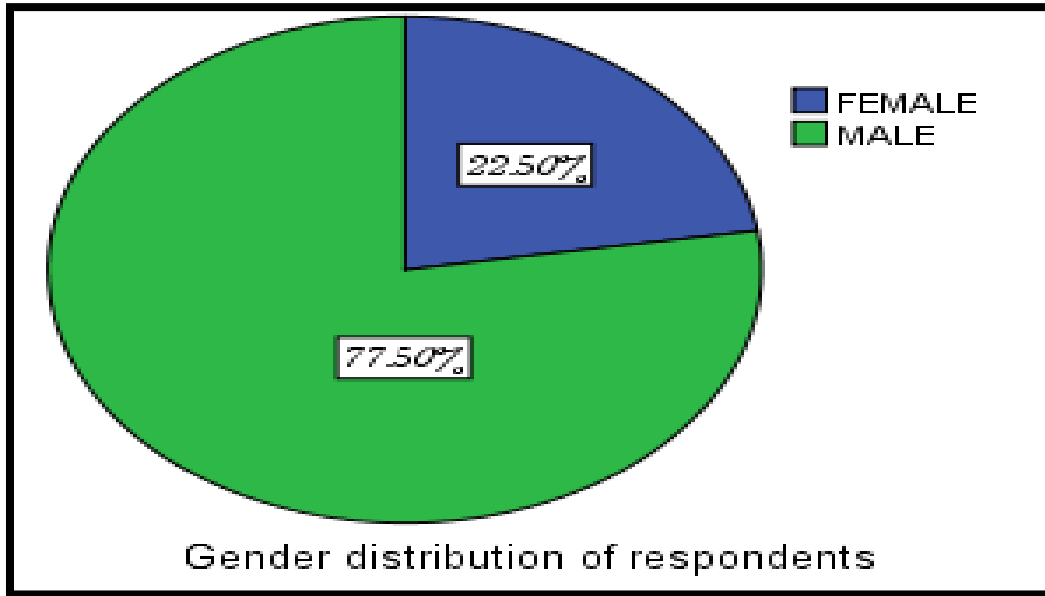


Fig. 1 depicts the demographical information about the respondents. It indicates that 22.5% of the respondents were males while 77.5% were females. This implies that both genders were represented in

the study, hence giving room for no bias. Also, it indicates the male participation was more than the female participation in this study.

Fig. 2: Geopolitical Distribution of Respondents

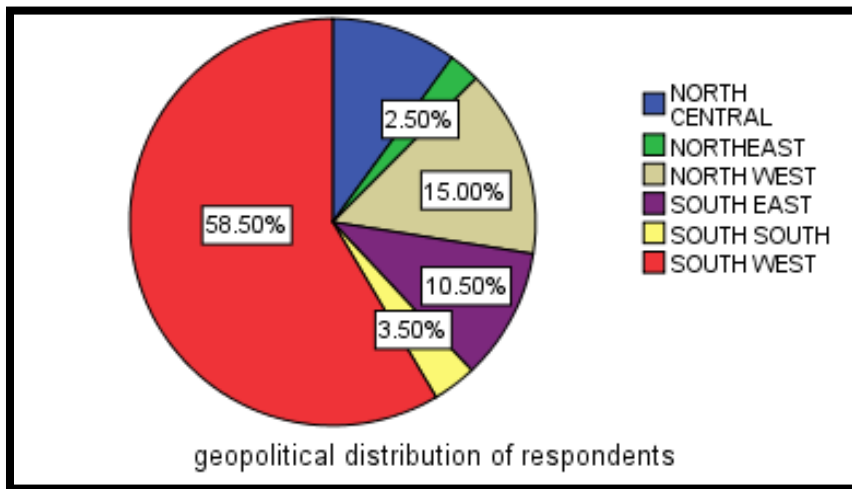


Fig. 2 displays the geopolitical distribution of the respondents. It indicates that SW (60%) was the largest represented zone followed by NW (15.3%), SE (10.77%), NC (10.26%) followed respectively, while NE (2.5%) has the least representation. This

implies that all the geopolitical zones of the country were well represented. Hence, the study gave a true picture of what actually happened in private nursery, primary and secondary schools across Nigeria during the COVID-19 lockdown.

Fig. 3: Types of School Distribution of Respondents

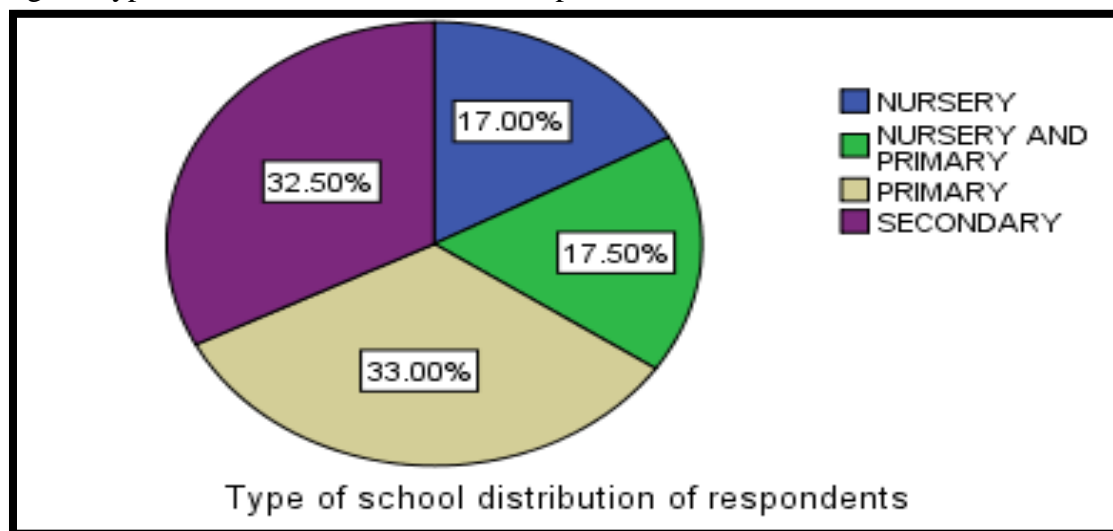


Fig. 3 displays the types of school operated by respondents. It indicates that a large percentage of the respondents operated primary schools (33%) followed by secondary schools (32.5%), nursery and primary schools (17.5%) respectively, while 17% operated nursery schools only which

had the least percentage. This indicates that all the levels of education for children and adolescents were captured in the study. The reason for these categories was because they are more vulnerable to the pandemic spread-out. Hence, their levels of education were well-represented.

Research Question 1: What mechanisms did private school management employ to disseminate knowledge to students during the Covid-19 lockdown?

Table 1: Mechanisms employed by private schools for teaching and learning process during Covid-19 lockdown

S/N	Item	Alw	Oft	Occ	Nv	X	Std. Dev.
1	The school organises online lesson classes using zoom, google meet, etc.	33(16.5%)	11(10.5%)	13(6.5%)	26(63%)	3.20	1.188
2	The school sends printed materials to parents for home teaching.	14(7%)	1(3.5%)	19(9.5%)	54(77%)	3.61	.864
3	The school emails students to remind them of school as well as repeat classroom lessons.	35(17.5%)	12(16%)	26(13%)	07(53.5%)	3.03	1.184
4	The school organises social media groups on WhatsApp, Telegram, etc.	62(31%)	13(26.5%)	13(6.5%)	12(36%)	2.48	1.264
5	The school discusses COVID-19 online with students.	47(23.5%)	1(3.5%)	60(30%)	16(43%)	2.93	1.186
Grand Average Mean and Standard Deviation						3.05	1.137

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Table 1 displays frequency counts, percentages and standard deviation of responses on the mechanisms the private school management employed for teaching learning process during the COVID-19 lockdown. The table indicates that a majority of the respondents agreed that they always and often used social media tools such as WhatsApp and Telegram during the COVID-19 pandemic lockdown while Google meet, Zoom, printed materials and e-mails were

occasionally and most times never used during the lockdown. This is further depicted by the means of items with Item 4 having the lowest mean of 2.48, followed by Items 5(2.93), 3(3.03) and 1(3.20) respectively, while Item 1 having the greatest mean of 3.61. This implies that the management of private schools in Nigeria organised and employed social media groups for the continuation of teaching learning during the pandemic lockdown.

Research Question 2: What methods were employed to communicate with teachers by private school management during the COVID-19 lockdown?

Table 2: Methods employed to communicate with teachers by private school management during COVID-19 lockdown

S/N	Items	Alw	Oft	Occ	Nv	X	Std. D.
1	The school organises online meeting/seminar with teachers using, zoom, Google meets on effective delivery of learning content.	34(17%)	2(16%)	35(17.5%)	99(49.5%)	3.00	1.158
2	The school sends subject curriculum and materials to teachers through e-mail.	35(17.5%)	6(13%)	25(12.5%)	114(57%)	3.09	1.183
3	The school organises physical meetings with teachers maintaining social distance.	27(13.5%)	9(19.5%)	20(10%)	114(57%)	3.11	1.140
4	The school schedules meetings with each teacher physically at different times.	6(3%)	4(17%)	28(14%)	118(59%)	3.39	.895
5	The school organises social media groups on WhatsApp, Telegram, etc. to train teachers on appropriate methods to disseminate knowledge.	62(31%)	6(23%)	14(7%)	78(39%)	2.54	1.287
Grand Average Mean And Standard Deviation						3.02	1.133

Table 2 displays frequency counts, percentages and standard deviation of responses on the methods employed to communicate with teachers by the private

school management during the COVID-19 lockdown. The table reveals that social media tools such as WhatsApp and Telegram were more used during the lockdown to

communicate with teachers than zoom, Google meet and printed materials. Mean scores showed that Item 5 had the lowest implying that individual physical meetings

were never used. This was further depicted by 2.54, followed by item 1(3.00), items 2(3.09) and 3(3.1) but Item 4 had the highest mean of 3.39.

Question 3: How were private school management maintaining class population during Covid-19 lockdown?

Table 3: Strategies employed for maintaining class population by private school management during the COVID-19 lockdown

S/N	ITEMS	ALW	OFT	OCC	NV	X	S. D.
1	The school organises online attendance to ensure students’ participation.	69(34.5%)	39(19.5%)	3(36.5%)	9(9.5%)	2.21	1.025
2	The school communicates with parents to remind their wards to attend classes.	42(21%)	6(3%)	2(16%)	20(60%)	3.15	1.206
Grand Average Mean And Standard Deviation						2.68	1.116

Table 3 displays frequency counts, percentages and standard deviation of responses on the strategies employed for maintaining the class population by private school management during the COVID-19 lockdown. The table indicates that the online attendance was employed always and often during the teaching learning process to

maintain the class population. Parents were often, occasionally and never communicated most times. This was further indicated by the mean of Item 1(2.21) falling below the mean benchmark of 2.50. It implies that the online attendance was the major tool used to maintain the class population during the lockdown.

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Question 4: What were the strategies employed to maintain relationship with parents and community by private school management during the COVID-19 lockdown?

Table 4: strategies employed to maintain relationship with parents and community by private school management during the COVID-19 lockdown

S/N	ITEMS	ALW	OFT	OCC	NV	x	S. D.
1	The school provides palliatives for parents and host community.	7(3.5%)	1(3.5%)	11(10.5%)	165(82.5%)	3.72	.696
2	The school sensitises the community through the distribution of flyers about COVID-19.	14(7%)	16(13%)		160(80%)	3.73	.582
3	Private school committee shares information with community on students' education.	13(6.5%)	4(7%)	9(29.5%)	108(54%)	3.35	.882
4	PTA consults with school on ways of engaging students during the COVID-19.	41(20.5%)	3(6.5%)	10(10%)	126(63%)	3.16	1.224
5	School committee provides materials for learning during the COVID-19.	13(6.5%)	11(10.5%)	1(3%)	160(80%)	3.57	.922
Grand Average Mean and Standard Deviation						3.50	.861

Table 4 displays frequency counts, percentages and standard deviation of responses on the strategies employed to maintain relationship with parents and community by private school management during the COVID-19 lockdown. The table indicates that most of the respondents occasionally and most times never sent palliatives to parents, sensitised the community through distribution of flyers,

shared information with community on students' education, and school committee did not provide materials for learning during the COVID-19. This was further indicated with all the mean scores of items rising above the criteria mean of 2.5. This implies that a majority of the respondents did not maintain relationship with parents and community during the lockdown.

Question 5: What were the strategies employed to generate income by private school management during the COVID-19 lockdown?

Table 5: Strategies Employed to Generate Income by Private School Management during the COVID-19 Lockdown

S/N	ITEMS	YES	NO	NR	X	Std. D.
1	Students pay fees for daily classroom lesson.	47(23.5%)	153(76.5%)		1.77	.425
2	Parents are required to pay for materials only.	25(12.5%)	175(87.5%)		1.88	.332
3	Parents are required to pay normal school fees for learning.	35(17.5%)	165(82.5%)		1.83	.381
4	Students pay per class.	13(6.5%)	175(87.5%)	12(6%)	1.93	.254
5	The school organises free classes for the students.	59(29.5%)	141(70.5%)		1.71	.457
Grand Average Mean And Standard Deviation					1.82	.370

Table 5 displays frequency counts, percentages and standard deviation of responses on the strategies employed to generate income by the private school management during the COVID-19 lockdown. The table indicates that a majority of the respondents agreed that they did not collect daily fees neither did parents pay for materials. Also, the payment of normal school fees and per class was not employed. But, a quarter of the respondents agreed to organising free classes for the students during the lockdown. This was further depicted by the mean scores of all the items rising above the mean benchmark of 1.5.

DISCUSSION

The study focused on investigating private school management strategies during the COVID-19 lockdown. Based on the findings of the study, it was discovered that a majority of the respondents agreed to using social media tools such as WhatsApp and Telegram to ensure teaching and learning process during the lockdown. This is in tandem with Mei Ling Yeo's (2014) finding that the youth, the students and the lecturers

were positive about using Facebook as a "social" platform to build a good relationship with one another outside the school.

Also, the findings revealed that the private school management communicated with teachers using social media tools always. This result tallies with that of Nebo, Nwankwo and Okonkwo (2015) which revealed that effective communication brought about the effective and efficient supervision and management performance of employees in the university. Alabi (2018) revealed there was a significant relationship between principals' effective communication and their supervisory effectiveness in assessing teachers' notes of lesson, teachers' instructional delivery, students' records, and non-academic activities in secondary schools. In addition, the class attendance was taken to maintain the class population. This further reinforces the findings of Tetteh, (2018) that class attendance, mid-semester exams and study time had a significant and positive influence on the learning outcome. Also, the study of Lukkarinena, Ksoivukangasa and Seppälä (2016) indicated that attendance was positively and significantly related to performance, after

controlling for the effect of other variables potentially related to performance.

In the same vein, a majority of private school management, as revealed by the findings, did not maintain relationship with parents and school community during the COVID-19 lockdown. This is in contradiction with Bakwai's (2013) opinion that school should pass vital information to the community and this should be normally done through news release and newsletters. He further reinforced that the sharing of information created a better school-community relationship which ultimately improved the teaching and learning and the general development of education, particularly primary one. To crown it all, it was revealed that all classes organised by private school management were done free of charge. The finding is in line with the theory of strategy, which is based on the combination of four factors, which include what strategy is, the forces that shape strategy, the processes that form strategy, and the mechanisms by which strategy can take effect. If organisation combines these factors for the smooth running of organisation, it will help in achieving the positive results (Chamberlain, 2006; Chamberlain, 2010).

CONCLUSION AND RECOMMENDATIONS

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The study concluded that the management of private schools in Nigeria was not fully prepared ahead for the pandemic. Hence, a low rate of strategies used was discovered. It was thus recommended that the private school management in Nigeria should organise workshops and seminars as well as develop sustainable strategies to help bridge the gap against future occurrence. Based on the findings of the study, it was also recommended that the private school management in Nigeria should:

1. acquaint the school with online lesson dissemination;
2. organise workshops and seminars for teachers on the use of online teaching tools for the teaching learning process;
3. develop a more systematic rather than the conventional way of getting attendance such as automatic collation of e-mails during online classes;
4. develop sustainable strategies to bridge financial gap during and against future occurrence; and
5. ensure that adequate ICT facilities are provided for the effective implementation of school programmes.

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