

AN ASSESSMENT OF PRIVATE SCHOOLS' MANAGEMENT STRATEGIES AMIDST COVID-19 LOCKDOWN IN NIGERIA

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Abstract

The sudden disruption of academic activities by Covid-19 in the year 2020, compelled government to introduce total lockdown in Nigeria. It is on this premise that this study examined private schools' management strategies amidst lockdown. Four questions were generated to guide the study. The research design of descriptive and correlation type were used for the study. The study population comprises of proprietors of nursery, primary and secondary schools across the six geo-political zones in Nigeria. An instrument tagged "Private School Management Strategies Questionnaire (PSMSQ)" was employed to collect comprehensive information from the respondents. Findings revealed different strategies employed for managing schools during the lockdown differs. While some perceived no significant difference on income and teaching strategies on the basis of gender, some perceived differences on the basis of population and communication. In the same vein, a significant difference exists on income generation and teaching strategies based on school type and geo-political zones. The study concluded that different strategies employed by proprietors for managing schools during lockdown helped to ensure seamless teaching and learning despite the lockdown. The study recommends that private schools should have uniform strategies that can be used to ensure continuous teaching if there is any pandemic in the future. Lastly, online teaching and learning should be integrated into the school curriculum

Keywords: *Tax avoidance, Accounting Conservatism, Nigeria, Non-Financial Firms*

Introduction

Globally, private investment in education has been on the increase. This is due to private investors' interest in refining school quality, and a quest for more creativity and innovation in schools themselves (Organization of Economic

Co-operation and Development, 2012). This has continued to gain wider acceptance in developed, developing and under-developed countries based on the premise that private actors can also serve the society better in terms of provision of

qualitative education. This hinged on the fact that government alone cannot cater for all people that are yearning for primary, secondary and higher education (Adeoye, Adanikin & Adanikin, 2020; Ejiogu, Okechukwu & Ejiogu, 2020). As captured in the Nigeria's National Policy on Education document, it allows private investors to participate fully in investing education, which is seen as a policy that is geared towards reducing the number of illiteracy rate as well as ensuring that people have access to education irrespective of race, ethnic, creed, religious or status (Federal Republic of Nigeria, 2014). This policy therefore enables private investors in establishing nursery, primary and secondary schools transversely the geo-political zones of Nigeria.

According to Yusuf, Zahyah and Thanslikan (2017), private schools tend to have better funding and better levels of success than publicly run schools. This is due to the fact that some private schools are community-oriented, while some are based on faith and they are connected to religious beliefs. Lewis (2007) is of the view that private schools are properly run because they are aided by grants and some are financially buoyant in terms of establishment and maintenance of the schools. Adebimpe, Adetunji, Nwachukwu and Hieu (2021) opined that private schools have more control over teaching strategies and management of the schools, this enable them to have greater cost savings benefits and have tendency to maximize profit in view of their huge investment in education.

Furthermore, the activities of the private schools were disrupted with the emergence of covid-19, ravaged the universe (Unhale, 2020). That is the reason why the disease was declared a pandemic on March 11th, 2020 due to the deadly nature of the virus. The ripple effects of covid-19 pandemic halted

academic activities across the length and breadth of the universe (Doherty, Odeyemi, Adeola, Amolegbe & Ajagbe, 2020; Chaudhary & Chaudhary, 2021; Ogunode, Ndubuisi & Terfa, 2021). As a result of the foregoing, the Federal Government of Nigeria declared total lockdown in the country that is geared towards the stemming of the virus. As the forced lockdown continues, owners of private nursery, primary and secondary schools in Nigeria continued academic activities via online as a way of ensuring non-disruption of academic calendar (Ifijeh & Yusuf, 2020; Yusuf & Ishola, 2020; Yusuf, Ishola, Modupe & Ayodeji, 2021).

Since the beginning of online learning in schools, many private schools devised various means of engaging their students via various social media platforms, which include facebook, whatsapp, googlemeet, skype, zoom, teleghram, etc (Awa & Akinfenwa, 2020; Unhale, 2020). Owing to the lockdown and private schools' management their schools as a result of the pandemic, this study examined private schools' management strategies amidst covid-19 lockdown in Nigeria. Specifically, the management strategies examined were investigated from the view point of participants' demographic information.

Literature Review

The study investigated by Ranjbar, Hosseinpour, Shahriarirad, Ghaem, Jafari, Rahimi, and Hosseinpour (2021) on covid19 and attitude of students during lockdown concluded that covid-19 affected the sleeping pattern of the students that are at home as a result of lockdown imposed across the continent. The study of Awa and Akinfenwa (2020) on private schools' impact of online methods of educating students. The study employed survey method in eliciting responses from the teachers that

are teaching in private schools. The outcome of the study revealed that most schools employed whatsapp to reach out to both students and parents on the teaching of various subjects based on the class of the students.

The work of Yusuf and Ishola (2020) assessed the implications of covid-19 on educational system and concluded that the pandemic affected the academic calendar of schools at all levels. Specifically, the pandemic disrupted the West African Examination Council (WAEC), Joint Admission and Matriculation Board (JAMB), National Examinations Council (NECO), State and Federal Common Entrance Examination, Post-JAMB Examinations among others. Also, the pandemic halted the students and pupils that are to be transitioned to the next class or level as a result of the lockdown. Yusuf, Oyekunle, Ishola, Modupe and Ayodeji (2021) focused on perception of private schools' management strategies during covid-19 pandemic in Nigeria and established that private schools various means of reaching out to students in terms of ensuring seamless teaching and learning activities. The study recommends that additional study is needed on private schools' management strategies based on demographic characteristics.

The work of Mkpa (2020) on teachers' perceived adoption of social media in private junior secondary schools in Abia State, Nigerian using survey method. The outcome of the study indicates that teachers in junior secondary schools often make use of Whatsapp, Facebook, Telegram and Zoom in cheating students. The adoption of the social media platform was based on the nature of subjects that teachers teach. The study also affirmed that teachers had positive perception about the influence of social media influence in classroom, even though they do not adopt social media for learning related activities, rather, they employed

social media to connect with and exchange information with their colleagues and parents of the students. Gender difference was not significant as per the use of social media. The use of social media platforms ensured effective teaching of students that were preparing for junior secondary school examinations.

Rodney (2014) examined teachers' perception on influence of social media networking on students' participation in classroom activities using survey research design to elicit comprehensive information. The social media platforms used include Whatsapp, Email, Facebook and Youtube. The outcome of the study revealed that the use of email for disseminating information enhanced students' participation in classroom activities. The findings also revealed that significant difference with reference to social media based on gender and qualification. The study recommended that social media networking is an important precursor that can be used to ensure effective teaching and learning via online. The study of Peat and Maldonado (2006) found that the use of email, whatsapp and telegram impacted on students' academic success. Specifically, the sending of materials to students via online enabled students to have access to abundant information that they need to learn. The study of Cailen (2020) established that effective teaching strategies improved school effectiveness. Also, it was found that there is no significant difference on teaching strategies based on qualification of teachers, while significant difference was found based on gender and marital status.

Idemudia, Raisinghanl and Achebo (2017) assessed gender comparison and social media using survey method. The study revealed that compared to men, women have high perception on use of social media for teaching students in school. Also, compared to women, men have greater sense of knowledge quality

and happiness. In the same vein, Wood (2012) investigated teachers' attitude towards teaching management strategies in school based on length of service using elementary schools. The outcome of the study indicates that teachers who have spent years in teaching have better teaching management strategies than teachers who spend less years.

Er and Swzgin (2016)'s research on the relationship between communication strategies and school effectiveness in secondary schools established that text message strategy improved effective communication between parents and teachers on one hand and students and teachers on the other hand. Also, the study found that the use of phone call improved communication between school management and teachers on one hand and management and parents on the other hand. Kanthawongs and Kanthawongs (2013) focused on teachers' attitude on technology devices for effective teaching of students in classroom based on demographic characteristics. The outcome of the study revealed that use of projector and Power-Point slides improved effective teaching in classroom. Also, finding revealed a noteworthy difference for the use of projector based on gender and no significance difference based on length of service.

Research Questions

1. What is significant difference in the perception of private schools' proprietors on management strategies based on gender?
2. What is the significant difference in the perception of private schools' proprietors on management strategies based on geopolitical zones?
3. What is the significant difference in the perception of private schools' proprietors' on management strategies based on

type of school?

4. What is perceived level of private schools' proprietors on management strategies during covid-19 lockdown?

Methodology

Both descriptive and correlation of survey type were adopted as research design of the study. The population consists of all proprietors of private nursery, primary and secondary schools in Nigeria. An instrument titled "Covid-19 and Private Schools' Management Questionnaire (CPSMQ)" was adapted from the study conducted by Yusuf, Oyekunle, Mustapha, Oladimeji and Nwogu (2020) to elicit comprehensive information from the respondents. The instrument consists of two section A and B. Section contains the demographic information of the respondents while section B contains the items for measuring management strategies of the study. The management strategies used in this context include teaching strategy, communication strategy, population strategy, school community relationship strategy, and income generation strategy. Specifically, teaching strategy entails strategy that private schools employed in teaching pupils and students online during lockdown in Nigeria as a result of the covid-19 pandemic. Some of the items used to measure teaching strategy include the use of zoom, whatsapp, telegram, googlemate, and google classroom to teach students. Communication strategy encompasses the communication methods that private schools used in reaching out to students and parents so as to keep them informed. Some of the items used to measure communication strategy include the use of text message, whatsapp message, phone call, and email message. As per population maintenance strategy, it means the strategy used by private schools to ensure high participation of students via online teaching. On

school community relationship strategy, it means the method employed in reaching out to community where schools are domicile or located. Some of the items used to measure it include discussion with the community via phone call on how to ensure an uninterrupted academic activities during lockdown, discussion with the community on how they can obey all covid-19 safety protocols so as to stem the increase in cases. On income generation strategy, it involves the method adopted by private schools in generating income despite the introduction of lockdown in Nigeria. Some of the items used to measure income generation include reduction of school fees, discussion with the parents and students on the need for them to pay school fees, and text message reminder via cellphone and whatsapp.

To ensure the validity of the items, it was given to experts in educational management for construct and content validity. All the observations were effected in the final draft of the instrument. Also, to

ensure adequate reliability of the instrument, pilot study was conducted using 50 proprietors of private nursery and secondary schools in Kwara State. The outcome of the study yielded a reliability index of 0.89. Due to lockdown that was imposed in Nigeria in 2020, which made it uneasy to administer questionnaire physically, questionnaires was administered via google form. Data collected were screened and analyzed via SPSS (Statistical Package and Social Sciences). Both inferential and descriptive analysis were achieved to provide answer to four research questions of the study.

Results

Demographic Background of Respondents

Descriptive analysis of the study was performed based on the demographic characteristics. The demographic information considered in the study include gender, geopolitical zone, and type of school. The analysis below indicates the descriptive analysis of the respondents' information is given below:

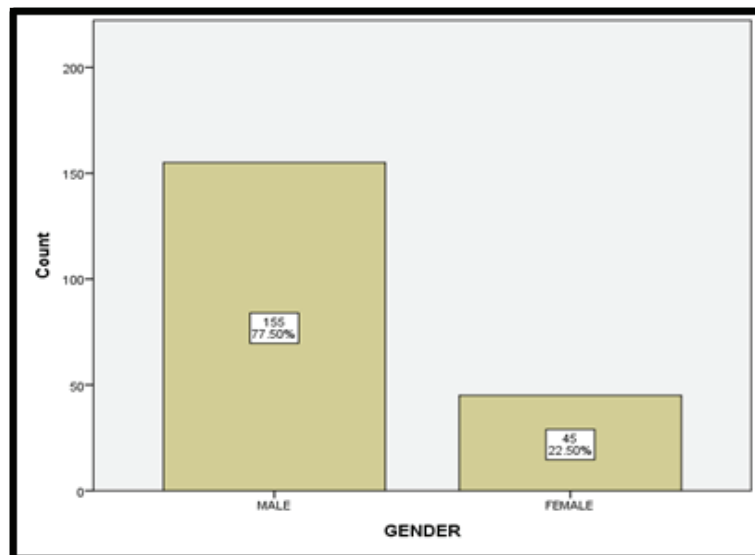


Fig. 1 depicts the demography of the respondents. The table indicated that 22.5%are males while 77.5% were females. This implies that the both gender were represented in the study. Hence gives room for no bias.

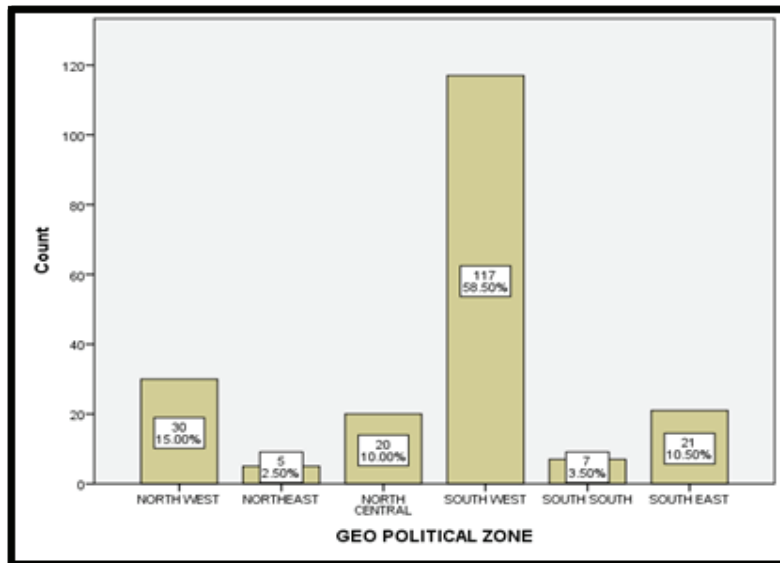


Fig. 2 displays the geopolitical distribution of the respondents. It indicated that SW (60%) is largest represented one followed by NW(15.3%), SE(10.77%), NC(10.26%) followed respectively, while NE(2.5%) has the least representation.

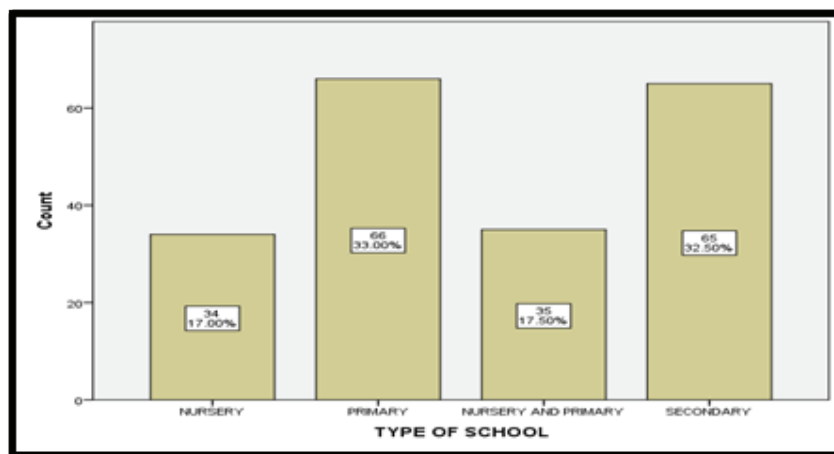


Fig. 3 displays the type of school operated by respondents. It indicated that a large percentage of the respondents operated primary school(33%), followed by secondary school(32.5%), nursery and primary(17.5%) respectively while 17% operated nursery school only which as the least percentage.

Research Question 1: What is the significant difference of private schools' management strategies based on gender?

TABLE 1: ANALYSIS ON MANAGEMENT STRATEGIES BASED ON GENDER

	Variables	Gender	N	Mean	Std. Dev.	df	T	Sig. (2-tailed)	Decision
A	Teaching strategy	Male	155	15.1097	4.6898	185	-.162	0.871	Not significant
		Female	32	15.2500	3.0268				
B	Communication strategy	Male	148	14.7297	5.3815	184	-2.195	0.029	significant
		Female	38	16.7105	2.7204				
C	Population strategy	Male	155	5.2194	2.2017	198	-1.864	.064	Not significant
		Female	45	5.8444	.82450				
D	School relationship strategy	Male	149	16.9195	3.5745	192	-4.339	.000	significant
		Female	45	19.2667	1.0745				
E	Income strategy	Male	143	9.1329	0.9946	186	1.717	.088	Not significant
		Female	45	8.7778	1.7306				

The table above in Column A revealed that there was no significant difference between male and female on teaching strategy that schools employed during the lockdown in Nigeria while column B revealed a significant difference in the perception of Male and Female on communication strategy during the lockdown Column C showed no significance difference

in the perception of Male and Female on maintenance off class population while Column D showed a significant difference in the perception of Male and Female on school relationship strategy. Column E indicated a significant difference in the perception of Male and Female on income strategy during lockdown in Nigeria.

Research Question 2: What is the significant difference of private schools' management strategies based on geopolitical zones?

TABLE 2: PRIVATE SCHOOLS' MANAGEMENT STRATEGIES DURING BASED ON GEOPOLITICAL ZONES

ANOVA			Sum of Squares	Df	Mean Square	F	Sig.	Decision
A	Content delivery strategy	Between Groups	551.519	4	137.880	8.043	.000	Significant
		Within Groups	3120.139	182	17.144			
		Total	3671.658	186				

B	Teachers' communication strategy	Between Groups	1098.872	5	219.774	11.141	.000	Significant
		Within Groups	3550.767	180	19.726			
		Total	4649.640	185				
C	Population maintenance strategy	Between Groups	141.164	5	28.233	8.440	.000	Significant
		Within Groups	648.916	194	3.345			
		Total	790.080	199				
D	School-community relationship strategy	Between Groups	162.398	5	32.480	3.100	.010	Significant
		Within Groups	1969.849	188	10.478			
		Total	2132.247	193				
E	Income generation strategy	Between Groups	176.391	5	35.278	64.092	.000	Significant
		Within Groups	100.179	182	.550			
		Total	276.569	187				

As shown in table 2, column A revealed a significant difference among the six geopolitical on teaching strategy during covid-19 lockdown. However, post hoc was not done on teaching strategy as we observed that one of the geopolitical zones has fewer cases. Column B indicated a significant difference among the six geopolitical zones with respect to communication strategy that schools employed. Tukey's post hoc testing revealed significant differences between pairs of regions with north central and south east having fewer communication than South West, North-West, South-South and South-East. Therefore, this finding indicated that there are private schools proprietors in NW, SW, SS and SE communicate more with teachers than other regions. Column C revealed a significant difference among the six geopolitical zones with respect to class population during covid-19 lockdown. Tukey's post hoc test revealed North-Central and South-East employing minimal method of class population, South-South and South-West having the same while North-West and North-East maintain a high population strategy during the lockdown.

In the same vein, column D showed a significant difference among the six geopolitical zones with respect to school relationship during covid-19 lockdown. Tukey's post hoc revealed that North East has a low school community relationship during the lockdown, North Central, South West, North West and North East maintain the same level of school community relationship while South-South maintain a high school community relationship during the lockdown. Lastly, column E revealed a significant difference among the six geopolitical zones private with respect to income strategy during covid-19 lockdown. Tukey's post hoc revealed that the North Central maintains a very low perception on income generation strategies, South-East maintains a medium perception while South-West, North-West, North-East and South-South has a high perception on income strategy.

Research Question 3: What is the significant difference of private schools' management strategies based on school type?

TABLE 3: PRIVATE SCHOOLS PROPRIETORS ON MANAGEMENT STRATEGIES BASED ON TYPE OF SCHOOL

Label	Variables		Sum of Squares	Df	Mean Square	F	Sig.	Decision
A	Content strategy	Between Groups	737.112	3	245.704	15.322	.000	significant
		Within Groups	2934.546	183	16.036			
		Total	3671.658	186				
B	Communication strategy	Between Groups	206.366	3	68.789	2.818	.040	significant
		Within Groups	4443.274	182	24.414			
		Total	4649.640	185				
C	Population strategy	Between Groups	123.328	3	41.109	12.085	.000	significant
		Within Groups	666.752	196	3.402			
		Total	790.080	199				
D	School relationship strategy	Between Groups	127.633	3	42.544	4.032	.008	significant
		Within Groups	2004.614	190	10.551			
		Total	2132.247	193				
E	Income strategy	Between Groups	41.511	3	13.837	10.831	.000	significant
		Within Groups	235.058	184	1.277			
		Total	276.569	187				

As shown in table 3, column A revealed that a significant difference exists on management strategies (teaching strategy) based on school type $F(3,183)=15.322$, $p<0.05$. Tukey's post hoc testing revealed that owners of nursery and primary ($M=13.2000$, $SD=5.64540$) and primary schools ($M=13.2667$, $SD=4.31735$) has a lower use of online teaching tools than proprietors of secondary ($M=16.6308$, $SD=2.90242$) and Nursery schools ($M=18.1852$, $SD=2.85599$). The findings also showed that secondary and nursery school owners used online teaching tools

such as zoom, telegram, facebook, whatsapp, and email more during the lockdown.

Column B indicates no significant difference on communication strategy based on school type. Column C showed displayed a significant difference exists on class population based on school type. Tukey's post hoc testing revealed that Nursery and primary school proprietors maintain high class population during the lockdown, followed by primary and secondary proprietors. However, nursery school proprietors had most class population maintenance strategy during the

lockdown in Nigeria. Perhaps, this might be due to parental participation in their children's activities. Similarly, column D showed a significant difference exists on school community relationship. Tukey's post hoc testing indicated Primary school proprietors has the least school-community relationship followed by Nursery and Nursery and primary school proprietors who maintained a neutral school community relationship while secondary school proprietors has the most school-community relationship. The findings showed that secondary school proprietors maintained

a higher school-community relationship than others. This might be due to the fact that secondary school deal with adolescent students. Column E indicated that a significant difference exists on based on school type. Tukey's post hoc testing showed that primary school proprietors generate less income than secondary. Lastly, the findings revealed that most secondary school engaged students who were preparing for examinations (e.g. WAEC and NECO) during the lockdown. Therefore, they charge more fees for the training conducted for students.

Research Question 4: What is the level of private schools' management strategies?

TABLE 4: LEVEL OF PERCEPTION DIFFERENCE OF PRIVATE SCHOOLS PROPRIETORS ON MANAGEMENT STRATEGIES

Column	Variables	Frequency	Percent
A	Teaching delivery strategy		
	Low	87	43.5
	Average	100	50.0
	High	13	6.5
	Total	200	100.0
B	Teachers communication strategy		
	Low	80	40.0
	Average	106	53.0
	High	14	7.0
	Total	200	100.0
C	Population maintenance strategy		
	Low	48	24.0
	Average	152	76.0
	Total	200	100.0
D	School-community relationship strategy		
	Low	113	56.5
	Average	81	40.5
	High	6	3.0
	Total	200	100.0
E	Income generation strategy		
	Low	95	47.5
	Average	93	46.5
	High	12	6.0
	Total	200	100.0

As displayed in Table 4, column A showed that majority of the respondents demonstrated average level of perception on teaching strategy 50%, followed by 43% of the respondents that demonstrated low perception while 6.5% demonstrated high perception. Column B showed that majority of the respondents demonstrated average level of perception on teachers' communication strategy 53%, followed by 40% of the respondents that demonstrated low perception while 7% demonstrated high perception. Column C showed that majority of the respondents demonstrated average level of perception on population maintenance strategy 76%, while 24% of the respondents that demonstrated low perception. Column D showed that majority of the respondents demonstrated low level of perception on school-community relationship strategy 56%, followed by 40.5% of the respondents that demonstrated an average perception while 3% demonstrated high perception. Column E showed that majority of the respondents demonstrated low level of perception on income generation strategy 47.5%, followed by 6% of the respondents that demonstrated Average perception while 6% demonstrated high perception.

Discussion

Based on first research question of the study, which seeks to establish significant difference on private schools' management strategies based on gender, our findings revealed no significant difference between male and female respondents on teaching strategy, population strategy, and income strategy. This finding substantiated the study conducted by Mkpa (2020) that established that gender difference was not significant among secondary schools' teachers in terms of use of social media platforms for effective teaching in school. Idemudia et al., (2017) established that female have

a better and more important perception on ease of use, relative gain, compatibility, and risk when making use of social media. Findings also indicate that males have a greater knowledge quality compared to females. This is in tandem with the work of Cailen (2020) who concluded that gender was an important activation as a determinant of teacher use of cognitive activation activities. On the contrary, a significant difference was found for school community relationship strategy and communication strategy. The findings are in consonance with the study of Rodney (2014) who concluded that effective communication in the school system is an important factor for achieving the goals and objectives of education. Also, Jacob, Abigeal and Lydia (2020) found that private schools used online platform to teach some subjects that could not be taught during the normal class before the sudden disruption of classes.

The second research question was based on significant difference private school management strategies based on geopolitical zones of Nigeria. Findings revealed a significant difference among the six geopolitical zones. Specifically, a significant difference was established between north-central and south-east zones of the country having fewer communication strategy than north-west, south-east and south-south. The findings corroborated the study of Yusuf, Oyekunle, Ishola, Modupe and Ayodeji (2021) who found that private schools used communicate strategy for effective delivery of lessons. Also, findings showed that north-central and south-east employed minimal method of maintaining class population during the lockdown while south-west and north-west having the same minimal method. North-east maintain highest population strategy during covid-19 lockdown. Similarly, north-east, south-west and south-south have high

community relationship strategy than other zones. The study investigated by Ranjbar, Hosseinpour, Shahriarirad, Ghaem, Jafari, Rahimi, and Hosseinpour (2021) found that schools established positive relationship with students who are sleeping and relaxing at homes during lockdown.

The third research question was based on significant difference based on school type (nursery, primary and secondary school). Findings of the current research revealed a significant difference in terms of teaching strategy, school community strategy, income generation strategy, population maintenance strategy, and communication strategy. Specifically, it was established that nursery and primary schools do not often use online teaching methods compared to secondary schools who used online teaching methods to teaching their students based on the nature of the subjects taught during the lockdown period. It was also found that nursery and primary school has the least school community relationship while secondary school has higher community relationship. Our study also found that nursery and primary schools generate least income revenue unlike secondary schools that generated higher revenue. The findings are in support of the study examined by Ranjbar, Hosseinpour, Shahriarirad, Ghaem, Jafari, Rahimi and Hosseinpour (2021) who found that private schools are active in terms of implementing policy that is geared towards maximizing profit. The current findings are in sync with the study of Mkpa (2020) who found that private schools employed online tools for teaching students.

The fourth research question seeks to establish the level of perception of private schools' management strategies during lockdown period. Findings indicated an average perception on the basis of

teaching strategy, average perception on communication strategy, and average perception on population strategy. Also, low perception was recorded for school community relationship strategy and income generation strategy in the majority of the private schools. The findings coincide with the study of Yusuf, Oyekunle, Ishola, Modupe and Ayodeji (2021) who established high and low perception on teaching methods employed during lockdown in Nigeria.

Conclusion and recommendations

It can be said that as a result of covid-19 pandemic, which obstructed the normal conventional means of schooling in Nigeria, the lockdown introduced forced some private schools' owners to device means of ensuring uninterrupted academic calendar. Therefore, based on the findings of the current study, therefore, it can be concluded that perception of proprietors on management strategies during Covid-19 differs. In addition, high management strategies were employed by proprietors of private schools during the pandemic lockdown. Therefore, this study recommends that:

1. Proprietors of private schools should have a uniform management strategy like their public school counterparts
2. Proprietors of private schools should organize a uniform curriculum through National Association of Private schools proprietors.
3. National Association of Private schools proprietors should place fine on schools who go against the laid down rules on private schools management in Nigeria.
4. Private school proprietors should strengthen their school community relationship by ensuring cooperate social responsibilities.

5. Private schools' proprietors should improve on income generation strategy in Nigeria.

Suggestions for future research

Firstly, as captured in the research questions, three demographic characteristics of the respondents were used to establish the differences in private schools' management strategies that were employed during the covid-19 lockdown in Nigeria. Based on the foregoing, additional studies are needed to focus on other aspect of demographic information of the respondents such as academic qualification, length of service, and religion with a view to establishing whether similar result will be found or not. Secondly, it will be recalled that five management strategies were considered in this study, which helped private schools in ensuring uninterrupted academic activities during lockdown. The strategies include teaching, communication, population, community relationship, and income strategies. Thus, more studies are needed to explore other strategies such as teaching monitoring strategy, evaluation strategy and meeting strategy so as to know how other strategies aside the ones used in the present study can be used to measure the overall performance of private schools during lockdown in Nigeria. Thirdly, only proprietors of private schools in Nigeria were used to elicit relevant information for the study, therefore, additional research is needed to be conducted to use teachers and parents as respondents to confirm or disconfirm the present findings. Alternatively, mixed methods approach (survey and interview) can be used to investigate private schools' management strategies during lockdown period. In the same vein, researchers may investigate private schools' management strategies using qualitative approach only (interview). This will

enable the investigators to get comprehensive information from the proprietors on how they manage their schools during the pandemic. Lastly, extensive research can be carried out to assess the impact of private school management strategies as determinants of students' academic success.

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