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Student-teacher Ratio Policy Implementation and Effective Teaching in Public Secondary Schools in Abia State, Nigeria

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Abstract

This research investigated the appraisal of Student-Teacher Ratio policy (STRP) implementation and teaching effectiveness in public secondary schools in Abia State. A descriptive survey design was adopted. Four objective and four research questions guided the study. The population of the study comprised all the 364 deans of studies in the public secondary schools (junior and senior) in Abia State, all used as respondent making it a census sampling technique. The instrument titled student-Teacher Ratio Policy (STRP) and Effective Teaching Rating scale (ETRS) was used for the study and it comprise 25 items, four point rating scale response options of SA, A, D, SD grouped in four clusters was peer validated by experts for proper scrutiny. A reliability coefficient of 0.83 was got using Cronbach Alpha statistics. Out of the 364 copies of the instrument distributed, 352 were correctly filled and used for data analysis. Data were analyzed using mean scores and standard deviation to answer the research questions. Findings of study are: - low extent (mean value of 2.15) of implementation of student-teacher ratio policy, negative influence on teaching effectiveness resulting in poor classroom management and leading to disruptive behavior of students, inadequate teaching-learning materials, inadequate teachers, lack of individual attention among others are the challenges to the implementation of STRP. In the light of the

findings. It was recommended that government should hire more and qualified teachers; government, stakeholders and education policy makers should ensure the enforcement of Student-teacher ratio policy to improve on both the teaching effectiveness and student's better learning among others.

Key Words: Pupil-Teacher Ratio., Policy Implementation., Effective Teaching., Public Secondary Schools

Introduction

The philosophy of Nigeria education is based on the development of individual into a sound and effective citizen. One of the goals of education in Nigeria is ensure teaching and learning at all levels of education (primary, secondary, tertiary). Education remains the process where an individual acquires or impacts basic knowledge to another, develop skills essentially to daily living, learn social norms, develops judgment and reasoning and learn how to discern right from wrong. There are plenty of reasons why education is important, these reasons tie closely to a person's goal in life and to their future wellbeing, (Abulencia 2021). They include developing critical thinking, meet basic job qualifications, promotes gender equality, reduces child mortality, above all helps one to improve communication skills by learning how to write, speak and listen. However , education helps develop solving skills, self-reliance and empowerment, promoting equality, stability and financial security, economic growth and giving back to the community.

Secondary education is the education children receive after primary school and before the tertiary stage (NPE 2013) with its broad objectives and specific goals to be achieved within the stipulated years of schooling. Just like other level of education, it requires input (materials, knowledge, skills)etc. to produce output. This calls for quality, committed teachers who has the professional

competence, goodwill and sense of responsibility that can be able to apply the quality principles and beautiful policies by the education law makers for the full achievement of the stipulated goals of the secondary education in this 21st century. The objectives of secondary education can be actualized with a view to inculcate the right and quality knowledge, skills and ideas into the learners the input-process-output nexus is taken into cognizance (i.e. physical facilities/learning materials, teachers, students and teaching delivering itself) and secondly ensuring the realization of quality and functional education through effective teaching, a policy on student-teacher ratio was made and contained in the NPE (2013). This if adhered to is believed to enhance teacher effectiveness and quality education delivery.

Educational policy and Student-teacher ratio in secondary education system policy with the principles and government policies in the educational sphere as well as the collection of laws and rules that govern the operation of education systems. Education occurs in many forms for many purposes at different levels. Policies in education for secondary education include school size, class size, school choice, school privatization, tracking, teacher selection, teaching methods, curricular content, graduation requirements, school infrastructure investment, and the value that schools are expected to uphold and model. student-teacher ratio (TSR) or student faculty ratio is the number of students who attend a school divided by the number teachers in the school. The ratio is often used as a proxy for class size, although various factors can lead to class size Student-Teacher ratio policy (STRP) generally is a way to measure teacher workload and resources allocation in public schools, as well as the amount of individual attention a child is likely to receive from teachers. According to NPE (2013) the Student-Teacher ratio (STR) is one teacher to forty students (1:40) in a class.

Samphina (2022) opined that 1:25 (preprimary), 1:35 (primary) and (1:40) secondary classes. The causes of high number of students in class is the rise of students enrolment due to increase in student population, and free education policy for all as in the millennium development goals (MDG'S) , not considering the resources (human or material and physical facilities available. The above statement may be true due to the rate of dilapidation of structures in secondary schools and low staff strength.

Daniel, Mathew , Kweku & Eric-Ofosu (2012) in agreement with the above posited that challenges of large class size on effective teaching include inadequate public address system , difficulty in marking scripts, identifying truants ,inadequate sitting and writing places , class control and problem of giving more than two assignments. Fortes (2010) enumerated some challenges to large Student-teacher's ratio as lack of flexibility, difficulty in setting and enforcing discipline, less attention to students, limited monitoring of student progress. Elizabeth (2021) identified some strategies to minimize large STR which includes use of TV/Radio, sound public address system, employment of more teaching staff and assistants, assigning each student number (tags), keep lesson short, increase student responsibility etc. Implementation of student-teacher ratio and effective teaching:

Generally, the education system has observed a lot of good and beautiful policies which if well implemented, should have taken the nation's system into greater height. One of these policies is the Student-teacher ratio. The NPE stipulates that the teacher- student ratio should be 1:40. However, especially in urban areas. In addition, the student-teacher ratio varies from a minimum of 1:21. (States of Kwara and Anambra) to a maximum of 1:73 (state of Yobe) . Chukwu (2010) quoting Ani (2000) that use of student-teacher ratio (S-T-R) is one of the simplest indicators that can be used to find the number of teachers that would be required for a projected enrolment of students. However, Onoyase and Ajideomi (2006) reported that

the National Consultative committee on Education (NCCE) stipulated S-T-R of 1:30 for schools in Nigeria. They posted that the situation on the ground do not reflect the recommendation because as at 1990, the S-T-R stood at 1:51 in most schools in Nigeria. Ncharam (2006) asserted that a S-T-R 1:100 as obtainable in some parts of the federation cannot in anyway enhance teaching and learning effectiveness. She advocated for a T-S-R of 1:30 which in her words is ideal for effective teaching and learning. Jackden in Edukugbo (2006) suggested for a S-T-R of 1:25 to be in line with UNESCO standard stating that will enhance instructional progress

Effective Teaching according to Indeed Editorial team (2021) is a term used to describe the knowledge, strategies and conduct of a successful indicator. It is the ability to make a positive impact on a students' life and academic career, including the capacity to teach important skill sets, introduce new concept and manage any classroom concerns. Rob (2017) identified six elements of effective teaching as content expertise, quality of instruction, teaching climate, classroom management, teacher beliefs and professional behaviors. Killion and Hirsh (2011) said that school systems need responsibilities to develop and embrace a vision for teaching and learning and implement standard policies to enhance on the teaching and learning process. Heick (2022) opened sixteen indicators of effective teaching viz frequent minor adjustments in curriculum, pacing, assessment design, materials, planning and measurements, access to good data, think like a designer, plan backward, prioritize endlessly and individual student interaction. Marsh (2014) identified tips for effective teaching which include knowing the subject matter, praise, instruction matters, teaching belief, behavior management, setting works, learning styles, relationship with parents, Student-teacher relationship. Morrison concluded that indicators of effective and efficient teaching include active involvement of students, encourage students to question, question the students, use of real –world examples, linking the unknown with known, follow the lecture plan,

feedback, update from knowledge, behavior management of class and student activities and changing of styles.

So, the issue of STRP is a long and old issue at all levels of education. Therefore, appraising its implementation in secondary schools will to a good extent enhance effective teaching.

Statement of Problem

Effective teaching in secondary schools has been observed as one of the major issues accorded priority in many recent educational reforms going on world-wide. Again, there is this emphasis now on the quality of education at all levels which can be traced to quality of teachers, their operations (conduct, interactions, available resource materials, conduciveness of classroom environment etc.). Effective teaching encompasses arrangement and discipline in the classroom. This may be one of the reasons the NPE introduced the student- teacher ratio policy to address and give room for effective teaching and learning to take place.

In fact, a visit to some public secondary schools will reveal the level of clustering and crowdedness during teaching which has its hazards to the teaching and learning process. In some schools, student- teacher ratio ranges from 60:1; 70:1 etc. The least one can see is about 40:1. The question is, can there be effective teaching in this kind of class room?

This public outcry about lack of teacher's individual attention to students which make some parents transfer their children to private schools for better control, management, discipline and attention may be due to ineffective teaching and learning as a result of class crowdedness.

Regardless of the beautiful student-teacher (S-T-R) policy by the educational policy makers yet the adequacy and proper implementation of S-T-R policy is still in doubt hence the quest to delve into the study. To know if the S-T-R policy which is aimed at creating an enabling conducive classroom environment for effective teaching is being implemented

The general purpose of the study is to appraise Student-teacher ratio policy implementation and effective teaching in public secondary schools in Abia State.

Specifically, the objectives of the study are to:

- ascertain the extent of implementation of teacher-student ratio policy in public secondary schools in Abia state.
- establish the influence of Student-teacher ratio policy on teaching effectiveness in public secondary schools in Abia State
- identify the challenges posed by non-implementation of Student-teacher ratio policy in secondary schools in Abia state.
- determine the way forward in maintaining normal (ideal) Student-teacher ratio policy in public secondary schools in Abia State.

Research Questions

The following research questions are posed to guide the study

1. What is the extent of implementation of Student-teacher ratio policy in public secondary schools in Abia state, Nigeria?
2. What influence does Student-teacher ratio policy have on teaching effective in public secondary schools in Abia state, Nigeria?
3. What are the challenges posed by the non-implementation of Student-teacher ratio policy in public secondary schools in Abia state, Nigeria?
4. What is the way forward for the implementation of the ideal Student-teacher ratio policy in public secondary schools in Abia state, Nigeria?

Methodology

The study was conducted in Abia state using all the public secondary schools. The population of the study was all the

deans in the 364 (Junior/Senior) public secondary schools with a sample size of 364 (SEMB 2021). The design of the study was a descriptive survey research. The instrument for data collection was a 25 itemed rating scale titled "Student-teacher Ratio Policy and Effective Teaching Scale (STRPETS) designed by the researchers for the study. The instrument was validated by three experts (education management/ measurement-evaluation departments). Reliability coefficient of the instrument was ascertained using Cronbach Alpha statistics on a trial testing with 30 vice principals. A reliability coefficient of 0.83 was got indicating that the instrument is reliable. Out of the 364 instruments distributed, 352 were correctly filled and used for the analysis. A four-point rating scale of strongly agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) were used as responses, the four research questions were analyzed using mean and standard deviations to answer the research questions. Any mean score at 2.50 and above is considered agreed while any mean score below 2.50 is disagreed.

Results and Findings

Research Question 1

What is the extent of implementation of Student-teacher ratio policy in public secondary schools in Abia state, Nigeria?

Table 1: showing mean rating scores and standard deviation of the respondents on the extent of implementation of Student-teacher ratio policy

S/N	Item	SA	A	D	SD	Total	$\bar{x}$	SD
statement		Decision						
Teacher- Student ratio policy implementation in Abia state public secondary schools is								
1.	1-30 students per teacher.	02	30	105	215	523	1.49	0.83
2.	31-40 students per teacher	21	33	118	180	599	1.70	0.67

S/N	Item	SA	A	D	SD	Total	$\bar{x}$	SD	Decision
3.	41-50 students per teacher	54	71	149	78	805	2.28	0.58	D
4.	51-60 students per teacher	149	123	71	09	1116	3.17	0.71	A
6.	61 students & above per teacher.	71	54	148	79	751	2.13	0.84	D
weighted mean							2.15	0.73	D

From table 1, the weighted mean score of the five (5) items is 2.15 and its standard deviation is 0.73. However the mean score of each item were (1.49, 1.70, 2.28, 3.17 and 2.13). Therefore, it is agreed by the respondents that implementation of Student-teacher ratio policy is low to some extent in Abia state public secondary school

Research Question 2

What influence has low teacher –student ratio policy implementation on teaching effectiveness in public secondary schools in Abia state Nigeria?

Table 2: Showing mean rating scores and standard deviations of the respondents on influence of low extent of implementation of teacher –student ratio policy on teaching effectiveness.

S/N	Item statement	SA	A	D	SD	Total	$\bar{x}$	SD	Decision
Influence of low extent of implementation of Student-teacher ratio policy on teaching effectiveness include:									
1.	Poor class room management/discipline leading to disruptive behaviors of	216	66	36	34	1168	3.32	0.44	A

	students								
2.	Increase strain on teachers/affect teachers' health	311	21	17	03	1344	3.82	0.71	A
3.	Teachers low priority on students' progress	327	18	02	05	1371	3.89	0.41	A
4.	Lack of individual teachers attention	261	78	06	07	1301	3.70	0.62	A
5.	Poor sitting arrangements in classroom	301	24	23	04	1326	3.77	0.54	A
6.	Poor ventilation in the classroom/ other unhealthy conditions	307	25	12	08	1332	3.78	0.57	A
7.	Frustrate teachers effort thereby causing low quality academic instruction in classroom	292	34	21	05	1317	3.74	0.51	A
	Total						3.72	0.54	A

Table 2 showcased the items on the influence of low extent of implementation of student-teacher ratio policy on teaching effectiveness. The weighted mean score and standard deviation stood at 3.72 and 0.54 respectively. Again the items mean scores were all above 2.50 indicating agreement on the items in cluster 2 (that they are influences of low extent of implementation of Student-teacher ratio policy on teaching effectiveness by the respondents).

Research Question 3

What are the challenges posed by the low-implementation of student-teacher ratio policy in public secondary schools in Abia State?

Table 3: showing mean scores and standard deviations on the challenges of low extent of implementation of Student-teacher ratio policy

S/N	Item statement	SA	A	D	SD	TOTAL	$\bar{x}$	SD	Decision
	Challenges of low-implementation of student-teacher ratio policy include								
13	Inadequate teaching-learning materials to go round all students	326	22	03	01	1077	3.79	0.72	A
14	Lack of individual students attention due to noise	307	41	02	02	1359	3.69	0.61	A
15	Lack of no (functional) public address system leading to poor communication	331	17	01	03	1380	3.92	0.77	A
16	Inability of giving test (oral/ written) and marking item to produce results in due	296	48	07	01	1343	3.82	0.66	A
17	Loitering/ truancy on the part of the students will be difficult to control	275	64	10	03	1316	3.74	0.71	A
18	Shy students may not feel free to ask questions in a large class size	288	28	21	15	1293	3.67	0.94	A
19	Teachers in large class size tend to be more theoretical than practical (either due to few facilities that may not go round or lacks the strength to attend to all of	324	24	03	01	1375	3.91	0.40	A

them) during class instruction	
weighted mean	3.79 0.69 A

From Table 3, the cluster mean score and standard deviation are 3.79 and 0.69 respectively. The items mean scores (3.79, 3.69, 3.92, 3.82, 3.74, 3.67 and 3.91) were all above 2.50 (criterion mean) and so were agreed as challenges of non-implementation of student-teacher ratio policy in public secondary schools in Abia state.

Research Question 4

What is the way forward for the implementation of student-teacher ratio policy in public secondary schools in Abia state

Table 4: Way forward for the proper implementation of Student-teacher ratio policy

S/N	Item statement	SA	A	D	SD	Total	$\bar{X}$	SD	Decision
	Way forward for the implementation of student – ratio policy include								
20	Consultation with government, policy makers and stakeholders to enable full implementation/ understand the importance and why it should be	206	115	10	21	1220	3.47	0.61	A
21	Tailor the teacher – student ratio policy to classroom operations	183	104	58	07	1167	3.32	0.94	A

22	Publicize the policies and procedures of teacher – student ratio policy (STRP) to the entire system	245	112	30	35	1131	3.21	0.77	A
23	Be consistent in your policy implementation by supervisory and follow up for full compliance	176	136	12	28	1152	3.27	0.65	A
24	They should be counseling and disciplinary actions e.g. warning or serious dismissal	105	136	38	13	1157	3.29	0.49	A
25	Review STRP and procedures regularly or periodically to ensure its relevance and effectiveness	105	207	14	26	1095	3.11	0.70	A
weighted mean							3.27	0.69	A

Table 4 showed cluster mean score and standard deviation of 3.27 and 0.69 respectively. This mean score (3.27) is above 2.50 (criterion mean) and so items were agreed as challenges. Again, the item mean scores were all above 2.50 and so indicates agreement on the items as way forward for the implementation STRP in public secondary schools in Abia state.

Discussion of Findings

Based on the findings obtained from the study, discussions are organized under the four research questions.

Extent of Implementation of Student - Teacher Ratio Policy

The finding of the research question show cased that the respondents agreed that implementation of teacher – student ratio policy in Abia State public secondary school is to a low extent. This finding supported by Chukwu (2011) citing Ncharam (2006) asserted that a teacher | pupil ratio of 1:100 as obtained in some parts of the federation cannot in anyway enhance teaching and learning. Continuing, that it should be 1:30 which in her words is ideal for effective teaching and learning to take place. Also Ogunode and Ahaotu (2020) noted that teacher – student ratio observed in junior secondary school in Akwa L.G.A ranges from 40-45 students per class while at their secondary school level it was 1:225 (since there are 26 teachers for 5,864 economics students etc.

Influence of Student - Teacher Ratio Policy on Teaching Effectiveness

On the premise, it was found that all the items in the Table 2 were influences teacher – student ratio (STRP) policy has on teaching effectiveness in public's secondary schools in Abia State. The influences include establishment of better rapport, giveaway for thorough assessment | evaluation | reports, easy to identify student individual weakness and strengths, exposes topic content in -depth, reduce student excesses, able to move freely in class, have sense of pride of quality delivery. This finding is in line with Method School Team (2016) statement that schools with small (ideal) class size are more desirable, leads to one to one attention. Get to know each student as an individual, working with them to enhance their strengths and improve on their weakness, less disruption and more time for instruction leading to better teaching and learning.

Challenges of low-Implementation of STR Policy

Findings here include inadequate teaching learning materials to go round, lack an individual student attention, lack of no/good communication due to poor public address system, inability to

give tests (oral |written) and producing results on due time, loitering, truancy control, crowded classes, shy students may not feel free to ask questions, more theoretical lessons than practical instruction. This finding (s) is in tandem with Mathew & Groover (2011) who stated that fiscal environment and class size has posed a lot of challenges more especially on the expenditure. They said further that large class size has been reported to pose challenges such as individuals poor evaluation on due time. Fortes (2010) also said that dealing with large class size constitutes a lot of challenges to every teacher. These challenges according to Fortes include lack of flexibility, class climate management, difficulty in setting & enforcing proper and engaging students to useful activities.

Way Forward for the Implementation of Student - Teacher Ratio Policy

Findings of this research question revealed that consultation with government policy makers and stakeholders, tailoring STRP in classroom operations, publicizing policies and procedures to the entire system, consistency and follow- up for full compliance, counseling and disciplinary actions (warnings or serious dismissal, review of policy procedures regularly and periodically are ways forward for the implementation of teacher – student ratio policy as greed by the respondents. This finding is in accordance with the views of Joanna (2017) that to implement effective policies and procedures at your workplace, certain steps must be followed. Furthering that consultation helps to achieve more effective policies and procedures, and is a greater motivation for employees to follow them. Yang and Akvam (2021) aligned with the same finding that good co-ordination and collaboration helps to achieved desired expectations of educational policies.

Conclusion

There is this saying that the teacher is the hub on which education wheels revolve. Their quality delivery may be traced to

the conduciveness of the class and also to the class size, Educations systems are developing numerous policies to improve the equity and quality of their educational services. Yet policies do not always translate into actions and visible results in schools as designed to be. Therefore, implementation of these beautiful polices should be of almost concern so as to achieve the goals for which they are meant. In this scenario then, both the policy planners and implementers (teachers, administrators and directors of schools should be well informed and trained in the light of the above.

Findings of the study has brought to bear the extent of implementation of STRP, its influence on teaching effectiveness, challenges facing its implementation and way forward to achieving a sustainable and successful teacher student ratio policy (STRP) in public secondary schools in Abia State

Recommendations

Based on the findings of this study, the researchers recommended the followings:

1. The government (State, L.G.A etc.) stakeholders and policy makers should ensure enforcement of educational policies such as teacher- student ratio policy (STRP) to improve on both the teachers delivery and student better learning environment (conduciveness)
2. The parents teachers Associations (PTA) of and schools and other NGO's should be approached be heads or administrators of secondary schools to help them get more teachers to help them implement the STRP where government cannot.
3. State government should enlighten more on air or any other means the importance of maintaining STRP in schools for the achievement of educational goals.
4. Due counseling, and disciplinary measures should be put in place by the government based on the reports from supervisors of STRP.

5. Regular and periodic review of STRP by policy makers to update on it for better actions.
6. Serious supervision of STRP compliance on regular basis for all public secondary schools Abia State.

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Educational Policy Implementation as a Panacea for Promoting Lifelong Learning Opportunities for All in Universities in Rivers State, Nigeria

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Abstract

In Nigeria, the educational system has so many good policies put in place but their implementation has always been the problem. It is against this background, that this study investigated the educational policy implementation as a panacea for promoting lifelong learning opportunities for all in Universities in Rivers State. Two research questions and two hypotheses guided the study. The study adopted the correlation survey design. The population of the study comprised all the 2435 academic personnel, distributed over the 3 universities in Rivers State. 934 academic staff were drawn as sample using the proportionate stratified random sampling technique. The instruments for data collection were the: Educational Policy Implementation Scale (EPIS) and Lifelong Learning Opportunities Scale (LLOS), designed by the researcher. Response to items on the instruments were coded to follow the modified 4-point Likert scale model. Results of the study among others showed that inclusive stakeholders' engagements, when adequately harnessed in the area of manageable visible innovative practices, diversity of practices in implementation, community-based inclusiveness, accommodation of community dynamism and adequate funding, promotes lifelong learning opportunities for all in universities in Rivers State. Consequently, the study recommended among others that university management should constantly call for inclusive stakeholders'

engagement and private organization's partnership in the provision and management of education, to promote lifelong learning opportunities for all in line with the UN's Sustainable Development Goal No 4 (SDG 4), with its corresponding 10 targets, also viewed as critical for the attainment of many other SDGs, such as gender equality (SDG 5); decent work and economic growth (SDG 8); health and well-being (SDG 3); responsible consumption and production (SDG 12); and climate change mitigation (SDG 13). In order to provide chances for everyone to continue learning throughout their lives, the research advised university administration to continually call for inclusive stakeholders' participation and private organization's collaboration in the provision and management of education.

Keywords: Educational Policy, Implementation, Lifelong Learning Opportunities

Introduction

Education has been seen in many spheres as the bedrock for national development of any nation. No nation successfully records development and meets the challenges and aspirations of the world, without its educational system in proper functionality. Hence, the growth of any nation is directly proportional to the level of education of its citizens. The social and economic development of nations is fundamentally an educational process in which people learn to create new institutions, utilize new technologies, cope with the environment, and alter their patterns of behavior. Odukoya, et al (2018), in his suggestion, opined that education improves the capabilities of individuals and the capacity of institutions, and becomes a catalyst for the closely interrelated economic, social, cultural and demographic changes that become defined as national development.

As an organized mechanism, education is said to be a means through which society develops human resources by equipping them with desirable knowledge, skills, attitudes and

values which will enable them operate and function effectively towards meeting global expectations of social and economic transformation. The Federal Government of Nigeria (FRN, 2014:2) noted in her National Policy on Education, that education is an instrument “par excellence” for effecting national development. Hence, education, as an instrument for accelerated national growth and development, cannot be over emphasized. Consequently, university education, which is the focal point of this article, which focuses on educational policy implementation, denotes the education a person gets after a successful accomplishment of secondary education. It is the final level of education in the current 9-3-4 structure of education in Nigeria (Etuk, 2012). University education supplies skilled manpower directly to the labour market and the economy; and it is expected that its products should possess sound knowledge and adequate skills necessary to meet the challenges and expectations of the world of work, solving situational problems and achieving expected results.

In view of the above, Agha (2016), posited that, universities, which exists to execute the functions of teaching, research, transfer of worthwhile knowledge and values, community development and the generation of highly skilled manpower, could only be effective in channeling society towards greater developmental strides, if educational policies are effectively and efficiently implemented; not undermining the inclusiveness of all stakeholders in the formation and implementation of the policies formulated. Educational policy, which is the bedrock upon which the educational system of every nation is founded, therefore, is the authoritative statement or practical guide for the administration of schools made by legitimate authorities. They are formulated to speed up the growth of every nation. No policy is made without identifying and capturing the overall philosophy and goals of the nation (FRN, 2014). Nigeria, like most other countries of the world is undergoing rapid social, economic and political change. This is fueled by the commitment to developmental goals such as

Education for All (EFA), the Millennium Development Goals (MDGs), the Sustainable Development Goals (SDGs), and the National Economic Empowerment and Development Strategy (NEEDS) I and II, which recognized education as a means of empowering the people for the attainment of the nation's developmental goals and targets. The goals of Nigerian education, as listed in the FRN (2014), is to build: a free and democratic society, a just and egalitarian society, a united, strong and self-reliant nation, a great and dynamic economy and a land full of opportunities for all citizens; and the Nigerian's philosophy of education therefore is based on: the development of the individual into a sound and effective citizen, the full integration of the individual into the community and the provision of equal access to educational opportunities for all citizens of the country at primary, secondary and tertiary levels both inside and outside the formal school system. It is a 'must' call to all the schools in Nigeria to initiate programmes that will improve relevancy, diversity, inclusiveness and comprehensiveness in promoting language development, communication skills, numerical ability and integrated approach that will lead to the achievement of the educational objectives. Educational policy implementation, therefore, deals with the process of translating educational policies into specific course of action. It is the day to day carrying out of policy document (Onyenemezu, 2012). Until educational policy is fully implemented, the process cannot be termed as complete or successful. Hence, educational policy is expected to achieve its aim and this is the ultimate work of policy implementation.

In achieving a successful educational policy implementation, efforts to focus on a major developmental goal, the global campaign for education, which indicates in its Sustainable Development Goals 4 (SDG4); which calls for an inclusive and equitable quality education and promote lifelong learning opportunities for all; needs to be given utmost attention. SDG4 is identified as a standalone goal and it's at the heart of the 2030 agenda for Sustainable Development

Goals. It is known as the SDG4 – Sustainable Development Goals 4 and its agenda is as follows:

- i) Ensuring lifelong opportunities for all, from early childhood to adult education.
- ii) Ensuring equity, inclusion, and gender equality.
- iii) Ensuring effective learning and the acquisition of relevant knowledge, skills, and competencies
- iv) Ensuring the relevance of learning, in terms of vocational and technical skills for decent work as well as for global citizenship in a plural and interconnected world.

To achieve a viable and effective educational policy implementation, every stakeholder should be considered and brought in to enable effective workability. In Nigeria, policy implementation involves major interest groups and stakeholders in education such as the Federal and State Ministry of Education, the National Universities Commission, the National Board for Technical Education, the National Commission for Collages of Education, the Nigerian Educational Research and Development Council, the Post Primary School Management Board, the State Universal Education Boards, the local Government Education Authorities, the National Council for Nomadic Education and the National Business and the National Business and Technical Education Board among others (Ogbonnaya, 2014). In the view of Oraifo (2006), the implementation of policies in Nigeria is the responsibility of stakeholders, ranging from students, teachers, parents, administrative staff (academic and non-academic), all curriculum workers as well as the staff of the various ministries to all parastatals of education. The different boards, organs, stakeholders, agencies, and ministries are vested with the power to implement educational policies made by the government.

To successfully achieve the above, every stakeholder should be included to ensure inclusive and equitable quality education that will promote lifelong learning opportunities for all. In his contribution, Derefaka, (2022), opined that inclusion

involves bringing together and harnessing diverse forces and resources in a way that is beneficial. He went further to indicate that, in an environment where many different genders, races, nationalities, sexual orientations, and identities are present but only the perspective of certain groups are valued or attracts authority or influence, may be diverse, but, it is not inclusive. Inclusion, therefore, is the deliberate act of welcoming diversity and creating an environment where all different kinds of people and interests can thrive and succeed. Hence, to adequately reflect the SDG4 in educational policy implementation, all stakeholders need to be adequately captured in the process.

The foregoing calls for ways of handling the implementation of policy for desired goal attainment. Therefore, the proceeding sections of this article will center on two of the various ways educational policy implementation as a panacea for promoting lifelong learning opportunities for all in Universities in Rivers State, could be harnessed

Stakeholders' engagements usually involve the adequate communication and inclusion of all units, unions, interest groups, opinion leaders, and implementers on the way forward, toward the realization of the projection action plan. Stakeholders in this regard, are: students, alumni, staff, community groups, industry, professional bodies the government, school administrators, teachers, parents, and all-curriculum workers amongst others. The involvement and inclusion of stakeholders is a major avenue toward achieving a workable educational policy implementation, since every stakeholder understands that the positive outcome of the programme will yield positive and satisfactory benefits; this will gear every interest group up towards ensuring the actualization of the plan. Every policy on education is expected to achieve its aim and this is the ultimate work of policy implementation (Igbokwe, 2016). It is not just enough to make policies if the policies made were not fully implemented as desired. Nigeria is in the league to join other developed and industrialized nations towards achieving the all-inclusive education for all and

becoming a fully developed nation by 2030. To effectively achieve this, all stakeholders in the educational sector must be fully included and involved in the implementation of policies.

In the face of the above indications, experts in educational administration and managements have come up with some opinions that could yield a positive impact towards the implementation of educational policy in Nigeria. These include but not limited to; manageable visible innovative practices, diversity of practices in implementation, community based inclusiveness, accommodation of societal dynamism and adequate funding. These enjoy empirical and scholarly backings from Igbokwe (2016) and Uche and Osaat (2018).

Educational institutions exist to perform certain functions. These functions have been summarized to be the transmission of worthwhile knowledge, skills, and values of the society to its people from one generation to another. In order to achieve this major feat, educational policies that play active roles in shaping the actions and activities of the educational institutions players needs to be adequately implemented. In this policy formulation down to implementation, there seem to be a major challenge facing the institutions in the process; this challenge is political interference by the political leaders and players. Political interference in the university system, is the ability of private individuals and groups to influence, condition, shape and control authoritative decisions and actions. In his contribution, Gbenu, (2012) posited that political interference is the use of power, influence and authority by the government of the day, especially in the allocation of resources and appointment of major players and principal positions in educational policy implementation.

Political interference in the implementation of educational policies can be positive and negative. Osuji (2015), differentiated between positive and negative political interference, for positive political interference, when proper decisions, allocation of resources, selection and placement of principal actors, appointment of the staff personnel, good

relation of the school community and equitable inclusion of all stakeholder in the implementation process. The interference is negative when the reverse is the case and there was obvious attitudes of favouritism and bias in the selection and handling of crucial matters of the educational system. Ogunode (2020), submitted that the activities of these governing councils (political players), are affecting the effective administration and implementation of educational policies in the country. The visitors of the universities, who are the Chief Executives (President/Governor), have reserved powers to appoint the chancellors and constitute the governing council of various universities under them and select their cronies as members. These appointees in turn interfere in the internal management of the university, such as the selection of the CVs and other principal officers of the universities. This practice is seriously jeopardizing the administration of universities in Nigeria (Ogunode & Abubarkar, 2022).

Eminent educational experts like Ogunode and Abubarkar (2022), Derefaka (2022) and Daniel Kalioi (2019), have come up with suggestions for curbing negative political interference towards the successful move to achieve the desired educational policy implementation for promoting lifelong learning opportunities. These include, but not limited to; equitable and diversity inclusion, restoration of full institutional autonomy and freedom, equitable and inclusive stakeholder representation, effective monitoring and evaluation and adequate funding. It is believed that, if political players adhere to the above suggestions and restrict undue interference, achieving effective and efficient implementation of the educational policies will be complete and satisfactory.

Statement of the Problem

Educational policies are designed to shape and cushion educational activities in all institution of learning. Universities as citadels of learning, exists to execute the functions of teaching, research, transfer of worthwhile knowledge and values,

community service and incidental functions. As institutions with multifaceted functions, and conscious of the fact that vibrations from the larger society have implications on the management and service delivery of the institution, with current requirements at the local, national and international levels; it is expedient that educational policies so planned and mapped out, are adequately implemented to meet yearnings of our educational system and measure up with international best practices. It is however surprising that despite the efforts made by government and stakeholders, educational policy implementation is still faced with challenges ranging from inadequate consultation, financial barrier, non-inclusiveness of all stakeholders, conflicts of cultural values to restriction of the full implementation of institutions autonomy. This trend has been continuous and worries the researcher.

Research Questions

The following research questions were answered in the study:

1. To what extent does inclusive stakeholders' engagement when harnessed promote lifelong learning opportunities for all in Universities in Rivers State?
2. To what extent does elimination of negative political interference when harnessed promote lifelong learning opportunities for all in Universities in Rivers State?

Hypotheses

The following null hypotheses were formulated to guide the study

The following hypotheses were tested in the study at 0.05 level of significance:

- H_{01} : Inclusive stakeholders' engagements when harnessed will not significantly differ from the promotion of lifelong learning opportunities for all in Universities in Rivers State, Nigeria

H_{02} : Elimination of negative political interference when harnessed does not significantly promote lifelong learning opportunities for all in Universities in Rivers State.

Methodology

This study adopted a correlation survey design to ascertain if there is a relationship or co-variations among the variables using a quantitative method of research. The population of this study was made up of three (3) public universities in Rivers State which are University of Port Harcourt (UPH) comprising twelve (12) faculties with one thousand four hundred and eighty-two (1,482) academic staff (1157 males and 325 females); Rivers State University (RSU) comprising seven (7) faculties with five hundred and fourteen (514) academic staff (385 males and 129 females), and Ignatius Ajuru University of Education (IAUE) comprising six (6) faculties with four hundred and thirty-nine (439) teaching staff (319 males and 120 females). Hence, the total number of respondents were two thousand four hundred and thirty-five academic staff (2435). Sources: (Personnel Affairs Unit, University of Port Harcourt, 2020; Establishment Division Unit, Rivers State University of Science and Technology; Staff Payroll, Ignatius Ajuru University of Education, 2021). The sample size for this study was nine hundred and seventy-four (974) respondents representing 40% of the entire population. Kpee (2015), considered such percentage appropriate to serve as an acceptable sample for a population running into thousands. The sample size was drawn from the entire population using the proportionate stratified random sampling technique. This ensured that all members of the population are given equal opportunity of being selected. The research instruments for this study were questionnaires titled: Educational Policy Implementation Scale (EPIS) and Lifelong Learning Opportunities Scale (LLOS) were used for this study. The instruments have two sections (A and B). Section A elicited demographic information from the respondents, while section B

elicited information on Educational Policy Implementation Scale and Lifelong Learning Opportunities Scale. The instruments were structured on four-point Likert-scale of Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (VLE) respectively. Cronbach Alpha reliability statistics was used to test the reliability of the two instruments. The reliability coefficients of Educational Policy Implementation Scale and Lifelong Learning Opportunities Scale are 0.89 and 0.83. The reliability coefficients for the subscales of Inclusive Stakeholders' Engagements and Elimination of Negative Political Interference are 0.84 and 0.87 respectively. The various reliability coefficients are high and justified the use of the instrument for the study. For the data that were analyzed, simple regression was used to answer research question one to two, while t-test associated with simple regression was used to test hypotheses one to two because it is used to determine the relationship between an independent variable and a dependent variable.

Results and Findings

As part of data collection efforts, the researcher designed and distributed 974 copies of the questionnaire to respondents. Nine hundred and forty-three (943) copies were retrieved and found suitable for analysis resulting in 96.8% response rate.

Table 1: Distribution of Respondents by their Institutions

S/No	Institution	Frequency	Percentage (%)
1	University of Port Harcourt (UPH)	572	60.7
2	Rivers State University (RSU)	201	21.3
3	Ignatius Ajuru University of Education (IAUE)	170	18.0
	TOTAL	943	100

From Table 1, 572 respondents were from University of Port Harcourt (UPH) representing 60.7%, 201 from Rivers State

University (RSU) representing (21.3)%, while the remaining 170 were from Ignatius Ajuru University of Education (IAUE) representing 18% of the total respondents.

Research Question 1

To what extent does inclusive stakeholders' engagement when harnessed promote lifelong learning opportunities for all in Universities in Rivers State?

Table 2: Simple regression on the extent inclusive stakeholders' engagement when harnessed promote lifelong learning opportunities for all in Universities in Rivers State.

Model	r	r Square	Adjusted Square	r Extent prediction	of Decision
1	0.821 ^a	0.551	0.549	55.1%	High Extent

Decision Rule: 100%- 75% (Very High Extent), 74% - 50% (High Extent), 49%-25% (Low Extent) and 0% - 24% (Very Low Extent)

Table 2 revealed that the regression (r) and regression square (r^2) coefficients are .821 and .551 respectively, while the adjusted r square is .509. The extent of prediction (coefficient of determinism) is 55.1% ($.551 \times 100$). By implication, the result indicates that inclusive stakeholders' engagement when harnessed to a high extent promote lifelong learning opportunities for all in Universities in Rivers State by 55%.

Research Question 2

To what extent does elimination of negative political interference when harnessed promote lifelong learning opportunities for all in Universities in Rivers State?

Table 3: Simple regression on the extent elimination of negative political interference when harnessed promote lifelong learning opportunities for all in Universities in Rivers State.

Model	R	r Square	Adjusted Square	r Extent prediction	of Decision
1	0.771 ^a	0.530	0.528	53.0%	High Extent
Decision Rule: 100%- 75% (Very High Extent), 74% - 50% (High Extent), 49%-25% (Low Extent) and 0% - 24% (Very Low Extent)					

Table 3 revealed that the regression (r) and regression square (r^2) coefficients are .771 and .530 respectively, while the adjusted r square is .528. The extent of prediction (coefficient of determinism) is 53.0% ($.530 \times 100$). By implication, the result shows that elimination of negative political interference when harnessed to a high extent promote lifelong learning opportunities for all in Universities in Rivers State by 53%.

Hypotheses

Hypothesis 1

Inclusive stakeholders' engagements when harnessed will not significantly differ from the promotion of lifelong learning opportunities for all in Universities in Rivers State, Nigeria

Table 4: T-test associated with simple regression on the extent of inclusive stakeholders' engagements when harnessed significantly promote lifelong learning opportunities for all in Universities in Rivers State.

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	p-value	Alpha level	Decision
	B	Std. Error					
Inclusive Stakeholders Engagements	2.121	0.136		15.606	0.000		
Lifelong Learning	-.164	.035	-.234	-4.710	0.000	0.05	H ₀ ₁ Rejected

a. Dependent Variable: ("LLL") Lifelong Learning Opportunities

Table 4 revealed that standard beta value and t-test are -.234 and -4.710. The p-value of 0.000 is less than the level of significance of 0.05. Therefore, the null hypothesis is rejected. By implication, inclusive stakeholders' engagements when harnessed significantly promote lifelong learning opportunities for all in Universities in Rivers State.

Hypothesis 2

Elimination of negative political interference when harnessed does not significantly promote lifelong learning opportunities for all in Universities in Rivers State.

Table 5: T-test associated with simple regression on the extent elimination of negative political interference when harnessed significantly promote lifelong learning opportunities for all in Universities in Rivers State.

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	p-value	Alpha level	Decision
	B	Std. Error					
(Constant)	0.976	0.092		10.648	0.000		
1 Elimination of Negative Political Interference	0.181	0.030	0.297	6.097	0.000	0.05	H ₀ Rejected

a. Dependent Variable: Lifelong Learning Opportunities

Table 5 revealed that the standard beta value and t-test are .297 and 6.097. The p-value of .000 is less than the level of significance of 0.05. Therefore, the null hypothesis is rejected. By implication, the elimination of negative political interference when harnessed significantly promotes lifelong learning opportunities for all in Universities in Rivers State.

Discussion of Finding

Inclusive Stakeholders' Engagements for Lifelong Learning Opportunities

The first finding of the study revealed that inclusive stakeholders' engagement when harnessed to a high extent, promotes lifelong learning opportunities for all in Universities in Rivers State by 55%. In other words, when inclusive engagement of stakeholders is properly harnessed, it goes a long way to contributing to better lifelong learning opportunities in Universities. Stakeholders' engagements usually involve the adequate communication and inclusion of all units, unions, interest groups, opinion leaders, and implementers on the way forward, toward the realization of the projection action plan. This finding corroborates Igbokwe (2016) who reported that the

involvement and inclusion of stakeholders is a major avenue toward achieving a workable educational policy implementation, since every stakeholder understands that the positive outcome of the programme will yield positive and satisfactory benefits; this will gear every interest group up towards ensuring the actualization of the plan. According to the scholar, every policy on education is expected to achieve its aim and this is the ultimate work of policy implementation. It is not just enough to make policies if the policies made were not fully implemented as desired. The finding is also in line with Uche and Osaat (2018), and Igbokwe (2016) who asserted that inclusive engagement of stakeholders helps in the implementation of educational policy in Nigeria. Buttressing further, the scholars noted that experts in educational administration and management have come up with some opinions that could yield a positive impact on the implementation of educational policy in Nigeria. These include, but not limited to; manageable visible innovative practices, diversity of practices in implementation, community-based inclusiveness, accommodation of societal dynamism, and adequate funding. Hence, inclusive stakeholders' engagements when harnessed significantly promote lifelong learning opportunities for all in Universities in Rivers State.

Elimination of Negative Political Interference and Lifelong Learning Opportunities

Lastly, the second finding of the study showed that elimination of negative political interference when harnessed to a high extent promotes lifelong learning opportunities for all in Universities in Rivers State by 53%. This simply means that there will be a better lifelong learning opportunities in Universities when elimination of negative political interference is harnessed. Educational institutions exist to perform certain functions. This finding is in agreement with Ogunode (2020), who submitted that when the activities of some political players like the governing councils are not properly harnessed, they affect the effective

administration and implementation of educational policies in the universities in Nigeria. According to the scholar, the visitors of the universities, who are the Chief Executives (President/Governor), have reserved powers to appoint the chancellors and constitute the governing council of various universities under them and select their cronies as members. These appointees in turn interfere in the internal management of the university, such as the selection of the VCs and other principal officers of the universities. This practice is seriously jeopardizing the administration of universities in Nigeria (Ogunode & Abubarkar, 2022).

Also in consonance with the finding, eminent educational experts like Ogunode and Abubarkar (2022), Derefaka (2022) and Daniel Kalio (2019), have come up to concur that eliminating negative political interference is a great move towards achieving successful and desired educational policy implementation for promoting lifelong learning opportunities. According to the scholars, this move includes, but not limited to; equitable and diversity inclusion, restoration of full institutional autonomy and freedom, equitable and inclusive stakeholder representation, effective monitoring and evaluation and adequate funding. Therefore, elimination of negative political interference when harnessed significantly promote lifelong learning opportunities for all in Universities in Rivers State.

Conclusion

Based on the findings of the study, it can be concluded that inclusive stakeholders' engagement and elimination of negative political interference when properly harnessed significantly promote lifelong learning opportunities for all in Universities in Rivers State.

Recommendations

Based on the findings and conclusion, the following were recommended.

1. Considering the enormous benefits of stakeholders' inclusiveness in educational policy implementation, University Management in Nigeria should constantly call for inclusive stakeholders' engagement to promote lifelong learning opportunities in the campuses.
2. There is need for a comprehensive implementation of the education policy in Nigeria, thus, government at federal and state level should negatively interfere in the administration of educational policies in the universities, rather they should partner with private organizations such as private companies, community based organizations; individual philanthropists in the provision and management of education.
3. Government should make the management of education a number one priority, even in time of economic recession. This will enable her (Government) to map out strategies for enhancing quality implementation of educational policies.

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Educational Policies Communication and Evaluation as Correlates of Effective Policy Implementation Practices in Public Senior Secondary Schools in Bayelsa State, Nigeria

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Abstract

The study examined educational policies communication and evaluation as correlates of effective policies implementation practices in public senior secondary schools in Bayelsa State. Two research questions and two hypotheses were answered and tested in the study, respectively. The design for the study was correlational survey research and the population as the 190 public senior secondary schools in Bayelsa State with 190 principals. The sample of the study was 150 principals who were drawn from the population using the random method of simple random sampling technique. The instrument for data collection were two. There were the validated 22 – item Educational Policies Communication and Evaluation Scale (EPCES) and the 11-item Effective Policies Implementation Practice Scale (EPIPS), designed by the researchers in the modified 4-point Likert scale model with reliability indices of 0.82 and 0.87, respectively. Pearson Product Moment Correlation Coefficient was used in answering the research questions while the significant values of the Pearson Calculations were used in testing the hypotheses at .05 alpha level. The findings of the study show high correlations of educational policies communication and evaluation on effective policy implementation practices in public senior secondary school in Bayelsa State. The study also established significant correlation of educational policies communication and evaluation on effective policies implementation practices in

public senior secondary school in Bayelsa State. Consequently, the study concluded that, communication and evaluation of educational policies and procedures are veritable tools for achieving effective policies implementation practices in schools. The study recommends that, stakeholders in educational policies management and managers of school systems should continue to use appropriate communication and evaluation strategies and techniques in communicating and evaluating school policies as such action will continue to ensure effective policies implementation practices in schools.

Keywords: Educational policies, communication, evaluation, effective policy implementation practices.

Introduction

Locally, nationally and globally, societies have what sologists, refer to as heritages.

Educational policies will not make any meaning to school systems, unless they are accordingly put to practice by way of implementing the dos, don'ts and other requirements of such policies. Policy implementation therefore involves the actualization of educational plans, decisions and requirements in ways capable of ensuring the achievement of educational goals, using laid down procedural guides.

According to Rand Corporation (2022), educational policies consist of the principles and policy decisions that have influences on the education system, as well as the collection of laws and rules that govern the operations of educational institution. Though the presentation by Rand Corporation appears conceptual, Okorie (2011) has given what may be considered as a simpler meaning. For the scholar, educational policies are the rules and regulations which guide and regulate the behaviours and activities of personnel in the school system. Also, in what may be considered as a more lighter mood, Afangideh (2005) approximates school policies to the dos and don'ts of individual in schools system. Akwa Ibom State Primary

Education Board (1995) also corroborates the position by Afangideh (2005) by stating that policies are the standing orders that regulate personnel behaviour and general school administration.

Schools have a number of policies that are referred to in school administration. These policies include: those of personnel (teaching, non-teaching and students or pupils) admission, examination, discipline, communication, teaching, finance, inter-personal, school-community relations, classroom management, instructional management, workload management, among others (Obasi, 2004; Afangideh, 2011; Abraham, 2002; Edem, 2011). The policies are responsible for guiding individuals in schools to respond in same ways to school leadership expectation, allow students and other stakeholders to accept guidance and direction from their supervisors in subordination to their personal wishes, ensure administrative control of staff and students in respect to their behaviour, provides avenues for rewarding conforming behaviour and for punishing those who deviate from the dictates of school policies and procedures.

Educational policies can only play its roles in school, when it goes through a process of policy implementation. Educational policy implementation refers to deliberate and non-deliberate efforts to ensure that educational plans and policies are executed to ensure the achievement of set objectives. Educational policy implementation makes sure that events conform to plans in schools. In order to prosecute effective programme implantation in schools, policy implementers should use the power of persuasion, tailor policies to their school's sizes and structure, ensure that policies comply with human relations and regulatory requirements, determine how best to deploy the policy, provide appropriate communication, training and supports, obtain policy acknowledgements and schedule periodic policy reviews (Raia, 2018; Wifi Attendance, 2018).

These foregoing steps and approaches are such that can enhance effective policy implementation practices. Effective

policy implementation practices are identifiable when policies are easily implemented, participants in organizations adhere strictly to the policies, these is next in implementation and strict compliance to new policies (Wifi – Attendance.Com, 2018; Adebayo, 1990; Henry, 1980). Others include evaluation of new policies, communication of new policies, publicity of new policies, having written policies in place, ensuring adjudication from policies, documentation of the number of citation from policies, effectiveness of training materials, stakeholders awareness of policies and survey of compliance with care components. In the present academic excursion, it is hypothesized that, educational policies communication and evaluation are predictable variables for effective policy implementation practices in schools. Consequently, the proceeding review will be on the two variables.

Policy communication involves efforts made to draw the attention of organizational participants to new policies and procedures for implementation. These efforts are carried out in various ways. According to Duncan (2020), the strategies for effective policy communication in organizations, among schools include face to face communication, the use of meetings and webinars, the use of circulars, emailing, posting new policies in whatsapp groups, short message services, appointing people with solid understanding of the policies as champions and giving employees appropriate training in new policies. Others include communication during refresher courses, follow-up training, posting policy information on company's internet sites, discussion with managers during team meetings, writing directly to employees and students, the use of news letters, posting information on notice boards, sending video content to explain policies, including policies in staff handbooks. Differently, Ukeje, Okorie and Nwagbare (1992) and Ashroft, Kennedy and Katwyk (2020) also emphasize communication of policies contents through policy guide book, one-on-one direct support, peer mentorship and phone calls. Others include; conferences, workshops, circulars, staff meetings, supervision, induction,

orientation, the use of the social media and the like. When school leaders communicate new educational policy decisions to school members, the staff awareness on the policies increases and they take active part in the implementation of such policies.

Apart from the question of policy communication to organization members in order to achieve effective policy implementation practices, another means of doing it is policy evaluation. Evaluation refers to efforts at determining the implementation and rate of achievement of a programme in organizations. As National Center for Injury Prevention and Control (2020) advances, policy implementation evaluation examine the inputs, activities and outputs involved in the implementation of a policy. For the agency policy implementation evaluation provides important information about stakeholders perceptions of awareness as well as barriers to and facilitators of implementation. Policy implementation evaluation is considered to be a significant aspect of policy implementation. As Leonard (2018) notes, policy evaluation looks at why the policy was adopted in the first place, determines if it is a success, and determines if it is a failure when policies are evaluated in the course of implementation, efforts are made to in the following:

- (i) Determine clearly identify the medical implementation steps,
- (ii) Check whether policies are implemented according to policy requirements.
- (iii) Ascertain the inputs required for implementing the policy;
- (iv) Determine the resources required to implement the policy;
- (v) Ascertain the key activities completed during policy implementation;
- (vi) Determine if activities results in the anticipated outputs;
- (vii) Ascertain the level of policy implementation consistency across communities and environments;
- (viii) Determine unintended consequences, and

- (ix) Determine external factors that influence the process of implementation (National Centre for Injury Prevention and Control, 2020; Edem, 2011; Adebayo, 1990; Henry, 1980).

The foregoing presentation on policy communication and evaluation, as they have implications for effective policies implementation practices in organizations, among them schools, as grafted from the scholars, researchers and stakeholders, as they represent and reflect their experiences, backgrounds, observations and research findings are mostly theoretical, hence, the need to attempt an empirical investigation. In order to achieve and localize the various contributions, the researchers derived the interest to embark on an empirical investigation, hence, the preparation of the literature.

Statement of the Problem

Appropriate communication to the school members and periodic evaluation of educational policies are considered to be veritable ways for achieving effective policy implementation practices in educational institutions. Resultantly, educational leaders at the level of the school and at the level of planning outside the school, seem to make efforts to ensure that, they use appropriate means to communicate new policies to school members and other concerned stakeholders and use different strategies to evaluate the implementation of school programmes and policies. Surprisingly, instead of receiving positive results, research findings, scholarly positions, book opinions, personal observations and comments from stakeholders tend to show that school members are not aware of certain school policies and that deliberate efforts are not made to evaluate government policies on education which shows a lack of policy communication and evaluation which negatively influence policy implementation practices in secondary schools. These, bothered the researchers who found it expedient to find out whether policy

communication and evaluation do not have correlations with effective policies implementation practices in schools and secondary schools in particular.

Hypotheses

- H1:** What is the correlation between educational policies communication and effective policies implementation practices in public senior secondary schools in Bayelsa State?
- H2:** What is the correlation between educational policies evaluation and effective policies implementation practices in public senior secondary schools in Bayelsa State?
- H₀₁:** There is no significant correlation between educational policies communication and effective policies implementation practices in public senior secondary schools in Bayelsa State.
- H₀₂:** There is no significant correlation between educational policies evaluation and effective policies implementation practices in public senior secondary schools in Bayelsa State.

Methodology

The design for the study was the correlational survey research and the population as the 190 principals from the 190 public senior secondary schools in Bayelsa State. The sample of the study was 150 principals, selected using the random method of simple random sampling technique. The subjects of the study responded to two validated instruments. These were the Educational Policies Communication and Evaluation Scale (EPCES) and the Effective Policies Implementation Practices Schedule (EPIPS), designed by the researchers in the modified 4-point likert scale mode of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with reliability indices of 0.82 and 0.87, respectively, obtained using Cronbach Alpha.

Pearson Product Moment Correlation Coefficient was used in answering the research questions while the significant values of the Pearson Calculation were used in testing the hypotheses at 0.05 alpha level.

Results and Findings

Hypothesis 1

What is the correlation between educational policy communication and effective policies implementation practices in senior secondary schools in Bayelsa State.

Table 1: Summary of Pearson Product Moment Correlation between Educational Policy Communication and Effective Policies Implementation Practices in Public Senior Secondary Schools in Bayelsa State.

Variables	N	r	Decision
Educational Policies communication	150	.65	High
Effective Policies Implementation correlation Practices			

* Legend

N: Number of respondents

r: Pearson r calculated value

Data on Table 1 show a summary of Pearson Product Moment Correlation of educational policies communication on effective policies implementation practices in public senior secondary schools in Bayelsa State. The calculated Pearson r. value of 65 shows a high correlation between educational policies communication and effective policies implementation practices in public senior secondary schools in Bayelsa State.

Hypothesis 2

What is the correlation between educational policies evaluation and effective policies implementation practices in public senior secondary schools in Bayelsa State?

Table 2: Summary of Pearson Product Moment Correlation between Educational Policies Evaluation and Effective Policies Implementation Practices in Public Senior Secondary Schools in Bayelsa State.

Variables	N	r	Decision
Educational Policies Evaluation	150	.77	High Effective
Policies Implementation correlation Practices			

* The legend for table 1 applies

Data on Table 1 show a summary of Pearson Product Moment Correlation of educational policies evaluation on effective policies implementation practices in public senior secondary schools in Bayelsa State. The calculated Pearson r. value of 77 shows a high correlation between educational policies communication and effective policies implementation practices in public senior secondary schools in Bayelsa State.

Hypothesis 3

There is no significant correlation between educational policies communication and effective policies implementation practices in public senior secondary schools in Bayelsa State.

Table 3: Summary of Test of Significant Correlation between Educational Policies Communication and Effective Policies Implementation Practices in Public Senior Secondary Schools in Bayelsa State.

Variables	N	r	df	significant value	alpha level	Decision
Educational Policies Communication effective	150	165	148	.00		high correlation
Policies implementation Practices						

* Legend

N - Number of respondents
r - Pearson r. calculated value

df - Degree of freedom

Data on Table 3 show summary of test of significant correlation of educational policies communication on effective policies implementation practices in public senior secondary schools in Bayelsa State. The Pearson r calculated value was .65, at 148 degrees of freedom, a significant value of .00 and an alpha level of .05. At .05 alpha level, the significant value of .00 and 148 degrees of freedom, the significant value of .00 is less than the alpha level of .05, which showed a high correlation between the two variables, that there is a significant correlation between educational policies communication and effective policies implementation practices in public senior secondary schools in Bayelsa State.

Hypothesis 4

There is no significant correlation between educational policies evaluation and effective policies implementation practices in public senior secondary schools in Bayelsa State.

Table 4: Summary of Test of significant correlation between educational policies evaluation and Effective policies implementation Practices in public senior secondary schools in Bayelsa State.

Variables	N	r	df	significant value	alpha level	Decision
Educational Policies Communication effective Policies implementation Practices	150	.77	148	.	.00	high correlation

* Legend: The legend for table 3 applies

Data on table 4 show a summary of test of significant correlation of educational policies evaluation on effective policies implementation practice in public senior secondary schools in Bayelsa State. The Pearson r calculated value was .77, at 148 degrees of freedom, a significant value of .00 and

an alpha level of .05. At .05 alpha level, the significant value of .00 and 148 degrees of freedom, the significant value of .00 is less than the alpha level of .05, which showed a high correlation between the two variables, that there is a significant correlation between educational policies communication and effective policies implementation practices in public senior secondary schools in Bayelsa State.

Discussion of Findings

The first finding of the study that there is a high correlation between educational policy communication and effective policies implementation practices in public senior secondary schools in Bayelsa State. This finding agreed with Duncan (2020). Duncan who stated that the strategies for effective policy communication in organizations include; face-to-face communication, the use of meetings and webinars, the use of circulars, e-mailing, posting new policies in WhatsApp groups, short message services, appointing people with solid understanding of the policies as champions and giving employees appropriate trainings in new policies.

The second finding of the study showed that there is a high correlation of educational policies evaluation on effective policies implementation practices in public senior secondary schools in Bayelsa State. These findings agree with National Centre for Injury Prevention and Control (2020), Learnard (2018), Edem (2011), Adebayo (1990) and Henry (1980), that policy evaluation examines the inputs, activities and outputs involved in the implementation of the policy apart from providing important information about stakeholders perceptions of awareness, as well as barriers to and facilitators of implementation.

Conclusion

Base on the findings of the study, it is concluded that, communication and evaluation of educational policies and

procedures are veritable tools for achieving effective policies implementation practices in schools.

Recommendations

Following from the findings of the study, their educational implications and conclusion, it is recommended as follows:

1. Stakeholders in educational policies management should continue to make use of appropriate communication strategies and techniques in communicating educational policies to school members in order to increase awareness for effective policies implementation practices.
2. Managers of school systems should continue to ensure continuous evaluation of school policies as such efforts would help in ensuring effective policies implementation practices in public senior secondary schools.

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The Universal Basic Education Programme (UBE) and Adult Literacy Education in Owerri Municipality, Imo State, Nigeria

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Abstract

The study investigated the universal basic education programme (UBE) and adult literacy education in Owerri Municipality, in Imo state of Nigeria. Two research questions and one hypothesis guided the study that adopted a survey research design with a population that consisted of 700 adult literate. The sample for the study comprised of 70 adult literate selected through purposive sampling technique as being literate is through UBEC program was a yardstick for selection. The instrument for data collection was a researcher structured questionnaire titled "impact of universal basic education programme on adult literacy questionnaire "IUBEPALQ". The instrument constructed after the Likert type scale of very high extent, high extent, low extent and very low extent. The instrument was sectioned in 3 sections of A,B, and C while section B captured items on the extent of awareness of adult literate education programme and section C captured responses adult literacy and on society. Face validity of the instrument was determined by two expert in Measurement and evaluation, the reliability of "IUBEPALQ" was established using Cronbach Alpha to establish internal consistency and it yielded a reliability index of $r = 0.79$. Data gathered were analysed using mean and standard deviation or research questions while and t-test statistics was used to analyse the hypothesis at $p < 0.05$ level of significance. Findings of the study revealed that to high extent UBEC Policy on adult literacy have high impact on society, also

the level of awareness of adult education programme is relatively low. The researcher recommends that gains of adult literacy should be published on mass media, also more advocacy on awareness of adult literacy programme to the public should be done periodically amongst others

Keywords: Impact, Ube, Programme, Adult, Literacy Education,

Introduction

Education is a step-by-step approach that enables an individual to acquire desirable knowledge, skills, experiences and attitudes. Education is instrumental in producing civilized, refined and cultured members of the society. It is a tool for the realization of a civilized and socialized society. It ensures the total development of valuable personality and individuality. In Nigeria, education has aims, it is designed to attain to foster individual, national and societal development; foster interactions of persons, ideas and training of the human mind to understand the world around (Federal Republic of Nigeria, FRN, 2019).

Education is thus undertaken in stages which are the subdivisions of formal education that covers early childhood education, primary education, secondary education and tertiary education, hence different educational policies have been conceived and implemented in Nigeria to engender individual, national and societal development. The foremost law on education in Nigeria is the Constitution of the Federal Republic of Nigeria (CFRN; 1999). The constitution provides as its educational objectives the following: Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels. Government shall promote science and technology. Government shall strive to eradicate illiteracy; and to this end, Government shall as and when practicable, provide:

(a) free, compulsory and universal primary education;

(b) free secondary education;

- (c) free university education; and
- (d) free adult literacy programme (CFRN Const. Chap. II, § 18).

The launching of the universal basic education (UBE) on September 30, 1999 by the federal government of Nigeria, marked the fourth major attempt by successive administrations at universalizing basic (primary) education in Nigeria. The motives for their enactment educational policies may differ, but it is believed that each new one is an improvement on the former one (Uko-Aviomoh, Okoh, & Omatseye, 2007). The UBE was designed to be an improvement of the Universal Primary Education (UPE) by tendering to the deficiencies of the latter program (Federal Ministry of Education Nigeria, 2000). One of such deficiencies was the adult literacy programme, The inclusion of adult literacy programme was a welcome news in year 2000 by adults school dropouts and those who were not privileged to get normal education. the inclusion of adult education brought hope to many illiterate adults. At this point one needs to define what adult means as well as adult education. Adult as a person who is physical and psychologically mature and who is socially, economically and politically responsible (Ndifon, 2019). In his words, physical maturity implies that the adult is capable of being a parent, picking a life partner, raising a family and managing home. As a follow up to this definition of who an adult is, we would now look at what UNESCO explained as adult education.

Adult as a person who is physical and psychologically mature and who is socially, economically and politically responsible. In his words, physical maturity implies that the adult is capable of being a parent, picking a life partner, raising a family and managing home. As a follow up to this definition of who an adult is, we would now look at what adult education is all about.

Odukoya and Ebenezer (2018) defined Adult Education as the “entire body of organized educational processes whatever the content, level and methods, whether formal or otherwise,

whether they prolong or replace initial education in the schools, colleges or universities as well in adult by the society, whereby persons regarded as adult by society to which they belong develop their abilities, enrich their knowledge, improved their technical or professional qualification and bring about changing in their attitude or behavior in the two fold perspective of full personal development and participation in balanced and independent social, economic and cultural development.

Further more. Nzeneri, (2008) defines adult education as any form of non-vocational education for adult after initial education, whether of a formal, non-formal or informal nature. Summarily adults' education means public education dealing primarily with students about eighteen years of age not classified as students of technical school, colleges or universities of the state

Adult literacy is a programme designed to assist illiterate adult citizens to communicate with others and enrich the minds of adults by laying foundations to teach vocational skills and develop hidden talents germane for political and economic development (Mordi, 2016). Education reform like UBEC is an example of a policy change value process, and a proper description of the reform process is key to fully understanding how efficiently the implementation was carried out and what implications or ramifications its impact might likely have on the general society, How far can we say UBE policy that on adult literacy contributed to adult literacy in the society? , hence the question on many educators lip is to what extent has UBEC policy on adult literacy has impacted on the economic in particular and in general, is the gender of adult illiterate a factor that has any effect on adult participation in UBE policy that on adult literacy, to what extent is Nigerian populace aware and informed about UBEC policy on adult literacy that on adult literacy? These are questions that educational planners and managers need to answers .since the cost of illiteracy is a price that will be costly for a developing nation as Nigeria to pay. This is the gap in literature that this study intends to fill. The **purpose**

of the study included among other things to determine the extent to which UBEC Policy on adult literacy has influenced the society, ascertain the extent to which the UBEC policy has increased adult literacy awareness in Owerri municipality in Imo state and find out the mean ratings of male and female adult learner on the extent career decision influences the choice of male and female learner in secondary schools in Owerri municipal of Imo State.

Statement of the Problem

There is a great concern over the illiteracy rate in the world population, 3rd world countries like ours is not left out. Illiteracy is a great hindrance to the promotion of national development. It is not only an obstacle to the social economic and political transformation of the country, but its eradication will also quicken the tempo of development. Adult literacy is a programme established in UBEC was designed to assist literate adult citizens to communicate with others and enrich the minds of adults by laying foundations to teach vocational skills and develop hidden talents germane for political and economic development.

Despite the laudable objectives of adult literacy programme, the rate of illiteracy amongst adult seems to be on the increase (Ugwabonyi, 2005. Akor, 2008; Mordi 2018; Ikpuru, 2019). Efforts by researchers to bridge this gap had not yielded the desired outcome. One may want to ask, how well has UBEC Program on Adult literacy helped reduced the rate of illiteracy plaguing our country? Has UBEC policy on adult literacy increased the rate of adult literacy since its inception till date or is the policy just a pen and paper policy that has not impacted on political, social and economic development of Nigeria in general and citizens of Owerri Municipal in particular. Based on the questions above, the researcher, intends to assess the universal basic education programme on and adult literate education in Owerri municipal in Imo state

Research Questions

The research questions for the study are as follows;

1. To what extent has UBEC Policy on adult literacy impacted the society.
2. To what extent has UBEC policy increased adult literacy awareness in Owerri municipality in Imo state

Hypotheses

The following null hypotheses were formulated to guide the study

H_{01} : There is no significant difference in the mean response of male and female adult literate on the extent has UBEC Policy on adult literacy impacted the society.

Methodology

The study adopted a survey research design. This research design is a design that employs the study of large and small population by selecting and studying samples chosen from the population to discover the relative incidence which by implications can easily serve as a forecaster and predictor (Olaitan, Ali, Eyo & Sowande, 2000). The population of the study consisted of 700 adult learners, comprising of 578 females and 122 males in Owerri Municipality. The sample size for the study consisted of 70 adult learners selected through purposive sampling technique with a gender of 13 males and 57 females. A researcher structured questionnaire titled: "impact of universal basic education programme on adult literacy questionnaire "IUBEPALQ" as follows: Very High Extent (VHE) (4.0); High Extent (HE) (3); Low Extent (LE) (2) and Very Low Extent (VLE) (1). Section A captured items on bio data, section B measured items on awareness of UBEC adult literacy programme and section C measured on impact of adult literacy programme on society. Face validity of "IUBEPALQ" was determined by two experts from the Department of Educational Management, and one expert in Measurement and Evaluation

from Michael Okpara University of Agriculture, Umudike. The reliability of the instrument was established using twenty adult learners selected from Owerri municipal that were not part of the sample for the study. The Cronbach alpha statistic was deployed and gave an internal consistency index of 'r' - 0.79 considered high enough. Mean and standard deviation were used to analyse the research questions while independent t-test statistic was used to test the hypothesis at .05 level of significant.

Results and Findings

Research Question 1

To what extent has UBEC Policy in adult literacy impacted the society?

Table 1 Mean ratings of the extent has UBEC Policy in adult literacy impacted the society.

S/N	Items	X	SD	Rmk
1.	Going back to school as increased myself confidence	2.67	.49	Agree
2.	Acquiring vocational skills has increased my business	2.42	.82	Disagree
3.	Being literate has helped improve myself esteem since I now communicate effectively	3.33	.79	Agree
4.	UBEC adult literacy programme has made me know how to read and write	2.92	.77	Agree
5.	Having ability to understand and speak good English has boosted my earning capacity.	2.74	.89	Agree
6.	Adult education has made me self-sufficiency	2.89	.97	Agree
	Grand mean	2.82		Agree

The result in table 1 shows that 5 out of the 6 items measuring the extent UBEC Policy in adult literacy impacted the society had their means above 2.50, the mean cut off of 2.50 was arrived at by summing the four-point scale of strongly agree (4) + agree (3) + disagree (2) and strongly disagree (1) divided by 4.

Thus, responses above 2.50 were tagged as Agreed response while responses below 2.50 were tagged as Disagreed response. The mean of items ranged from 2.42 to 3.33, while item 2 (2.42) had mean below the mean cut-off. The grand mean of 2.82 summarily indicate that respondents agreed that UBEC Policy in adult literacy impacted the society.

Research Question 2

To what extent has UBEC policy increased adult literacy awareness in Owerri municipal?

Table 2 Mean ratings on the extent UBEC policy increased adult literacy awareness in Owerri municipal

S/N	Items	X	SD	Rmk
1	I got aware of UBEC literacy program through radio announcement	2.34	.79	Agree
2	I got to know about adult education from a relative	2.92	.87	Agree
3	I learnt about UBEC from television news	2.01	.39	Agree
4	I can read and write all thanks to my neighbor's invitation and persuasion about adult literacy in UBEC.	2.32	.43	Agree
5	Adult literacy awareness via UBEC came through public sensitization.	2.61	.89	Agree
6	I knew about UBEC from my children's principal	2.13	.83	Agree
	Grand mean	2.41		Disagree

The result in table 2 shows that 4 out of 6 items measuring the extent UBEC policy increased adult literacy awareness in Owerri municipal had mean cut-off below 2.50, while item 2 and 5 had mean above 2.50. The mean of items ranged from 2.01 to 2.92. The grand mean 2.41 indicated that respondents agreed UBEC policy on adult literacy awareness in Owerri municipal is low

Hypothesis

Hypothesis 1

There is no significant difference in the mean response of male and female adult literate on the extent has UBEC Policy in adult literacy impacted the society.

Table 3: t-test Analysis of difference between the mean rating of male and female adult literate on the extent has UBEC Policy in adult literacy impacted the society.

	$\bar{X}$	SD	N	df	t-cal	t-critical	Decision
Male	2.62	1.49	13	68	1.00	1.97	Not Rejected
Female	4.97	2.09	57				

Table 3 showed that the t- calculated value of 1.00 at .05 level of significance was less than the t- critical of 1.97. Since the t value was less than the t- critical value, the null hypothesis was therefore not rejected. This means that there was no significant difference in the mean ratings of male and female adult learners on the extent UBEC Policy in adult literacy had impacted on the society.

Discussion of Findings

The findings of this study is in negation with the finding of Mordi (2016) in her study of the impact of UBEC policy on school dropouts in Enugu State, he asserted that the impact of UBEC in addressing school dropout is low. This is as a result of little supervision and monitoring from external UBEC body, also most schools lack appropriate teaching aids and most schools resource are not sufficient for adult learners but the findings of this study reveals that UBEC policy on adult literacy had impact on subjects, the difference is seen in both studies can be as a result of subject location, and the time of participation in adult literacy programme.

The second research question is on the extent of awareness of adult education on UBEC policy, the findings of the study reveal the awareness in recent times is low, this findings is akin with Odukoya and Ebenezer (2018) who conducted a survey on formulation and implementation of educational policies in Nigeria discovered that the awareness of adult literacy implementation part of the UBEC policy seem very low in recent times as compared to inception time. Most adults sampled have faint knowledge of adult literacy program under UBEC, the findings of the study is also supported by Igbokwe (2016) who worked on problems and prospects of educational policy implementation in Nigeria, opined that adult literacy program under UBEC is faced with enormous problems like funding.

Conclusion

The goal of any policy is its impact of end user be it long term or short term, UBEC policy on adult literacy is geared towards eradication of the high rate of illiteracy in an attempt to achieve sustainable developmental goals

A literate adult is a self-reliance individual equipped with good numeric ability, logical reasoning ability to cope with daily economic, political and social activities outside the formal school environment. The attainment of adult literacy is an indicator that the UBEC policy has achieved its set goals, but based on the findings one will conclude that the rate of achieving adult literacy seem to be slow as compared to the inception of the UBEC policy .

Recommendation

Based on the findings of this study recommends:

1. More advocacy on the dividends of adult literacy should be made on mass medium
2. Stakeholders in education should organized sensitization seminar, periodically in public places on the gain of adult literacy.

3. UBEC funding should be revisited to make it less burdensome on adult literate
4. UBEC policy on adult literacy should be revisited, So as to manage challenges facing adult illiterate.

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**Secondary School Administrators' Implementation of
Educational Policies and Goal Attainment in Jalingo Education
Zone, Taraba State, Nigeria**

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Abstract

The study examined principals' implementation of educational policies and attainment of educational goals in public and private secondary schools in Jalingo Education Zone, Taraba State, Nigeria. Three research questions and three null hypotheses guided the study. The descriptive survey research design was adopted for the study with a population that consisted of 2,119 teachers in the 56 public schools and 2,175 teachers in the 165 private secondary schools. These gave a total of 4,294 from the zone. A sample of 536 teachers from 48 schools was drawn randomly using cluster sampling. The sample was made up of 265 teachers in 12 public schools and

271 from 36 private schools. A researcher-made, validated and reliable ($r = 0.85$) questionnaire titled 'Principals' Implementation of Educational Policies Questionnaire (PIEPQ)' was used for data collection. The instrument was made on a four-point rating scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed and were scored 4,3,2 and 1 respectively. Data was analyzed using mean and standard deviation to answer the research questions, while independent *t*-test statistics was used to test all the null hypotheses at $p < 0.05$ level of significance. The findings revealed that principals of public and private secondary schools in Jalingo Education Zone differed significantly on supervisory policy ($t(500.288) = 16.036$, $p = 0.000$) and recruitment policy ($t(534) = 10.465$, $p = 0.000$). The study concluded that the implementation of educational policies for the attainment of educational goals differ among principals of public and private secondary schools in Jalingo Education Zone, Taraba State. It was recommended among others that Principals of public secondary schools should endeavour to implement supervisory policy so as to engender optimum performance from school staff. Government should also provide an enabling environment through the provision and maintenance of adequate school facilities to enable public secondary school principals discharge their supervisory role effectively.

Key Words: policy implementation, educational goals, senior secondary.

Introduction

Secondary education is one of the most important instruments for empowering young people with the knowledge and skills needed for productive living and attainment of higher education. This implies that secondary education prepares individual citizens to be successful and productive in the society. According to Federal Republic of Nigeria (FRN, 2014) in the National Policy on Education, the broad goals of secondary

education in Nigeria includes; the preparation of the individual citizens for useful living within the society and for higher education. Secondary education should therefore provide individuals especially primary school leavers with the opportunity for higher education irrespective of sex, social status, religious affiliation or ethnic backgrounds. Secondary schools are established to link primary and tertiary levels of education and thus widen the knowledge of students who have completed primary education successfully (Ntuno & Igbinovia, 2021). One of the ways through which the linkage between primary school and secondary level can be successfully achieved is through the formulation and implementation of appropriate educational policies.

Policies according to Nwosu (2010) are rules, principles or guidelines that regulate the performance of organizations. They set out the way things are to be done, create framework for performance at work, set standards for organizations and encourage best practices. Policy implementation on the other hand, according to Ogunode and Ahaotu (2020), is the act of carrying out planned action or assigned task in a systematic way by executing the said plans. This entails that implementation of educational policies remains key for effective service delivery in any organization and also for secondary schools in Jalingo education Zone of Taraba State. In the words of Dike, Ngwuchukwu and Anyim (2020), teachers are often drafted in classroom implementation of curriculum reforms but are seldom involved in the development and how best to implement such reforms. Such scenarios have been observed in Jalingo Education Zone where teachers appear ill-informed on new policies on education; they are unfamiliar with all the new policies and reforms; and this may severely impact teachers' motivation levels and commitment to work. This is why Ololube (2017) stated that education policies are without value if they cannot be implemented.

One of the important tools for quality control that need to be implemented to achieve educational goals in secondary schools (whether public or private) is supervisory policy. Supervisory policy according to Dikeogu and Eric (2019) is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results in schools. The foregoing implies that school supervisory policy enhances staff development, effectiveness in classroom management as well as teaching and learning process if effectively implemented. Supervisory policy is a crucial function that is inevitable for effective operation of quality performance in a school system. Ntuno, Kuri and Nwokocha (2021) observed that supervision is one basic method that is used for the assessment of performance and effectiveness of teachers and students in schools. Supervisory policy thus helps to regulate, control and monitor the conduct of secondary school system for the achievement of the needed service delivery. It is however alarming to find that there are several instances when teachers and principals have been found violating stipulations of the policy due to ignorance of their existence. In the light of unsatisfactory performance of students in recent times, such a spectacle may need to be investigated in Jalingo Education Zone.

For the attainment of educational goals, principals of both public and private secondary schools in Jalingo Education Zone of Taraba State are expected to effectively carry out their supervisory roles which may involve: classroom visitation, ensuring that teachers attend classes promptly, teach with well-prepared lesson notes, appropriate teaching methods and instructional materials, monitoring students' progress, among others (Azubuike, 2007). Oyebanji (2004) conducted a research to examine principals' supervisory practices and teachers' job performance in public and private secondary schools in Ekiti State, Nigeria. 370 respondents made up of principals and teachers drawn from public and private secondary schools in the 16 Local Government Areas

of Ekiti State were used for the study. The study adopted stratified random sampling technique. Data was generated using a self-designed questionnaire titled 'Principals' Supervisory Practices and Teachers' Job Performance Questionnaire (PSPTJPQ). Data was analysed using independent t-test statistics at $p < 0.05$ level of significance. Findings revealed no significant difference between public and private secondary school principals with regards to supervisory practices and teachers' job performance. Similarly, Ibi, Kime and Bali (2020) conducted a comparative study of school-based supervision in public and private senior secondary schools in Maiduguri Metropolis, Borno State. Four research questions and four null hypotheses were raised to guide the study. Survey and causal comparative research design was used for the study. The study was carried out using 198 school managers made up of principals and vice principals from 16 public and 50 private schools in Maiduguri Metropolis. Self-designed questionnaire was used for data collection. Data collected were analyzed using mean score, standard deviation, t-test statistics and Pearson Product Moment Correlation. Findings revealed a significant difference in management of supervision of teachers between public and private secondary schools in Maiduguri Metropolis, Borno State, Nigeria, in favour of private schools.

Another essential educational policy that needs proper implementation for the attainment of educational goals in public or private secondary schools is recruitment policy. Recruitment policy identifies the objectives of recruitment and provides a structure for the implementation of recruitment programs. According to Radhika (2018), recruitment is the process of identifying, screening, short listing and hiring of the potential human resources for the purpose of filling up the positions within the organizations. It therefore follows that recruitment is the process of selecting the right person, for the right position at the right time for effective service delivery in the school system. Babarinde, Olujuwon, Abegunrin and

Jimoh (2019), stated that recruitment is an important factor for success in every organization as a result of putting the right staff in the right place which help to improve and sustain organizational performance. In Nigeria, the recruitment process into public and private schools includes; placing advertisements in both print and electronic media, establishment of a committee to screen the applications and then interview the shortlisted candidates. Selection is usually based on performances during oral and written interviews.

The criteria for selecting new employees especially teachers in schools may include: educational qualification, knowledge of subject matter, physical appearance verbal ability and medical fitness (Olujuwon, 2016). Azubuike (2007), cited in Nwosu (2013), averred that if the school must imbue children with the much needed skills, values and competences that would enable them fit properly into a rapidly changing world, then those who teach these children should acquire the requisite qualification and skills. However, there have been reports and concerns that other factors are at play during recruitment process in many secondary schools. In the same vein, there may be differences in compliance between public and private secondary schools in Jalingo Education Zone in the way and manner recruitment policy is implemented. Ballou and Podgursky, in Azubuike (2007) averred that private schools are more successful in the employment and retention of new teachers and in developing teaching skills. This, according to the authors, could be due to flexibility in structuring pay, more supervision and mentoring of new teachers and freedom to dismiss teachers for poor performance. Onuorah and Egbosi (2020) carried out a research to examine principals' application of personnel and financial management practices for effective administration of secondary schools in Awka Education Zone, Anambra State, Nigeria. Two research questions and two null hypotheses guided the study. The study adopted descriptive survey design. A total of 116 principals made up of 61 public school

principals and 55 private secondary school principals made up the sample. Structured questionnaire developed by the researchers was used for data collection. Data generated were analyzed using mean and standard deviation and independent t-test statistics. Findings of the study revealed that public and private secondary school principals did not differ in their application of personnel practices in Awka Education Zone, Anambra State.

Likewise, Mbanefo and Olatunji (2022) carried out a study on achieving national goals through effective implementation of basic education policy plan, with a view to determine the extent to which the national goals on basic education are achieved in Lagos state. From a population of 2,120 teachers, 200 teachers were sampled for the study. Data was collected through a questionnaire consisting of 20 items after a Cronbach's Alpha coefficient analysis yielded a reliability coefficient of 0.80. Mean and standard deviations were used to answer the research questions. The findings revealed that the national goals on basic education are achieved, not to a very high extent, because a lot of the challenges are strongly militating against effective policy plan implementation in Nigeria.

Educational policies especially supervisory and recruitment policy remain very crucial for the survival of educational systems in Jalingo Education Zone and should never be toyed with. Nwosu (2010) argued that any organization that undermines the formulation and institution of appropriate and adequate organizational policies is tilting towards atrophy, as quality achievement in teaching and learning process rarely take place effectively without proper policies and implementation plans. When supervisory and recruitment policy procedures are not followed and implemented accordingly, it could hinder progress and development in the school system leading to failure in realization of educational goals. This implies that when recruitment process is well handled and implemented, it

enhances sanity, development and quality performance in the school system. However, there is the need to determine the extent of implementation of such policies as well as who engages more in the implementation of educational policy between public and private secondary schools. This study was therefore carried out to determine principals' implementation of educational policies and the attainment of educational goals in public and private secondary schools in Jalingo Education Zone, Taraba State, Nigeria.

Jalingo Education Zone comprises of 3 Local Government Areas namely; Jalingo, Ardo Kola, and Lau. The Zone is one of the 10 Education Zones in Taraba State. Taraba State is bounded in the west by Nasarawa State and Benue State, northwest by Plateau State, north by Bauchi State and Gombe State, Northeast by Adamawa State, East and South by Cameroon. Taraba State has a population of 2,300,736 according to the 2006 Population Census with a land area of 55,920 km². Jalingo the state capital has a total land mass of about 195.071 km² (Oruonye and Abbas, 2011). Education in Taraba State is largely funded and supervised by government agencies but in recent years, private primary and secondary schools have been proliferated to complement government efforts. In previous years, Taraba State has been ranked 21st in WAEC results but in May 2017, according to Leadership Newspaper (2017), Taraba State emerged among the top 10 states in the 2017 West African School Certificate Examination ranking; in 2016, Taraba recorded 67.3 percent, the highest the state has ever attained in its previous 27-year history. Taraba has a College of Education in Zing, Peacock College of Education in Jalingo, and Faculties of Education domiciled in the state and federal universities located in Jalingo and Wukari respectively where teachers are thoroughly trained to staff the numerous primary and post primary schools of the state.

Statement of the Problem

Achievement of quality education in school is traceable to the educational policies being formulated and the way and manner such policies are implemented. It has been observed that the poor performance of students and low standard of education plaguing educational systems especially Jalingo Education Zone, Taraba State, may be due to poor implementation of educational policies. Over the years, the gap between educational policies and goal attainment due to inadequate implementation of these policies has become a great concern to many stakeholders of the educational system in Jalingo Education Zone of Taraba State. However, there is the need to establish the levels and extent to which these educational policies are implemented and the extent of attainment of educational goals especially between public and private secondary schools. The research was therefore conducted to comparatively examine principals' implementation of educational policies and attainment of educational goals in public and private secondary schools in Jalingo Education Zone, Taraba state, Nigeria. The researchers did not find any scholarly work carried out on this subject matter in the study area.

Research Questions

The following research questions were raised to guide the study

- i. What is the mean rating of teachers of public and private secondary schools on the extent of principals' supervisory policy implementation in Jalingo Education Zone, Taraba State, Nigeria?
- ii. What is the mean rating of teachers of public and private secondary schools on the extent of principals' recruitment policy implementation in Jalingo Education Zone, Taraba State, Nigeria?
- iii. What is the mean rating of teachers of public and private secondary schools on the extent of educational

goals attainment in Jalingo Education Zone, Taraba State?

Hypotheses

The following null hypotheses guided this study at $p < 0.05$ level of significance.

H_{01} : There is no significant difference in opinion between public and private secondary school teachers in Jalingo Education zone, Taraba State on the implementation of supervisory policy.

H_{02} : There is no significant difference in the opinion between public and private secondary school teachers in Jalingo Education Zone on the implementation of recruitment policy.

H_{03} : There is no significant difference in the perception of secondary school teachers (Public and private) on the attainment of educational goals in Jalingo Education Zone.

Methodology

The descriptive survey research design was adopted for this study. The population of the study comprised of 2,119 teachers in 56 public schools and 2,175 teachers in 165 private secondary schools in Jalingo Education Zone, Taraba State, giving a total of 4,294. A sample of 536 teachers from 48 schools was drawn randomly using cluster sampling. The sample was made up of 265 teachers in 12 public schools and 271 from 36 private schools from the education zone. The sample size was determined using Krejcie and Morgan (1970) probability sampling table at 95% confidence level. A researcher-made, validated and trial tested instrument titled 'Principals' Implementation of Educational Policies Questionnaire (PIEPQ)' that yielded a reliability coefficient of ' $r = 0.85$ ' using the Cronbach alpha statistic was deployed to elicit responses from respondents. The instrument was designed in two sections, A and B, eliciting information on demographic

data and the research objectives respectively. Section B equally was further subdivided into three for items on RQ 1, RQ 2 and RQ 3 made on a four-point rating scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed and were scored 4,3,2 and 1 respectively. At $r = 0.85$, PIEPQ was deemed high and reliable enough for the study. Data generated were analyzed using mean and standard deviation to answer the research questions, while independent t-test statistics was used to test all the null hypotheses at $p < 0.05$ level of significance.

Results and Findings

Research Question 1

What is the mean rating of teachers of public and private secondary schools on the extent of principals' supervisory policy implementation in Jalingo Education Zone in Taraba State, Nigeria?

Table 1: Mean Ratings of teachers (Public and Private) secondary schools Responses on principals' Implementation of Supervisory Policy for the attainment of Educational Goals in Jalingo Education Zone.

	Statements	Mean	Std. Dev.	Decision
1.	Supervisory policy is often carried out to ensure quality performance in secondary schools in Jalingo Education Zone	3.50	0.84	Agreed
2.	Staff development is enhanced when principals offer specific suggestions for improvement of instruction	3.56	0.85	Agreed
3.	Supervisory policy is usually implemented in my school by providing technical assistance to	3.63	0.76	Agreed

	teachers when required			
4.	Implementation of supervisory policy is carried out by school heads through regular writing of reports and transmission to the external supervisory government agency	3.24	1.07	Agreed
5.	Principals in my schools offer recommendations on the training need for each staff through conferences, in-service training, and others to ensure that teachers are abreast with the current trends in their career	2.36	0.98	Disagreed
6.	Supervisory policy such as regular vetting of teachers' lesson plans is often done by the principal	3.40	1.00	Agreed
7.	School manager often guides and advises teachers to imbibe the spirit of professionalism to their jobs by working efficiently and effectively	3.36	0.94	Agreed
8.	Principals often provide assistance to the teacher in the use of instructional materials by guiding their choice, suitability, preparation and utilization in the classroom	2.24	1.07	Disagreed
9.	Principal takes active measures to ensure that discipline is maintained in the classroom and the school in general.	3.32	1.04	Agreed
10.	School administrators implement supervisory policy in schools by conducting regular visits to teachers' classes during lesson delivery	3.45	0.93	Agreed
Cluster Mean/Standard Deviation		3.20	0.95	Agreed

(Source: Researchers' field survey, 2023)

Table 1 shows the mean and standard deviation ratings of responses on principals' implementation of supervisory policy for the attainment of educational goals in Public and Private Secondary Schools in Jalingo Education Zone. With the exception of items 5 ($x=2.36$) and item 8 ($x=2.24$), all other items have mean ratings in the region of 2.50 to 4.00. This shows that respondents agreed to most of the items stated. The result further shows that the extent to which principals implement supervisory policy for the attainment of educational goals in Jalingo Education Zone is high, with a grand mean of 3.20 and standard deviation of 0.95. This shows that principals perform well in the implementation of supervisory policy for the attainment of educational goals in both public and private secondary schools in the study area.

Research Question 2

What is the mean rating of teachers of public and private secondary schools on the extent of principals' recruitment policy implementation in Jalingo Education Zone in Taraba State, Nigeria?

Table 2: Mean Ratings of Responses of teachers on principals' Implementation of Recruitment Policy for the Attainment of Educational Goals in Public and Private Secondary Schools

Statements	Mean	Std. Dev.	Decision
1. Recruitment policies are being observed by principals as a tool for quality performance in secondary schools	2.87	1.01	Agreed
2. All teachers in the zone are recruited from relevant disciplines to teach related subjects	2.28	0.88	Disagreed
3. There are sufficient number of vocational subject teachers recruited to help in the attainment	2.31	1.06	Disagreed

	of educational goals			
4.	Only teachers with the minimum required qualification and above are recruited in school in Jalingo Education Zone	1.98	0.85	Disagreed
5.	Adequate training and orientation is usually given to new teachers when they are recruited into the school system	2.26	0.81	Disagreed
6.	Applicants who apply to be recruited in secondary schools are given equal opportunities to compete for the employment	2.94	1.10	Agreed
7.	Job vacancies for secondary school teachers are always advertised to the general public	2.56	1.01	Agreed
8.	Dismissal of teachers from work is often done after observing all appropriate exit measures stipulated in the recruitment policy	2.19	0.81	Disagreed
9.	The policy guideline on the observance of the quota system during recruitment is always observed.	2.62	1.06	Agreed
10.	Regular and timely promotion of teachers is well carried out in secondary schools in Jalingo education zone.	1.88	0.92	Disagreed
Cluster Mean/Standard Deviation		2.39	0.98	Disagreed

(Source: Researchers Survey: 2023)

Table 2 shows the mean and standard deviation ratings of responses on principals' implementation of recruitment policy for the attainment of educational goals in Public and Private Secondary Schools in Jalingo Education Zone. Six items have a mean rating below the acceptable decision rule (items 2,3,4,5,8 and 10) with mean scores of 2.28, 2.31, 1.98, 2.26, 2.19, and 1.88 respectively. Four items have mean ratings in the region of

2.50 to 4.00 (items 1, 6,7, and 9). This shows that respondents disagreed to more of the items stated than they agreed. The result further shows that the extent to which principals implement teachers' recruitment policy for the attainment of educational goals is low in public and private secondary schools with a mean of grand mean of 2.39 and standard deviation of 0.98 as shown in the table above. Differences between responses of respondents from private secondary schools and public secondary schools will be further tested with a hypothesis.

Research Question 3

What is the mean rating of teachers of public and private secondary schools on the extent of principals' educational goals attainment in Jalingo Education Zone, Taraba State, Nigeria?

Table 3: Mean ratings of teachers' (public and private secondary schools) responses on the extent of educational goals attainment in Jalingo Education Zone, Taraba State, Nigeria.

	Statements	Mean	Std. Dev.	Decision
1.	Supervisory policy helps ensure quality performance in secondary schools in Jalingo Education Zone	3.50	0.84	Agreed
2.	Recruitment of specialized teachers has helped students to achieve diverse basic knowledge and skills for entrepreneurship in line with the goals of Junior secondary education	3.56	0.85	Agreed
3.	Patriotic young people are being equipped to contribute to social development and the performance of their civic responsibilities through the recruitment of suitably qualified teachers	3.63	0.76	Agreed

4.	Supervisory policy by ensuring discipline in the school has helped in raising morally upright individuals capable of independent thinking	3.24	1.07	Agreed
5.	Principals' supervision of instruction has ensured national consciousness and harmonious coexistence irrespective of differences in endowment, religion, colour, ethnic and socio-economic background.	3.21	0.98	Agreed
6	Supervisory policy such as regular vetting of teachers' lesson plans has improved the quality of lesson delivered in the classrooms	3.40	1.00	Agreed
7.	The least qualified teachers in secondary schools in Jalingo Education Zone possess a National Certificate in Education (NCE).	1.86	0.94	Disagreed
8.	Suitably trained art teachers are available in all the schools to help promote Nigerian languages, art and culture in the context of the world cultural heritage	2.38	0.89	Disagreed
9.	Training students to become manpower in the applied science, technology and commerce at subprofessional grades has been achieved through the principals' supervision of instructional materials utilisation by teachers	3.32	1.04	Agreed
10.	School administrators implement recruitment policy in schools by ensuring that vocational teachers are sufficiently recruited into the schools	3.45	0.93	Agreed
Cluster Mean/Standard Deviation		3.16	0.95	Agreed

(Source: Researchers' field survey, 2023)

Table 3 shows the mean ratings and standard deviations of responses on the extent of education goals attainment by principals in public and private secondary schools in Jalingo Education Zone. All items have mean ratings in the region of 2.50 to 4.00 except items 7 and 8 with mean ratings of 1.86

and 2.38 respectively. This shows that respondents agreed to most of the items stated. The result further shows that the extent to which the attainment of educational goals has been reached in private secondary schools and public secondary schools is acceptable as high, with the grand mean of 3.40 and standard deviation of 0.95. Disparities between the two groups of respondents require further analysis in the hypotheses section.

Hypotheses

Hypothesis 1

There is no significant difference in opinion between public and private secondary school teachers in Jalingo Education Zone, Taraba State on the implementation of supervisory policy.

Table 4: Independent samples t-test of difference in opinions of public and private secondary school teachers in Jalingo Education Zone, Taraba State on principals' implementation of supervisory policy

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	26.27	.000	16.036	534	0.000	0.58456
Equal variances not assumed			15.993	500.288	0.000	0.58456

(Source: Researchers' field survey, 2023)

Result of independent-samples t-test in Table 4 shows that there is a significant difference in teachers' perception of principals' implementation of supervisory policy for the attainment of educational goals in Public and Private Secondary Schools in Jalingo Education Zone, Taraba State, Nigeria ($t(500.288) = 16.036$, $p = 0.000$). Thus, the null hypothesis which states that

there is no significant difference in opinion between public and private secondary schools in Jalingo Education zone in Taraba State on the implementation of supervisory policy in secondary schools is rejected and the alternative hypothesis is upheld. This implies that principals of public and private secondary schools in Jalingo Education Zone differ significantly on the implementation of supervisory policy for the attainment of educational goals.

Hypothesis 2

There is no significant difference between opinion of public and private secondary school teachers in Jalingo Education Zone, Taraba State on the implementation of recruitment policy.

Table 5: Independent Samples t-test of Significance of difference in the perception of public and private secondary school teachers in Jalingo Education Zone, Taraba State on the implementation of recruitment policy.

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	1.133	.288	10.465	534	0.000	0.27336
Equal variances not assumed			10.461	532.152	0.000	0.27336

(Source: Researchers' field survey, 2023)

Result of independent-samples t-test in Table 5 shows that there is a significant difference between perceptions of private and public secondary school teachers on principals' implementation of recruitment policy for the attainment of educational goals in Jalingo Education Zone, Taraba State, Nigeria ($t(534) = 10.465$, $p = 0.000$). Thus, the null hypothesis which states that there is no significant difference in the perceptions of secondary

school teachers (Public and Private) on the implementation of recruitment policy in Jalingo Education Zone is rejected and the alternative hypotheses upheld. This implies that principals of public and private secondary schools in Jalingo Education Zone differ significantly on the implementation of teachers' recruitment policy for the attainment of educational goals.

Hypothesis 3

There is no significant difference in the perception of secondary school teachers (Public and private) on the attainment of educational goals in Jalingo Education Zone.

Table 6: Independent Samples t-test of Significance of difference in the perception of secondary school teachers (Public and private) on the attainment of educational goals in Jalingo Education Zone, Taraba State.

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	23.34	.000	18.621	534	0.000	0.78644
Equal variances not assumed			17.898	536.368	0.000	0.78644

(Source: Researchers' field survey, 2023)

Result of independent-samples t-test in Table 6 shows that there is a significant difference in the perception of secondary school teachers (Public and private) on the attainment of educational goals in Jalingo Education Zone, Taraba State, Nigeria ($t(534) = 18.621$, $p = 0.000$). Thus, the null hypothesis which states that there is no significant difference in the perception of secondary school teachers (Public and private) on the attainment of educational goals in Jalingo Education Zone is

rejected and the alternative hypothesis upheld. This implies that principals of public and private secondary schools in Jalingo Education Zone differ significantly on the attainment of educational goals.

Discussion of Findings

Findings on principals' implementation of supervisory policy for the attainment of educational goals revealed that there is a generally satisfactory level of implementation with regards to policy stipulations on supervision of secondary school education by principals. Also, there is a significant difference in perceptions of teachers on principals' implementation of supervisory policy between Public and Private Secondary Schools in Jalingo Education Zone, Taraba State. This finding aligns with that of Ibi, Kime and Bali (2020) who conducted a comparative study of school-based supervision in public and private senior secondary schools in Maiduguri Metropolis, Borno State, and found significant difference in management of supervision of teachers between public and private secondary schools in Maiduguri Metropolis, Borno State, Nigeria, in favour of private schools. However, it disagrees with the finding of Oyebanji (2004) who conducted a research to examine principals' supervisory practices and teachers' job performance in public and private secondary schools in Ekiti State, Nigeria, and found no significant difference between public and private secondary school principals with regards to supervisory practices and teachers' job performance.

Findings on principals' implementation of recruitment policy for the attainment of educational goals revealed that there is a low level of compliance or implementation of policy stipulations with regard to recruitment practices in secondary schools in the Jalingo Education Zone. More so, further hypothesis test of two groups shows a significant difference between responses of private and public school teachers on principals' implementation of teachers' recruitment policy for

the attainment of educational goals in Public and Private Secondary Schools in Jalingo Education Zone, Taraba State. This finding supports the assertion of Ballou and Podgursky, cited in Azubuike (2007) that private schools are more successful in the employment and retention of new teachers and in developing teaching skills, which could be due to flexibility in structuring pay, more supervision and mentoring of new teachers and freedom to dismiss teachers for poor performance. The finding is however in contrast to that of Onuorah and Egbosi (2020), who carried out a research to examine principals' application of personnel and financial management practices for effective administration of secondary schools in Awka Education Zone, Anambra State, Nigeria and found that public and private secondary school principals did not differ in their application of personnel practices in Awka Education Zone, Anambra State.

Furthermore, one of the concerns of this study is the level of educational goals attainment in the study area. Findings of the study shows that the germane goals of junior and senior secondary education as enshrined in the National Policy of Education are perceived and reported as being attained to a satisfactory level in Jalingo Education Zone of Taraba State ($X=3.16$; $SD=0.95$). These findings are at variance with Mbanefo and Olatunji (2022) who carried out a study with a view to determine the extent to which the national goals on basic education are achieved in Lagos state and found that the national goals on basic education are achieved, not to a very high extent, because a lot of the challenges are strongly militating against effective policy plan implementation in Nigeria. The opinions of private and public school teachers did not show any significant differences.

Conclusion

From the findings of the study, it was concluded that the implementation of supervisory policy and recruitment policy in Jalingo Education Zone are at a satisfactory level, with

significant differences between principals of public and private secondary schools in Jalingo Education Zone. Also the level of attainment of educational goals in the study area was at a high and satisfactory level, although the views of private and public schools differed significantly, which may be due to discrepancies in funding, educational facilities and quality of teachers

Recommendations

Based on the findings, the study made the following recommendations

- i. Principals of public secondary schools should endeavour to implement supervisory policy so as to engender optimum performance from school staff. Government should also provide an enabling environment through the provision and maintenance of adequate school facilities to enable principals of secondary schools carry out their supervisory roles effectively.
- ii. Government should adequately monitor the recruitment process especially teachers' recruitment being conducted in public secondary schools. This will go a long way to ensuring that the right calibre of persons are selected to teach in public secondary schools.
- iii. Government, through its agencies, should constantly review the implementation monitoring mechanisms which determines the level of policy goals attainment across both public and private schools in the Jalingo Education Zone, Taraba State.

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**School Ownership Management Practices and Secondary
School Students' Academic Performance in Esan West Local
Government Area, Edo State, Nigeria**

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Abstract

The study investigated the relationship between school ownership management practices and senior secondary school students' academic performance in Esan West Local Government Area of Edo State. Adopting the correlational research design, the study was guided by four research questions while two hypotheses were formulated and tested at 0.05 level of significance. The multi-stage sampling procedure was adopted for this study. A total sample size of 852 students making 5% of the total population of seven thousand, two hundred and seventy-nine (7,279) students in all the public secondary schools and nine thousand, seven hundred and fifty-seven (9,757) students in all the private secondary schools in the Local Government Area in the 2019/20 academic session was drawn for the study. A checklist: Students' Academic Performance Inventory (SAPI) served as an instrument for the study. Students' academic performance was measured on the basis of students' performance in Mathematics and English Language in the 2018/19 WASCE. Data from the study were analyzed with Percentages, Pearson Product Moment

Correlation Coefficient (PPMCC) and t-test. Findings of the study revealed relatively lower level of students' academic performance in public secondary schools than in private secondary schools in Esan West local government area and significant direct influence of school ownership management on students' academic performance in the schools was established. Based on the findings, it was recommended that in the establishment of schools and efforts for academic performance level of students in the area ownership of the school coupled with proper management practices must be crucial elements that must be taken into close consideration and provided for accordingly.

Keywords: School ownership management practices, Academic Performance, Public Schools, School Ownership. Private Schools, Faith-Based Schools

Introduction

There is persistent and recurrent observation of and reference to the declining standard of education in Nigeria (Adelaja, 2012; Duze, 2011). This observation has regularly been based on or judged on the basis of the poor academic performance of students in major examinations that students in secondary schools in Nigeria must take; namely, the Senior Secondary School Certificate Examination organized and managed by the West African Examination Council (WAEC) and the like (Mohammed, Yakubu, Zayyanu & Habu, 2017; Alimi, Ehinola & Alabi; 2012). While there is outcry about the general level of students performance in these examinations perceived thus as clear indication or reflection of the persistently declining standard of education in Nigeria, there is however in the midst the perception that public secondary schools than private and faith based secondary schools in the country are more affected by this malaise of persistent academic performance of student believed to be reflected in the level of academic performance of students in the aforementioned examinations.

This perception of the apparent difference in quality of the poor academic of performance between students of the public and private plus the faith-based secondary school students in Nigeria points to the fact of the types of schools delineated by their ownership body. In which case, differentiation that the perception tends to be making is that of the differences in the academic performance of students in terms of school ownership which invariably brings to the fore the question of the classification of schools into school types in Nigeria (Izama, 2014). The question to this extent, do the school types in terms of ownership and their management practices really contribute to inform a difference in the academic performance of students in secondary schools? It is on the motivation of this question that this paper sought to investigate school types and their management practice in relations to the academic performance levels of secondary school students in Esan West Local Government Areas of Edo state.

Now, school ownership, generally, points to school possession and control. It incorporates school funding and the legal right of claim or ownership. Schools' ownership # has to do with who owns a school or a collection of schools or defined number of schools. Schools' ownership can further be understood to mean the power of possession or control over a school or schools. It refers to the entity or body upon who the legal right of possession of or claim of control over a school or collection of schools is imposed or granted. The power of ownership can either be for an individual, group or persons, an institution or the government. The power of ownership of school can be permanent, transferable or temporary depending on deed establishing and defining the school type. This ownership involves right of legal claim to the landed property of the school, the right or control and power over human and material resources of the school and the legal right of access to facilities and the management of the learning environment in general. In this way, the notion of school ownership subsumes multiple rights, collectively referred to as title, which may be separated

and held by different parties. In Nigeria, school ownership readily defines or references the school type. Hence, such classification of school types as public, private or faith-based exists (Izama, 2014).

Once a school is called or described as either public, private or faith-based it points to their ownership. If it is called public, it means that it is owned and funded by the public represented by the government in the area through public funds (tax payers) monies. If a school is tagged private, it means that such a school is either owned by an individual (s) or institutions that are neither government nor faith based organization. If it is faith based school, it means that the schools are owned by persons who belong to a particular faith expression such as a religious body or religious organization(s). This is why the categorization of schools in Nigeria is broadly along the lines of private, public and more recently faith- based types (Federal Republic of Nigeria, 2013). Broadly, while schools controlled, run and managed by the government and funded by public funds either at the state or federal level are called or identified as public schools, private schools, however, are run and funded by individuals, corporations or group of persons either for profit or non-profit purposes.

These broad categorizations for long loosely subsume all collections of schools in the country into two broad types; public and private, until very recently when the faith-based variant emerged. While this group of schools (the faith based) is still viewed by many as invariably private schools, others tend to sequence them more discreetly and distinctly as faith based schools. Though the curriculum of learning in Nigeria schools (readily known as the syllabus) is organized and provided from the center; the Ministry of Education and the Nigerian Educational Research Development Council (NERDC, 2014), the specific type of school, its competence and exposure of its manpower apparently dictates how and in what manner the contents stipulated and advised are taught. It is believed that where educative materials are unavailable and improperly and

inadequately accessed, the students are likely to suffer from insufficient information, improper guide and assimilation of inaccurate data and so may be ill-equipped to favorably compete amongst peers. Alternatively, schools where the teachers possess the competences and balance to effectively teach, guide and relate positively well with the students, such students are most likely to turn to be better learners. In the same way, they could be better informed and equipped to perform better in their academic tasks and world challenges.

Now, the debate on the dichotomy in quality between education received or delivered in public and private schools has continued to attract attention in many parts of the world. As the relative preference for private school education is becoming more widespread globally, the debate on the relative merits of public vis a vis private education continued to expand. In Nigeria, like in many other countries in the world, it is argued that private schools offer better education and provide learning environment relatively more conducive for teaching and learning, house clearer policies and engage in management practices that tend to inform and enhance better learning engagement. While this is the general belief about private schools and the education therefrom, it is, however, obvious that access to private school education is financially more tasking than that of public school education. Some have attempted to tie this disparity in the cost of education to the variation in quality of education offered which according to them fall in favor of private school education. Howbeit, this issue remains unsettled for scholars and stakeholders over time. Some are quick to not only point to public schools that not just have more qualified staff but which sometimes do much better than private schools which they claim are notorious for engaging ill-trained and unqualified manpower to maximize abnormal returns and profits. It is also broadly contented that while private secondary schools in Nigeria tend to provide more valuable and quality education, public secondary schools

appear to look stronger on observed inputs and are widely perceived to be superior to private schools.

It is on the strength of this contention that Bedi and Garg (2000) noted that the type of schools a learner attends has profound influence on their academic achievement. Bibby and Peil (1974) had on their part, informed that children who attended private primary schools performed better than pupils in public schools. They further stressed that the public schools which saw education as good thing, tended to leave the question of educational success or failure in the hands of the public and their parents. It is, however, believed that while the great disparity in students' academic performance between public and private schools is a matter of perception, it is no doubt a matter of great concern to all stakeholders of education system in Nigeria. In deference to this belief it has been alleged that parents in Nigeria enroll their children in private primary schools on the motivation that those who attend private schools perform better than those in public schools in national examinations both at primary and secondary levels. However, towing contrary line of thought, Jagero (2013) argued that some parents believe rather that private school leavers are usually not tops judging from their performance in higher education and general productivity and achievement levels in both the workplace and the society at large later in life.

Now, students' academic performance refers generally to learning outcomes of students. It is often used as a yardstick for measuring the effectiveness of instructional process and exists as that scholastic tool for rating student learning progress over a period or space of time. High academic performance in educational parlance basically references the measure of learning progress and outcome of a student or group/collection of students while poor/low student academic performance is often applied to point at academic performance below the required academic level of general acceptance at a given time and given environment. More often students' academic performance is expressed in terms of scores and grades and any

other identification codified and accepted as means of presenting academic performance or outcome of students within a given period of time. Furthermore, academic performance can also be viewed and applied as the extent to which an individual learner or collection of learners in a given place and time acts or does a piece of work, how well or poor they do the job or carry out the activities within a learning process (Ifeyinwa, 2005). Besides, student academic performance can also be readily used to reference the demonstration of the level of knowledge a student or students have obtained against teacher made test or external examination. This test could be written or in form of performance activity. The result of the knowledge or skills demonstrated in the test within a specified period of time; which is called achievement, can be used to relay or attest whether the student learner is performing or not.

The question then is what are the enablers or inhibitors that coalesce to either inform or inspire the level and quality of performance a learner or student is able to muster within a given period of time. To this end, Louis et al. (2011) reported that a host or a number of factors could aggregate or individually contribute to inform or shape students or learners academic performance. That is they recommended that in the business of students learning, broad vista must be retained in ensuring every useful input is not only sought but carefully applied such that the purpose for which learning is engaged is effectively and meaningfully realized. Ownership of school has been identified variedly as having the potential and capability to direct and inform students' academic performance levels (Alimi, Ehinola & Alabi; 2012). However, Alimi, Ehinola and Alabi (2012) found no significant difference in the academic performance of students in public schools as against who attended private schools

To this extent, it is clear that general scholarly opinion and specific research findings tend to be on the affirmative that ownership is a potent factor in informing or shaping students' academic performance, while divergent positions and findings

exist in relation to how this factor of ownership interact to inform student academic performance level. Hence, there is the need to clarify how the factor of school ownership might or might not interact to inform students' academic performance in different or specific locations or districts and becomes an imperative task to undertake. It is against this backdrop this study investigates the relationship between school ownership and academic performance of secondary school students in Esan West Local Government Area of Edo State.

Statement of the Problem

In spite of the fact that the scheme of work for senior secondary schools all over Nigeria within which Esan West Local Government Area is a part, is same, there seems to exist differences in the performance of students in the Senior Secondary Certificate Examinations (SSCE) conducted and administered by the West African Examinations Council (WAEC) along the line of school types (Eze, 2020; West African Examination Council, Chief Examiners Report, 2015). Private school results are believed to generally be much better than that of public schools. This perception is not only eliciting public interest but also stoking concern amongst parents, academics, government officials and the general public.

However, the difference in the students' academic performance in public and private schools is evident in WAEC results released over the years. In the light of this, in 2016, out of the 1,540,250 students from different secondary schools across Nigeria who sat for the WAEC examination, 36.5% of the students with 5 credits including English and Mathematics were from private schools while 52.3% of the students with 5 credits including English and Mathematics were from public schools. In the same vein, 2017 data paints an even stupefying picture. The results revealed that only 24% that sat for WASSCE in private schools had 5 credits and above including Mathematics and English (Kurfi, 2018). On the other hand, the

pass rate for students from public schools was 56.53% with credit in 5 or more subjects including English and Mathematics.

While in 2018, 33.81% of the total students in private schools made five credits and above, while 48.15% of those in public schools made five credits and above including Mathematics and English. The WAEC results for 2019 results showed that the entry figure of students was made up of 170,857 and just 38.81% of private secondary schools got 5 credits and above including the core subjects of Mathematics and English language while 61.19% of the students in public secondary schools got 5 credits and above including the core subjects of Mathematics and English language. The analysis of the 2020 performance of candidates at the Senior Secondary Schools Examinations shows that 51.62% of public school students obtained credit and above in a minimum of five (5) subjects including English Language and Mathematics while 50.38% of the students from private schools obtained credit and above in a minimum of five (5) subjects including English Language and Mathematics.

While the perception is heavily swayed to private secondary schools students having better results in public examinations and so are believed to do better academically, the data referenced above do not seem to support the perception. So the question that immediately ensues is how reliable is the perception that tends to give the credit of better academic performance to the private schools students. To this end, the need to investigate whether school type in terms of ownership peculiar management practices inform the level of students' academic performance in the country in general and Esan West Local Government Area in particular and how it may be contributing to possibly do so invariably arises. It is in the bid to respond to this emerging need that this study emerged. That is to investigate the possible relationship between school ownership management practices and secondary school students' academic performance in Esan Local Government Area of Edo State. To give the paper focus, the paper intends to

focus on specifically determining the level of students' academic performance in public secondary schools in Esan West Local Government Area of Edo state, Nigeria as well as to ascertain the level of students' academic performance in private secondary schools in Esan West Local Government Area of Edo state. It will further investigate the relationship between school type/ownership management practices and students' academic performance in Esan West Local Government Area and investigate the relationship between school ownership and students' academic performance in secondary schools in Esan West Local Government Area. Finally, the study will find out if there is any difference in the academic performance of students in public and private secondary schools in Esan West Local Government Area of Edo state, Nigeria

Research Questions

The following research questions were raised to guide the study:

1. What is the level of students' academic performance in public secondary schools in Esan West Local Government Area of Edo state, Nigeria?
2. What is the level of students' academic performance in private secondary schools in Esan West Local Government Area of Edo state, Nigeria?
3. What is the relationship between school type/ownership management practices and students' academic performance in Esan West Local Government Area of Edo state, Nigeria?
4. What is the relationship between school ownership and students' academic performance in secondary schools in Esan West Local Government Area of Edo state, Nigeria?
5. Is there any difference in the academic performance of students in public and private secondary schools in Esan West Local Government Area of Edo state, Nigeria?

Hypotheses

The following hypotheses were formulated and tested.

- H_{01} : There is no significant relationship between school type/ownership management practices and students' academic performance in Esan West Local Government Area of Edo state, Nigeria.
- H_{02} : There is no significant relationship between school ownership and students' academic performance in secondary schools in Esan West Local Government Area of Edo state, Nigeria

Literature Review

Review of literature for study was done along the following broad subheadings; school management practices, level of student academic performance and the differences or lack thereof in the academic performance of students in public and private schools. Now, reviewed available literature did not give specific differentiation in the particular management practices adopted according to school type or ownership. What however emerged in the works reviewed was that certain management practices were found to be directly or indirectly related to changes in students' academic performance level. In other words, for the works reviewed it did not matter whether a school was private or public for the use of a particular management practice to inform or influence students' learning outcome or academic performance. For instance Sun and VanRyzin (2014) who focused on management practices of public schools in New York City in United States of American found that school leadership that adopted the management practice of control of students' enrolment, staff and school characteristics had better learning outcomes than those who did not. Also, Traveres (2015) in her study on the impact of public management practices on students' academic performance in Sao Paolo, Brazil found that school management that adopted such management practices as performance monitoring, targets setting and incentive schemes had significant positive impacts

on 8th-graders' math scores, especially on low performance students.

However, Sweis, et al. (2020) found that management who adopted the management practice of significant investment in teacher commitment, training and education, teamwork, and continuous improvement reported higher students' academic performance while who did not reported lower students' performance. On their part Sarrico, Rosa and Manatos (2012) found that absence or ill development of such management practices as self-evaluation performance management, monitoring of examination results and progression and completion rates of students, incorporation of performance measures into performance management and external evaluation of schools negatively influenced or informed lower students' academic performance level. Similarly, Arop et al. (2020) found that principal leadership techniques, conflict management, teachers' motivation, teachers' discipline, school supervision, students' record management, students' discipline, effective communication and teachers' effectiveness jointly predicted students' academic performance in the state irrespective of the school type

Alimi, Ehinola and Alabi (2012) examined school types, facilities and academic performance of students in senior secondary schools in Ondo State, Nigeria. The study revealed that no significant relationship existed between school ownership and academic performance of students. Also, Sadaf, Hina and Muhammad (2017) did comparative study of students' academic performance between private and public high schools of Wah Cantt in Parkistan. Their study showed that students in the private high schools performed better than their counterparts in the public schools. Mburu (2013) found that the type of school attended affected students' academic performance as Rong'uno (2017) found a significant relationship between school ownership and students' academic performance.

Molokomphale and Mhlaui (2016) investigating Students Academic Performance for Junior Secondary Schools in

Botswana found that the level of students' academic performance in public secondary schools was very low whereas Omodan, Ekundayo and Bamikole (2018) in Ekiti state, Nigeria found that the levels of classroom management and students' academic performance in secondary schools in Ekiti State were moderate. Nwafor (2013) too in a comparative study of students' academic performance in junior secondary school certificate basic science in public and private secondary schools in Ebonyi State Nigeria found that the level of students' academic performance in public secondary schools was relatively low.

Babatunde (2019) carried out comparative study of upper basic science students' academic performance in public and private school in Taraba State and found high level of students' academic performance in both types of schools in the state. In his study on the effects of school variables on student academic performance in Calabar Municipal Area of Cross River State, Oluwaseun (2016) found that school size, ownership, structure, type and location were significantly related to students' academic performance in the Municipality.

Results also from literature reviewed showed that pupils in the private primary schools performed better than their counterparts in the public schools. Mohammed, Yakubu, Zayyanu and Habu (2017) carried out comparative analysis of the academic performance in science of public and private senior secondary school students in Birnin Kebbi Metropolis, Kebbi State. The study found significant difference between public and private secondary school students' performance in all the three science subjects studied. Private schools students performed significantly better than their public school counterparts. Aransi (2018) on his part examined the influence of school types, class classifications and gender on academic achievement in economics among high school students and found amongst other things insignificant difference in the academic achievement of students in Economics on the basis of school types.

Okon and Archibong (2015) examining school type and students' academic performance in social studies in Junior Secondary Certificate Examination (JSCE) in Uyo in Akwa Ibom state. Findings found that students in private secondary schools performed better in Social Studies than those in public schools. Atuahene, Bentum-Micah and Owusu-Ansah (2019) also assessed the performance of public basic schools and private basic schools in Ghana. The study showed that both internal and external factors in the classroom and outside the classroom were responsible for the disparities of academic performance in schools.

Methodology

The study adopted the correlational research design. This particular research was considered most appropriate for the study because the focus of the study was on relationship or interactions of variables, viz; schools ownership and students' academic performance, with neither altering, adjusting nor interfering with the nature or quality of the variables. Since correlational research design is generally considered the design of choice for studies of relationships, interaction or associations (Gall, Gall, & Borg, 2007) in the social or natural milieu the design was adjudged most appropriate for the study.

The population of the study was made up of all the seven thousand, two hundred and seventy-nine (7,279) students in all the public secondary schools and nine thousand, seven hundred and fifty-seven (9,757) students in all the private secondary schools in Esan West Local Government Area of Edo State. Before accessing the school and attempting to have any encounter with the students who made up the population of the study, permission was sought and not until appropriate approvals were received from the concerned principals of the respective schools selected for the study to access the schools and have contact with the students, no attempt was made to access the schools and conduct the study.

Care was taken to select the sample for the study employing the multistage sampling techniques in which both purposive and the simple random sampling techniques were at the different stages of the selection of the sample of the study were employed. Now, since the area of the study was relatively small all the schools in area were captured in the study. A total of 5% from entire population of the students; that is, both in public and private secondary schools in the area was drawn for the study. This means that 5% was randomly selected from the available population of each of the secondary schools in the area. This gave a total sample size of 852 students. For possible ethical concerns, special steps were taken working with the principals and teachers in the schools to ensure that only students of the senior secondary schools who were of age were mapped in the study. Also to ensure that the results of the students that were used for the study were properly and carefully handled to avoid confidentiality issues the results of the students participating in the study were carefully guarded.

The academic performance data for this study was collected using Students Academic Performance Inventory (SAPI) which served as the instrument for the study. Being an already standardized instrument, the subjection of this instrument to validation process was judged to be no longer necessary and so, the need to subject the instrument to validation was jettisoned. Similarly, for the same reason of the standardization of the instrument, the reliability test of the instrument was not conducted.

This instrument (SAPI) was employed to collect students' results or academic performance data in the West Africa School Certificate Examination for the 2018/19 examination year. Scores in Mathematics and English Language were the specific focus of this data collection effort. The study spanned a period of eight weeks. This amount of time was spent because critical care given to accuracy of the processes and the data retrieved so as to avoid either Type 1 or Type 2 errors in the final decisions and judgment on the basis of the data collected.

The researcher and two (2) trained research assistants administered the instrument to the participants. The data obtained were analyzed using Percentages, Pearson Product Moment Correlation Coefficient (PPMCC) and t-test statistical tools. Decisions reached in the study were strictly based on the emerging trends and facts arising from the data and their corresponding analysis. While the decisions on the answers to the research questions were benchmarked at 2.50, the hypotheses for the study were tested as the .05 level of significance.

Results

Research Question 1

What is the level of students' academic performance in public secondary schools in Esan West Local Government Area of Edo State?

Table 1: Summary of scores and rates of the level of students' academic performance in public secondary schools in Esan West Local Government Area of Edo State

School Year	Total number of Students Enrolment	Students Performance in English and Mathematics A1-C6
2015/2016	4,652	31.3%
2016/2017	7,532	42.5%
2017/2018	5,442	39.4%
2018/2019	5,332	40.9%
2019/2020	5,432	47.9%

The data as presented in Table 1 above indicated that at total 4,532 public secondary school students who participated in the 2015/2016 WAEC achieved 31.3% credit pass in English and Mathematics, of all the 7,532 students that enrolled in 2016/2017 school year, 42.5% had credits in English and Mathematics, out of the 5,442 total number of students that

enrolled in 2017/2018, 39.4% had credits in English and Mathematics, of all the 5,332 total number of students that enrolled in 2018/2019 school year, 40.9% credited both English and Mathematics and of all the 5,432 total number of students that enrolled in 2019/2020 school year, only 47.9% credited both mathematics and English. This implied that the level of students' academic performance in public secondary schools in Esan West Local Government Area of Edo State was low.

Research Question 2

What is the level of students' academic performance in private secondary schools in Esan West Local Government Area of Edo State?

Table 2: The level of students' academic performance in private secondary schools in Esan West Local Government Area of Edo State

School Year	Total number of Students Enrolment	Students Performance in English and Mathematics
		A1-C6
2015/2016	3,652	63.3%
2016/2017	5,532	56.5%
2017/2018	4,442	61.4%
2018/2019	3,332	65.9%
2019/2020	2,432	56.9%

Table 2 presented the percentage analysis of the level of students' academic performance in private secondary schools in Esan West Local Government Area of Edo State. The results showed that of all the 3,652 total number of secondary school students that enrolled in 2015/2016 school year, 63.3% had credits in English and Mathematics. In 2016/2017 school year, 5,532 students enrolled in private schools and 56.5% credited

both English and Mathematics, in 2017/2018 school year, 4,442 students enrolled in private schools and 61.4% had credits in both English and Mathematics. Also in 2018/2019 school year, 3,332 students enrolled and 65.9% had credits in both English and mathematics while in 2019/2020 school year, 2,432 students enrolled across the private secondary schools and 56.9% had credits in both mathematics and English. Based on this, the results implied that there is a high level of students' academic performance in private secondary schools in Esan West Local Government Area of Edo State.

Hypothesis 1

There is no significant relationship between school ownership/type management practices and secondary school students' academic performance in Esan West Local Government Area of Edo state.

Table 3: Relationship between school ownership management practices and secondary school students' academic performance

Variable	N	X	SD	Df	r-cal	P-Value	Remark
School Ownership Management Practices (supervision, evaluation, controlling, inspection and target setting)	852	3.05	1.31	850	.71	.03	H_0 hypothesis rejected ($p < .05$)
Students' Academic Performance		2.66	.57				

Data as shown in Table 3 above indicated that a mean score of 3.05 for school ownership management practices and 2.66 for students' academic performance with standard

deviation score of 1.31 and .57 for school ownership management practices and students' academic performance respectively were recorded. The data also showed that a Pearson r -cal. of .71 and p -value of .03 were also recorded in the analysis of the study. While the Pearson r -cal. score of .71 is indicative of a positive but weak relationship or association between the variables of school ownership management practices and student academic performance, the p -value of .03 showed a fairly significant relationship between the variables and so the null hypothesis of the study was rejected. This implies two things. First that no specific management practices were in particular associated with or differentiated by school type of either private or public. Secondly that management practices as associated specifically with the school types in the area of study were only fairly significantly related with the level of students' academic performance in the area of study. This means that the changes or adjustment in the referenced management practices irrespective of the school types in the area is likely to inform changes in the level of secondary school students' academic performance in the local government.

Hypothesis 2

There is no relationship between school ownership and secondary school students' academic performance in Esan West Local Government Area of Edo State

Table 4: Relationship between school ownership and students' academic performance in secondary schools in Esan West Local Government Area of Edo State

Variable	N	X	SD	Df	r-cal	P-Value	Remark
School Ownership	852	2.81	.52	850	3.50	.003	H_0 hypothesis rejected ($p < .05$)
Students' Academic Performance		2.68	.50				

The data in table 4 showed Pearson r herein referenced as r_{cal} of 3.50 mean scores of 2.81 and 2.68 for school ownership and students' academic performance respectively were recorded. A p -value of .003 was also recorded. These data meant that a fairly strong relationship was found to exist between school ownership and students' academic performance in the area. This relationship was, however, found to be significant ($.003 \leq .05$). This implies that interaction was not found to exist between the variables of school ownership (public/private) and students' academic performance level in the area but also that the change in the ownership of the secondary schools in the area is likely to inform or influence a change in the level of secondary school academic performance in the area of study.

Hypothesis 3

There is no difference in the academic performance of students in public and private secondary schools in Esan West Local Government Area of Edo State.

Table 5: Difference in the academic performance of student in public and private secondary schools in Esan West Local Government Area of Edo State

Variable	N	X	SD	Df	t-cal	P-Value	Remark
Private/Public School Students	852	3.63	.34	850	.471	.003	H_0 hypothesis rejected ($p < .05$)
Students' Academic Performance		2.67	.49				

The data in Table 5 above showed the results of the t-test analysis of the difference in the academic performance of students in public and private secondary schools in Esan West Local Government Area. The t-test t herein referenced as t_{cal} .

of .471 and the mean scores of 3.63 and 2.67 for private/public school students and their academic performance respectively were recorded in the study. A p -value of .003 ($.003 \leq .05$) was also recorded. This means that the study found that some difference was found to exist between public/private secondary school students academic performance in the area ($r=.471$). This recorded difference was however found to be significant ($.003 \geq .05$). For this reason, the null hypothesis of the study was rejected. This implies that the school type has significant role to play in the academic performance of the students in the local government.

Discussion of Findings

The study revealed that the level of students' academic performance in public secondary schools in Esan West Local Government Area of Edo State was low and that in private schools in the area was relatively much higher. This means that varied levels of students' academic performance was recorded; much lower level relative to that in private schools was recorded for the public secondary schools in the area. This finding might have been informed by the presence of obviously inadequate availability of teaching and learning resources in many public secondary schools as against most of the private schools in the area of study. This finding supports that of Molokomphale and Mhlaui (2016) which showed that the level of students' academic performance in public secondary schools in their area of study was very low. It aligns partially with the finding of Omodan, Ekundayo and Bamikole (2018) which revealed that the level of students' academic performance in schools was particularly very low.

The study also found that there was significant direct and positive relationship between school type/ownership management practices and students' academic performance level in the area. While the study could not immediately establish any differentiation between management practices peculiarly employed in public as against private schools in the

area of study, it was however clearly recorded that certain/specific management practices properly applied irrespective of the school type informed the level of students' academic performance. This means the proper involvement of targeted school management practices was more likely to significantly inform changes in the level of students' academic performance in the area. This finding might have been necessitated by variation in the closeness and stated expectations and/or involvement of the actual ownership of the schools with the management of the schools in the area and not necessarily in the school type per se which could have engendered differences in the effectiveness and commitment level of management and staff that could have in turn directly or indirectly serve to inform students learning engagement patterns and invariably changes in their academic performance level.

This finding is in partial alliance with Ryzin (2014) who on focusing on management practices of public schools in New York City in United States of American found that school leadership that adopted the management practice of control of students' enrolment, staff and school characteristics had better learning outcomes than those who did not. It is also partially in line with Traveres (2015) who in her study found that school management that adopted such management practices as performance monitoring, targets setting and incentive schemes had significant positive impacts on 8th-graders' math scores, especially on low performance students. The finding is indirectly supported by Rateb et al. (2020) whose work on how management practices of some 9001 certified private schools in Jordan influenced students' academic performance found that management who adopted the management practice of significant investment in teacher commitment, training and education, teamwork, and continuous improvement reported higher students' academic performance while who did not reported lower students' performance.

It corroborates Sarrico, Rosa and Manatos (2012) who in their study did not bother so much about the school

ownership/type and found that absence or ill development of such management practices as self-evaluation performance management, monitoring of examination results and progression and completion rates of students, incorporation of performance measures into performance management and external evaluation of schools negatively influenced or informed lower students' academic performance level. It is however in partial alignment with Arop et al. (2020) who found that principal leadership techniques, conflict management, teachers' motivation, teachers' discipline, school supervision, students' record management, students' discipline, effective communication and teachers' effectiveness jointly predicted students' academic performance in the state irrespective of the school type.

Another finding of the study revealed significant positive relationship between school ownership and students' academic performance in secondary schools in the local government. This means that a direct and positive association and interaction was found to exist between the different school type in the area and level of students' academic performance. This finding, the researcher thinks, might have been informed by the fact that different ownerships of school have their way of informing and influencing leadership effectiveness and commitment and staff level of productivity which could have varied impact on students learning pattern and their academic achievement level. The finding is in line with that of Mburu (2013) that showed that the type of school attended affected students' academic performance. The finding also supports Rong'uno (2017) which finding revealed significant relationship between school ownership and students' academic performance. It agrees too with Masood, Rubab and Ahmad (2019) who found that school type influenced students' academic performance with private schools learning environment having more effect on student's performance compared to public schools.

The study also found out that, students of private schools in the area recorded relatively higher levels of academic

performance than their counterpart in public schools in the targeted subjects for the study. This finding might have been informed by the fact that many private schools in the area are apparently better well equipped and furnished with up-to-date teaching and learning materials than the public schools. The finding also supports Babatunde (2019) who at different times found that the academic performance of students in private school appear relatively much higher than that of their counterparts in the public schools

Another finding of the study showed that there was significant difference in the academic performance of students in the public and private secondary schools in the area. This might have been informed by the differences that existed in the provision of instructional facilities in the different school types in the area. This finding partially supports Braun, Jenkins, and Grigg (2006) who found that the private schools performed better than the public schools not only in reading and mathematics but also in the two grades involved in the study.

Conclusion

Based on the findings, the study concluded that the level of students' academic performance in public secondary schools in Esan West Local Government Area of Edo State was relatively low, that there was a significant positive relationship between school ownership and school ownership management practices and students' academic performance and that there was a significant difference in the academic performance of student in public and private secondary schools in private secondary schools in the local government area.

Recommendations

Based on the findings, it was recommended that:

1. In the bid to raise/improve students' academic performance in the area the question of the school type must not be neglected.

2. For public secondary schools students to compete more favorably with their counterparts in the private school in terms of higher academic performance level that the government being the owner of public schools must invest more in the provision and engagement of competent human resources and proper material resources that inform and aid effective teaching and learning
3. Private secondary schools in the area should not work to maintain the existing resources but raise and improve on them in order to sustain their level of students' academic performance
4. Management of secondary schools in the area must ensure that they seek and engage appropriate and more helpful management practices that inform better learning patterns and higher students' academic performance if they are to either raise sustain the acceptable levels of students' academic performance of their schools
5. The government should take full responsibility in the financing public schools in the area as it would help improve their infrastructures that stimulate and inform higher learning outcomes of students

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School Safety Policy Implementation for Sustainable Security in Secondary Schools in Rivers State, Nigeria

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Abstract

This study examined "School Safety Policy Implementation for Sustainable Security in Secondary Schools in Rivers State, Nigeria." Three research questions and three null hypotheses guided the study. Descriptive survey research design was adopted for the study. The population comprised all 276 principals in the 276 public senior secondary schools in Rivers State. Out of these 276 principals, 179 are males and 97 are females. A sample of 193 principals (125 males and 68 females), representing 70% of the population was drawn using simple random sampling technique. The instrument used for data collection was a self-designed 20-item questionnaire entitled: "School Safety Policy for Sustainable Security Questionnaire (SSPSSQ)." The questionnaire was structured after the four-point Likert rating scale, and was duly validated by three experts. The reliability of the instrument was established using the Cronbach's Alpha statistical tool that yielded coefficients of "r" = 0.81, 0.84 and 0.78, which were obtained for the three clusters of the questionnaire respectively. Descriptive statistics as mean and standard deviation were used to answer the research questions while z-test was used to test the null hypotheses at $p < 0.05$ level of significance. The findings of the study revealed, among others, that the installations of safety and security electronic devices like CCTV, security alarms,

security metal dictators, among others, in schools are implemented to a low extent. The findings further revealed that the school safety policy is implemented moderately in secondary schools in Rivers State. Based on the findings, it was recommended, among others, that Rivers State Ministry of Education should conduct regular school safety training programmes for principals, monitor and evaluate the safety standards in their schools in order to ensure effective implementation of the safety policy.

Keywords: safety, policy, implementation, security and sustainability.

Introduction

Safety and security in schools have always been a top priority globally. Having realised that schools are vulnerable to attacks and destructive forces from outside, the Federal Republic of Nigeria has been making concerted efforts to ensure that the teaching-learning processes in Rivers State and other States of the Federation are carried out effectively in safe and enabling environments. In the attempt to ensure sustained and secured learning environments, the FGN committed itself to various international treaties, declarations as well as national legislations and policies on school safety. It is pertinent to note that the concern over school safety was first raised during a United Nations Conference held in Hyogo, Japan, referred to as the "Hyogo Framework for Action 2005 – 2015 (HFA)" The UN Conference noted that provision of safety in schools were inadequate in terms of existing educational infrastructural facilities, preparedness, disaster reduction and lack of a holistic approach to school safety (United Nations Educational, Scientific and Cultural Organization, 2015). Hence, the United Nations Organisations has not rested on its oars in salvaging countries that are endangered by series of attacks and violence in their schools. For instance, the UNO did not waste time to launch "The Safe Schools Initiative" in Nigeria when students in

Chibok Girls' Secondary School, Bornu State, Nigeria were abducted by the Boko Haram insurgents in 2014 in order to help protect education. In 2015, the UN member States also launched The Safe Schools Declaration (SSD) with seven action plans that ensure safe schools.

Nigeria ratified the Safe Schools Declaration on 20th March, 2019, and in August 2021, the Federal Ministry of Education (2021) formulated a National Policy on Safety, Security and Violence-free Schools with its implementing guidelines in order to uphold access to equal educational opportunities and its continuity in critical situations as enshrined in the National Policy on Education (Federal Republic of Nigeria, 2013). The legal and policy frameworks, according to FME (2021), revolve around the Safe School Common Approach, which has five different components and thematic approaches to safety and security in schools.

The five components are (i) violence, which focuses on all forms of violence in schools, broadly grouped as physical, emotional (psychological), sexual, gender-based and negligence; (ii) natural hazards, which focuses on amelioration and prevention of natural hazards like floods, windstorms and wild fires (iii) conflicts, which focuses on the prevention and reduction of conflict hazards like the use of schools by security forces, armed attacks on schools, civil unrest, unexploded ordnances, abduction/kidnapping and child recruitment; (iv) everyday hazards, which focuses on the reduction of everyday health hazards (epidemics, pandemics, malaria, malnutrition) power shortages, drowning, playground accidents, dangerous materials and so on; and (v) safety of school facilities, which focuses on the proper dissemination of safety and security policies to staff, learners and all affiliates of education (p. 6).

Thus, issues confronting the education system particularly, attacks and violence on students, teachers and educational facilities are duly incorporated in the policy frameworks.

Policies are written and unwritten statements which guide and direct present and future actions, initiatives and decisions of managers towards achieving organisational goals. Educational policies therefore are rules and laws that guide educational decisions and operations. Nwideeduh and Adieme (2021) asserted that educational policies and programmes are plans of activities to be systematically implemented in order to achieve educational objectives and national goals. Accordingly, the Federal Republic of Nigeria is not left out on the struggle for absolute school safety and security for the attainment of Education for All (EFA). It is on this premise that the Nigerian Government mandated the Federal and State Ministries of Education to prioritise safety and security standards as conditions for registering and recognising schools, as well as monitoring and evaluating these standards regularly. According to Federal Ministry of Education (2021, pp 16-19), the safety policies that school managers should implement are stipulated as follows:

- a. the school administrator shall ensure that access to school premises shall be restricted, to ensure that no person with the intention to cause harm gets access to the school;*
- b. all persons entering the school premises have necessary clearance or permission;*
- c. school gates are locked at all times;*
- d. parents who come to visit their children or ward have permission and do not disrupt any school activities during their visit;*
- e. all persons or vehicles entering the school premises are properly documented and searched;*
- f. school security personnel are always on duty to man the school gate;*

- g. school premises and environments are to be free from weapons, drugs and alcohol;*
- h. the head of the institution shall ensure the regular monitoring of the school environment (inside and outside the school) with a view to identifying weapons or any other harmful instrument or potential danger;*
- i. take reasonable measures to safeguard learners and staff upon the identification of any potential danger;*
- j. all schools shall set up school safety and security committees with uniform guidelines of operation;*
- k. the head of school and staff shall take all necessary steps to ensure that a clean, safe and hygienic environment is provided to learners at all times;*
- l. it shall be the duty of the head of school to ensure that no learner is locked outside the school for arriving late;*
- m. a list of emergency telephone numbers shall be compiled and shared to all members of the school community. The emergency numbers shall include that of the police, fire service, hospitals (within the locality), ambulance services, Federal Road Safety Corps and nearest medical doctors. These numbers shall be pasted in strategic places on school premises and updated regularly;*
- n. the school management shall inform the relevant authorities when a learner is threatened in any form and in need of protection;*
- o. to prevent bullying in any form, the heads of school shall ensure that all staff, learners and parents are properly enlightened about all safety policies and rules. All teachers in the school shall regularly undergo safe school training (pp. 16-19).*

It is worthy to note that the approach adopted by this policy aligns with Sustainable Development Goal 4, which mandates schools to provide safe and enabling environments that are free from threats of all forms of violence (UNESCO, 2017).

Safety entails the condition of being safe. Building a safety culture in schools help to identify and mitigate risks. School safety is a learning environment that is free, safe and devoid of danger, violence, attacks and threats. Xaba (2014) described safe school environment as one that is not dangerous and possesses no threats to physical, emotional, psycho-social and psychological well-being of the occupants. Lussier and FitzPatrick (2016) defined a safe school as one that is free from danger and possible harm, where members of staff and learners can work, teach and learn without fear or ridicule, intimidation, harassment, humiliation or violence. In other words, Lunenburg and Ornstein (2012) posited that a safe school is therefore, a healthy school, where the school organisation is both meeting its needs and successfully coping with destructive outside forces as it directs its energies towards its mission. Hence, a safe school is one that is healthy. Teachers and students in a safe school environment are committed to qualitative teaching and learning. A study conducted by Mensah et al. (2019) observed that learners who are afraid of violence and attacks in school tend to drop out of school. This is why UNESCO (2017) asserted that without safe schools, there will be no future for children.

Security is the condition of not being threatened or subjected to danger. Oladipo et al. (2018) defined security as the degree of protection against danger, damage, loss, and criminal activity. In other words, Onuorah and Nwankwo (2020) viewed security in secondary schools as the protection of human and material resources from all forms of danger. Sustainability is the ability to retain, maintain or sustain something. Security sustainability, therefore, is the ability of schools to sustain or manage the policy on school safety and security. Glariana and Solar (2015) posited that a safe school is characterised by certain indicators such as secure walls, gates, buildings that are in a good state of repair and well-maintained school grounds. Included in these indicators of school safety are good discipline, a culture conducive to teaching and learning, professional

teacher conduct, good governance and management practices, and an absence or low level of crime and violence (Lussier & Fitz Patrick, 2016). Thus, in order to ensure safety and security in schools, the laid down policy and implementation guidelines must be strictly adhered to.

Implementation in the educational system is the process of carrying out a plan, a policy, a programme, a task, an initiative, a decision, among others, which are geared towards achieving educational objectives and goals. Educational managers or school administrators are charged with the responsibility of implementing educational policies and programmes. In order to ensure a safe school learning environment, Federal Ministry of Education mandated school managers to implement strategies that support security sustainability in their schools. Thus, FME pronounced that the National Policy on Safety and Security in Nigeria shall be systematically implemented to deliver safe and secure schools; hence the following guidelines for the implementation are enunciated:

- a. Identify all possible areas that could constitute risks to life and property with a view to eliminating or mitigating such.*
- b. Install modern safety and security gadgets in schools (e.g., CCTV, fire extinguisher).*
- c. Fence and gate the school compound.*
- d. Station trained security personnel at the school gate.*
- e. Require visitors to be given clearance before entering the school premises.*
- f. Require learners and workers to always be in possession of their identity cards.*
- g. Ensure that safety and security clubs are formed in schools.*
- h. Ensure that central safety and security alarms and cameras are installed, monitored and maintained in strategic places.*

- i. Ensure that learners' bags are searched from time to time to prevent them from bringing dangerous weapons into the school.*
- j. Provide security emergency numbers to staff.*
- k. Provide psycho-social support to learners after a disaster (FME, 2021, p. 55).*

The factors inhibiting effective implementation of school safety policy in Nigeria have been identified by various researchers and scholars. Onuorah and Nwankwo (2020) observed in their study that non-professionalization of the security personnel and inadequate training programmes for security personnel militate against school safety and security. In a related study, Paul and Igwebuike (2018) discovered that kidnapping, armed robbery, militancy, drug abuse, vandalism, theft and cultism were some of the security challenges experienced in secondary schools in Abia State. The findings of Nwogu and Adieme (2016) revealed that inaccessible school environments, lack of supporting infrastructural facilities, lack of safety awareness, among others, hinder the attainment of Education for All Vision in secondary schools in Rivers State. In a related study, Nwideduh and Adieme (2021) observed in their study, that the installations of safety and security electronic devices such as surveillance cameras in the classrooms, as well as the school gates were grossly unavailable in public secondary schools in Rivers State. Similar study by Ozmen, Dur and Akgul (2016) revealed that lack of family interest, inadequate physical condition, and disruptive school environment, among others were various problems threatening school security. In another study, Ekpoh et al. (2020) observed that non-availability of modern security facilities, lack of policy framework on security, non-availability of electronic monitoring gadgets, lack of electricity supply were the major determinants of security lapses in schools in Cross River State. Thus, if these factors are not addressed, they will definitely hinder the effective implementation of school safety policy in Nigeria.

School safety management refers to strategies and procedures required by school managers to supervise and coordinate various activities in the school in order to ensure a safe, peaceful and secure learning environment. Ukala and Adieme (2022) opined that school managers, are the implementers of school policies as well as monitors of the sustainability plans. Researchers have recommended management strategies school administrators can adopt in the implementation of school safety policy. Ojukwu (2017); Onuorah and Nwankwo (2020); Ekpoh et al. (2020) suggested adopting clear safety rules and procedures, continuous training programmes for security personnel and provision of close circuit television (CCTV) as well as security apparatus. Ike and Enyi (n.d.) recommended other measures to include: introducing students' identification cards, metal detectors, perimeter fencing, burglar-proof window, iron doors and providing lists of contraband materials which students must not be found with. Robin (2004, as cited in Odaudu and Yahaya, 2019) posited that other ways of improving school security are by publication of school safety policies, allocation of safety responsibilities, hazard spotting and risk analysis. Thus, from the reviewed literature, there are indications that the school safety policy that was formulated by the Federal Ministry of Education in August 2021 is being adopted in Nigerian public secondary schools. However, the extent of the implementation is not ascertained in public secondary schools in Rivers State. It is against this backdrop that this study is conducted.

Statement of the Problem

Issues confronting the Nigerian education system particularly, attacks on students and educational facilities have been on the front burner of the national discourse for quite some time now. The incessant attacks on the secondary education system no doubt, are making education fearful for both parents and children, and have also exacerbated the many factors responsible for the growing number of out-of-school children.

The concern about school violence, attacks, crime, drug abuse, gangsterism, kidnapping, banditry, cultism, bullying, unknown gunmen activities, flooding, among others, have led to so many calls to improve on the safety and security measures adopted in secondary schools in Nigeria, particularly in Rivers State. Despite the concerted efforts the Rivers State Government is making to ensure safe, harmonious and secure learning environments, there seem to be increasing number of crimes, gangsterism, cultism, truancy, bullying, possession of dangerous weapons and drug abuse among students. There have been series of cases in secondary schools in Rivers State, where students brought drug substances like tramadol and dangerous weapons into the classrooms. Could it be that the laudable 2021 School Safety Policy is not being implemented effectively? Or could it be that the safety measures that were enunciated by the Rivers State Ministry of Education are mere rhetoric? Hence, these unanswered questions underscored this study.

The aim of this study is to examine implementation of school safety policy for sustainable security in secondary schools in Rivers State, Nigeria. Specifically, the study seeks to determine the extent of school safety policy implementation for sustainable security in secondary schools in Rivers State; identify the factors that inhibit effective implementation of school safety policy for sustainable security in secondary schools in Rivers State; and highlight the school safety strategies that are mostly adopted for implementation for sustainable security by administrators of secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent is the school safety policy implemented for sustainable security in secondary schools in Rivers State?

2. What are the factors that inhibit effective implementation of the school safety policy for sustainable security in secondary schools in Rivers State?
3. Which of the school safety strategies are mostly adopted for implementation for sustainable security by administrators of secondary schools in Rivers State?

Hypotheses

The following null hypotheses were formulated at 0.05 alpha level:

- Ho₁ Male and female principals' perceptions will not significantly differ on the extent of school safety policy implementation for sustainable security in secondary schools in Rivers State.
- Ho₂ Male and female principals' perceptions will not significantly differ on the factors that inhibit effective implementation of the school safety policy for sustainable security in secondary schools in Rivers State.
- Ho₃ Male and female principals' perceptions will not significantly differ on the school safety strategies mostly adopted for implementation for sustainable security in secondary schools in Rivers State.

Methodology

This study adopted the descriptive survey research design. The population comprised all 276 principals in the 276 public senior secondary schools in Rivers State. Taro Yamane's formula was used to determine a minimum sample size of 30; hence, a sample of 193 principals (125 males and 68 females), representing 70% of the population was drawn using simple random sampling technique. The instrument used for data collection was a self-designed 20-item questionnaire entitled: "School Safety Policy for Sustainable Security Questionnaire (SSPSSQ)." The questionnaire was structured after the four-point

Likert rating scale of Very High Extent = 4 points, High Extent = 3 points, Moderate Extent = 2 points = and Low Extent = 1 point; Strongly Agree = 4 points, Agree = 3 points, Disagree = 2 points and Strongly Disagree = 1 point, respectively. The instrument was duly validated by three experts in Test and Measurement Department and Educational Management Department of Faculty of Education, University of Port Harcourt. The reliability of the instrument was tested using the Cronbach's Alpha statistics to establish the internal consistency of the questionnaire items, and the coefficients of "r" = 0.81, 0.84 and 0.78 were obtained for the three clusters respectively; hence, they were adjudged to be reliable for the field study. Descriptive statistics as mean and standard deviation were used to answer the research questions while z-test was used to test the null hypotheses at $p < 0.05$ level of significance. Any response with a mean of 2.5 and above was regarded as accepted while any mean with a mean of less than 2.5 was considered not accepted.

Results and Findings

Research Question 1

To what extent is school safety policy implemented for sustainable security in secondary schools in Rivers State?

Table 1: Mean Scores and Standard Deviations on the Opinions of Male and Female Principals on the Extent the School Safety Policy is Implemented for Sustainable Security in Secondary Schools in Rivers State

S/N	The Extent of the School Safety Implementation	Male Principals = 125 $\bar{X}_1$	SD ₁	Female Principals = 68 $\bar{X}_2$	SD ₂	$\bar{X}_1$ $\bar{X}_2$	Decision
1.	To what extent do the school safety personnel committees undergo regular safety training in the school?	2.72	0.66	2.69	0.89	2.71	Moderate Extent
2.	What is the extent of the implementation of installing modern safety/security devices like CCTV, security alarms, security metal dictators, etc in your school?	1.35	0.78	1.42	1.05	1.39	Low Extent
3.	To what extent are students' bags searched from time to time to prevent them from bringing dangerous weapons, drug substances, etc into the school?	2.87	0.64	2.68	0.89	2.78	Moderate Extent
4.	To what extent are students locked outside the school gate or driven home when they arrive late to school?	2.93	0.63	3.02	0.85	2.98	Moderate Extent
5.	To what extent are lists of emergency telephone numbers pasted at the strategic places in your school?	2.59	0.67	2.57	0.91	2.58	Moderate Extent
6.	To what extent are all the possible areas that could constitute risks to life/property indentified?	3.17	0.61	3.13	0.84	3.15	High Extent
7.	To what extent are the school gates locked during the school hours?	2.81	0.65	2.88	0.87	2.85	Moderate Extent

8.	What is the extent of the implementation of giving visitors clearance or permission before entering the school premises?	3.01	0.63	2.92	0.86	2.97	Moderate Extent
Aggregate Mean and SD		2.68	0.66	2.67	0.90	2.68	

NB: Very High Extent = 3.50-4.00; High Extent = 3.00-3.50; Moderate Extent = 2.50-2.99; Low Extent = 0.00-2.49

Table 1 shows the mean responses of male and female principals on the extent the school safety policy is implemented for sustainable security in secondary schools in Rivers State. Their responses indicate that the school safety policy is being implemented moderately. These include: regular safety training for safety personnel committees; searching of students' bags to prevent them bringing dangerous weapons, drug substances, etc into the school; locking students outside the school gate when they arrive late to school; pasting emergency telephone numbers at the strategic places in the school; locking the school gates during the school hours and clearing visitors before entering the school premises. However, their responses also reveal that the implementation of installing modern safety and security devices like CCTV, security alarms, security metal dictators, among others, in the school is to a low extent.

Research Question 2

What are the factors that inhibit effective implementation of the school safety policy for sustainable security in secondary schools in Rivers State?

Table 2: Mean Scores and Standard Deviations on the Opinions of Male and Female Principals on the Factors that Inhibit Effective Implementation of the School Safety Policy for Sustainable Security in Secondary Schools in Rivers State

S/N	Factors that Inhibit Effective Implementation of the School Safety Policy Include:	Male Principals = 125 $\bar{X}_1$	SD ₁	Female Principals = 68 $\bar{X}_2$	SD ₂	$\bar{X}_1$ $\bar{X}_2$	Decision
9.	Hiring inexperienced security personnel to man the school gate.	3.07	0.62	3.01	0.85	3.04	Agreed
10.	Lack of supporting security facilities like gates, perimeter fencing, burglary-proof windows, iron doors, etc.	2.98	0.63	2.93	0.86	2.96	Agreed
11.	Lack of safety security committees that create safety awareness.	1.59	0.76	1.48	1.04	1.54	Disagreed
12.	Lack of electricity to power available electronic security gadgets.	3.12	0.62	3.10	0.84	3.11	Agreed
13.	Non-availability of electronic monitoring gadgets.	3.15	0.62	3.09	0.84	3.12	Agreed
14.	Inadequate safety training programmes for security personnel.	2.87	0.64	2.75	0.89	2.81	Agreed
Aggregate Mean and SD		2.80	0.65	2.73	0.89	2.76	

Table 2 displays the mean responses of male and female principals on the factors that inhibit effective implementation of the school safety policy for sustainable security in secondary schools in Rivers State. Both male and female principals agreed on items: 9, 10, 12, 13 and 14 in the Table with mean scores greater than the criterion mean of 2.50. However, they disagreed on item 11 which is less than the criterion mean of

2.50. Their aggregate mean scores of 2.80 and 2.89 respectively, indicate that they agreed that there are factors that inhibit effective implementation of the school safety policy for sustainable security in secondary schools in Rivers State. These include: hiring inexperienced security personnel to man the school gate; lack of supporting security facilities like gates, perimeter fencing, burglary-proof windows, iron doors, etc; lack of electricity to power available electronic security gadgets; non-availability of electronic monitoring gadgets and inadequate safety training programmes for security personnel.

Research Question 3

Which of the school safety strategies are mostly adopted for implementation for sustainable security by administrators of secondary schools in Rivers State?

Table 3: Mean Scores and Standard Deviations on the Opinions of Male and Female Principals on the School Safety Strategies that Are Mostly Adopted for Implementation for Sustainable Security in Secondary Schools in Rivers State

S/N	School Safety Strategies that Are Adopted Include:	Male Principals 125		Female Principals 68			
		$\bar{X}_1$	SD ₁	$\bar{X}_2$	SD ₂	$\bar{X}_1$ $\bar{X}_2$	Decision
15.	Providing lists of contraband materials which students must not bring to school.	3.12	0.62	3.15	0.84	3.14	Agreed
16.	Having regular safety awareness programmes in the school.	3.05	0.62	3.07	0.85	3.06	Agreed
17.	Adopting continuous training programmes for security personnel.	3.10	0.62	3.05	0.85	3.08	Agreed
18.	Introducing students' identification cards,	2.93	0.63	2.84	0.87	2.89	Agreed

	security metal dictators, perimeter fencing, burglary proof windows, etc.						
19.	Providing electronic security monitoring gadgets such as CCTV.	2.87	0.64	2.90	0.87	2.88	Agreed
20.	Ensuring that anybody that enters the school premises is thoroughly searched.	3.10	0.62	3.07	0.85	3.09	Agreed
Aggregate Mean and SD		3.03	0.63	3.01	0.85	3.02	

Table 3 shows the mean responses of male and female principals on the measures to be adopted in managing school safety policy implementation for sustainable security in secondary schools in Rivers State. Both male and female principals agreed on all the items, with the mean scores greater than the criterion mean of 2.50. Their aggregate mean scores of 3.03 and 3.01 respectively, indicate that they agreed that there are measures to be adopted in managing school safety policy implementation for sustainable security in secondary schools in Rivers State. These include: providing lists of contraband materials which students must not bring to school; having regular safety awareness programmes in the school; adopting continuous training programmes for security personnel; introducing students' identification cards, security metal dictators, perimeter fencing, burglary proof windows, etc; providing electronic security monitoring gadgets such as CCTV and ensuring that anybody that enters the school premises is thoroughly searched.

Table 4: z-test on the Difference between the Mean Ratings of Perceptions of Male and Female Principals on the Extent the School Safety Policy is Implemented for Sustainable Security in Secondary Schools in Rivers State

Status	N	$\bar{X}$	SD	df	z-cal	Critical Value	Remarks
Male Principals	125	2.68	0.66	191	0.08	± 1.96	Not Significant
Female Principals	68	2.67	0.90				
P< 0.05							

Table 4 reveals the z-test analysis on the difference between the mean ratings of male and female principals on the extent the school safety policy is implemented for sustainable security in secondary schools in Rivers State. The result shows that z-calculated value of 0.08 is less than the critical value of ± 1.96 ; therefore, the null hypothesis is accepted at 0.05 alpha level. Thus, there is no significant difference on the mean ratings of male and female principals on the extent the school safety policy is implemented for sustainable security in secondary schools in Rivers State.

Table 5: z-test on the Difference between the Mean Ratings of Perceptions of Male and Female Principals on the Factors that Inhibit Effective Implementation of the School Safety Policy for Sustainable Security in Secondary Schools in Rivers State

Status	N	$\bar{X}$	SD	df	z-cal	Critical Value	Remarks
Male Principals	125	2.80	0.65	191	0.5	± 1.96	Not Significant
Female Principals	68	2.73	0.89				
P< 0.05							

Table 5 reveals the z-test analysis on the difference between the mean ratings of male and female principals on the factors that inhibit effective implementation of the school safety policy for sustainable security in secondary schools in Rivers State. The result shows that z-calculated value of 0.57 is less than the critical value of ± 1.96 ; therefore, the null hypothesis is accepted at 0.05 alpha level. Thus, there is no significant difference on the mean ratings of male and female principals on the factors that inhibit effective implementation of the school safety policy for sustainable security in secondary schools in Rivers State.

Table 6: z-test on the Difference between the Mean Ratings of Perceptions of Male and Female Principals on the School Safety Strategies that Are Mostly Adopted for Implementation for Sustainable Security in Secondary Schools in Rivers State

Status	N	$\bar{X}$	SD	df	z-cal	Critical Value	Remarks
Male Principals	125	3.03	0.63	191	0.1	± 1.96	Not Significant
Female Principals	68	3.01	0.85				
P< 0.05							

Table 6 reveals the z-test analysis on the difference between the mean ratings of male and female principals on the measures to be adopted in managing school safety policy implementation for sustainable security in secondary schools in Rivers State. The result shows that z-calculated value of 0.17 is less than the critical value of ± 1.96 ; therefore, the null hypothesis is accepted at 0.05 alpha level. Thus, there is no significant difference on the mean ratings of male and female principals on the measures to be adopted in managing school safety policy implementation for sustainable security in secondary schools in Rivers State.

Discussion of Findings

One of the major findings of this study is that the school safety policy is being implemented moderately in secondary schools in Rivers State. These include: regular safety training for safety personnel committees; searching of students' bags to prevent them bringing dangerous weapons, drug substances, etc into the school; locking students outside the school gate when they arrive late to school; pasting emergency telephone numbers at

the strategic places in the school; locking the school gates during the school hours and clearing visitors before entering the school premises. In addition to the finding, installation of security electronic devices like CCTV, security alarms, security metal dictators, among others, are implemented to a low extent. This has implications for the educational, health and social wellbeing of society at large. The finding agrees with Mensah et al. (2019), who observed that school safety is not given adequate attention. It is also in consonance with Nwogu and Adieme (2016); Ojukwu (2017), who maintained that principals ought to be knowledgeable and trained on safety and security before they can implement safety policies effectively. The finding is in agreement with Lussier and FitzPatrick (2016), who emphasized that until security and safety devices are strategically placed and used in full capacity, there will be no safety and security in the public secondary schools.

Another finding of this study revealed that there are factors that inhibit effective implementation of the school safety policy for sustainable security in secondary schools in Rivers State. These include: hiring inexperienced security personnel to man the school gate; lack of supporting security facilities like gates, perimeter fencing, burglary-proof windows, iron doors, etc; lack of electricity to power available electronic security gadgets; non-availability of electronic monitoring gadgets and inadequate safety training programmes for security personnel. The implication of this finding is that the school safety policy will not be implemented effectively. The finding is in agreement with Onuorah and Nwankwo (2020); Paul and Igwebuike (2018); Ojukwu (2017), who discovered in their different studies that the level of emergency preparedness, prevention, mitigation and awareness in many public schools are too poor. The finding is in line with Nwogu and Adieme (2016); Ekpoh et al. (2020); Ike and Enyi (n.d.), who maintained that without supporting facilities, and constant electricity supply in schools, safety and security will remain issues confronting the education system in Nigeria.

The finding also revealed measures to be adopted in managing school safety policy implementation for sustainable security in secondary schools in Rivers State. These include: providing lists of contraband materials which students must not bring to school; having regular safety awareness programmes in the school; adopting continuous training programmes for security personnel; introducing students' identification cards, security metal dictators, perimeter fencing, burglary proof windows, etc; providing electronic security monitoring gadgets such as CCTV and ensuring that anybody that enters the school premises is thoroughly searched. The implication is that when the right school safety measures are taken, both teachers and students will not only feel physically safe but also emotionally safe. The finding is in line with Robin (2004, as cited in Odaudu and Yahaya, 2019), who posited that publication of school safety policies, awareness creation programmes, training of staff members and pupils, allocation of safety responsibilities, hazard spotting and risk analysis are ways of improving school safety. It also agrees with Onuorah and Nwankwo (2020); Ike and Enyi (n.d.), who suggested that school managers are to prioritise school safety policy, implement them effectively and ensure that necessary steps are taken whenever the situation arises.

Conclusion

From the findings of this study, it can be concluded that school safety policy is moderately implemented in secondary schools in Rivers State. Effective implementation of school safety policy depends on how knowledgeable, skilful and how the school managers prioritise the safety awareness programmes in their schools. Hence, a safe, peaceful and secure school environment facilitates and fosters qualitative teaching and learning processes.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Rivers State Ministry of Education should conduct regular school safety training programmes for principals, monitor and evaluate the safety standards in their schools in order to ensure effective implementation of the safety policy.
2. Rivers State Government should procure and install necessary electronic safety and security devices in schools to enable principals to implement the school safety policy effectively.
3. School administrators should double their efforts by prioritising and creating awareness on safety programmes in their schools in order to ensure that the policy implementation guidelines are carried out accordingly.

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Drawbacks to Effective Implementation of Policy Guidelines on Admissions into Tertiary Institutions in Nigeria

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Abstract:

Meetings on admissions are organized and carried out each year in order to formulate policies based on accurate statistics to guide the conduct of admissions exercise into tertiary Institutions. This is a quality assurance measure aimed at regulating entry qualification into all programmes in tertiary institutions. The essence of this measure is to ensure that only candidates with the mental capacity to pursue and complete a course of study in a tertiary institution are admitted into these levels of education. The success of any policy measure toward the attainment of its underlying objectives however depends on the level of its implementation. It is against this background this study aimed at exploring the drawbacks to effective admissions guideline implementation in tertiary institutions in the country. The study employed an ex post facto design methodology. Data for the study was collected from the Joint Admissions and Matriculation Board (JAMB) on the 2020/2021 Unified Tertiary Matriculation Examination (UTME) using an instrument named "UTME/2020-2021/Data-Extract" designed by the researcher as well as from 2020 Policy Meeting Guidelines. The instrument was validated using an expert judgemental approach that produced a rational validity index of .715. A reliability analysis was carried out on the instrument and this yielded a Cronbach

alpha coefficient of .822. Analysis of data collected was carried out using descriptive statistics. The findings of the study showed that whereas some stipulated admission guidelines were being implemented to a high degree as a result of the use of the Central Admission Processing System (CAPS), the level of implementation of others were low. Also found was a disparity in the level of implementation of stipulated guidelines between federal institutions and the privately owned. Accordingly, it was recommended that the regulatory bodies should step up their monitoring and evaluation functions in order to ensure adequate utilization of approved carrying capacity so as to enhance more access into tertiary education.

Keywords: *Quality assurance, policy meeting, carrying capacity, CAPS, admission guidelines*

Introduction

In all fields of human endeavour, every official action of an organisation according to Okoroma (2006) must have a backing or a basis. It is this purpose that a policy serves. A policy defines the area in which decisions are to be made by providing a general guide that facilitates decision-making. Policy meeting organized by JAMB with stakeholders has become a most potent strategic platform to share, validate the Board's vision, solicit and obtain feedbacks and input on admissions. The meeting enables the Board to also ensure buy-in of critical stakeholders where information exchange and awareness is created in order to formulate policies based on accurate statistics and analysis. Educational policies provide the direction for educational activities.

In this meeting, policy decisions are made which sets the stage for admission implementation in line with Federal Government guidelines. Ukeje as cited in Okoroma (2006) states policy formulation is an important aspect of planning and that planning is usually an action which succeeds policy formulation but precedes implementation. Unfortunately,

educational policies and goal attainment have been irreconcilable due to implementation constraints. However, many educationists have expressed concern about the problem of policy implementation. They affirmed that experience has shown that in planning education in this country, there is a disturbing gap between planned objectives and attained results. As professionals in the field of education, it may be pertinent to identify whether those critical gaps are results of faulty planning or faulty implementation.

Education is the bedrock of any functional society or nation (Udosen, 2019). It is one of the social institutions that contribute significantly towards the construction and maintenance of social order having been promulgated to provide guidance to educational service delivery in Nigeria. For decades, many educationist and especially policy makers in education have overtime placed emphasis on education and educational policy implementation as an instrument for the emancipation for the nation from ignorance and poverty. No wonder Fafunwa (1974) described education as the entire range of experiences in live through which an individual develops the abilities, attitudes and other forms of behaviour which are of positive value to the society in which he/she lives.

The educational policies formulated by various organs of the government has been such that is capable of benefiting all citizens, with goals set clearly in terms of their relevance to the needs of the individual and those of the society, in consonance with the realities of our environment and the modern world. However, the constraints lie in the implementation of the affirmed policies by those in authority as well as other constraints not directly attributable to authorities but the citizens themselves.

Since the advent of the first private university in Nigeria in the year 1999, enrolment into the tertiary institutions had been on the increase but in spite of this, it is rather overwhelming to observe that many candidates find it difficult to gain access to most conventional universities today. So many factors have been

iterated as reasons militating against the prospective candidates who are parched for quality tertiary education. The factors range from inability to secure admissions due to limited carrying capacities of the institutions, high cost of schooling in privately owned institutions, limited teaching facilities, instability of academic calendar due to incessant strike actions by the Academic Staff Union of the Nigerian Universities and ineffective implementation of admission policy guidelines by tertiary institutions.

Statement of the problem

Educational policies and problems of effective implementation have been a recurrent phenomenon in Nigeria. The poor performance of the education sector in Nigeria as a result of the gap between educational policies and implementation of the policies has become a great concern to policy makers. In line with extant law governing the establishment of JAMB, admissions are given based on guidelines approved for each tertiary institution by its proprietors or other competent authority and preferences indicated by candidates. In the policy meeting, vital decisions are taken such as formulation of guidelines for admissions, enlightenment on the use of Central Admissions Processing System (CAPS), adoption of minimum National UTME scores and realistic institutional UTME scores and other information for the smooth conduct of admissions. However, it has come to notice that many institutions find it difficult to utilize fully their approved quota, admit many high scoring candidates, cope with low post-UTME screening scores among other constraints. This trend is continuous and worries this researcher. This study is aimed at examining how effective policies on admissions have been implemented in tertiary institutions in Nigeria. Specifically, the objectives of the study include to: determine the extent to which tertiary institutions in Nigeria comply with admission quota policy in the 2020/2021 academic year, examine the factors responsible the non-admission of high-scoring students in the tertiary institution, explain why more

candidates are admitted into non-technical than in technical programmes.

Research Questions

1. To what extent did tertiary institutions in Nigeria comply with admission quota policy in the 2020/2021 academic year?
2. What factors are responsible for the non-admission of high-scoring students in the tertiary institutions?
3. Why are more candidates being admitted into non-technical than in technical programmes?
4. What strategies can be adopted in admissions policy guideline implementation to enable more access?

Literature Review

In a recent study by Ajulu (2019), the challenges of policy implementation in Africa and Sustainable Development Goals (SDGs) with a particular reference to Nigeria was examined. The descriptive survey was carried out by the use of a questionnaire administered while chi-square was used to test the hypotheses. All the data obtained were computer processed through Statistical Packages for Social Sciences (SPSS). Key informant interview was also carried out. The study discovers that Nigeria and most countries in Africa have entered economic recessions because of policy implementation challenges such as unrealistic goal setting, political patronage, and neglect of target beneficiaries and lack of consideration of policy environment. The study recommends that Africa should set policy goals that are implementable. The SDGs should be reviewed by African countries to domesticate the goals with environmental considerations properly. Africa should do more to check corruption. Policies designed for implementation by the Federal government in Nigeria should include the state and local government contents. There should be the participation of the target beneficiaries

In another related study by Ugwuanyi and Chukwuemeka (2013), which explored the importance of public policy in

governance and public administration-generally, the authors deeply discussed public bureaucracy and its role in policy implementation, critically examined and analyzed the key obstacles inhibiting the public bureaucracy in Nigeria from effectively implementing policies. In carrying out the study, the secondary sources of information or data gathering were mostly relied on and consequently, content analysis technique was adopted in the analysis. The basic finding is that there exists, indeed, some factors and circumstances that constitute serious obstacles to effective policy implementation by the public bureaucracy in Nigeria. Recommendations offered to overcome the obstacles and challenges and to reposition the Nigeria public bureaucracy for effective implementation of policies include, basically, that government should work towards ensuring the evolvement of both purposeful and responsible political and bureaucratic leaderships as well as work towards further realization of politics and administration dichotomy in Nigeria.

Onokala (1998) notes a minute enrolment annually as the entire university system has insufficient space for the entire applicant. In addition to the 15% admitted annually, the Universal Basic Education Scheme (UBES)'s request for more spaces further worsen the scenario. Nonetheless, the issuance of license to over 50 private universities from 1999 to date, with the re-opening of the National Open University in 2003, has not really proffered a final solution. Okebukola (2004) suggestion to the state government to establish more Universities to complement the efforts of the Federal government also did not solve the problem in question. In advance, gaining access to higher education be constrained, repressed or starved of, by some guidelines. Ilusanya (2008) presented the issue of gaining entry into higher institution as a political deadlock. He raises a suggestion that the educational paradigm shift between the South and Northern parts of Nigeria calls for further policies which centres on desperate solution. However, he consents to some of the policies provisions but stresses its short comings that

such shift brings about national representation only in Federal Established Universities.

These policies have negative influence on student's enrolments, as posited by Ilusanya (2008). He claims that this causes problem of multiple enrolments which in-turn compounds university decision in determining what the immediate next year enrolment would be. This issue amongst others gives birth to Joint Admission Matriculation Board (JAMB) in 1978. Akpotu (2005) reported that the aim of JAMB is to unify enrolment exercise within stratified systems of the Universities. He maintained that the major problem to access into Universities that is on the increase is not due to fees but the negative affluence of restructuring, unwarranted quota policy, catchment area, educational less advantage area and inadequate infrastructural facility which culminates into limited absorptive capacity into Nigerian Universities. Fundamentally, JAMB's intent is to regulate a level-plain ground enabling for reforming, uniform and equitable admissions into Nigeria Universities. It is also set up to standardize and regulate enrolment process thereby engendering credible admission process.

However, Obilade (1992) notes some ambiguities with the use of quota system particularly in the pre-private varsities era and also emphasises that JAMB is not strictly following the tenets of her establishment. Sadly, enough JAMB becomes a political weapon for maintaining even-scores in educational opportunities. This becomes glaring with reference to policies and attitudes, meant to upgrade socio-economic background of prospective students to even up enrolment system. Wiche (1988) claims that in the 1970s, the public universities students' set between eighteen and twenty-one years, would drop by twenty-five percent between the late 1970s and early 1990s. This assumable indicates one of the major reasons for granting licenses to more private Universities in Nigeria according to Onokala (2001).

(UNESCO 1993, cited in Schandorf 1995) points to the fact that enrolment into higher institutions tends in the direction of boys in Africa; he attached this to the trend of imbalances in the development of the developing economy at the utmost levels. Hofer (1976) reports that from 1970s towards the end of 1990s college enrolment exercises are based mainly on two strategies: to plan and to forecast. He claims that the behavioural patterns of college enrolment are becoming complex in that administrators are just developing programmes that are of mix nature of both micro and macro market levels. The administrators respond to market interests promptly due to the awareness of the increasingly competitive nature of the students' enrolment pattern in Africa where there is scarce enrolment opportunities owing to various reasons. Riesman strengthens his point that the College Administrators should be more coherent and articulate while engaging in market oriented programmes that would entice the students; He notes that each year's students is seen as the educational end-users for projection. Remarkably, Steedman (1980) preferred to use this outcome for more professional, work-related or skilled courses in lieu of the traditional arts and sciences courses. He indicates that a change in curriculum development targeted at bridging the gap of academic and industry would be required to entice and match students' demand for enrolment into higher institutions.

Methodology

This study employed the use of quantitative research method with data obtained from the 2021 UTME admission policy meeting. Since the data was already existing and was extracted from the policy meeting guidelines on admission, the design adopted was the ex post facto design method. In ex post facto design, the researcher looks at a prior variable present in the participant. This means that you are not randomly assigning people to an experimental group or control group. The data used was extracted from the 2020 and 2021 UTME Applications and Admissions into tertiary institutions in Nigeria.

The population of candidates who sat for the examinations in 2020 and 2021 were 1,949, 983 and 1,351,284 respectively. Of the 2020 number of applications, 551,553 candidates were admitted. These figures formed the basis of the data analysis which was mainly descriptive.

Data analysis:

The data used for this analysis was from a secondary source. The data was extracted from the number of applications and admissions in the 2020 and 2021 UTME. Excel software was used in generating the graphs. Also analysed was the data on quota allocations to the various tertiary institutions in Nigeria.

Research Question 1

To what extent did tertiary institutions in Nigeria comply with admission quota policy in the 2020/2021 academic year?

Table 1 shows the total number admission quota recommended by the National Universities Commission (NUC) for the three tiers of tertiary institutions in Nigeria namely – the Universities, Polytechnics & Monotechnics and Colleges of Education, including the Innovation centres (IEEs). Total approved quota was 925,762. Of this number, only 551, 553 was utilize by all the institutions, leaving behind a whopping total sum of 405,256 unutilized.

Table 1: Total Admission Quota for All Institutions by the National Universities Commission (NUC)

Total Quota	Total used Quota	Total unused Quota
925762	551553	405256

Figure 1 explains the available quota for the 2020 admissions into all tertiary institutions in Nigeria. Nearly 1 million (925, 762) quota was allocated to institutions in 2020 and only 551,553 or (59.7%) was used by all the institutions, leaving a total of 405,256 or 40.3%) unused. Of the 956, 809 number

of candidates that applied for admission in 2020, 601,775 or 70.20% were admitted into Degree programmes. The number unused was only 179,322 or 29.8%. for the NCE programmes, only a total of 47912 or 20.17% of the quota allocated was used with 167,328 or approximately 80% was unused. For the Polytechnics and Monotechnics, which offer ND programmes, 79,931 or 69.55% was utilized. Conversely, the NID programme for the National Innovative centres utilized only 1,257 or 25.81%.

From the foregoing, it was clear that the colleges of Education in Nigeria were not utilizing the allocated quota judiciously when compared with the Universities and Polytechnics.

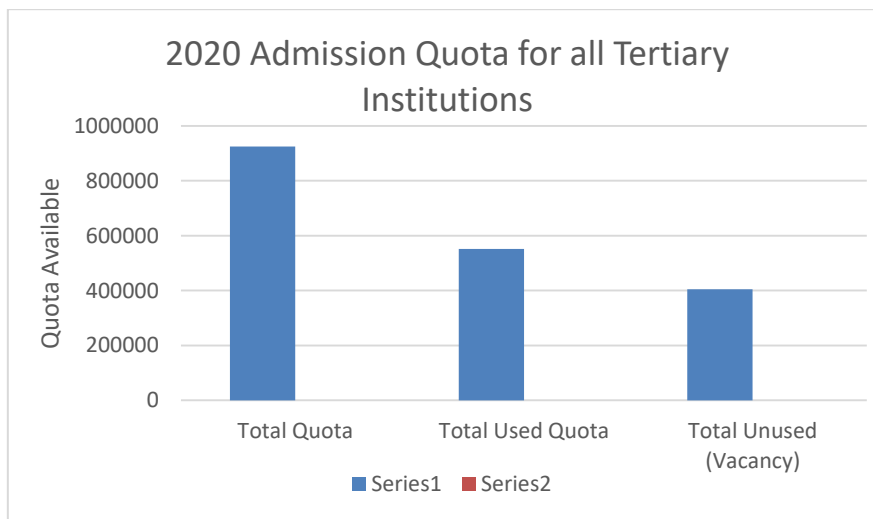


Figure 1: 2020 Admission Quota for all Tertiary Institutions

Table 2 also shows the distribution of quota according to programmes offered by the various institutions. A quota of 601775 was allocated to the Degree awarding institutions. Of this number, 422,453 or 70.20% of the quota allocated was used. This was closely followed closely by the Polytechnics & Monotechnics that offer National Diploma (ND). Of the 114,924 quota allocated, 79931 or 69.55% was utilized. While a

pantry 20.36% or 47,912 was used by the Colleges of Education who offer mainly NCE certificates programmes. As in the NCE programmes, not much is seen in the innovative centres as only 25.8% of the total allocation of 4,870 was used.

Table 2: 2020 UTME Admission Quota Distribution by Institutional Category

PREFERENCE	QUOTA	TOT- ADM	UNUSED QUOTA
DEGREE	601775	422453	179322
NCE	235240	47912	187328
ND	114924	79931	34993
NID	4870	1257	3613
TOTAL	956809	551553	405256

The levels of usage of the allocated quota for all tertiary institutions in Nigeria as categorized by the type of Degree or certificate awarded is also shown in Figure 2. In terms of usage of allocated quota, it can be seen that the NCE awarding institutions utilized only 20.36%. This is not good considering the importance the Federal Government attaches to the development teacher education.

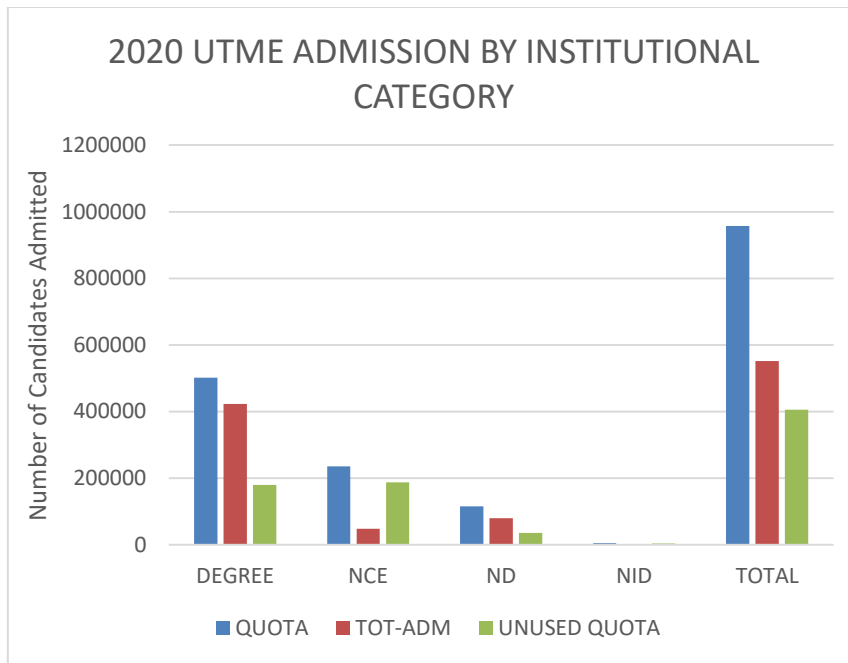


Figure 2: 2020 Admission by Institutional Category

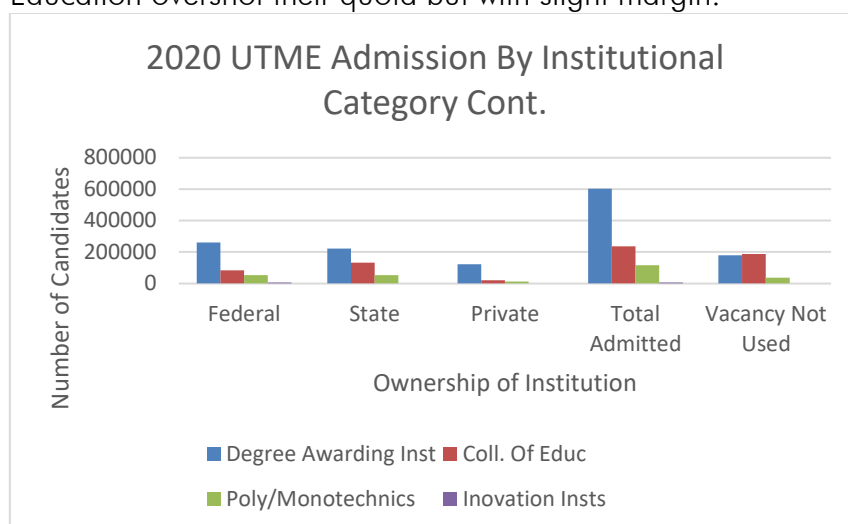
Further distributions of the 2020 NUC quota is shown in Table 3 according to Universities/Degree Awarding, Colleges of Education and Polytechnic & Monotechnics. Of the 259, 292 allocated to the Universities/Degree Awarding institutions, the Federal institutions utilized 43.08% of the total allocations. The states utilized 221,545 or 36.81%, while the private universities maintained only 120,938 or 20.1%.

For the Colleges of Education, the state colleges had higher percentage usage than the Federally owned institution. The State Colleges of Education used 131,880 or 21.91%, while the Federal Colleges used 83,020 or 13.80%, The private colleges of education had a pantry 3.3% usage of allocated quota. The Federal Polytechnics & Monotechnics had higher usage of their admission quota than the state institutions to the tune of 51,663 or 8.5% and 31,620 or 5.2% respectively.

Table 3: 2020 UTME Admission Quota by Institutional Category (Ownership)

Institution	Federal	State	Private	Total Admission	Vacancy Unused
Universities/Degree Awarding	259292	221545	120938	601775	179330
Colleges of Education	83020	131880	20340	235240	187320
Polytechnics/Monotechnics	51663	31620	11960	115243	35352
Innovative Enterprise		4870		4870	3573

Figure 3 further illustrates the trend of admission quota usage across institutional category by ownership. In the overall, the total number of quota used was high compared with those unused. The figure also depicts also that the Colleges of Education overshot their quota but with slight margin.

**Figure 3: 2020 Admission by Institutional Category (Ownership)**

Research Question 2

What factors are responsible for the non-admission of high-scoring students in the tertiary institutions?

A casual look at the UTME number of applications of candidates by Faculty and the available quota for each faculty reveal that the highest numbers of applications is in the faculty of Medicine/Pharmacy. Despite the fact that this faculty attracts the highest cut-scores, a good number of candidates still apply to institutions offering programmes in Medicine/Pharmacy. It would have been easy to send some of these candidates to other faculties such as into the faculty of Engineering and Environmental sciences, but because of rigidity in the admission policy as well as compulsory requirements for eligibility such as the emphasis on Mathematics and other subjects like Physics and Chemistry as UTME subjects, it is therefore not possible to do so. The insistence by institutions on Mathematics has therefore created an obstacle for UTME candidates to switch to Engineering and Technology programmes.

The law/legal faculty also attracts many applicants. However, the inclusion of Literature in English as a UTME subject allows high-scoring candidates who cannot be admitted to be moved to Arts/Humanities and well as other Social Sciences. The faculties of Education and Agriculture often comes to the rescue since more high-scoring candidates are admitted into these faculties than the numbers that applied as can be seen in Figure 4.

Many factors other than UTME scores also account for the non-admittance of high-scoring candidates. Such factors as: wrong O/Level subject combinations in UTME, low scores at Post-UTME screening tests conducted by some institutions, inability of candidates uploading their O/Level results to JAMB after the release by WAEC and NECO examination bodies, non-acceptance of offer of admission, etc. Figure 5 also portrays the over subscriptions of a few programmes. It should be noted that many students just enrol for the UTME as a trial candidate to enable them get acquainted with the examination rigors sometimes when they are in their Senior Secondary School II level (SSCE II). Some of them make high-scores but cannot be admitted because of non-eligibility.

Figure 5 depicts the 2020 UTME Quota/Application/Admission statistics by faculty applied. From the figure, in terms of quota usage, it can be discerned that a reasonable number of candidates were admitted into the faculty of Sciences, Agriculture and Education. This means that they made good use of the approved quota. Also, Law/legal faculty utilized their quota well. However, the ratio of Quota, Application and admissions varied significantly. Further in-depth analysis reveals that for Medicine/Pharmacy faculty, the percentage of admissions to quota usage was 84.28%, while the percentage of admissions to applications was a paltry 8.14%. the faculty of Education had the best results in terms of ratio of admissions to quota usage as well as admissions to applications with the former having 84.83% and the later 72.45%.

Table 4: 2020 UTME Quota, Initial Applications and Admission Statistics for Degree Awarding Institutions

Faculty	Quota	Initial	
		Applications	Admissions
Med/Pharm/H.SC	43717	452196	36821
Social Sci.	93277	379135	66228
Sciences	132796	303380	98416
Envir/Tech	60199	209660	45337
Admin	34162	164799	26300
Arts/Humanities	48744	114136	38009
Law/Legal	8529	103478	6424
Educ.	111601	95317	80857
Agric.	31217	32971	24161

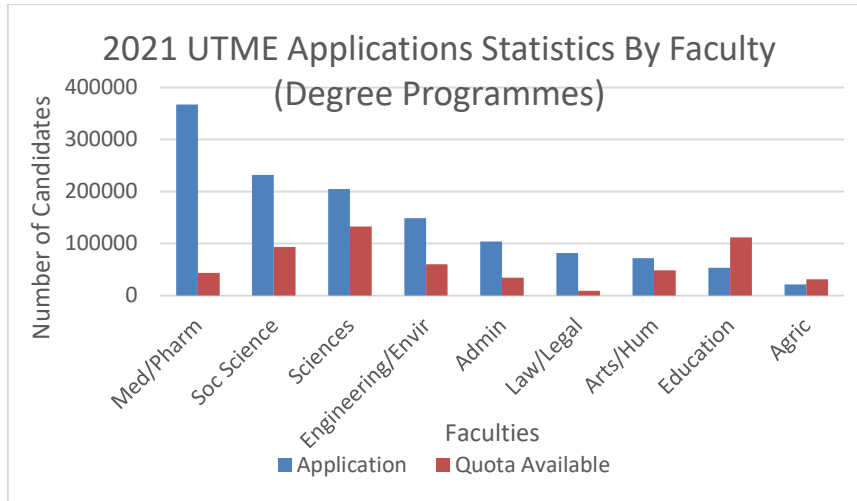


Figure 4: 2020 UTME Application Statistics by Faculty (Degree Programmes)

Figure 5 depicts the 2020 UTME Quota/Application/Admission statistics by faculty applied. From the figure, in terms of quota usage, it can be discerned that a reasonable number of candidates were admitted into the faculty of Sciences, Agriculture and Education. This means that they made good use of the approved quota. Also, Law/legal faculty utilized their quota well. However, the ratio of Quota, Application and admissions varied significantly. Further in-depth analysis reveals that for Medicine/Pharmacy faculty, the percentage of admissions to quota usage was 84.28%, while the percentage of admissions to applications was a paltry 8.14%. the faculty of Education had the best results in terms of ratio of admissions to quota usage as well as admissions to applications with the former having 84.83% and the later 72.45%.

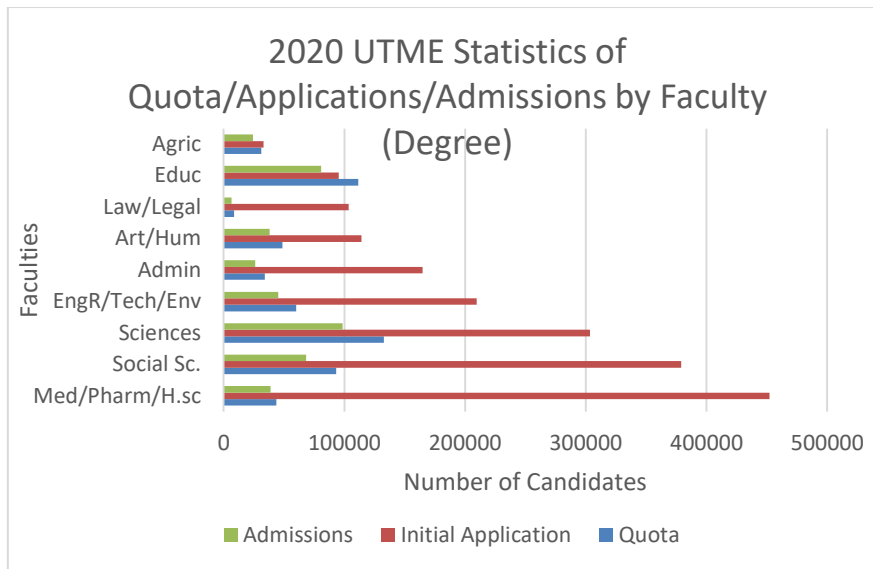


Figure 5: 2020 UTME Statistics of Quota/Application/Admission by Faculty (Degree Programmes)

Research Question 3

What is the state of admission of candidates into non-technical and technical programmes?

Table 5 shows the admission quota into all Degree Awarding Institutions grouped under Technical and Non-Technical faculties. Of the 601,775 candidates allocated to Degree awarding institutions, only 48.27% were given to technical programmes, while a whopping 51.73% went to non-technical programmes. Figure 6 illustrates further the 2020 statistics of admissions by Science-based (Technology) and Art-based (non-technology) programmes for the Degree-awarding institutions. From the figure, it can be seen that more non-technical candidates are admitted than the technical. The number of candidates admitted into non-technical programmes are 296,313 or 48.27%, while the technical programmes had 311312 or 51.73%. This means that more candidates were

admitted into non-technical programmes by the Degree awarding institutions than the technical programmes.

In the same way, Table 6 shows the admissions pattern for the Polytechniques/Monotechniques revealed similar pattern in terms of the trend of admissions into Technical and non-technical programmes. Of the 195234 candidates that applied into technical programmes, only 49,875 or 25.54% were admitted into technical courses. For the non-technical programmes, 30,056 out of 46,559 or 64.5% went to non-technical programmes.

Table 5: 2020 Admission Quota into Degree Awarding Institutions According to Technical and Non-Technical

Total Quota	Non-Technical	Technical
601775	296313	311312

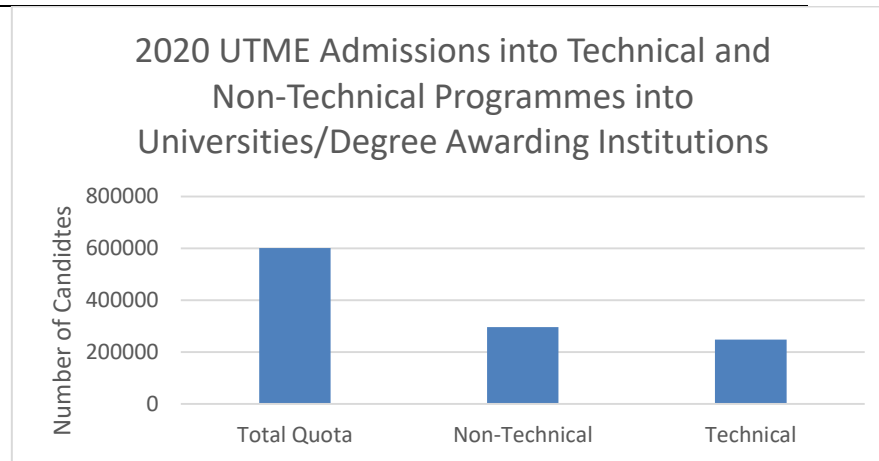


Figure 6: 2020 UTME Admissions into Technical and Non-Technical Programmes of Degree Awarding Institutions

Table 6: 2020 UTME Applications and Admissions Statistics of Polytechnics & Monotechnics in Technical and Non-Technical areas

Specialty	Technology	Non-Technology
Quota	107503	15491
Initial Application	195234	46559
Admission	49875	30056

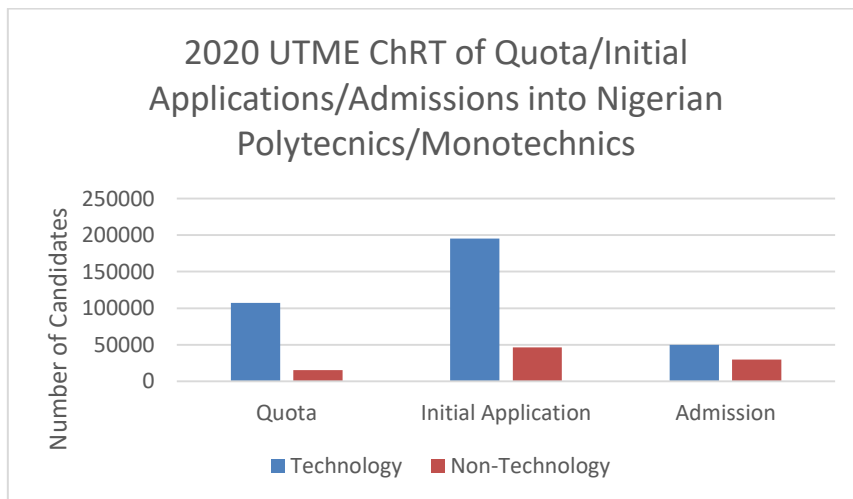


Figure 7: 2020 UTME Admissions into Technical and Non-Technical Programmes into Polytechnics & Monotechnics

For the Colleges of Education, a quota of 151358 was allocated to Art-based programmes. Of this number, 31,046 was admitted. The number admitted was higher than those admitted into the Science-based programmes. Out of 82,198 allocated to Science-based programmes, only 16,855 were admitted. The disparity between number admitted into Arts and those admitted into Science was high. Similarly, the result is

shown in Figure 8 depicting the statistics of admitted candidates for the Science-Based and Art-based programmes for 2021 admission year for the Colleges of Education in Nigeria. From the figure, 31,046 or (57.34%) numbers of candidates allocated were admitted to study Arts/Art-based programmes, while only 16,866 or (42.66%) were admitted to study Science/Science-based courses. This means that more candidates were admitted in the Art-based programmes than in the Science-based out of the quota allocated.

The National Policy on education in Nigeria is a government statement of goals, regulations, anticipations, expectations, requirements and standards to ensure quality delivery of education in Nigeria. It is a way by which the government can actualize national goals in which education can be used as a tool to actualize. However, the trend in admissions of candidates into tertiary institutions tend not to encourage technological development since fewer candidates are admitted into Art-based than Science-based programmes.

Table 7: 2020 UTME Admissions into Arts and Science Based Programmes of Colleges of Education

Specialty	Arts	Sciences
Quota	151358	82199
Initial Application	25134	11085
Admission	31046	16866

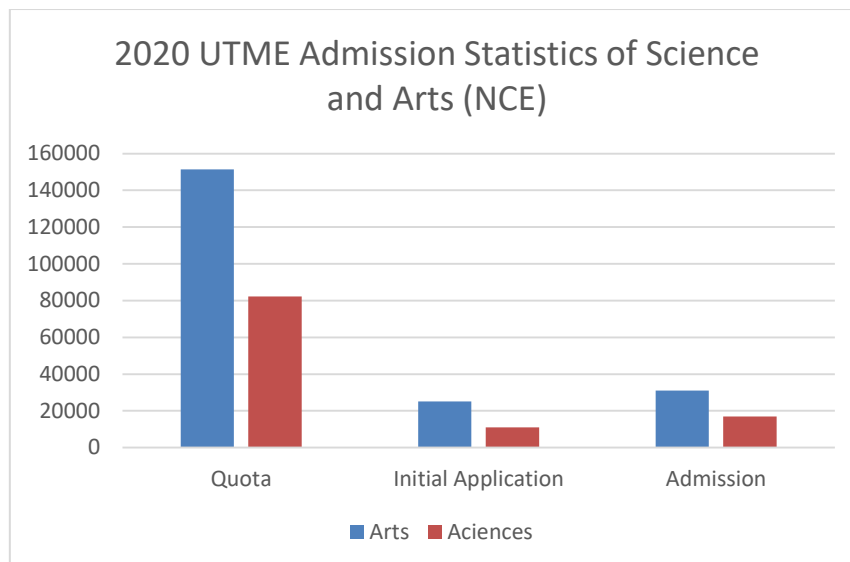


Figure 8: 2021 Statistics of Admitted Candidates for the Science-Based and Art-based programmes

Research Question 4

What strategies can be adopted in admissions policy guideline implementation to enable more access?

Prior to the introduction of CAPS, some institutions were admitting candidates without recourse to JAMB. There was virtually no way of authenticating the identity or eligibility of those candidates. Also, some were admitting above the prescribed quota by the regulatory bodies. Admissions into tertiary institutions have been harmonized and made transparent by the introduction of the CAPS. However, it is expedient for the Board to apply some waivers for certain institutions with very low subscription level by lowering the minimum cut-scores to enable more candidates to be admitted through the CAPS. This will enable the institutions continue to function as well as teach students so as to boost the required manpower need of the country.

There is every need to sensitize secondary school students who are eligible to take the UTME about the usefulness

of the Integrated Brochure and Syllabus System (IBASS). Many of these students know little or nothing about the need of ensuring that they understand the rules and regulations guiding the choice of course of study and the subjects' combinations. In order to reduce the level of subscription of candidates to Medicine and Surgery, institutions will be advised to also recommend Mathematics as one of the UTME subjects requirement to qualify for selection into Medical programmes. This will enable institutions transfer some of the candidates to Engineering/ and Environmental programmes in the event of not being selected for Medicine and Surgery. In so doing, the backlogs of candidates who are left over because of the restriction on carrying capacity of the regulated programmes, can be absorbed into Engineering and Technology.

Admissions exercises through CAPS should be carried out as soon as the West African Examination Council (WAEC) and the National Examination Council (NECO) releases the O' Level results and candidates complete the uploads of their results. Make realistic requests including UTME subjects' combination and O' Level credit passes. These examination bodies should as a matter of urgency commence the assessment of candidates electronically so that cases of breach of examination security is reduced and the credibility of SSCE ensured. This will eliminate the issues of late release of some other SSCE results which occur as a result of examination malpractice.

As a way of boosting access into programmes in the tertiary institutions, it is advisable for remedial examinations to be standardised such that the results obtainable can be used for admissions into other tertiary institutions other than the mother institution as it is currently being practised.

The low level of subscription of candidates into the Polytechnics and Monotechnics calls for urgent policy review. Since this tier of educational sector is responsible for the training of middle level manpower of many developing economies, it is apposite for the policy makers to devise ways and means of

encouraging the development of technical education for increased access. In so doing, the policy of the Federal Government on training more science-based than Art-based students can be achieved. In addition to this, harmonizing the certificates of First Degree and HND holders will go a long way in encouraging more access to technological institutions

Conclusion

Generally, the Nigerian policy on education and indeed other policies is clear and understandable language. These policy statements are often considered as part of the school's mission. So the problems are not in the mission or vision statement or its values, but in the implementation of these policies and the lack of communications between the various parts responsible for applying the policy. Often, policy makers are made to accept compromises for the sake of reaching an agreement. At other times, it could be as a result of the occurrence of hostilities. Despite the Federal government guideline on the 60:0 Science to Arts ratio, all the three tiers of tertiary institution did not comply with this policy. This is not a good development for the country.

Results of the study also showed that many of the Institutions did not utilize their approved quota to a reasonable extent. This is a big drawback towards the realization of the desired access to tertiary education. Policy implementation should be made to have a human face for ease of execution since this is the stage where government performs an adopted policy as specified in the policy action. There is need for a change in policy directives by the authorities in the higher institutions on admissions in favour of Sciences for the realization of the Federal government guideline on promoting science and technology development.

Sometimes, policymakers are seldom able to exercise severe control on the implementation of their policies; furthermore, the fidelity of implementation is not necessary, nor sufficient to ensure the effectiveness of policies. Bureaucratic

mechanisms in the tertiary institutions are sometimes frequently responsible for the non-implementations of admissions policy guidelines clearly spelt out by decision makers. Tertiary institutions' regulatory bodies such as the NUC should from time to time review the quota allocations to programs in the tertiary institutions so as to increase the carrying capacity of institutions to encourage more access to tertiary education.

Perhaps, it may be worth the while to review the content of some policies on admissions such as the criteria of 45%, 35% and 20% merit, locality and Educationally Less Developed States (ELDS) which is becoming rather symbolic and sometimes difficult to implement because of the process and unregulated goals that tend to be in partial with each other; reflecting the conflicts that exist between the different actors involved in the formulation of policies. Most states tagged as ELDS are no longer remained in that category as many of them have been recently seen to have tremendously boasted the number of applications over the years.

Recommendation

It is recommended that tertiary institutions should adhere strictly to the Policy Meeting guidelines and decisions during the year admissions' exercise especially as it pertains to the agreed Minimum National UTME score and realistic institutional UTME approved scores.

Since the CAPS is the only approved vehicle for all admissions into tertiary institutions, the regulatory bodies should carry out monitoring and evaluation activities in order to find out if institutions are adhering to regulations and at the same time bring back viable information regarding the drawbacks experienced during the implementation of the policy guidelines on admissions.

Tertiary institutions should work hand in hand with JAMB as well as utilize the IBASS to update their changes in course combination requirements by candidates to reflect present realities. It must be stated that the recommendation of

Computer Science as a UTME subject has helped a number of candidates to make the right choice of course. This is more relevant for Polytechnics and Monotechnics since this study revealed that this tier of institution is mostly affected by the low patronage in admissions.

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Stakeholders' Perception on Alternative Sources of Funding Public Universities in North Eastern Nigeria

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Abstract

This study investigated the perception of stakeholders on alternative sources of funding public universities in North-Eastern Nigeria. The purpose of the study was to investigate the perception of stakeholders on alternative sources of funding public universities. Two research questions guided the study and three hypotheses were formulated and tested. Descriptive survey research design was adopted for the study. The population of the study comprises 364 respondents from 14 public universities in North-Eastern Nigeria. A total of 191 participants were sampled for the study using Taro Yamene formula and 80 for the interview schedule using multi-stage sampling procedure. A four-point structured 10-item rating scale questionnaire titled

“Stakeholders’ Perception on Alternative Sources of Funding University’s Questionnaire (SPASFUQ)” and “Key Informant Interview (KII)” were constructed by the researcher and used to collate data for the study. The data collated were analysed using mean score and standard deviation to answer the research questions while ANOVA was used to test the hypotheses at 0.05 level of significance. The findings of the study shows that stakeholders’ opinion differed significantly on the reintroduction of tuition fee/ sharing cost of school maintenance with students in public universities in North-Eastern Nigeria. The study further revealed that stakeholders’ opinion differed significantly on the commercialization of hostel accommodation in public universities. In addition, the stakeholders’ opinion does not differ on the alternative sources of funding public universities. The study concluded by noting the danger involved as these universities are not able to engage in some essential services that would have launched them to the western world as a result of lack of funds; and sourcing for too much external aides would make the nation become an educationally dependent country. The paper recommends that university administrations should make relentless efforts in creating awareness to concerned stakeholders not just on the benefits of university education to the individuals and the society, but, how difficult it has been for the government to meet up with the financial needs of these essential institutions of higher learning in Nigeria. This may be achieved through detailed explanations of some possible avenues by which funds may be sourced to augment government support in developing and running institutional programmes and activities.

Keywords: Stakeholders, Perception, Alternative Sources of Funding, Public Universities

Introduction

In every human society, education, which is the process of transmitting the acceptable norms, values and believes to the

younger generation is seen as the biggest enterprise and an indispensable tool for national development. Many scholars (Ozigi, 2017; Edet, 2012; Udoh, 2008) have referred to education as the gateway to modernization; this means that, education is an essential tool used by nations all over the world for social, political, cultural, religious and technological transformation of their societies. This has made most countries of the world including Nigeria to adopt education as an instrument of national development. By this standard, today, any nation that cares less about quality education stands the risk of destroying her political, economic and cultural values (Pinga, 2022).

The education referred to in this context, is the formal education which comprises primary, secondary and tertiary levels. Tertiary education includes universities, polytechnics and colleges of education. The focus in this paper is on the university education in the North Eastern Nigeria. University education is the highest level of education that engages in teaching, learning, research and dissemination of information on current developments to equip men and women with the needed intellectualism and character for society development. Anao (2011) regarded university education as the citadel of learning, the fountain and reservoir of intellectual development and a knowledge society where man's socio-economic and well-being is advanced.

The goals of university education in Nigeria as specified in Federal Republic of Nigeria (2013) include (i) the acquisition, development and inculcation of the proper value-orientation for the survival of the individual and the society; (ii) the development of the intellectual capacities of the individuals to understand and appreciate their environments; (iii) the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community and; (iv) the acquisition of an objective view of the local and external environments.

The achievement of this laudable policy statement lies in the provision of adequate funds. This is why Ozigi (2017) argues that, no organization including the university system can carry out its functions effectively without adequate financial resources at its disposal. Funds are needed to acquire and successfully manage employees and the school plant. According to Pinga and Otolu (2017), funding is the act of providing financial resources and other valuables such as effort or time to accomplish organizational objectives. In addition, Hornby, Wemeier, McIntosh and Turnbull (2015) refer to funding as the act of releasing money for a particular purpose. In the context of this paper, funding refers to the provision of finances and other valuables for effective administration of university education.

It is speculated that government is the major investor in public universities in most developing countries of the world. This speculation has been confirmed by Adekule Ajasin University's (2011) report that, government provides 90% funds in Ghana, 85% in Egypt and over 88% in Namibia. This is similar to the situation in Nigeria, as government provides over 90% funds for the running of public universities and other tertiary educational institutions (federal government provides funds for the running of federal universities, while state government provides funds for state universities) (Udoh, 2008). However, the present population explosion and economic realities have shown that government can no longer fund public universities alone as there are other sectors of the system also competing for the scarce resources available for disposal. As a result, public universities have been receiving inadequate funding and this has often resulted to industrial disputes between government and staff of these institutions leading to closures of these institutions. There is hardly a year that passes without staff of public universities in Nigeria embarking on industrial dispute over issues of infrastructural development and staff entitlements. In 2022, Academic Staff Union of Universities have been on strike for over eight months, while, Non-Academic Staff also had a fair share of the strike for five months. This is an

indication that government alone cannot meet the financial demands of public universities in the country. As a result, government has continuously directed all public universities and other public tertiary institutions to explore and evolve alternative means of generating additional funds to supplement government support for running these educational institutions in Nigeria (Akomolafe & Aremu, 2016). Alternative sources of funding in this context includes other means, strategies methods, mechanisms, ways, places, areas and avenues through which university management can receive or design to attract money apart from government subventions (Pinga, 2022).

In order to lessen the burden of funding university education almost alone by the government, most university administrators seem to have embarked on diverse conventional measures to source for funds internally to augment government subventions. These measures or sources seem not to have delivered the universities, especially those in the North Eastern part of Nigeria from the problem of underfunding and its attendant consequences as some stakeholders are against most of these conventional measures used in sourcing funds such as reintroduction of tuition fee/ sharing cost of school maintenance with students, commercialization of accommodation, development of taxable school facilities and development levies embarked upon by university administrators to source funds.

One of the most debated sources of generating revenue internally in public universities today is the reintroduction of tuition fee/ sharing cost of school maintenance with students. This is because government funds public schools in Nigeria almost alone, while students pay little or nothing to support the funding; and with the rapid increase in students' enrolment and increased cost of running the ivory towers which does not correspond with the decrease in government subvention despite the UNESCO recommendations. Governments and university administrators are of the opinion that students should pay or contribute towards the funding of their education. Okebukola (2013) and Ajayi and Ayodele (2012) support the idea that

making students pay for what they receive and the facilities they use in the institutions will inject a lot of rationality in their behaviour and consequently reduce wastage in the system. Besides, Akangbou (2015) submits that charging fees in the public universities would improve efficiency and reduce the reoccurrence of industrial disputes in public universities. Pinga (2022) avers that private institutions survive strictly on tuition fee, yet they still have good number of students applying to join them. Therefore, people who benefit from educational services in the public schools, be it individuals, governments or corporate organizations should contribute to whatever they benefit from, so as to improve the facilities for those coming behind. This viewpoint also supports the fiscal justice principle of fairness which states that, he that takes the lion share of the benefits desirable from education must also be the person that bears the biggest cost.

However, some stakeholders' (PSF, SUG & ASUU) opinion seems to be at variance with this viewpoint, as they uprightly seem to object and protest against the idea of introducing the sharing cost of school maintenance with students (tuition fee). They feel that, since citizens are struggling for basic needs like food, housing and clothing, government should take care of funding education. In their opinion, asking citizens to support university education may be a burden too high for them to cope with (Udoh, 2008). Orikewuyo (2001) also share a similar view that stakeholders and the general society always show low interest in participating in the funding of education at all levels as they perceived it to be the responsibility of the government. In addition, Olupona (2001) reported that in 1991 and 1999, the National Association of Nigerian Students (NANS) which is the mother body for all students' union of higher institutions in Nigeria organized a mega rally in most parts of Nigeria to resist the re-introduction of tuition fee in the higher institutions. Several attempts by government to reintroduce tuition fee in the universities is always met with stiff opposition. Till date, the government has not

overcome this threat (Udoh, 2008). This implies that stakeholders are viewing the funding of public university education as that of government and the university administration alone.

Another source of generating income in public universities that seems to be highly contested by stakeholders is the commercialization of hostel accommodation facilities. Accommodation refers to dwelling spaces provided by institutions for students in form of hostels. According to Najib, Yusof and Osman (2011), students' hostel accommodation is a supervised housing facilities and amenities for the community of residents who use it for the purpose of resting after academic exercise. It is built on-campus, owned by the university, provided for inexpensive chargeable rooms and administered to accommodate the undergraduate or postgraduate students. Hostel accommodation is one of the basic requirements of modern day living that also facilitate learning. Today, student hostel accommodation is regarded as an essential component of the facilities provided by higher learning institutions in assisting students to expand their intellectual capabilities (Aigbavboa, 2015; Muhammad, Dodo & Adamu, 2014; Nurdini & Harun, 2012).

Traditionally, Nigeria universities provide exclusive accommodation for students on campuses because student housing has been an integral component of learning. However, with the explosion in students' enrolment and the current economic realities only few universities in the country can accommodate up to 50% of their student population on campus and there is as much as 90% deficit in some universities (AbdulAzeez, AbdulHafeez & Kado, 2015). This agrees with the report by the presidential committee on critical needs of Nigerian Universities which shows that only 111,509 (8.9%) of the total student population of 1,252,913 students across 61 public universities are accommodated on campus leaving a total of 91.1% to their fate (Edet, 2012).

This made government to mandate all public universities to source funds internally to augment government grants/subventions to enable them run effectively. As a result, public university administrations seem to be calling for the commercialization of accommodation facilities, since it has become difficult for them to adequately provide and maintain standard on-campus accommodation for students. The implication is that this subsidy will be removed and students will have to pay as high as those paying to stay off-campus. According to Onuoha (2013), the stakeholders suggested commercial activities as they are the commonest alternative sources of generating funds. Udoh (2008) notes however, that parents, lecturers and students have rejected the suggestion of commercializing accommodation as this will increase the cost of university education, thereby, discouraging those intending to acquire further knowledge. Udo's assertion indicates that stakeholders do not encourage the commercialization of accommodation in public universities. To Onuoha and Udoh, the current economic realities do not encourage the introduction of such policies as citizens are struggling to meet their basic needs. This seems to be the general opinion of most stakeholders in Nigeria and other developing nations of the world as they feel that the government should provide free education for the citizens.

This is worrisome to the researchers as attempts by government and university management to reintroduce some of the suggested measures for generating money internally to augment government subventions and grants for the effective and efficient administration of the public universities seem to have met stiff opposition from the stakeholders. It is against this background that the researchers carried out this study to ascertain if the position of the stakeholders has changed or if they now hold a different opinion as regards the reintroduction of tuition fees and commercialization of accommodation in public universities in Nigeria.

Statement of the Problem

Despite the efforts of university administrators to investigate and use a variety of conventional methods to raise money internally to supplement government subventions and grants and create a supportive learning environment to maintain the standard of education, the problem of insufficient funding caused by stakeholders' opposition to some of these alternative methods of generating income appears to have hampered these efforts. For instance, some stakeholders appear to be against the reintroduction of tuition fees/sharing cost of school maintenance with students in public universities in North Eastern Nigeria because citizens can hardly meet their basic needs and as a result, government should fulfil the obligation to provide free university education.

In worst-case scenario, the Academic Staff Union of Universities (ASUU) really goes on strike to oppose the reinstatement of the tuition fee at public universities. When Student Union Governments object to the reintroduction of tuition fees, the sharing of school maintenance costs with students, and the commercialization of hostel accommodation in public universities, which may result in the closure of these institutions, they sometimes block entrance gates and federal highways. It is therefore, the problem of the study is to determine how different stakeholders feel about the reintroduction of tuition prices, the sharing of school maintenance costs with students, and the commercialization of hostel accommodation in public universities in North Eastern Nigeria.

Purpose of the Study

The purpose of this study is to ascertain stakeholders' perception on alternative sources of funding public universities in North-Eastern Nigeria. Specifically, the study sought to:

1. find out how stakeholders perceive the reintroduction of tuition fee/ sharing cost of school maintenance with students in public universities in North-Eastern Nigeria.

2. examine the perception of stakeholders on the commercialization of hostel accommodation in public universities.
3. establish if stakeholders differ in their perceptions on alternative sources of funding public universities.

Research Questions

The following research questions guided the study.

1. What is the perception of stakeholders on the reintroduction of tuition fee/ sharing cost of school maintenance with students in public universities in North-Eastern Nigeria?
2. How do stakeholders perceive the commercialization of hostel accommodation in public universities?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference in the perception of stakeholders on the reintroduction of tuition fee/ sharing cost of school maintenance with learners in public universities in North-Eastern Nigeria.
2. There is no significant difference in the perception of stakeholders on the commercialization of hostel accommodation in public universities.
3. There is no significant difference in the perception of stakeholders on the alternative sources of funding public universities.

Methodology

The study adopted a descriptive survey design. The population comprised 364 respondents [98 Parent/ Stakeholders' Forum (PSF), 140 Student Union Governments (SUG) and 126 Academic Staff Union of Universities (ASUU)] from 14 public universities in North-Eastern Nigeria. A total of 191 participants (66 PSF, 51 SUG and 74 ASUU) were sampled using Taro

Yamene formula and 80 for the interview schedule all from 14 public universities using multi-stage sampling procedure.

A four-point structured 10-item rating scale questionnaire titled "Stakeholders' Perception on Alternative Sources of Funding Universities Questionnaire (SPASFUQ)" and "Key Informant Interview (KII)" were constructed and used to collate data for the study. The questionnaire was divided into Sections A and B. Section A contained items on the personal data of the respondents, while Section B was divided into two clusters - 1 and 2. Cluster 1 contained items 1-5 that focused on the perception of stakeholders on the reintroduction of tuition fee/ sharing cost of school maintenance with students in public universities in North-Eastern Nigeria. Cluster 2 contained items 6-10 on the perception of stakeholders on the commercialization of hostel accommodation in public universities.

The instrument was submitted to three experts, two in Educational Management and one from the Department of Economics all from Benue State University, Makurdi. The reliability of the instrument was measured using Cronbach Alpha. It yielded a reliability coefficient of 0.937 which indicated high internal consistency. The decision was based on the real limits of numbers. Hence a mean response score of 3.50-4.00 was considered Strongly Agree (SA), 2.50-3.49 Agree (A), 1.50-2.49 Disagree (D), while 0.50-1.49 was considered as Strongly Disagree (SD). The data collected were analysed using Mean Scores and Standard Deviation to answer the research questions. Any item with less than 2.50 was rejected and considered as having low or negative perception. On the other hand, it was accepted as having high and positive perception if it was 2.50 and above. ANOVA was used to test the hypotheses at 0.05 level of significance.

Results and Discussions

Research Question One: What is the perception of stakeholders on the reintroduction of tuition fee/ sharing cost of school

maintenance with students in public universities in North-Eastern Nigeria?

Table 1: Mean Ratings and Standard Deviations of the Perception of Stakeholders on the Reintroduction of Tuition Fee/ Sharing Cost of School Maintenance with Students in Public Universities in North-Eastern Nigeria

Item No	Item Description	N	SA	A	D	SD	$\bar{X}$	STD	Decision
1	Undergraduate students are not supposed to pay tuition fee in universities.	187	48	95	31	13	2.95	0.84	Accepted
2	Government should provide adequate funds for university education to lift the burden off citizens.	187	35	107	25	20	2.84	0.85	Accepted
3	Under-graduate students should pay little user charges.	187	49	65	43	30	2.71	0.99	Accepted
4	Candidates who come for post-graduate studies should pay tuition fee to support the management in running the university.	187	48	79	41	19	2.83	0.93	Accepted
5	University management should reintroduce tuition fee, but provide scholarship for students from extremely poor families.	187	28	40	77	42	2.29	0.98	Not Accepted
Cluster Mean							2.72		Accepted

Source: *Researchers' Field Survey Results (2022)*

Table 1 revealed that the mean ratings of items 1-5 are 2.95, 2.84, 2.71, 2.83 and 2.29 with the corresponding standard

deviations of 0.84, 0.85, 0.99, 0.93 and 0.98. item by item analysis of the items shows that the respondents unanimously agreed that undergraduate students are not supposed to pay tuition fee in universities and that government should provide adequate funds for university education to lift the burden off citizens. The respondents were of the opinion that undergraduate students should pay little user charges. In addition, they also agreed that candidates who come for postgraduate studies should pay tuition fee to support the management in running the university. However, the respondents disagreed with the idea that university management should reintroduce tuition fee, but provide scholarship for students from extremely poor families. The table also showed that the respondents had a cluster mean of 2.72. This is above the cut-off point of 2.50. This showed stakeholders perception on the reintroduction of tuition fee/ sharing cost of school maintenance with students in public universities in North-Eastern Nigeria. It is therefore, clear that stakeholders were against their wish reintroduction of tuition fee/ sharing cost of school maintenance with students in public universities.

Interview Question 1: *Do you agree with the reintroduction of tuition fee in public universities? If no, what other means would you suggest the university management should employ to generate funds?*

Table 2: Interview schedule of stakeholders on other means that university management can employ to generate funds

S/No	Items	Frequency	Percent. (%)
1	Establishment of entrepreneurial units.	18	25.7
2	Commercialization of research findings.	12	17.1
3	Mobilization of Alumni Association.	14	20
4	Introduction of online courses/programmes.	10	14.3
5	Solicit external support from NGOs and philanthropists.	16	22.9
Total		70	100

Source: *Researchers' Field Survey Results (2022)*

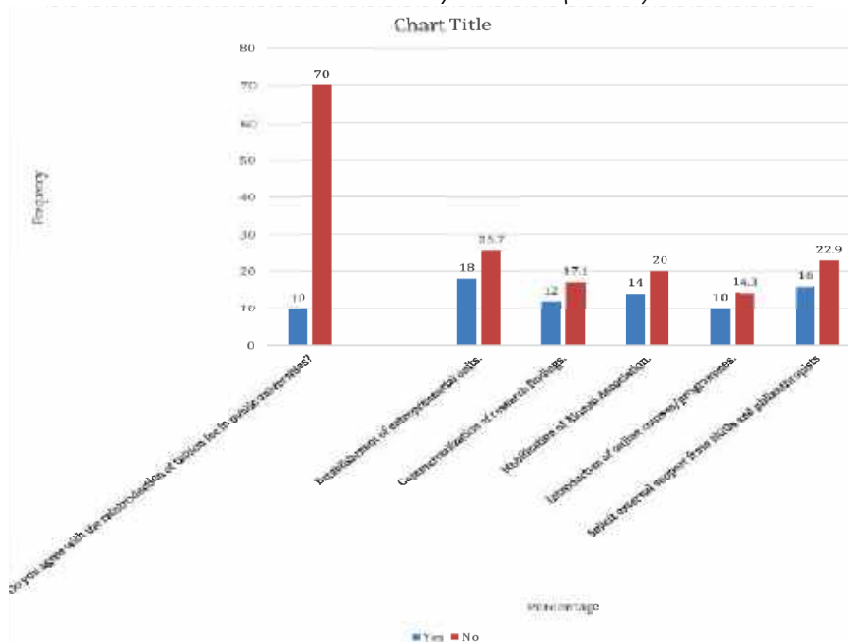


Figure 1: Bar chart showing stakeholders views on other means that university management can employ to generate funds

Source: *Researchers' Field Survey Results (2022)*

Table 2 shows that 10 respondents agreed with the reintroduction of tuition fee in public universities while 70 disagreed. Furthermore, 25.7% of respondents suggested the establishment of entrepreneurial units, while 17.1% responses identified the commercialization of research findings an alternative source of generating revenue. In addition, 20% suggested the mobilization of Alumni Association to support the university in raising funds to augment government subvention, while 14.3% presented introduction of online courses and programmes. Moreover, 22.9% suggested that the university management can rain funds through soliciting external support from non-governmental organizations and philanthropists.

Research Question Two: How do stakeholders perceive the commercialization of hostel accommodation in public universities?

Table 3: Mean Ratings and Standard Deviations of the perception of Stakeholders on Commercialization of Hostel Accommodation in Public Universities

Item No	Item Description	N	SA	A	D	SD	$\bar{X}$	STD	Decision
6	Students hostel accommodation should be free of charge.	187	52	75	31	29	2.80	0.98	Accepted
7	Hostel accommodation should be subsidized and built into students' user charges.	187	53	68	37	29	2.78	0.99	Accepted
8	Students should pay accommodation fee similar to those paying off-campus.	187	16	27	88	56	2.02	0.89	Not Accepted
9	University management should provide hostel accommodation for all category of	187	52	67	46	22	2.80	0.98	Accepted

10	students. University management should adopt Build- Operate-Transfer approach to provide for all category of students seeking accommodation on- campus.	187	52	69	37	29	2.77	0.96	Accepted
Cluster Mean							2.63		Accepted

Source: *Researchers' Field Survey Results (2022)*

Table 3 showed that the mean ratings of items 6-10 are 2.80, 2.78, 2.02, 2.80 and 2.77 respectively with the corresponding standard deviations of 0.98, 0.99, 0.89, 0.98 and 0.96. The result indicated that the respondents unanimously agreed that students hostel accommodation should be free of charge and that hostel accommodation should be subsidized and built into students' user charges. The respondents however, disagreed with the item that said students should pay accommodation fee similar to those paying off-campus, this is because, the stakeholders do not believe in the idea of students paying for the services they received. The respondents further agreed that university management should provide hostel accommodation for all category of students. Moreso, that university management should adopt Build-Operate-Transfer approach to provide enough accommodation for all category of students seeking accommodation on-campus. The cluster mean of 2.63 was found to be above the cut-off point of 2.50. The implication is that, stakeholders are highly against the commercialization of hostel accommodation in public universities.

Interview Question 2: *Do you think hostel accommodation in public universities should be commercialized? If no, then, what measures would you advance that university management should adopt in solving accommodation issues?*

Table 4: Interview schedule of stakeholders on measures the university management can adopt in solving accommodation issues

S/No	Items	Frequency	Percent. (%)
6	State/local governments that falls within the catchment area should be engaged to support the provision of hostel accommodation to reduce the burden.	21	28.4
7	Alumni Association should support the provision of hostel accommodation in public universities.	15	20.3
8	Students should pay a little token to support the maintenance of hostel facilities.	12	16.2
9	Engage Non-Governmental Organizations to assist in the provision of hostel accommodation.	17	22.9
10	Adopt the Build-Operate Transfer approach.	9	12.2
Total		74	100

Source: *Researchers' Field Survey Results (2022)*

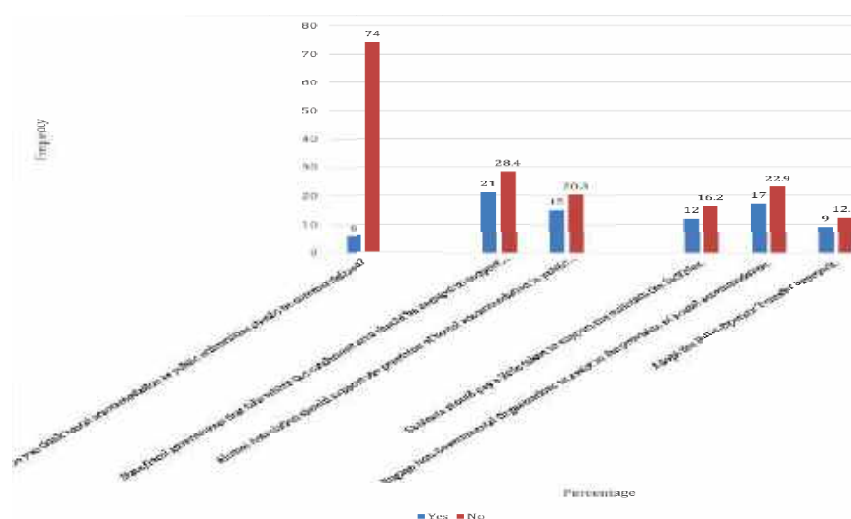


Figure 2: Bar chart showing measures the stakeholders suggested the university management can adopt in solving accommodation issues

Source: *Researchers' Field Survey Results (2022)*

Table 4 shows that 6 respondents agreed that students hostel accommodation should be commercialized while 74 respondents disagreed. Furthermore, the responses showed that, 28.4% respondents posited that states/local governments that falls within the catchment area should be engaged to support the provision of hostel accommodation to reduce the burden, while 20% responses indicated that Alumni Association should support the provision of hostel accommodation in public universities. Also, 16.2% suggested that students should pay a little token to support the maintenance of hostel facilities. In addition, 22.9% were of the opinion that the university management should engage Non-Governmental Organizations to assist in the provision of hostel accommodation. Moreover, 12.2% agreed that the university should adopt the Build-Operate Transfer approach to ease accommodation problems.

Test of Hypotheses

Hypothesis One: There is no significant difference in the perception of stakeholders on the reintroduction of tuition fee/ sharing cost of school maintenance with learners in public universities in North-Eastern Nigeria.

Table 5: ANOVA Analysis of the Perception of Stakeholders on the Reintroduction of Tuition Fee/ Sharing Cost of School Maintenance with Students in Public Universities in North-Eastern Nigeria

Category	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2972.780	2	1486.390	405.169	.000
Within Groups	675.017	184	3.669		
Total	3647.797	186			

Table 5 shows the ANOVA results of the significant difference in the perception of stakeholders on the reintroduction of tuition fee/ sharing cost of school maintenance with learners in public universities in North-Eastern Nigeria. The result indicates a statistically significant difference in the perception of stakeholders on the reintroduction of tuition fee/ sharing cost of school maintenance with students in public universities in North-Eastern Nigeria. ($F_{(2, 184)} = 405.169$, $p = 0.000 < 0.05$). This implies that there is significant difference in the perception of stakeholders on the reintroduction of tuition fee/ sharing cost of school maintenance with learners in public universities in North-Eastern Nigeria.

Hypothesis Two: There is no significant difference in the perception of stakeholders on the commercialization of hostel accommodation in public universities.

Table 6: ANOVA Analysis of the Perception of Stakeholders on the Commercialization of Hostel Accommodation in Public Universities

Category	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3805.178	2	1902.589	723.285	.000
Within Groups	484.009	184	2.630		
Total	4289.187	186			

Table 6 shows the ANOVA results of the significant difference in the perception of stakeholders on the commercialization of hostel accommodation in public universities. The result indicates a statistically significant difference in the perception of stakeholders on the commercialization of hostel accommodation in public universities. ($F_{(2, 184)} = 723.285$, $p = 0.000 < 0.05$). This implies that there is significant difference in the perception of stakeholders on the commercialization of hostel accommodation in public universities.

Hypothesis Three: There is no significant difference in the perception of stakeholders on the alternative sources of funding public universities.

Table 7: ANOVA results of the Perception of Stakeholders on the Alternative Sources of Funding Public Universities

Category	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6749.397	2	3374.699	1036.585	.000
Within Groups	1207.825	371	3.256		
Total	7957.222	373			

Table 7 shows the ANOVA results of the significant difference in the perception of stakeholders on the alternative sources of funding public universities. The result indicates a statistically significant difference in the perception of stakeholders on the alternative sources of funding public universities. ($F_{(2, 371)} = 103.585$, $p = 0.000 < 0.05$). This implies that there is significant difference in the perception of stakeholders on the alternative sources of funding public universities.

Discussion of Findings

The finding of this study revealed that there is significant difference in the perception of stakeholders on the reintroduction of tuition fee/ sharing cost of school maintenance with students in public universities in North-Eastern Nigeria. This means that stakeholders were opposing university management's decision of reintroducing tuition fee in public institutions of learning. In most cases, they organise protest that leads to the closure of institutions and blocking high-ways to call the attention of the government and relevant stakeholders to intervene. This finding is in consonance with Orikewuyo (2001) report that stakeholders and the general society always show low interest in participating in the funding of education at all levels as they perceived it to be the responsibility of the government. In addition, Udoh's (2008) research revealed that stakeholders believed that since people are having trouble meeting their fundamental requirements, such as food, shelter, and clothing, government should be responsible for paying education. This is the case because the stakeholders believe that asking the public to finance university education may be a burden that is too great for them to bear; yet, this choice is based only on emotion. The studies by Okebukola (2013) and Ajayi and Ayodele (2012), on the other hand, went against the current findings because they claimed that making students pay for the services they receive and the facilities they use in the institutions will greatly increase their

rationality and, as a result, decrease system waste. Additionally, Akangbou (2015) argues that increasing tuition fees will increase efficiency and lessen the likelihood of labour issues reoccurring in public universities. This variant may be founded on objectivism and the idea of fair justice, which holds that students should contribute to the education they receive because the government is struggling to raise enough money to support the growing number of students attending these institutions today.

The finding further revealed that there is significant difference in the perception of stakeholders on the commercialization of hostel accommodation in public universities. This is a proof that stakeholders do not encourage the commercialization of accommodation in public universities. To them, the current economic realities do not encourage the introduction of such policies as citizens are struggling to meet their basic needs. This seems to be the general opinion of most stakeholders in Nigeria and other developing Nations of the world. As they feel that the government should provide free education for the citizens. This finding corroborated with the findings of Udoh (2008) who found that parents, lecturers and students have rejected the suggestion of commercializing accommodation as this will increase the cost of university education, thereby, discouraging those intending to acquire further knowledge.

The results also show that there is no discernible variation in how stakeholders view potential sources of finance for public universities. This implies that all parties involved are speaking with one voice and rejecting the reinstatement of tuition fees, the sharing of school maintenance costs with students, and the commercialization of student housing at Nigerian public universities. They stated during the interview that the university administration should look at commercial and outside sources of funding for the institution. This is consistent with Onuoha's (2013) analysis, which found that businesses are the most prevalent alternate source.

Conclusion

Based on the findings of this study, it was established that the various stakeholders (SUG, PSF, and ASUU) have the same opinions about potential sources of funding for public universities in Nigeria. The stakeholders have consistently resisted the university administration's attempts to restore tuition fees and commercialized student housing at

public universities. The risk is that, due to a lack of funding, these colleges are unable to provide certain important services that would have propelled them into the west; also, relying excessively on outside aid would turn Nigeria into a nation that is dependent on foreign aid for its educational system.

Recommendations

Based on the findings, this research recommends that:

1. The North Eastern Nigerian public university stakeholders need to accept that the government cannot sufficiently fund higher education in Nigeria on its own. As a result, it is necessary to create/develop alternate methods of raising money to supplement government subsidy. If they are against the reinstatement of tuition fees, they ought to propose and support legal means for the administrations of the universities to raise money for their operations.
2. Management of public university should collaborate with relevant stakeholders such as Alumni Associations, Parents/ Stakeholders Forum (PFA) and Association of Local Governments of Nigeria (ALGON) to support them in providing students hostel accommodation to avoid commercialization.
3. The management of universities should work tirelessly to educate the relevant parties about the value of higher education to both individuals and society as a whole, as well as how challenging it has been for the government to support these crucial institutions of higher learning in Nigeria. This might be done by giving thorough explanations of some potential sources of funding that could be used to supplement government support for creating and managing institutional programs and activities. concerned stakeholders not just on the benefits of university education to the individuals and the society, but, how difficult it has been for the government to meet up with the financial needs of these essential institutions of higher learning in Nigeria. This may be achieved through detailed explanations of some possible avenues by which funds may be sourced to augment government support in developing and running institutional programs and activities.
4. To establish entrepreneurial units like mechanic workshops, electrical/electronic workshops, etc. (in the faculty of engineering), various agricultural farms (palms, crops, vegetables, fisheries,

poultry, piggery, etc. in the faculty of agriculture), fine and applied arts studios, bookshops, supermarkets, etc., the government should collaborate with the organized private sector to organize workshops on entrepreneurial developments in the universities. Only employees with entrepreneurial aptitude should run such businesses. Universities should hire from private settings if they aren't present among the employees.

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**Application of Decision-Making Support System in Managing
Educational Capacity Utilization in Benue State University,
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Abstract

This study investigated the impact of application of decision-making support system on managing educational capacity utilization in the Benue State University, Makurdi. Three research questions guided the study and three hypotheses were formulated and tested. The study adopted a descriptive survey design. The population comprised 93 respondents in Benue State University. A total of 48 participants were sampled using purposive sampling technique. Decision-Making Support System on Managing Capacity Utilization Questionnaire (DSSMCUQ) was used to collate data for the study. The data collated were analyzed using Mean Score and Standard Deviation to answer the research questions. Chi-square statistics was used to test the hypotheses at 0.05 level of significance. The findings of the study shows that Decision-Making Support System has significant impact on automation of students' enrollment, computation of examination results and teaching workload in Benue State University. The paper recommends among others

that every university should implement a Decision-Making Support System to increase their capacity for quickly and accurately enrolling huge numbers of students. Additionally, it will give these organizations the chance to develop their human resources for efficient use. It also recommended that to facilitate their job and increase their productivity when computing results, university management should instruct all examination officials and prospective examination officials on the use of decision-making support systems.

Keywords: Decision-making support system, educational capacity utilization, automation, computation and teaching workload.

Introduction

The world is changing so dramatically that even education has no choice but to accept changes. To adapt to the dynamic changes in this environment, educational institutions and educators must be more adaptable. The pressures placed on parents and educators are shifting as a result of how the environment is evolving. Philosophy, intuition and other intangible teaching techniques no longer seem to be sufficient. Conditions are getting harder and harder every day, from giving a lecture to allocating resources to rating students' and teachers' performance.

Today, making academic decisions is an essential component of university administration. To make well-informed decisions, precise, pertinent, and timely information is crucial. Decision-makers frequently lack access to information in a meaningful manner or the data has not been properly evaluated, making it difficult for them to extract the most important and relevant information from the available data. Education specialists must thoroughly examine all the variables affecting the distribution of high-quality education before making decisions (Naqvi, Burney & Bhamani, 2014). Due to the fact that this is a very complicated administrative process based

on a thorough review of all the facts pertaining to the educational framework. However, the emergence of cutting-edge information technologies like Decision-Making Support System (DSS) has changed the operational challenges experienced in the process of managing large data volumes originating from multiple sources, such as the lack of data in an appropriate form, lack of tools and approaches for its evaluation. This technology has provided university management with the chance to manage their resources in a more organized and effective way (Vinnik & Scholl, 2014).

Decision-Making Support System (DSS) according to Vinnik and Scholl (2014), is a method that enables the simulation and evaluation of numerous proposals and scenarios. This means that although the client front-end assures proper output presentation to users so as to expose key facts and relationships, the system incorporates the input data from pertinent sources into an autonomous data warehouse. In order to choose the best course of action from a range of alternatives, Khalid (2015) defines Decision-Making Support System as the process of gathering and carefully examining essential information about managerial predicaments. Khalid asserts that, in a broad sense, a decision-making system (DSS) is a computer-based information system that organizes, collects, and analyzes corporate decision-making activities for management, operation, and planning in an organization or corporation. When given the proper criteria, Decision-Making Support Systems are information systems created with the intention of assisting business decisions at various levels of a company. When people must quickly make a judgment in a complex circumstance, Decision-Making Support Systems are utilized. In order to give thorough information reports and recommend the best judgments, Decision-Making Support System uses the correlated multitasking process, which involves receiving and processing enormous volumes of data and then discovering various options and alternatives (Gurkut & Nat, 2017; Abishov, Asan, Kanat & Erkisheva, 2014). However, reliable, current, and

consistent data must be delivered and used for decision-making, which is typically found in clever ERP systems.

According to Vinnik and Scholl (2005), the purpose of a decision-making support system is to develop a quicker, safer, and better method of processing data through technology. Intelligent information display and the provision of options for its exploratory investigation serve to support decision-making principally. The advantage of concentrating on the exploration rather than producing ready-made solutions is that it ensures the model's versatility and applicability for a variety of issues. Additionally, DSS is noted by Shyana (2022) and Fakiah (2015) as an outstanding asset in the education industry since it combines facts and intelligence to explain the inexplicable and to fine-tune decisions made under duress or hesitancy. Several flaws with the decision-making support system have been discovered here. The significance of the Decision-Making Support System is to help the institution manage its resources more effectively using new technology. According to Everitt (2021), capacity utilization is a great tool for determining a projects or workplace's efficiency and production. The key to assessing your workplace is realizing how much of your potential capacity you are actually using. According to Everitt, capacity utilization refers to the most that can be generated, contained, stored, or accommodated. It establishes the amount's usage rate as a percentage over a specific time frame. Therefore, over time, capacity utilization develops into a tool for evaluation when it comes to the computation of students' results and to testing and knowing how well the institution is performing in academics.

Today, the use of this strategy to manage educational capacity utilization appears to assist resolve the majority of persistent issues that have impeded universities' ability to effectively handle the vast volumes of data at their disposal. Effective management of the university appears to have been negatively impacted by the lack of application, which slows down the data analyst, the absence of data in the right format,

and the absence of instruments and methods for its evaluation. Similar experiences were recounted by Kazim (2021) when he collected data from 100 level students' examination at Benue State University. The inability of any ground tool to quickly compile a huge amount of data was pointed out by Kazim.

More specific arguments for why decision-making support should be employed in managing educational capacity utilization might be made as this research concentrated on decision-making support system and managing educational capacity utilization in Benue State University. For instance, automation of student administration rules and registration is one of the most crucial aspects of the school because any error detracts from both the student experience and the university's overall image. Consequences may include unclear registration of courses in accordance with established rules, registration of courses outside the scope of a student's study option, omission of carryover or reference courses from computations of results, inadequate instruction in course registration, and students providing more or fewer credits than are necessary. The other disadvantages of manual computations can be seen in all areas, such as the problem of dictating omitted results, as most lectures do because of the large number of students, the problem of switching results/registering students before compilation, the stress involved in computing results given the growing number of students, and the problem of getting results ready before the right time to allow students to register for carryover courses, which may have been resolved with the proper timing (Obayola, 2019).

Automation of student administration, enrollment procedures, and registration is one of the university's most crucial components, according to Abayomi (2019), these data must be handled with extreme caution, while the processing of the test results just requires straightforward processes. Obayomi asserts, as any other devoted educator would, that the importance of a student having timely access to their results cannot be overstated. Students must receive their exam results

back in order for them to know how well they performed on the various courses they took. Previously, the mechanism for registering for courses and processing results was done by hand. This method was utilized to produce the students' results.

New approaches to automating the system for efficient functioning are sought today. advancements in technology that increase labor productivity and liberate humans when machines are used. What will happen to people who lose their jobs? In order to address results automation and student enrollment or registration in the numerous courses, degrees, and programs, computers and their applications have become essential tools.

The teaching workload is another area of university administration that is currently under pressure. Management is concerned with allocating teaching resources to support the academic framework of the university, which includes faculties, degrees, course admissions procedures, and teaching workload. Simulation and evaluation of these academic process elements are made possible by capacity utilization and decision-making support systems. Effective output presentation to the user will be ensured by the combination of the decision-making support system and capacity utilization as this displays crucial details and experiences of effectiveness and efficiency. This increases public knowledge of effective academic administration, effective use of educational resources, effective control of the workload of teachers, and effective enrollment practices. Simply put, this is an effort to help the university manage its claims more effectively using new technologies. It goes even farther to target and support the administrative work of designing the educational capacity of the university in terms of the number of students its course can handle under particular resource restrictions. The most important resource limitation is by far the availability of staff.

It is concerning how frequently universities accept students without considering whether they can accommodate them in the areas of registration, teaching and result compilation in universities and other forms of tertiary institutions

have become exceedingly challenging due to the admission of students without consideration of the teachers' ability to manage the large classes. It is in light of the above that a study of this nature is conducted to determine the extent of the Decision-making Support System's implementation at Benue State University and to see if the findings corroborated those of other universities and organizations.

Statement of the Problem

In all businesses, timely feedback is crucial, but it's especially more important in educational institutions where students must adapt to the expectations of the establishments. The university management finds it challenging to communicate with students on time due to the growing enrollment at Benue State University, however, since the workload seems onerous. For instance, the big number of students makes it difficult for the registration officials to finish registration at the designated/scheduled time. Additionally, it appears that most lecturers are avoiding the position of examination officer because they find it to be too demanding. Since teachers appear to be avoiding their daily schedules, there appears to be poor data collection and calculation. Worst of all, it appears that certain student scores are missing, which makes it unsuitable to compute student results.

These appear to have prompted management officials at Benue State University and other key stakeholders to look for other methods of handling records, particularly results. Given all of these difficulties, it is unclear why Benue State University, Makurdi does not use automated systems for reviewing results, automating admissions procedures for students, and other tasks, even though this is the best practice in the world. As a result, it appears that there will be a delay in processing students' results, accurate student placement, staff response time, and the quick tracking and forwarding of scores to the center pool of data analysis for early receipt of receipts and accurate placement of students in their programs. To combat this, this study felt it was

vital to look at the use of a Decision-Making Support System to manage capacity utilization at the Benue State University in Makurdi in order to make work easier and produce better results. The purpose was to investigate the impact of implementation of Decision-Making Support System in managing educational capacity utilization in the Benue State University, Makurdi. Specifically, the study sought to find out the impact of application of Decision-Making Support System on automation of students' enrollment in Benue State University, Makurdi. The study further seeks to examine the impact of application of Decision-Making Support System on computation of examination results in Benue State University, Makurdi and establish the impact of application of Decision-Making Support System on teaching workload in Benue State University, Makurdi.

Research Questions

The following research questions guided the study:

3. What is the impact of application of Decision-Making Support System on automation of students' enrollment in Benue State University, Makurdi?
4. What is the impact of application of Decision-Making Support System on computation of examination results in Benue State University, Makurdi?
5. What is the impact of application of Decision-Making Support System on teaching workload in Benue State University, Makurdi?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

4. Application of Decision-Making Support System has no significant impact on the automation of students' enrollment in Benue State University, Makurdi.

5. Application of Decision-Making Support System has no significant impact on the computation of examination results in Benue State University, Makurdi.
6. Application of Decision-Making Support System has no significant impact on teaching workload in Benue State University, Makurdi.

Methodology

The study adopted a descriptive survey design. The population comprised 93 respondents (8 Examination Officers, 29 Departmental Examination Officers and 56 Examination Officers) in Benue State University, Makurdi. A total of 48 participants (4 Examination Officers, 14 Departmental Examination Officers and 30 Examination Officers) were sampled using purposive sampling technique. Questionnaire titled "Decision-Making Support System and Managing Capacity Utilization Questionnaire (DSSMCUQ)" was used for data collection for the study. The questionnaire was divided into Sections A and B. Section A contained items on personal data of the respondents, while Section B was divided into three clusters – 1, 2 and 3. Cluster 1 contained items 1-5 that focused on the impact of application of Decision-Making Support System on automation of students' enrollment in Benue State University, Makurdi. Cluster 2 contained items 6-10 on the impact of application of Decision-Making Support System on computation of examination results in Benue State University, Makurdi. While Cluster 3 contained on items 11-15 that focused on the impact of application of Decision-Making Support System on teaching workload in Benue State University, Makurdi.

The decision was based on the real limits of numbers. Hence a mean response score of 3.50-4.00 was considered Strongly Agree (SA), 2.50-3.49 Agree (A), 1.50 -2.49 Disagree (D), while 0.50-1.49 was considered as Strongly Disagree (SD). The data collated were analyzed using Mean Scores and Standard Deviation to answer the research questions. Any item with less than 2.50 was rejected and considered as having low

impact. On the other hand, it was accepted as having high impact if it was 2.50 and above. Chi-square was used to test the hypotheses at 0.05 level of significance.

Results and Findings

Research Question 1

What is the impact of application of Decision-Making Support System on automation of students' enrollment in Benue State University, Makurdi?

Table 1: Mean Ratings and Standard Deviations of the Impact of Application of Decision Making Support System in Automation of Students' Enrollment in Benue State University, Makurdi

Item No	Item Description	SA	A	D	SD	$\bar{X}$	STD	Decision
1	In my university, all examination officers have adopted Decision-Making Support System in computation of results.	13	20	10	3	2.70	0.89	Accepted
2	In my university, all academic staff have adjusted to Decision-Making Support System for effective and efficient productivity.	12	16	10	8	2.81	0.81	Accepted
3	In my university Decision-Making Support System is found much efficient for students' enrolment in all department.	13	17	12	4	3.08	0.86	Accepted
4	In my university Decision-Making	13	16	10	7	2.91	0.80	Accepted

	Support System can control and make easy policies on programs, teaching workloads and examination compilation.							
5	In my university, Decision-Making Support System reduces mistakes in the compilation of students results.	15	19	7	5	2.86	0.94	Accepted
	Cluster Mean					2.87		Accepted

Source: *Researchers' Field Survey Results (2022)*

Table 1 revealed that the mean ratings of items 1-5 are 2.70, 2.81, 3.08, 2.91 and 2.86 with the corresponding standard deviations of 0.89, 0.81, 0.86, 0.80 and 0.94. Item by item analysis of Table 1 shows that the respondents agreed that in their university, all examination officers have adopted Decision-Making Support System in computation of results and that all academic staff have adjusted to Decision-Making Support System for effective and efficient productivity. They respondents unanimously agreed that Decision-Making Support System is found much more efficient for students' enrolment in all department in Benue State university, Makurdi. The also agreed that Decision-Making Support System can control and make easy policies on programs, teaching workloads and examination compilation. Moreso, the respondents agreed that Decision-Making Support System reduces mistakes in the compilation of students results in Benue State university, Makurdi. The cluster mean of 2.87 was found to be above the cutoff point of 2.50. This means that the application of Decision-Making Support System has impact on automation of students' enrollment in Benue State University, Makurdi.

Research Question 2

What is the impact of application of Decision-Making Support System on computation of examination results in Benue State University, Makurdi?

Table 2: Mean Ratings and Standard Deviations of the Impact of Application of Decision-Making Support System on Computation of Examination Results in Benue State University, Makurdi

Item No	Item Description	SA	A	D	SD	$\bar{X}$	STD	Decision
6	Decision-Making Support System make enrolment of students in my university more efficient.	12	17	9	8	2.87	0.73	Accepted
7	Students find Decision-Making Support System a more transparent and efficient method of data management.	14	15	11	6	2.70	0.87	Accepted
8	Students' data is accessed with ease anywhere on the school portal.	12	22	7	5	2.20	0.89	Not Accepted
9	There is less traffic of programme attendee in offices for missing data.	11	24	7	4	2.15	0.88	Not Accepted
10	Decision-Making Support System is cost effective and its deals with less paper work.	8	27	6	5	2.95	0.95	Accepted
Cluster Mean						2.57		Accepted

Source: *Researchers' Field Survey Results (2022)*

Table 2 showed that the mean ratings of items 6-10 are 2.87, 2.70, 2.20, 2.15 and 2.95 with the corresponding standard deviations of 0.73, 0.87, 0.89, 0.88 and 0.95. Item

by item analysis shows that the respondents unanimously agreed that Decision-Making Support System make enrolment of students in my university more efficient and that students find Decision-Making Support System a more transparent and efficient method of data management. They however disagreed with the item that says students' data is accessed with ease anywhere on the school portal. The respondent went further to state that there is less traffic of programme attendee in offices for missing data. In addition, the respondents indicated that Decision-Making Support System is cost effective and its deals with less paper work. The table also showed that the responses of respondents had a cluster mean of 2.57 which slightly above the cut-off point of 2.50. This implies that the application of Decision-Making Support System has impact on computation of examination results in Benue State University, Makurdi.

Research Question 3

What is the impact of application of Decision-Making Support System on teaching workload in Benue State University, Makurdi?

Table 3: Mean Ratings and Standard Deviations of the Impact of Application of Decision-Making Support System on Teaching Workload in Benue State University, Makurdi

Item No	Item Description	SA	A	D	SD	$\bar{X}$	STD	Decision
11	The application of Decision-Making Support System dictates the overload of teaching staff in my university.	13	16	9	8	2.65	0.79	Accepted
12	There are tasks more difficult for staff to deal with that they may wish to employ the use of Decision-	11	20	9	6	2.67	0.81	Accepted

	Making Support System.								
13	Decision-Making Support System may be more tasking than manual work.	3	9	19	15	2.10	0.92	Not Accepted	
14	In my university, some staff delay forwarding information that do make Decision-Making Support System effective.	12	17	10	7	2.65	0.78	Accepted	
15	In my university, some staff are still computer illiterate and may shy away from Decision-Making Support System.	11	24	8	4	2.75	0.93	Accepted	
	Cluster Mean					2.56		Accepted	

Source: *Researchers' Field Survey Results (2022)*

Table 3 showed that the mean ratings of items 11-15 are 2.65, 2.67, 2.10, 2.65 and 2.75 with the corresponding standard deviations of 0.79, 0.81, 0.92, 0.78 and 0.93. The table showed that the respondents had agreed that the application of Decision-Making Support System dictates the overload of teaching staff in my university and that there are tasks more difficult for staff to deal with that they may wish to employ the use of Decision-Making Support System. They however, disagreed with the item that states that Decision-Making Support System may be more tasking than manual work. The respondents unanimously agreed that some staff delay forwarding information that do make Decision-Making Support System effective. Moreover, that some staff are still computer illiterate and may shy away from Decision-Making Support System. The cluster mean of 2.56 is found to be above the cut-off point of 2.50. Thus, the application of Decision-Making Support System has impact on teaching workload in Benue State University, Makurdi.

Hypotheses

Hypothesis 1

Application of Decision-Making Support System has no significant impact on the automation of students' enrollment in Benue State University, Makurdi.

Table 4: Chi-square Analysis of the Impact of Application of Decision-Making Support System on Automation of Students' Enrollment in Benue State University, Makurdi

Opinions	Observed frequency	Expected Frequency	df	Level of sig	χ^2 -cal	p-Value	Decision
SA	13	11.5					
A	20	11.5	3	0.05	20.460	0.000	Significant
D	10	11.5					
SD	3	11.5					
Total	46						

Table 4 shows that χ^2 cal. = 20.460^a; $P < .05$ with 3 degrees of freedom. Thus, the null hypothesis which states that application of Decision-Making Support System has no significant impact on automation of students' enrollment in Benue State University Makurdi was not accepted. This means that application of Decision-Making Support System has significant impact on automation of students' enrollment in Benue State University Makurdi.

Hypothesis 2

Application of Decision-Making Support System has no significant impact on the computation of examination results in Benue State University Makurdi.

Table 5: Chi-square Analysis of the Impact of Application of Decision-Making Support System on Computation of Examination Results in Benue State University Makurdi

Opinions	Observed frequency	Expected Frequency	df	Level of sig	χ^2 -cal	P-Value	Decision
SA	12	11.5					
A	17	11.5	3	0.05	40.900	.000	Significant
D	9	11.5					
SD	8	11.5					
Total	46						

Table 5 shows that χ^2 cal. = 40.900^a; $P < .05$ with 3 degrees of freedom. Thus, the null hypothesis which states that application of Decision-Making Support System has no significant impact on the computation of examination results in Benue State University Makurdi was not accepted. This means that application of Decision-Making Support System has significant impact on computation of examination results in Benue State University Makurdi.

Hypothesis 3

Application of Decision-Making Support System has no significant impact on teaching workload in Benue State University, Makurdi.

Table 6: Chi-square Analysis of the Impact of Application of Decision-Making Support System on Teaching Workload in Benue State University Makurdi

Opinions	Observed frequency	Expected Frequency	df	Level of sig	χ^2 -cal	P-Value	Decision
SA	11	11.5					
A	20	11.5	3	0.05	39.723	.000	Significant
D	9	11.5					
SD	6	11.5					
Total	46						

Table 6 shows that χ^2 cal. = 39.723^a; $P < .05$ with 3 degrees of freedom. Thus, the null hypothesis which states that application of Decision-Making Support System has no significant impact on teaching workload in Benue State University Makurdi was not accepted. This means that application of Decision-Making Support System has significant impact on teaching workload in Benue State University, Makurdi.

Discussion of Findings

The first finding of this study revealed that application of Decision-Making Support System has significant impact on automation of students' enrollment in Benue State University, Makurdi. This finding agrees with Deniz, Uyguroglu and Yavuz (2002) who reported that Decision-Making Support System is a computer-based approach that has helped management in compiling large volumes of data in a safe and faster manner. This process reduces error and also prevent lost data.

The second finding revealed that application of Decision-Making Support System has significant impact on computation of examination results in Benue State University Makurdi. The results of the current study showed that Benue State University Makurdi's implementation of a Decision-Making Support System during the computation of exam results aided in publishing student results more quickly than ever before. As a result of this system/approach, the workload of the examination officers has decreased. This finding corroborated Kassicieh and Nowak (2008) who found that the implementation of Decision-Making Support System impact positively on the computation of examination results in the university system.

The third finding indicate that application of Decision-Making Support System has significant impact on teaching workload in Benue State University Makurdi. This means that the application of Decision-Making Support Systems has decreased the number of students who typically line up to file complaints with the exam officials. Without a doubt, this will make it easier

for examination officers to balance their work with classroom instruction. Due to student complaints, several examination officers did not have time to go and teach in the classroom. This is in line with the report of Kwak and Lee (2010) that Decision-Making Support System reduces staff workload significantly.

Conclusion

It is widely acknowledged that using technology tools for decision-making is extremely laborious and necessitates a broad range of expertise. The procedure calls for data collection, automated student enrollment, examination result computation, teaching workload computation and later data decision-making. Issues of reliability and the benefit of the doubt always exists for every decision that is taken since decision making is thought to be a highly complicated activity that may not always be informed by the data and would require circumstantial analysis beyond the apparent facts. Information systems are very technologically oriented and include a vast amount of data; a technological defect could provide an erroneous conclusion and cause chaos.

Recommendations

Based on the findings, this research recommends that:

1. Every university should implement a Decision-Making Support System to increase their capacity for quickly and accurately enrolling huge numbers of students. Additionally, it will give these organizations the chance to develop their human resources for efficient use.
2. To facilitate their job and increase their productivity when computing results, university management should instruct all examination officials and prospective examination officials on the use of decision-making support systems.
3. The implementation of Decision-Making Support Systems shouldn't be a chance for university management to disengage some workers; instead, they should help the staff be more productive in their work.

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The Universal Basic Education (UBE) and Administration of Primary Schools in Delta State, Nigeria

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Abstract

This study investigated universal basic education and administration of primary schools in Delta State, Nigeria. The study was directed by three research questions and hypotheses. The research is a descriptive survey design of the ex-post facto type. The study population was 1,113 head-teachers, from which a sample of 223 respondents was selected using a stratified sampling technique, representing 20% of the entire population. The instrument used was a questionnaire titled "Universal Basic Education and Administration of Primary Schools Questionnaire (UBEAPSQ), which was developed by the researchers and contained thirty items measuring the study objectives. In the instrument, the respondents were meant to respond on a four-point scale of Strongly Agree which was rated as 4, Agree rated as 3, Disagree rated as 2, and Strongly Disagree rated as 1. The instrument was validated through experts' judgment and its reliability was established through split-half reliability test and a coefficient of 'r'=0.85 was obtained, revealing high index reliability. Research questions were answered with mean rating and standard deviation while

the corresponding hypotheses were tested with t-test at significance level of $p < 0.05$. Findings show that some challenges of UBE were lack the resources to fulfil its obligations and goals (3.41), misuse of money allotted for the UBE programme's execution (3.03), and some beneficiaries were meant to sit on the floor of the classroom while they learn (3.01). Furthermore, the finding show that the techniques that school administrators can implement to achieve UBE objectives include professional staff development, exemplary lifestyles, regular communication with UBE Commission when facing challenges, teacher job commitment and reduction of pupil absenteeism and consequently, dropout. The researchers recommended therefore that qualified and trained employees are one of the instruments necessary for the programme's success. School administrators should ensure that adequate techniques are employed to help achieve the aim of UBE.

Keywords: Common techniques, school administrators, universal basic education programme, administration of schools and Delta State

Introduction

Education is seen as an investment that yields quick returns after students graduate and throughout their lives. It also makes it easier to move labour from underutilized to high-production areas (Nolting, Molitor, Reimann, Skroblin, & Dembski, 2020). Industrialization, income growth, and participation in the growth process are all influenced by this. To ensure that everyone has access to a basic education, several nations have undertaken efforts. The development of educational policy is a complex process that involves several crucial efforts like research and data analysis, stakeholder engagement encompassing teachers, parents, administrators, students, and community members, seeking expert input to ensure evidence-based decision-making, implementing pilot programmes and evaluations to test feasibility and impact, engaging in public consultations and

forums for diverse perspectives, fostering collaborations with educational institutions, learning from international comparisons, conducting policy analysis and impact assessments, continuously reviewing and adapting policies based on changing needs and advancements in research while also considering budgetary implications to ensure sustainable and inclusive improvements in the overall quality of education and addressing the needs of students and society as a whole. Education policies are therefore ideas or endeavours that direct the direction of any educational system (Ryve & Hemmi, 2019). These programmes, which are often supported by the government, are imposed on society and provide guidance for the educational field. The programmes differ from other rules often because it is exclusive to educational institutions. Previous and current educational policies run by government include; Universal Primary Education (UPE), Universal Basic Education (UBE), government's takeover of schools from non-profit voluntary agencies, school free lunch program, and the quota system, among others.

The Western Nigerian regional government launched the universal primary education program in 1955 (Ikoya & Onoyase, 2008). The western Nigeria regional government provided funding for free education to force children to attend school (Nakpodia, 2011a). A remarkable increase of education at all levels, including elementary, intermediate, and university, occurred in Nigeria during the period of the implementation of Universal Primary Education (UPE) (Ajayi, 2005). Another policy programme was launched and implemented during the Murtala/Obasanjo era by the Federal Military government of Nigeria (FMG), it was also called Universal Primary Education programme (UPE) in October 1976 (National Archives of Nigeria, 1976). The dictatorship of the regime made the programme for primary education free to all Nigerian children, irrespective of their socio-economic background. This ambitious program was implemented under the military dictatorship of General Murtala Ramat Mohammed and later continued under

General Olusegun Obasanjo's leadership after Murtala's tragic assassination in 1976 (Okeke-Uzodike, 2010). Currently, the UBE seems to be an expanded UPE programme. It has been extended to encompass junior secondary school or first three years of secondary school, rather than ending at grade six. The UBE programme was launched on September 30, 1999, in Sokoto by the federal government, with Professor Pai Obanya acting as the National Coordinator (Federal Ministry of Education, 2000).

More comprehensive than the UPE initiative is the UBE system. A functional, free, and high-quality education will be offered to all primary and junior secondary schools under this programme, regardless of sex, ethnicity, religion, or geographic location. Lower basic was the programme's first batch to enrol, while upper basic followed in the academic year of 2006/2007. According to Obasanjo (1999), "The Universal Basic Education project is virtually the same as the previous UPE system, free and universal as before but in addition, it would now be mandatory." He continued by saying that the new programme will include all kids from six to fifteen years old and would include both primary school and junior secondary education. Ezeunala (2022) defined universal as all individuals without distinction. Basic denotes the foundation of all things. Education is defined as the act of rearing or educating a kid via teaching and resulting in the development of his faculties of body and mind to be able to grasp his culture. It is the root, bottom, or foundation from which other portions obtain support.

The UBE's objectives include, among others, giving everyone access to a basic education, creating a conducive learning environment, eradicating illiteracy, and enhancing communication skills. Additionally, the objectives include giving every child the opportunity to develop manipulative skills that will enable him or her to function successfully in society, establishing a strong basis for scientific and critical thinking, and fostering sound attitudes (Jegede, 2019). The UBE programme includes junior secondary schools; thus, the national policy on

education says that the objectives of junior secondary schools include effective thinking, excellent communication, making of applicable judgements, making the student a helpful family member, comprehending fundamental facts about hygiene and sanitation, and realising one's duty as a valuable citizen of the country (Ngerem & Nwachukwu, 2021). When compared to the end of the six-year primary school level, these objectives are more likely to be accomplished in junior secondary schools. There are concerted efforts made to publicize the UBE programme by means of carrying out the programme to guarantee that its goals are met. As a result, there were more students enrolled in school, which brought up the financial problem. Both the school officials and the general public have significant issues with the financing of the UBE programme in Delta State. Maduewesi (2020) said that money is the primary source of power used to gain the people and material resources needed for education. The financing of educational programmes in Delta State, Nigeria, is anticipated to be a combined effort of the Federal, State, and local governments. In Nigeria, the UBE is a group of integrated, mutually supportive institutions and operations. In addition, the three levels of government and non-government groups are connected and reliant on one another. Together, they strive to realize the programme's objectives in terms of finance, efficient methods for carrying them out, and effective management of the UBE programme in Delta State. The classroom, the hub of instruction, must be reached in order for UBE or any other educational programme, policy, or innovation to become a reality and a success.

Etesike (2019) postulates that the introduction of basic education is a requirement for the achievement of democracy and a key element in the development of human potential. All participants in the education sector including administrators, teachers, the government, and students must diligently and carefully carry out their duties in order for UBE to be implemented successfully. No educational policy can achieve its

intended goals if the required stakeholders are not included. A decent policy will fail if those responsible for implementing it refuse to perform their jobs. People who are aware of what others are doing make up the programme. Therefore, it is crucial that school administrators and all other stakeholders in education work together to accomplish the intended goals. In this respect, the selection of the special characteristics of the general systems theory is well suited to the efficient implementation and management of the UBE programme in Delta State. The various components are in charge of making sure that these methods are used and that the UBE administration goals in Delta State are maintained and met.

According to Ogunniran (2018), internal contradictions and inconsistencies are to blame for the failure of certain educational policies' implementation. The measures are mostly destined to failure in such situations. Eight crucial policy areas have been identified as needing special attention in order to guarantee the success of the UBE implementation and the achievement of the objectives. These criteria included cleanliness and quality, curriculum, funding, and monitoring and evaluation, as well as instructional materials. This restores Nigerians' confidence in the implementation's success. Unfortunately, the methodology for applying it seems to be defective, and if care is not used, it is probably going to collapse like the UPE of the 1970s. It was believed before the UBE programme was launched that systematic methods for carrying it out would have been chosen based on the information obtained via UPE. A condition analysis or diagnostic of the schools' state should have served as the implementation's compass. It is important to evaluate the condition of essential enablers such as infrastructure, staff, enrolment, finance, curriculum, and educational resources. Ogunode (2018) confirmed the flawed methods. He said that when the UBE was put into place, the conditions necessary for a programme to be effective did not exist and were not anticipated to. The author came to the conclusion that teachers, classrooms, equipment,

supplies, and laboratories are the most crucial facilitators. He was concerned that the UBE programme would suffer from a lack of these enablers. Furthermore, Bello (2021) had the same perception. They therefore, brought to light critical worries about the condition or preparedness of the government, particularly about the availability of personnel, infrastructure, money, laboratories, libraries, and educational resources. Without them there, they thought, the UBE programme would not be implemented successfully.

The poor administration of primary schools in relation to the objectives of the Universal Basic Education (UBE) program in Nigeria has been a significant challenge that hinders the program's full realization. The UBE program, launched on September 30, 1999, aims to provide free and compulsory basic education for all Nigerian children between the ages of 6 and 15 years. However, the effectiveness of the program's implementation has been hampered by various administrative issues. One of the key objectives of the UBE program is to ensure that all eligible children have access to quality education, regardless of their socio-economic background. However, poor administration at the school level has led to disparities in resource allocation, teacher quality, and infrastructure, affecting the quality of education provided in different schools. According to a report by the Nigerian Education Sector Analysis (NESA), disparities in school administration have resulted in a lack of qualified teachers, inadequate teaching materials, and poorly maintained facilities, particularly in schools located in rural and economically disadvantaged areas (NESA Report, 2018).

Inadequate funding and mismanagement of resources have also been critical factors contributing to the poor administration of primary schools. Despite the UBE program's intention to allocate adequate funds for primary education, budgetary constraints and misappropriation of funds have limited the capacity of schools to provide a conducive learning environment. A study by Adekunle and Jegede (2019) found

that the allocation of funds meant for improving school infrastructure and teacher training was often diverted to other non-educational purposes, negatively impacting the overall quality of education. Moreover, teacher motivation and performance play a crucial role in achieving the UBE program's objectives. However, poor administration at the school level has affected the morale and commitment of teachers. Frequent delays in salary payments, lack of professional development opportunities, and inadequate teacher support systems have resulted in low teacher morale and decreased effectiveness in the classroom (Olawuyi & Bakare, 2017). The poor administration of primary schools has also led to challenges in data collection and monitoring, hindering effective evaluation of the UBE program's impact. Accurate data is vital for assessing progress, identifying areas of improvement, and making informed policy decisions. However, inadequate data management systems and lack of coordination between education authorities have impeded the timely collection and analysis of relevant education data (Oginni, 2018).

Statement of the Problem

Universal Basic Education (UBE) is a critical policy framework in Nigeria designed to provide free and quality education for all children, regardless of their socio-economic background. In Delta State, the implementation of the UBE programme is crucial for ensuring equitable access to education and fostering social and economic development. However, despite the programme's noble intentions, there exist persistent challenges in the administration of primary schools in Delta State, hindering the full realization of the UBE objectives. One of the key indicators of the problem is the inadequate allocation of resources to primary schools. Insufficient funding and mismanagement of resources impede the provision of necessary facilities, teaching materials, and learning resources. As a result, many schools struggle to create a conducive learning environment, leading to disparities in educational opportunities

among students. Teacher quality and motivation are essential factors in effective education delivery. However, the administration of primary schools in Delta State faces challenges in maintaining high teacher morale and providing adequate professional development opportunities. Low teacher motivation negatively impacts their effectiveness and commitment in the classroom, ultimately affecting students' learning outcomes. Another critical aspect is infrastructure deficiency. Inadequate and poorly maintained school infrastructure, including classrooms, sanitation facilities, and playgrounds, significantly impacts the learning environment. This lack of proper infrastructure hampers the overall learning experience for students and affects their enthusiasm for attending school regularly. These issues manifest as low enrolment rates, high dropout rates, inadequate learning outcomes, dilapidated school infrastructure, and ineffective utilization of educational funds. The frequency and extent of these problems vary across schools, but their recurring nature indicates a systemic issue. The implications are severe, perpetuating educational disparities, hindering social mobility, and impeding the state's progress in achieving UBE objectives. To address these challenges, targeted research focusing on primary school administration in Delta State is needed to identify actionable strategies for improvement, thereby enhancing the quality and accessibility of primary education and aligning it with the vision of the UBE program.

Research Questions

The following research questions were put out to provide the study direction:

1. What are the common techniques implemented to achieve UBE in Delta State?
2. What techniques do school administrators implement to achieve UBE in Delta State?
3. What are the challenges of UBE in Delta State?

Hypotheses

- H_{01} : Common techniques implemented to achieve UBE in Delta State do not significantly differ when gender is compared.
- H_{02} : Techniques school administrators implement to achieve UBE in Delta State do not significantly differ when location is compared.
- H_{03} : Challenges of UBE in Delta state do not significantly differ when gender is compared.

Methodology

The research is a descriptive survey design of the ex-post facto type. The study population was 1,113 head-teachers, from which a sample of 223 respondents were selected using stratified sampling technique. The sample represented 20% of the entire population. The instrument used for data collection was a questionnaire titled "Universal Basic Education and Administration of Primary Schools Questionnaire (UBEAPSQ)" which was developed by the researchers and contained thirty items measuring issues on challenges of UBE, common techniques implemented to achieve UBE and techniques school administrators can implement to achieve UBE. In the instrument, the respondents were meant to respond on a four-point scale of Strongly Agree which was rated as 4, Agree rated as 3, Disagree rated as 2, and Strongly Disagree rated as 1. The instrument was validated through experts' judgment and its reliability was established through split-half reliability test and a coefficient of $r' = 0.85$ was obtained, revealing high index reliability. Research questions were answered with mean rating and standard deviation while the corresponding hypotheses were tested with t-test at significance level of 0.05.

Results and Findings

Research Question 1

What are the common techniques implemented to achieve UBE in Delta State?

Table 1: Common techniques implemented to achieve UBE in Delta State

S/N	Common techniques implemented to achieve UBE	Mean	SD	Remark
1.	The adding of new infrastructure to an existing school.	2.65	0.97	Agree
2.	Reconstruction of decrepit infrastructure	2.53	0.96	Agree
3.	The establishment of new schools in underserved locations.	2.85	0.85	Agree
4.	The availability of more reading resources.	2.72	0.91	Agree
5.	Increased teacher preparation	2.69	0.92	Agree
6.	Address issue of beneficial overpopulation	2.73	0.91	Agree
7.	Make school a priority	2.57	0.81	Agree
8.	Common curriculum	2.57	0.88	Agree
9.	Employ adequate personnel	2.60	0.81	Agree
10.	Regular training of staff	2.50	0.88	Agree

Data in Table 1 revealed common techniques implemented to achieve UBE in Delta State. In this table, respondents agreed with mean rating of 2.65, 2.53, 2.85, 2.72, 2.69, 2.73, 2.57, 2.57, 2.60 and 2.50 on adding of new infrastructure to an existing school, reconstruction of decrepit infrastructure, establishment of new schools in underserved locations, availability of more reading resources, increased teacher preparation, address issue of beneficial overpopulation, make school a priority, common curriculum, employ adequate personnel and regular training of staff respectively.

In summary, common techniques implemented to achieve UBE in Delta State include, adding of new infrastructure to an existing school, reconstruction of decrepit infrastructure, establishment of new schools in underserved locations, availability of more reading resources, increased teacher preparation, address issue of beneficial overpopulation, make school a priority, common curriculum, employ adequate personnel and regular training of staff.

The identified common techniques for achieving Universal Basic Education (UBE) in Delta State carry profound implications for the educational landscape. By investing in infrastructure development, reconstructing deteriorating facilities, and establishing schools in underserved areas, the learning environment can be significantly improved, fostering a conducive space for student growth and development. The availability of more reading resources will promote a culture of learning, while increased teacher preparation and training will elevate the quality of instruction, leading to enhanced student outcomes. Addressing the issue of beneficial overpopulation through balanced student-teacher ratios ensures personalized attention and inclusivity. Prioritizing education and implementing a standardized curriculum reinforce the commitment to a well-rounded education for all students. Moreover, employing sufficient qualified staff and providing regular training support the continuous improvement of teaching practices. By adhering to these strategies, Delta State can propel its education system forward, narrowing educational gaps and empowering its youth with the knowledge and skills necessary for a brighter future.

Research Question 2

What techniques do school administrators implement to achieve UBE in Delta State?

Table 2: Techniques school administrators can implement to achieve UBE in Delta State

S/N	Techniques school administrators can implement to achieve UBE	Mean	SD	Remark
1.	Encourage teachers to be committed to their job	2.99	0.82	Agree
2.	Encourage pupils to study	2.79	0.80	Agree
3.	Show exemplary life that the beneficiaries will benefit from	3.02	0.82	Agree
4.	Check pupils who are not regular to school to reduce dropout	2.99	0.81	Agree
5.	Appeal to PTA members to contribute to the growth of the school	2.98	0.82	Agree
6.	Write to UBE commission when experiencing difficulties	3.02	0.82	Agree
7.	Appeal to individuals in the community for assistance in form of physical or instructional facilities	2.98	0.81	Agree
8.	Regular supervision of instruction	2.98	0.82	Agree
9.	Implementation of educational policies	2.98	0.81	Agree
10.	Professional staff improvement	3.03	0.83	Agree

Data in Table 2 show techniques school administrators can implement to achieve UBE in Delta State. The responses from respondents revealed that all items were agreed on. Specifically, respondents agreed on encourage teachers to be committed to their job, encourage pupils to study, show exemplary life that the beneficiaries will benefit from, check pupils who are not regular to school to reduce dropout, appeal to PTA members to contribute to the growth of the school, write to UBE commission when experiencing difficulties, appeal to

individuals in the community for assistance inform of physical or instructional facilities, regular supervision of instruction, implementation of educational policies and professional staff improvement with mean rating of 2.99, 2.79, 3.02, 2.99, 2.98, 3.02, 2.98, 2.98, 2.98 and 3.03 respectively.

It was therefore concluded that techniques such as encourage teachers to be committed to their job and encourage pupils to study, show exemplary life that the beneficiaries will benefit from, check pupils who are not regular to school to reduce dropout, appeal to PTA members to contribute to the growth of the school, write to UBE commission when experiencing difficulties, appeal to individuals in the community for assistance inform of physical or instructional facilities, regular supervision of instruction, implementation of educational policies and professional staff improvement should be implemented by school administrators to achieve UBE in Delta State.

The findings' implications underscore the vital role of school administrators in achieving Universal Basic Education (UBE) in Delta State. By encouraging teacher commitment and motivating pupils, administrators can enhance the overall quality of education, leading to improved learning outcomes. Additionally, the importance of positive role modelling and regular supervision of instruction is emphasized to foster a conducive learning environment and ensure policy adherence. Engaging with the community and appealing for support from the Parents-Teachers Association and individuals can yield valuable resources, ultimately benefiting the school's growth and development. Proactive measures such as checking on irregular students and seeking assistance from the UBE commission when facing challenges demonstrate a commitment to reducing dropout rates and resolving issues promptly. Moreover, prioritizing continuous professional development for staff enhances teaching capabilities and contributes to a more skilled and dedicated teaching workforce. These multifaceted techniques, when implemented by administrators, have the

potential to transform the educational landscape in Delta State, leading to inclusive, effective, and successful UBE implementation.

Research Question 3

What are the challenges of UBE in Delta State?

Table 3: Challenges of UBE in Delta State

S/N	Challenges of UBE	Mean	SD	Remark
1.	Lack the resources to fulfil its obligations and goals.	3.41	0.75	Agree
2.	Misuse of money allotted for the UBE programme's execution	3.03	0.87	Agree
3.	Some beneficiaries were meant to sit on the floor of the classroom while they learn.	3.01	0.78	Agree
4.	Diversion of fund for the actualization of UBE programme for personal gain by some officials	2.68	1.11	Agree
5.	Problem of qualified personnel	3.08	0.74	Agree
6.	Lack of trained personnel	2.89	0.75	Agree
7.	Low implementation of the programme	2.88	0.89	Agree
8.	Inadequate planning of the programme	2.66	0.88	Agree
9.	Inadequate monitoring of the programme's execution	2.50	0.97	Agree
10.	Lack of teachers' commitment	2.54	0.97	Agree

Data in Table 3 revealed challenges of UBE in Delta State. From the table, it could be observed that respondents agreed on lack the resources to fulfil its obligations and goals, misuse of money allotted for the UBE programme's execution, some beneficiaries were meant to sit on the floor of the classroom while they learn, diversion of fund for the actualization of UBE programme for

personal gain by some officials, problem of qualified personnel, lack of trained personnel, low implementation of the programme, inadequate planning of the programme, inadequate monitoring of the programme's execution and lack of teachers' commitment with corresponding mean rating of 3.41, 3.03, 3.01, 2.68, 3.08, 2.89, 2.88, 2.66, 2.50 and 2.54 respectively.

In conclusion, challenges of UBE in Delta State are lack the resources to fulfil its obligations and goals, misuse of money allotted for the UBE programme's execution, some beneficiaries were meant to sit on the floor of the classroom while they learn, diversion of fund for the actualization of UBE programme for personal gain by some officials, problem of qualified personnel, lack of trained personnel and commitment, low implementation of the programme, inadequate planning of the programme and monitoring of the programme's execution.

The findings presented on the challenges of Universal Basic Education (UBE) in Delta State reveal a series of critical issues that have significant implications for the education system and the future of its students. The lack of resources to fulfil UBE's obligations and goals, coupled with the misuse and diversion of funds meant for the program's execution, indicate a severe mismanagement of valuable resources. Moreover, the distressing revelation that some beneficiaries are forced to sit on the floor of the classroom while learning sheds light on the dire state of educational infrastructure, leading to inequitable access to education. The presence of corruption within the system, where funds meant for the UBE program are diverted for personal gain by some officials, not only undermines the program's effectiveness but also erodes public trust in the government's commitment to education. Additionally, the problems of a shortage of qualified and trained personnel and low implementation of the program further exacerbate the quality of education provided. These issues can have long-term implications on the socio-economic development of the state, hindering progress and perpetuating cycles of poverty.

Hypotheses

Hypothesis 1

Common techniques implemented to achieve UBE in Delta State do not significantly differ when gender is compared.

Table 4: t-test on common techniques implemented to achieve UBE in Delta State

Variables	N	Mean	df	Level of Sign	t cal.	t-crit.	Decision
Male Respondents	91	2.60	221	0.05	0.629	± 1.96	Not Significant
Female Respondents	132	2.68					

Data in Table 4 shows t-test on common techniques implemented to achieve UBE in Delta State. The table shows that male respondents were 91 with mean score of 2.60, while female respondents were 132 with mean score of 2.68. The t-calculated was .629 and t-critical was ± 1.96 with df of 221 at 0.05 significance level. Since the t-calculated was less than t-critical at 0.05 significance level the null hypothesis was retained. Thus, common techniques implemented to achieve UBE in Delta State do not significantly differ when gender is compared.

Hypothesis 2

Techniques school administrators implement to achieve UBE in Delta State do not significantly differ when location is compared.

Table 5: t-test on techniques school administrators can implement to achieve UBE in Delta State

Variables	N	Mean	Df	Level of Sign	t Cal.	t-Crit.	Decision
Respondents from Urban Area	145	3.11	221	0.05	1.254	± 1.96	Not Significant
Respondents from Rural Area	78	2.84					

Data in Table 5 shows t-test on techniques school administrators can implement to achieve UBE in Delta State. The table shows that respondents from urban area were 145 with mean score of 3.11, while respondents from rural area were 78 with mean score of 2.84. The t-calculated was 1.254 and t-critical was ± 1.96 with df of 221 at 0.05 significance level. Since the t-calculated was less than t-critical at 0.05 significance level the null hypothesis was retained. Thus, techniques school administrators implement to achieve UBE in Delta State do not significantly differ when location is compared.

Hypothesis 3

Challenges of UBE in Delta State do not significantly differ when gender is compared.

Table 6: t-test on Challenges of UBE in Delta State

Variables	N	Mean	Df	Level of Sign	t Cal.	t-Crit.	Decision
Male Respondents	91	2.82	221	0.05	1.049	± 1.96	Not Significant
Female Respondents	132	2.90					

Data in Table 6 shows t-test on challenges of UBE in Delta State. The table shows that male respondents were 91

with mean score of 2.82, while female respondents were 132 with mean score of 2.90. The t-calculated was 1.049 and t-critical was ± 1.96 with df of 221 at 0.05 significance level. Since the t-calculated was less than t-critical at 0.05 significance level the null hypothesis was retained. Thus, challenges of UBE in Delta State do not significantly differ when gender is compared.

Discussion of Results

Finding revealed that common techniques implemented to achieve UBE in Delta State include, adding of new infrastructure to an existing school, reconstruction of decrepit infrastructure, establishment of new schools in underserved locations, availability of more reading resources, increased teacher preparation, address issue of beneficial overpopulation, make school a priority, common curriculum, employ adequate personnel and regular training of staff. Hypothesis tested revealed that common techniques implemented to achieve UBE in Delta State do not significantly differ when gender is compared. This finding concurs with Bukar, Mwajim, & Kadiri (2017), who recommended in their study that Parents or guardians who keep their kids from going to school should be held responsible, according to regulatory organisations like the Universal Basic Education Commission at the federal level or the State Universal Education Board at the state level; education should be seen as priority to every family and citizen. Nakpodia (2011b), also commented in his work on Teaching factors in the implementation of the universal basic education programme in junior secondary schools in the south senatorial district of Delta State, Nigeria, that educational services like libraries, counselling, and health services should be efficiently supplied to all public schools to ensure that students' educational, career, and health requirements are fully met. He recommended that the teacher-student ratio be 1:5 (one teacher to five students) in the pre-primary section, 1:20 (one teacher to twenty students) in the primary section, and 1:35 (one teacher to thirty-five

students) in the junior secondary school section, given the high population rate in Nigerian schools and the need to make learning more practical. With this kind of educational approach, a teacher or support specialist may get more familiar with each student's unique needs than in a large classroom, enabling them to meet those needs more successfully. It should be clear that a child's academic performance and learning might be significantly impacted by the student-teacher ratio in their classroom or school. By employing more people, this might perhaps be a solution to the overpopulation problem. Igenegbai and Osakpamwan (2021) think that the mistake of the previous administration, where the quality of teachers recruited for the programme was gravely deficient, must not be repeated in this new administration because teacher quality is a key factor in the success of the Universal Basic Education. Ilogho (2022) discovered that teachers with at least 26 years of classroom experience had the highest approval rates of the UNICEF plan for a child-friendly school. Suleiman (2016) believes that, in order to ensure the success of the UBE, it is incorrect to separate planners from those who will administer the programme. Instead, experienced teachers should be given the opportunity to participate in the formulation and implementation of the UBE.

Finding revealed that techniques such as encourage teachers to be committed to their job and pupils to study, show exemplary life that the beneficiaries will benefit from, check pupils who are not regular to school to reduce dropout, appeal to PTA members to contribute to the growth of the school, write to UBE commission when experiencing difficulties, appeal to individuals in the community for assistance in form of physical or instructional facilities, regular supervision of instruction, implementation of educational policies and professional staff improvement should be implemented by school administrators to achieve UBE in Delta State. Hypothesis tested revealed that techniques school administrators' implement to achieve UBE in Delta State does not significantly differ when location is compared. This finding agrees with Ene and Anukaenyi (2020),

discovered that to guarantee the success of UBE, sufficient arrangements must be made to produce an adequate number of qualified teachers and make them applicable within the purview of their knowledge. Emphasizing on the importance of school administrators in the education sector, according to Ogunode and Niyi (2018), reported that after students, administrators were the most important and expensive contributors. In addition to being in great demand, they must also be of the greatest calibre; they act as an intermediary between the government and parents/ students for effective implementation of the UBE programme. Abbas & Sagsan (2019), opined that the school administrative managers need to be highly consistent with their work and they should be very dedicated to serving the students and teachers to achieve the goals of implementing UBE in the country.

Finding revealed that challenges of UBE in Delta State are lack of resources to fulfil its obligations and goals, misuse of money allotted for the UBE programme's execution, some beneficiaries were meant to sit on the floor of the classroom while they learn, diversion of fund for the actualization of UBE programme for personal gain by some officials, problem of qualified personnel, lack of trained personnel and commitment, low implementation of the programme, inadequate planning of the programme and monitoring of the programme's execution. Hypothesis tested revealed that challenges of UBE in Delta state does not significantly differ when gender is compared. This finding supports Ako, Lucas, Manga-Yuguda, Lawan, & Zakari, (2022) in their study, pointed out that most of the primary and junior secondary schools are dangerously overcrowded and class size have grown too large for effective teaching to take place. Bens (2022) highlighted that the education sector has been exposed to chronic under-funding and budgetary discrimination, which has led to a continuous decline in standards as diminishing resources have spread across the school system. Insufficient supply of funds by the government have led to poor provision of infrastructural facilities for

implementing the UBE programme and lack of proper monitoring and supervision of the UBE programme is so glaring that Lavy, (2019), also observed that the majority of UBE schools are not monitored or supervised, and as a consequence, many instructors do not organise their lessons adequately before entering the classroom for teaching and learning. The consequence of a lack of preparation is that instructors are unable to successfully fulfil their instructional responsibilities. Therefore, if the UBE programme is to function as a catalyst for national growth, there must be adequate monitoring and supervision of the instructors. Educators who have trouble performing their duties effectively should be considered for retraining. This position was reinforced by Amos, Ephrahem, and Bhoke-Africanus (2021), who said that "the success of the UBE programme depends on two resources, namely people and material resources." Madani (2019) also noted that "the supply of physical facilities, model equipment, and hand tools is required for the national development vehicle to operate." Despite the declarations, insufficient facilities have been made available for the UBE programme to operate effectively. In the majority of schools, Musa and Mshelia (2018) found that physical amenities such as workshops, labs, equipment, and tools were drastically insufficient. This circumstance makes it impossible to do practical work in workshops-based courses. According to the author, who also noted that some schools that received equipment 20 years ago have already rotted away, while others have been stolen or sold. According to Ugbang (2021), "it is anticipated that the new UBE project would address the issues that plagued the previous scheme (UPE), however as of now, there are insufficient infrastructure facilities and a lack of funding necessary for a functioning programme." As a result, it is evident that the UBE programme needs enough infrastructure and facilities to operate properly, which are now in limited supply. In order for the programme to be functioning, it is required to provide enough infrastructure and amenities.

Conclusion

Conclusively, UBE programme has not fully achieved its aims and objectives because of the numerous challenges such as lack the resources to fulfil its obligations and goals, problem of qualified personnel, misuse of money allotted for the UBE programme's execution, some beneficiaries were meant to sit on the floor of the classroom while they learn, lack of trained personnel and low implementation of the programme facing it. These challenges could be reduced when school administrators employ techniques like professional staff improvement, show exemplary life that the beneficiaries will benefit from, write to UBE commission when experiencing difficulties, encourage teachers to be committed to their job and check pupils who are not regular to school to reduce dropout.

Recommendations

The researchers recommended therefore that qualified and trained employees are one of the instruments necessary for the programme's success. School administrators should ensure that adequate techniques are employed to help achieve the aim of UBE. Government on their part should try to monitor the UBE programme for efficiency.

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**Assessment of Quality Assurance Management in Shehu
Shagari College of Education Sokoto, Nigeria**

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Abstract

Quality Assurance (QA) in Education as an emerging policy perspective in the contemporary world demands improved provision of education services delivery. The pivot upon which the excellency of education services delivery propels is the teachers. Against this background, this study focused on management of teacher quality reflecting academic programme implementation; to determine the prevailing performance standard with regards to quality assurance, examine the strategic action plan by the college management in collaboration with the Quality Assurance Unit in meeting with the minimum standard. Research design adopted? Data was collected by use of questionnaire from randomly selected lecturers in College of Education Sokoto to assess the prevailing education services delivery in the college. A total of 248 lecturers were sampled out of population of 700 lecturers in the institution. Three research questions guided the study and survey research design was used. The data collected were analyzed using mean scores. The results obtained showed that

the college management in collaboration with Quality Assurance Unit do not pay enough attention to some college programmes' implementation and hardly engage in self-assessment and policy review. The study recommended that College management should engage in self-assessment and policy review so as to achieve the desired results of quality improvement. Adopt holistic approach in college programme implementation to ensure that various aspects of college programme are duly planned out.

Key Words: Assessment, College, Management, Quality Assurance.

Introduction

Education is the greatest asset of a nation that cannot be toyed with. Quality education becomes imperative to quality living and sustainable development of any society. This underscores the necessity of quality assurance unit in tertiary institutions in Nigeria, particularly colleges of education as addressed by this study.

The quest for quality improvement in education service delivery necessitated the application of quality system management standards in the education sector especially in the higher institutions. Quality assurance in education was adopted as an emerging policy perspective in the contemporary world which emanated at the world conference on Education for All led by UNESCO at Thailand in 1990 (Ayeni, 2012). The representatives agreed that all countries should pay greater attention towards improving all aspects of the quality of education and ensure excellence of all. This aimed at ensuring a substantial achievement of recognized and measureable learning outcomes in schools. Quality assurance according to Ayeni (2012) is one of the most critical tasks facing every nation's educational institution. Hence, the society demands for improved education service delivery which will help to achieve the best outcomes that enhance quality of life of the citizens.

Paraphrasing, quality assurance in Nigerian institutions of learning requires the availability of competent and committed human resources.

College of education is hoped to produce manpower that serve in different capacity and contribute to the nation's economic and political development. Thus manpower is basic resource for ensuring quality in the citadel of learning and how well it is managed lend credence to the management to other resources to achieve educational goals (Ukamaka, 2011).

Sequel to the aforementioned fact, the achievement of quality assurance in academic institution lies in the successful management of institution resource – human, material and the time. Be that is it may, the pivot upon which the excellency of education services delivery propels is the teachers; of course, the teachers whose actions and inactions mold the character of the student and academic performance. Indeed, student performance speak volumes – quality assurance or otherwise therefore, what teachers do and how it is done requires attention and concise effort of the management spur them to action, employing all forms of professionalism towards quality outcome. Suffice it to say that at implementation stage of academic programmes lies the success or savior of the system. Hence quality assurance (QA) at the college level requires all forms of tactic by the management such as proper plan, assignment of responsibilities according to merits and proactive majors considered in the area of envisaged teaching practice shortfalls

However, this study targeted the factors that militate against quality education service delivery in Shehu Shagari College of Education Sokoto, Nigeria. Despite the fact that there is quality assurance unit in the college, there is still outcry, for poor performance standard. The quality assurance unit is saddled with the responsibility towards improving implementation of the college NCE Academic programmes; there remains a myriad challenges/problem in such areas as teaching practice, continuous assessment, examination and

quality management. Indeed, in a dynamic and rapidly changing world, quality education is essential building capacity, especially as it concerns training of teachers which is the mandate of colleges of education institutions in Nigeria. Hence, the activities of college management and quality assurance units provide basis for this investigation as all the factors combined together hamper the quality of teacher education in the contemporary Nigerian society. Now, the questions are; what roles does the quality assurance unit play in the implementation of college programme? Has the unit been able to redirect the college policy agenda for effectiveness? How has the management collaborated with the quality assurance unit towards achieving quality education delivery? These and other related issues form the basis of this study.

Statement of Problem

The current national minimum standard by the National Commission for Colleges of Education (NCCE, 2012) has placed the school system as the vanguard in the academic programmes in College of Education. In Shehu Shagari college of education, many schools and departments find it difficult in managing their academic programme implementation including effective conduct of examinations. Contrary to the college regulations, the quality assurance unit outlines the academic programmes of the institution inclusive of examinations management and results computation which in recent times appear to be falling below stakeholders expectations. Again, challenges as poor operations which bothers on implementation of policies are observed in the faculties inclusive of a general poor attitude to work of institutional staff. There is also poor maintenance of facilities/equipment, frauds in Teaching Practice (TP) supervision among others. Previous studies among researchers observed the admission process in the college is also a challenge. Staff promotion and welfare appear unsatisfactory leading to poor motivation. This study is out to find out the true

state of events.

Research Questions

1. What is the prevailing performance standard with regards to quality assurance in Shehu Shagari College of Education Sokoto?
2. What are the action plans put in place by the management of Shehu Shagari College of Education Sokoto in meeting the minimum standard as it reflects Quality Assurance?
3. What are the roles of Quality Assurance Unit towards improving implementation of the college NCE academic programme on minimum standards?

Review of Related Literature

Quality refers to the standard of phenomena when it is compared to other things like it. In the context of education, it implies monitoring and evaluation of education process and procedures by use of human and materials resources to produce intended outcome or goals. Quality Assurance (QA) is the term mostly used in production industries to enable them check the quality of products. The idea was to find ways of reducing the number of defects in their products; so a more complex mechanism was developed called 'Quality Assurance' (Allais, 2017). In the views of Geoffrey (2019), when enterprises embark on quality improvement they start with inspection - a form of Quality Control (QC) - a reactive approach which identifies a weakness, non-compliance or whatever and endeavors to correct it ensuring it will not happen again. In other words, this mechanism suggests that the damage has been done and the next line of action is to move on to Quality Assurance (QA) - a proactive approach which attempts to identify problems so as to prevent them from happening.

Quality Assurance implies quality management that focus on a holistic approach to ensure continuous

improvement of any organization with less cost. It calls for effective leadership through planning and organization, supervising, controlling and co-ordination, involving every team to build quality into the system. On the other hand, Onuka (2003) argued that Quality management is the coordination of all the resources of an organization through the process of planning, organizing, directing and controlling in order to attain organizational goals effectively and efficiently. In the views of (Umar, Okonkwo and Abdullahi, 2018) quality management in education is about all the various organized activities that culminate in the production of a given output that conforms to set standard. It geared towards high standards and zero-tolerance level for wastage in educational enterprise

In education sector, Quality Assurance (QA) has been in existence in the form of inspection which was the old method of monitoring education processes and supervision a modern method that is more friendly geared to staff improvement and development. Therefore, it is in the researchers' opinion that both QC and QA are new terms which calls for effective monitoring of procedures and processes in education to ensure efficiency and effectiveness. Thus, QA is a managerial initiative that is clearly aimed at effective and efficient management of education to achieve the goals of education. In an attempt to remedy the many problems faced by all sectors of the country, (Nigeria) education inclusive, the government came up with a very promising programme or policy popularly referred to as the quality assurance. A new education plan put in place to reflect the current realities in the country.

The issue of the quality assurance for teacher education has always been given a higher level concern by educators. This is because the nation's educational standard can only be actualized if the situations of learning are well equipped with qualitative teachers. The quality resourcefulness and dedication of teachers to a large extent determine the quality of educational system. However, Geoffrey argued that in as much as academic express deep concerns about academic standards,

in respects of both schools and universities, and schools are also held accountable for the development of the appropriate moral and social values of young people. Paraphrasing, ironically standard require compliance and compliance entails loss of autonomy, an intolerable proposition to academics and to a less extent to school teachers, hence the reservations about standards. Meanwhile, extreme adherence to mapped out procedures and guidelines could hinder innovations and initiatives.

Methodology

The descriptive survey research design was adopted for the study being a design used to study phenomena in their natural state and settings with the researchers manipulation as they have already occurred. It is further used to study large populations by selecting items considered to be representative of entire population (Nworgu, 2006, Ali, 2006). Meanwhile, the population of the study comprises all the 700 academic staff (lecturers) of Shehu Shagari College of Education Sokoto. From this population, the simple random sampling technique was used to draw a sample of 248 lecturers out of the population of 700 lecturers using the sample size from the Research Advisors Statistical Table (Okoro and Liman, 2006). The instrument used for data collection was self-structured questionnaire containing fifteen (15) items based on modified 4 points Likert scale of measurement, ranging from strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) with 4, 3, 2, and 1 points respectively. The instrument was validated by experts in Educational Management, Research Method and Statistics. The internal consistency of the instrument yielded a reliability coefficient of 'r' - 0.75.

The questionnaire was personally administered by the researcher to the respondents (lecturers) in Shehu Shagari College of Education, Sokoto. Data collected were analyzed using descriptive statistics as mean and frequency counts to answer the research questions.

Results and Findings

Research Question 1

What is the prevailing performance standard of Quality Assurance Unit in Shehu Shagari College of Education, Sokoto?

Table 1: Mean response of lecturers on the prevailing performance standard with regards to quality assurance in Shehu Shagari College of Education Sokoto?

S/N	Item Statement	Lecturers X
1.	The college management and Quality Assurance orientation programmes for new lecturers	3.00
2.	I have a copy of the college updated edition of conditions of service that contains relevant details of responsibilities, privileges, rights and limitations	2.03
3.	Students' poor academic performance in the college could be attributed to poor reading culture leading to compromising quality by the management.	3.50
4.	There is mass failure in the examination results of students in Shehu Shagari College of Education, Sokoto	4.10
5.	Merit is given priority during students enrolment into the college by the management	2.40
	Total	15.03
	Grand Mean	3.06

Table 1 reveals grand mean of 3.06 which is above the decision mean level of 2.50 which implies that the lecturers agreed that the prevailing quality assurance processes and procedures in Shehu Shagari College of Education Sokoto are not bad, but need meeting up to the expectations. They disagreed with item 2 which implies that lecturers were not issued a copy of the college updated edition of conditions of service that contains relevant details of responsibilities, privileges, rights and limitations. Also item 5 shows compromise of merit in the college.

Research Question 2

What are the action plans put in place by the management of Shehu Shagari College of Education, Sokoto in meeting the minimum standard as it reflects quality assurance?

Table II: Mean responses of lecturers on the action plans put in place by the management of Shehu Shagari College of Education, Sokoto in meeting the minimum standard as it reflects quality assurance.

S/N	Item Statement	Lecturers X
6.	The college management usually engage in policy review in order to achieve desired result	2.02
7.	The quality assurance unit has regular meetings with the college management to check performance standard	2.51
8.	The college management evaluates lecturers' capacity in curriculum implementation.	2.40

9. The college management in collaboration with the quality assurance unit has constantly engaged in self-assessment	1.80
10. I am aware of functional strategic action plan by the college management targeting programmes implementation process	2.13
Total	10.86
Grand mean	2.17

The table II shows grand mean of 2.17 for the lecturers' response. This entails that the management of Shehu Shagari College of Education Sokoto do not necessarily have strategic action plan measure, towards targeting the college programme implementation process for meeting the minimum standard. Also the mean score of 1.80 indicate that the college management in collaboration with the Quality Assurance Unit has not constantly engaged in self-assessment.

Research Question 3

What are the roles of Quality Assurance Unit towards improving implementation of the college NCE academic programme on minimum standard?

Table III: Mean responses of lecturers on the roles of Quality Assurance unit towards implementation of the college NCE academic programme on minimum standards.

S/n	Item Statement	LecturersX
11.	The quality assurance unit in my college provides feedback and timely information on the deviations of performance standards	2.49
12.	Monitoring of college programmes are organized by the college quality assurance unit to ensure unity of purpose	2.48
13.	Quality assurance unit of the college has initiated plan for improvement of performance standard by engaging new lecturers in workshops	2.44
14.	Teaching Practice supervision by lecturers in the college is properly monitored by the quality assurance unit	2.73
15.	There is proper maintenance of facilities/equipment in the college by the management in collaboration with the quality assurance unit.	1.60
	Total	11.74
	Grand mean	2.35

This Table III shows the grand mean of 2.35 which is below the decision mean level of 2.50, indicating that generally, lecturers are of the view that the Quality Assurance Unit of the Shehu Shagari College of Education are actually performing their roles but not up to expectation. Meanwhile, there is poor maintenance of facilities/equipment in the college by the management in collaboration with the quality assurance unit with a very low mean of 1.60.

Summary of Findings

1. The prevailing performance standard with regards to quality assurance processes and procedures in Shehu Shagari College of Education (SSCOE), Sokoto above average but not up to expectations.
2. There is little or inadequate action plan in place by the management of SSCOE, Sokoto in meeting the implementation of minimum standard as it reflects quality assurance policy.
3. The roles quality assurance unit of SSCOE, are: monitor college programmes, organize workshops, provide feedback on deviations on performance standards, etc. yet the performance of these roles are below expectations as revealed in the findings of this study.

Discussion of Findings**Prevailing performance standard regarding quality assurance in SSCOE**

The findings on the prevailing situation of quality assurance in SSCOE revealed that inasmuch as the management of SSCOE Sokoto give orientation to new lecturers, yet lecturers were not issued a copy of the college updated edition of condition of service that contains relevant details of responsibilities, privileges, rights and limitations. This obviously subject them to inadequate information on what to do, how and when to do it. Invariably, it could lead to under development due to lack of knowledge and privileges that could enable them explore available training opportunity for self-growth and institutional improvement. Also lecturers are of the view that merit is not given priority during students' admission into the college. Obviously, these negative attitudes affect quality of education services delivery. Moreso, students' poor academic performance and mass failure attributed to students' poor reading culture leading to compromising quality by the

management in using low cut-off point for pass. Therefore, the quality assurance unit and the management of the college should rise up to their responsibilities of proper co-ordination, as what is on ground is not satisfactory in terms of education quality. This supports the views of Onuka (2003) who found that total quality management requires effective co-ordination of resources to improve students' performance. Essentially, the issue of not providing lecturers with updated relevant document of the organization they work in, for them to be properly informed of their responsibilities, privileges, and limitations as well as compromising on merit during admissions are not peculiar to SSCOE Sokoto. Therefore other colleges of education and more so, institutions of higher learning Nigeria could experience similar challenges.

Action plan by the college management in meeting the minimum standard of quality assurance

On the second domain, it was revealed that there was no identified functional strategic action plan by the management of SSCOE, Sokoto to target programme implementation process. This lack of proper plan could be the reason why the management failed to engage in policy review and self-assessment to discover lapses in the management of education services delivery via human and materials resources. The finding of this study is in consonance with the findings of Onuka (2003) and Allais (2017) who found that total quality management requires effective planning and co-ordination of resources to improve quality; in this study, with specific reference to the need for policy review, self-assessment, evaluation of lecturers capacity in curriculum implementation. Allais (2017) found out that South African uses systemic evaluation (Exams) as a significant form of quality assurance, particularly at lower levels of the school system. This explains the need for evaluation to ascertain how much of quality has been achieved in the organization. In a similar vein, SSCOE Sokoto use continuous assessment (CA) and examinations as

form of quality assurance on the part of the student's performance but the college management didn't put in place adequate measures to evaluate lecturer's capacity to implement curriculum that would ensure effective education services delivery.

Roles of Quality Assurance Unit towards Implementation of the College NCE Programme

In the third domain of the analysis, it was revealed that the Quality Assurance (QA) unit in SSCOE Sokoto do not provide adequate information and feedback on the deviations of performance standards; also the Quality Assurance Unit in collaboration with College Management do not provide adequate maintenance of facilities/equipment in the college. There is no coordination in the management of continuous assessment to ensure unity of purpose. However, the finding reveals that the co-ordination in the management of Teaching Practice (TP) supervision by the Quality Assurance Unit of the college is relatively good but there is still room for improvement. Ostensibly, the roles of quality assurance unit in college of education according to the finding of this study include among other:

- (i) To supervise college programmes and ensure that merit is given priority,
- (ii) To organize and supervise continuous assessment and teaching practice (TP),
- (iii) To evaluate performance standards of teachers,
- (iv) To provide feedbacks corrective majors,
- (v) To collaborate with college management to ensure maintenance of school facilities/equipment etc.

Obviously, from the findings, the Quality Assurance Unit of the college is with regards to the overall assessment is lagging behind in the discharge of their duties. Quality assurance units as part of college management through delegation of authority is expected to exhibit leadership qualities and practices that

would create and usher in best practices in education. Instead, there actions where contrary to a best practice as in the views of (Umar, Okonkwo and Abdullahi, 2018) who believed that quality management requires the attention of education managers in the input – process- output framework to achieve any success since quality encompasses quality in people, process, service and product.

Conclusion

In conclusion, Quality Assurance Unit is an integral part of every organization whose roles, more than anything else should hinge on proper monitoring and coordination of activities. This should be done in collaboration with the management of the organization for checks and balances, education systems inclusive, so as to keep track of quality.

Recommendations

1. This study recommends that SSCOE, Sokoto should upgrade the education standard by adopting a holistic approach in college programme implementation, like giving admission on merit to avoid any form of quality compromise to enable students face the reality.
2. The management of SSCOE, Sokoto in collaboration with Quality Assurance Unit should endeavor to put in place a functional plan that can aid to review their internal policy as well as constantly engage in self-assessment to discover lapses for quality education improvement.
3. The government and college management should employ checks and balances to ascertain quality in the colleges by employing systemic evaluation strategy to improve lecturer's capacity.
4. The management of SSCOE, should review the activities of the Quality Assurance Unit to find out their challenges; by meeting regularly will help identify lapses
5. Education policy implementation requires a holistic

approach where all the stakeholders in education have a part to play by equipping the colleges and ensuring that the students imbibe the reading culture; at home and school. In the school, lecturers should emphasize on the need for additional facts by students during tests and examinations as criteria for good grades.

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University Students' Perception and Satisfaction on the Implementation of the Entrepreneurship Education Policy in Rivers State

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Abstract

The paper investigated university students' perception and satisfaction on the implementation of the entrepreneurship education policy in Rivers State. Three research questions and three hypotheses guided the study. The descriptive survey research design guided the study with a population consisting of 31, 793 students out of which 390 students were sampled using stratified random sampling technique. Instrument used for gathering data was a 15-item questionnaire tagged "Students Perception and Satisfaction on the Implementation of Entrepreneurship Education Policy Questionnaire" (SPSIEEPQ) with a Cronbach alpha reliability coefficient of 'r'-0.88. Research questions were answered using mean and standard deviation while the hypotheses were tested using t-test at $p < 0.05$ level of significance. Findings of the study showed that the students perceived that the implementation of the entrepreneurship education policy can make one an employer of labour, create wealth and solve the economic problems of the nation. The study showed that the aspects of relevance of the curriculum, teaching method and availability of resources for the implementation of entrepreneurship education was ranked low by the students. The study also showed that they believed adequate training can help improve the implementation of the programme among other strategies. It was recommended that

regular review of the entrepreneurship education policy in the universities can help resolve some of these issues.

Keywords: Perception, Satisfaction, Implementation, Entrepreneurship Education, Policy

Introduction

University education is considered as an instrument par excellence for equipping citizens and setting nations on the path of development. This explains why individuals, groups and nations invest heavily in university education as a means to an end. Okpe and Oleabhie (2021:76) stated that “when entrepreneurship skills are vigorously pursued alongside with the acquisition of vocational and technical education in our institutions, nation building in the right direction will emerge”. The benefits derived from investment in university education has remained largely elusive for several years as indicated by the growing number of youth unemployment in the country.

Therefore, in order break this employment crises cycle, the government few years ago introduced an entrepreneurship education policy which makes it compulsory for university students to acquire entrepreneurial competencies that will not only make them employable but also become employers of labour. Alluding to this fact, Dewi and Suryani (2018:1038) asserted that “universities are not only required to produce qualified human resources but also preparing human resources who are ready for entrepreneurship. The assessment of the perception of students on the implementation of this policy as well as their satisfaction with the extent of implementation is imperative for future reforms that will make students acquire and exhibit entrepreneurial skills, knowledge and attitude that will make graduate students self-reliant and also contribute to national growth and development.

Entrepreneurship Education Policy

Entrepreneurship is a concept that relates to the ability of an individuals to conceptualize a business idea, assemble the needed resources and transform the idea into a reality or actual business. However, Fatoki and Oni (2014:586) asserted that "current evidence however seems to suggest that there is a gap between the perceived desirability of entrepreneurship amongst students and actual self-employment and start-up rates amongst graduates" and this necessitated the emphasis on entrepreneurship education as a need for undergraduate students before graduation so as to make them not just job seekers but job creators.

Entrepreneurship education was introduced as a policy in universities to make students think outside the box on how to create wealth and employment from problem solving. Nian Bakar and Islam (2014:42) stated that "entrepreneurship education or also known as entrepreneurial education is used to deliver entrepreneurial knowledge, skills and abilities to the students for helping them to success their career as an entrepreneur". These skills when deployed in any field of endeavor is expected to attract patronage which will create more employment opportunities for job seekers. The entrepreneurship education programme in universities has become a policy issue as all students are expected as a matter of policy to pass through this system of education irrespective of their discipline before entering the world of work.

The need for the implementation of the entrepreneurship education policy in universities is an issue that cannot be ignored. The entrepreneurship policy is significant in the creation of a suitable social environment for entrepreneurship and promoting innovation and entrepreneurship. This policy is therefore expected to provide a suitable environment as well as a strong basis for students to be entrepreneurially inclined before graduation and contribute to the creation of employment in any of their field of operation.

Perception of Students on the Implementation of the Entrepreneurship Education Policy in Universities

Students' interest in entrepreneurship can only be improved upon when they have the right perception about the purpose and implementation of this programme across the different levels of education. When the right perception is developed, it becomes easy for students to sacrifice and contribute to the success of the programme for the overall benefit of all stakeholders. If the right perception is not built, then the enforcement of entrepreneurship education policy in universities becomes an exercise in futility. Students in the university need to be encouraged to build the right mindset towards entrepreneurship as this will go a long way to affect their disposition towards the programme.

Studies have shown that building the right perception is important in becoming a successful entrepreneur. Lahikainen, Peltonen, Oikkonen and Pihkala (2022) indicated that majority of the students in some Finnish schools indicated that staff encouraged them to become entrepreneurs and they also enjoyed institutional support and this implies that aside the interest of the students, the condition and suitability of the programmes planned and implemented as well as the institutional support that students get all contribute to the perception that students will develop towards the implementation of the entrepreneurship programme in universities.

Satisfaction of Students on the Implementation of the Entrepreneurship Education Policy in Universities

Despite the fact that entrepreneurship education provides an employment platform for undergraduate students, the level of satisfaction they derive from the programme has a way of affecting whether or not they will want to trail this path. This is because this educational programme if developed becomes a career path for the students and as such deriving the right satisfaction during the implementation and learning of the

programme will affect how well students will consider this programme as a career choice. Huang, Liu and An (2020) revealed that teachers and students even within the same learning environment focus on different factors that determine their level of satisfaction when it comes to entrepreneurship and this ranges from issues such as the leadership style in the organization, human resource management strategies, policy dividends, and practices among other factors. These factors when properly managed leads to improved student satisfaction during the entrepreneurship programme implementation process.

Jiang *et al.*, (2019) indicated that satisfaction in entrepreneurship can also be improved through the support policies provided by relevant stakeholders during the programme implementation. It has also been established by these scholars that the magnitude of entrepreneurship interest that these students may develop in the future can also be tied to their current level of satisfaction in the policy implementation process. It therefore implies that relevant activities such as training, mentoring, proper allocation of resources which are managerial responsibilities from the school during the programme implementation process needs to be given adequate attention otherwise the level of students' satisfaction may drop and this will eventually affect their interest and performance when they eventually become entrepreneurs.

Strategies for Improving the Implementation of the Entrepreneurship Education Policy in Universities

The success of the entrepreneurship education policy implementation process is a responsibility for all well-meaning stakeholders. It was pointed out by Ek as cited in Bikse, Riemere and Rivza, (2014:69) stated that the curriculum for entrepreneurship education is "essentially evolving as a result of contemporary difficulties facing entrepreneurs and the paradigm shift in education. Today, it has a much broader meaning because it focuses on encouraging creativity, invention, and

self-employment in addition to learning theoretical knowledge". This implies that if the programme must succeed, policy makers including the government must continue to provide timely interventions that will be needed to solve emerging problems.

Similarly, the implementation of the entrepreneurship education policy will not make much impact except relevant human and material resources are provided in the right quality and quantity. It is also important for the programme to be regularly evaluated so that relevant policy reforms can be carried out in due course. Huang, Zhang, Long, Xu and Zhu (2021) added that aside the need for digital interventions in this digital age, the teachers, teaching materials, and teaching methods must also be given adequate attention for any meaningful result to be derived from the implementation of the entrepreneurship education policy in universities.

Several studies have been carried out to determine how the entrepreneurship education programme in universities affects students either directly or indirectly. Rahim and Mukhtar (2021) investigated the perception of students on entrepreneurship education. Data are gathered through the distribution of questionnaire forms in this survey study's design. The study's conclusions demonstrate a substantial association between entrepreneurial goals and the teaching methods and curriculum used in entrepreneurship. The university's role variable, on the other hand, revealed the opposite outcomes, namely, no significant correlation with entrepreneurial inclinations. In summary, the entrepreneurship education curriculum and lecturers' teaching strategies can encourage students to start their own businesses.

Akpomi and Ohaka (2020) conducted another study on business education students' perception of the influence of technology on production efficiency of entrepreneurs in Rivers State. The study discovered that among the readily accessible technologies that are necessary for entrepreneurs' production efficiency are computers, routers, smartphones, digital eyewear, industrial machines, elevators, robots, solar panels, sensors,

transport technologies, and internet platforms. Conclusion: Technology in entrepreneurship has the potential to systematically cause considerable change in the areas of supply chains, logistics, minimum effective plant sizes, and capital requirements. Based on their findings, the researchers suggested that business education program implementers emphasize technology's concepts and applications in the teaching of entrepreneurship education in order to increase entrepreneurs' productivity.

Furthermore, Ishola and Falobi (2018) carried out another study on students' perception and satisfaction on entrepreneurial skills in business education programme in Colleges of Education in Lagos State. The results showed that students have a positive opinion of the entrepreneurial skills taught in business education, including those related to accounting, human relations, web design, desktop publishing, Microsoft Word, photocopying, excel/spreadsheet skills, typewriting, and communication. However, the results showed that business education departments must focus on helping students learn power point, desktop publishing, and web design abilities because they are less appreciated by students than other talents. The report suggests that all of the colleges of should have well-equipped business education laboratories.

The study by Gao, Zhuang and Chang (2021) focused on influencing factors of student satisfaction with the teaching quality of fundamentals of entrepreneurship course under the background of innovation and entrepreneurship. Through correlation and multiple regression analysis, it can be seen that the teaching content, teaching methods, teaching environments, and teaching management have a significant positive correlation with the Fundamentals of Entrepreneurship course's teaching quality, which is a key factor affecting students' satisfaction. However, there is a discrepancy between this expectation and students' actual satisfaction. Based on this, recommendations are made to increase the level of student satisfaction with the teaching in Fundamentals of

Entrepreneurship courses, as well as to give empirical data and proposals for ongoing improvement in the teaching quality of college students employment.

Ezeonwurie (2017) investigated the strategies for improving entrepreneurship education in Nigeria: evidence from entrepreneurship teachers in Katsina State. The results showed that successful small business owners should be invited to interact with students on a regular basis, qualified entrepreneurship teachers and instructors at various educational levels, resource materials, effective use of the instructional materials, students should participate in industrial work experience programs, and the government should offer lenient loans to graduates who want to start small businesses.

Statement of the Problem

Rivers State remains one of the economic hub of Nigeria as a result of oil exploration activities going on in the State and this has attracted other social and economic activities into the State but it is worrisome that the level of graduate unemployment in the State is also alarming as several students graduate without finding decent employment. Despite the implementation of the entrepreneurship education policy in the public universities in the State, several students still graduate without finding employment or being able to start a business of their own. Going forward, it has become imperative to investigate students' perception on the implementation of the entrepreneurship education policy in universities as well as determine their level of satisfaction and the strategies for improving the policy so as to enhance the employability and employment generation capacity of these students after graduation both for personal and societal advancement and this forms the problem that this study intends to resolve. It is on this note that this study intends to investigate university students' perception and satisfaction on the implementation of the entrepreneurship education policy in Rivers State. Emphases were placed on: examining university students' perceptions on the implementation of the

entrepreneurship education policy in Rivers State, Nigeria, determining university students' satisfaction level on the implementation of the entrepreneurship education policy in Rivers State and ascertaining the extent to which university students are satisfied with the strategies for improving the implementation of the entrepreneurship education policy in Rivers State

Research Questions

The following research questions guided the study:

1. What are university students' perceptions on the implementation of the entrepreneurship education policy in Rivers State, Nigeria?
2. What are university students' satisfaction level on the implementation of the entrepreneurship education policy in Rivers State?
3. To what extent are the university students satisfied with the strategies for improving the implementation of the entrepreneurship education policy in Rivers State?

Hypotheses

The following hypotheses were tested at $p < 0.05$ level of significance:

1. There is no significant difference in the perception of fresh and final university students' perceptions on the implementation of the entrepreneurship education policy in Rivers State
2. There is no significant difference in the perception of fresh and final university students' satisfaction level on the implementation of the entrepreneurship education policy in Rivers State
3. There is no significant difference in the perception of fresh and final university students on the extent to which they are satisfied with the strategies for improving the implementation of the entrepreneurship education policy in Rivers State

Methodology

The study adopted the descriptive survey research design with a population of the study of 31,793 students (18,020 Fresh and 13,773 Final) in the three public universities in Rivers State. 390 students (221 Fresh and 169 Final) were sampled using the Taro Yamane (1973) minimum sample size determination formula using stratified random sampling technique. The instrument used for collection of data was a 15-item questionnaire tagged "Students Perception and Satisfaction on the Implementation of Entrepreneurship Education Policy Questionnaire" (SPSIEEPQ). The instrument was segmented into a four point modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) but Research Question Two and Three were responded to on a scale of Very High Level (VHL), High Level (HL), Low Level (LL) and Very Low Level (VLL) all with weighted scores of 4, 3, 2 and 1. A mean value of 2.50 served as decision rule. The questionnaire was validated by two Educational Management experts from the University of Port Harcourt. The reliability of the questionnaire was estimated using the Cronbach alpha statistics and yielded a reliability index of 'r'-0.88. 378 copies of the questionnaire (216 Fresh and 162 Final) which was 96.9% were retrieved and is sufficient for the study. The research questions were answered using mean and standard deviation while the hypotheses were tested using t-test at 0.05 level of significance.

Results and Findings

Answer to Research Questions

Research Question 1

What are university students' perceptions on the implementation of the entrepreneurship education policy in Rivers State?

Table 1: Mean and standard deviation scores on university students' perceptions on the implementation of the entrepreneurship education policy in Rivers State

S/No	Items	Fresh Students n=216		Final Students n=162		Mean Set	
		Mean $\bar{X}_1$	SD	Mean $\bar{X}_2$	SD	$\bar{X}$	Decision
1	Entrepreneurship has the capacity of making one an employer of labour	2.83	0.87	2.80	0.80	2.82	Agree
2	Wealth creation can be improved if the policy is successfully implemented	2.81	0.88	2.77	0.82	2.79	Agree
3	Entrepreneurship can assist in solving some of the economic problems affecting the nation	2.89	0.84	2.82	0.79	2.86	Agree
4	The reward for a successfully implemented entrepreneurship programme is profit	2.64	0.93	2.54	0.95	2.59	Agree
5	Entrepreneurship is capital intensive	2.92	0.82	2.98	0.76	2.95	Agree
	Grand Mean and Standard Deviation	2.82	0.87	2.78	0.82	2.80	Agree

Table 1 showed that the fresh students responded to items 1, 2, 3, 4 and 5 with mean value of 2.83, 2.81, 2.89, 2.64 and 2.92 while the final year students responded to the same set of items with mean scores of 2.80, 2.77, 2.82, 2.54 and 2.98.

Since all of the items had mean scores that were greater than the decision mean score of 2.50, they were all agreed. In addition, the grand mean scores of 2,.982 and 2.78 from the fresh and final students supported the average mean set score of 2.80 to establish that the students agreed with the items raised as university students' perceptions on the implementation of the entrepreneurship education policy in Rivers State.

Research Question 2

What are university students' satisfaction level on the implementation of the entrepreneurship education policy in Rivers State?

Table 2: Mean and standard deviation scores on university students' satisfaction level on the implementation of the entrepreneurship education policy in Rivers State

S/No	Items	Fresh Students n=216		Final Students n=162		Mean Set	
		Mean $\bar{X}_1$	SD	Mean $\bar{X}_2$	SD	$\bar{X}$	Decision
6	Relevance of the entrepreneurship curriculum in contributing to employment creation	2.51	0.99	2.44	1.03	2.48	Low Level
7	Suitability of the teaching methods in enhancing entrepreneurship interest	2.42	1.03	2.40	1.05	2.41	Low Level
8	Adequacy of the materials deployed in promoting entrepreneurial competencies	2.48	1.01	2.38	1.05	2.43	Low Level
9	Availability of platform to interface with	2.44	1.04	2.34	1.06	2.39	Low Level

10	established entrepreneurs Provision of institutional support for personal entrepreneurial development	2.41	1.03	2.49	1.01	2.45	Low Level
	Grand Mean and Standard Deviation	2.45	1.02	2.41	1.04	2.43	Low Level

Table 2 showed that the response of the fresh students to items 6, 7, 8, 9 and 10 produced mean scores of 2.51, 2.42, 2.48, 2.44 and 2.41 while the final year students also answered the same items with mean values of 2.44, 2.40, 2.38, 2.34 and 2.49. Since none of the items had mean score that was above the criterion mean score of 2.50 used for decision making, it was indicated that the students had a low level of satisfaction with the items raised. The grand mean score of 2.45 from the fresh students and 2.41 from the final year students also supported by the average mean set of 2.43 suggested that the students had a low level of satisfaction on the implementation of the entrepreneurship education policy in Rivers State.

Research Question 3

To what extent are the university students satisfied with the strategies for improving the implementation of the entrepreneurship education policy in Rivers State?

Table 3: Mean and standard deviation scores on the extent university students are satisfied with the strategies for improving the implementation of the entrepreneurship education policy in Rivers State

S/No	Items	Fresh Students n=216		Final Students n=162		Mean Set	
		Mean $\bar{X}_1$	SD	Mean $\bar{X}_2$	SD	$\bar{X}$	Decision
1	Organization of training programmes for students	2.78	0.89	2.74	0.83	2.76	High Extent
2	Access to mentorship for upcoming entrepreneurs	2.80	0.88	2.83	0.80	2.82	High Extent
3	Digitalization of the programmes to create global access to human and material resources	2.74	0.90	2.92	0.78	2.83	High Extent
4	Regular review of the programme to capture contemporary needs	2.96	0.84	2.95	0.75	2.96	High Extent
5	Provision of adequate resources for the implementation of the programme	2.97	0.84	2.95	0.74	2.96	High Extent
	Grand Mean and Standard Deviation	2.85	0.87	2.88	0.78	2.86	High Extent

Table 3 indicated that items 11, 12, 13, 14 and 15 were responded to by the fresh students with mean scores of 2.78,

2.80, 2.74, 2.96 and 2.97 while the final year students responded to the same set of items with mean scores of 2.74, 2.83, 2.92, 2.95 and 2.95. Since all of the items had mean scores above the criterion mean score of 2.50 used for decision making, it was indicated that the respondents perceived all the items raised to a high extent. The grand mean score of 2.85 and 2.88 as well as the average mean set score of 2.86 all established that the respondents perceived the items raised to a high extent as strategies for improving the implementation of the entrepreneurship education policy in Rivers State.

Test of Hypotheses

Hypothesis 1

There is no significant difference in the perception of fresh and final university students' perceptions on the implementation of the entrepreneurship education policy in Rivers State

Table 4: Summary of t-test analysis on the significant difference in the perception of fresh and final university students' on the implementation of the entrepreneurship education policy in Rivers State

Variable	n	Mean	SD	df	t-cal.	t-crit.	Level of Significance	Decision
Fresh Students	216	2.82	0.87	376	0.46	1.96	0.05	H ₀ was retained
Final Students	162	2.78	0.82					

In table 4, it was shown that at 0.05 level of significance and 376 degrees of freedom, the value of t-crit. of 1.96 was more than the value of t-cal. of 0.46 and as such the null hypothesis was retained and this implied that there was no significant difference in the perception of fresh and final university students' on the implementation of the entrepreneurship education policy in Rivers State

Hypothesis 2

There is no significant difference in the perception of fresh and final university students' satisfaction level on the implementation of the entrepreneurship education policy in Rivers State

Table 5: Summary of t-test analysis on the significant difference in the perception of fresh and final university students' satisfaction level on the implementation of the entrepreneurship education policy in Rivers State

Variable	n	Mean	SD	df	t-cal.	t-crit.	Level of Significance	Decision
Fresh Students	216	2.45	1.02	376	0.37	1.96	0.05	H_0 was retained
Final Students	162	2.41	1.04					

In table 5, it was indicated that at 0.05 level of significance and 376 degrees of freedom, the value of t-crit. of 1.96 was more than the value of t-cal. of 0.37 and as such the null hypothesis was retained and this suggested that there was no significant difference in the perception of fresh and final university students' satisfaction level on the implementation of the entrepreneurship education policy in Rivers State

Hypothesis 3

There is no significant difference in the perception of fresh and final university students on the extent university students are satisfied with the strategies for improving the implementation of the entrepreneurship education policy in Rivers State

Table 6: Summary of t-test analysis on the significant difference in the perception of fresh and final university students on the extent university students are satisfied with the strategies for improving the implementation of the entrepreneurship education policy in Rivers State

Variable	n	Mean	SD	df	t-cal.	t-crit.	Level of Significance	Decision
Fresh Students	214	2.85	0.87	376	0.33	1.96	0.05	H_0 was retained
Final Students	124	2.88	0.78					

In table 6, it was revealed that at 0.05 level of significance and 376 degrees of freedom, the value of t-crit. of 1.96 was more than the value of t-cal. of 0.33 and as such the null hypothesis was retained and this indicated that there was no significant difference in the perception of fresh and final university students on the extent university students are satisfied with the strategies for improving the implementation of the entrepreneurship education policy in Rivers State

Discussion of Findings

Responses gathered from the students suggested that they agreed with the items raised as university students' perceptions on the implementation of the entrepreneurship education policy in Rivers State. Furthermore, it was also indicated that there was no significant difference in the mean ratings of fresh and final university students' perceptions on the implementation of the entrepreneurship education policy in Rivers State. Agreeing with this finding, the study by Rahim and Mukhtar (2021) established that lecturers' teaching strategies can encourage students to start their own businesses and this appear to be part of the knowledge that the students possess and this has the capacity of encouraging these students to consider entrepreneurship as an option for employment after graduation.

It was also indicated in the responses from the students that they perceive that the implementation of this policy will go a

long way in creating wealth as well as solving some of the economic challenges bedeviling the nation. The right perception held by students on this policy tend to suggest that the government as well as the universities are yet to tap into the readiness of students for entrepreneurship education across the universities. Scholars such as Akpomi and Ohaka (2020) have also established in their study that with the provision of the right technological support, technology in entrepreneurship has the potential to systematically cause considerable change in the areas of supply chains, logistics, minimum effective plant sizes, and capital requirements among others but even when this is known, the commitment from the relevant stakeholders appear to still remain low and this may explain why the gains of the implementation of the entrepreneurship education policy in universities and across the country have not been impactful for several years despite the right perception from students and the good intentions from the government and the universities.

In their responses, the students indicated a low level of satisfaction on the implementation of the entrepreneurship education policy in Rivers State and in the same manner, that there was no significant difference in the mean ratings of fresh and final university students' satisfaction level on the implementation of the entrepreneurship education policy in Rivers State. The students indicated that there are issues with the relevance of the curriculum developed for the programme and this may suggest that this is not in line with modern realities. They also indicated in their responses that they are dissatisfied with the method used for teaching the programme and all of these if not addressed have long term implications on both the students and the nation. Study by Gao *et al.*, (2021) already established that teaching content, teaching methods, teaching environments, and teaching management have a significant positive correlation with the Fundamentals of Entrepreneurship course's teaching quality and the absence of this important measures may explain why these students are dissatisfied with the existing situation in their universities.

Furthermore, the students showed their dissatisfaction with the quality and quantity of resources needed for the implementation of this policy and even went ahead to indicate that they are dissatisfied with their inability to interact with entrepreneurial experts and this explain why entrepreneurship interest and participation has been low even after these students graduate from the university. Alluding to this, scholars such as Ishola and Falobi (2018) have established that the success of students in entrepreneurship require relevant technological skills and access to the needed materials but unfortunately, some of the universities do not adopt these methods in the teaching and learning of this programme in most universities.

In the study, it was found out that the students reported a high extent on the items as strategies for improving the implementation of the entrepreneurship education policy in Rivers State and that there was no significant difference in the perception of fresh and final university students on the extent of their satisfaction on the strategies for improving the implementation of the entrepreneurship education policy in Rivers State. It was revealed that both the fresh and final year students believed that with proper training, mentorship, digitalization of entrepreneurship education and access to relevant resources, the implementation of the entrepreneurship education can be more successful in the universities and this aligns with the findings of the study by Ezeonwurie (2017) which indicated that business owners should be invited to interact with students on a regular basis, qualified entrepreneurship teachers and instructors at various educational levels and resource materials availability are important strategies for promoting the implementation of the entrepreneurship education programme. This implies that a lot of collaboration and dedication as well as planning is required from relevant stakeholders for the implementation of the entrepreneurship education policy to be successful in achieving its objectives in Rivers State.

Conclusion

The study concluded from the results presented that despite the fact that the fresh and final year students have a positive perception about the implementation of the entrepreneurship education policies, they are not satisfied with the policy implementation process. It was revealed that they believe that regular review of the policy will improve on the successful implementation of the policy. The study also showed that no difference existed in the perception, satisfaction and measures of improving the policy among the fresh and final year students' in the universities.

Recommendations

The following recommendations were made based on the findings of the study:

1. There is need for entrepreneurship orientation programmes to be provided for students in the university at their point of entry and exit as this will enable them to develop the right perception about the programme in them.
2. Universities should ensure they provide an enabling environment through the provision of the right quality and quantity of human and material resources so that students can be satisfied with the nature and condition of the programmes being implemented in the universities.
3. It is important for the government to collaborate with university administrators to review existing entrepreneurship education policies for contemporary relevance.

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**Perception of Teachers on Home-Grown School Feeding
Programme and Attendance of Basic School Pupils in
Enugu State, Nigeria**

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Abstract

The purpose of this study was to establish the perception of teachers on Home-Grown School Feeding Programme (HGSFP) and pupils' attendance at school in basic education in Enugu State. Descriptive survey research design was adopted for the study. One research question and one hypothesis guided the study. 649 respondents made up of 120 head teachers and 529 class teachers were sampled from a population of 6,491, using proportionate random sampling. The questionnaire developed by the researchers titled Home-Grown School Feeding Programme Questionnaire (HGSFPQ) was used for data collection. The instrument has eighteen (18) items and four (4) rating scales Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument was validated by one research expert in Measurement and Evaluation; and two research experts in Educational Management from Enugu State University of Science and Technology (ESUT). A test of the internal consistency of the instrument yielded overall coefficient of 'r'-0.83 using Chrombach's alpha method. Mean with standard deviation and z-test were used for data analysis. Findings of the study revealed that the Home-Grown School

Feeding Programme (HGSFP) does not have significant impact on pupils' attendance in basic education in the Enugu State. Based on the findings of the study, it was recommended among others that the State government, through UBEB, should ensure that the schools infrastructure are put in good shape for learning, provide adequate furniture, teaching and learning materials in schools to improve attendance in public basic schools and the Federal Government should ensure that policies like the HGSFP are evidence based and in relation to the socioeconomic realities of the states involved.

Keywords: home-grown, school feeding programme, basic education, attendance.

Introduction

Globally, basic education is the foundation of every formal education system. It is a term which means elementary or primary education. It represents the bedrock for lifelong learning and human advancement upon which nations of the world build further education and training (UNESCO, 2017). Elechi (2016) stated that basic education is the minimum requirement needed by an individual to adapt properly so as to become effective participant and a contributing member of the society. Basic education is usually designed to cater for the learning needs of children and youths as against literacy programmes for adults.

In Nigeria, basic education is designed for children between the ages of 0-15 years but more functional between the ages of 4 -15 years. Basic education encompasses Early Childhood Care and Development Education (ECCDE), Pre-Primary Education, Primary Education, and the Junior Secondary Education (Federal Republic of Nigeria, FRN, 2013). Basic education is structured in such a way that the pre-primary, lower, middle and upper basic education lasts for 1 , 3, 3, and 3 years, respectively (FRN, 2013).

In Enugu state, poverty and hunger are serious factors that hinder access to basic education (Ogakuwu & Isife, 2022).

Pupils from poor households are usually denied the opportunity of being enrolled in schools for lack of fund to pay for fees and ancillary charges; to provide school uniforms, books and other school necessities (Ogaku & Isife, 2022). Some are lucky to be enrolled but they attend school irregularly or drop out before completion due to inability of their parents to cope with cost of schooling or hunger. Hunger is a bodily discomfort arising from short-term or chronic food shortage in the body of an individual. It is closely related to malnutrition which is a state arising from hunger and or poor intake of vital food nutrients (Lam, 2018). Chronically hungry or malnourished children are mostly prone to diseases and sickness who usually fail to attend school regularly, if enrolled, or drop out eventually. Even when such children attend school, they lack concentration in class activities.

The basic education system in Nigeri and by extension Enugu state is based on the assumption that pupils should regularly attend school. In reality, this is not always the case, hence the need to understand the concept and issues surrounding school attendance. The Moray Council (2017) defined attendance as participation in a programme of educational activities organized by the school. All these goes beyond mere class attendance to encompass a range of other activities connected to the school programme such as debates, sports, drama and excursion. Also, Komakech and Osuu (2014) defined attendance as pupil's presence at the school activities for not less than half of the school day. From the foregoing, school attendance is not only limited to being present in class for only academic activities. It includes being present in any of the activities of the school and the duration of such presence must not be less than half of the school hours for the day, for one to satisfy the requirement of attendance. One who is not in attendance is said to be absent.

Absenteeism, therefore, is not just a close but a necessary part of the concept of school attendance. Komakech and Osuu (2014) defined absenteeism as the habitual or intentional failure to attend school. For Komakech and Osuu

(2014), absence from school must be chronic or deliberate to qualify as absenteeism. They argued that absence from school becomes a problem only when a pupil stays away from school for many days or regularly. The import of this definition of absenteeism is that some form of absence from school may not constitute a problem and thus permissible. It is along this line of thought that Ocak, Ocak and Baysal (2017) categorized absenteeism into excused and unexcused absence. The Moray Council (2017) termed it authorized and unauthorized absence. Authorized absence include those resulting from illness, medical appointments, religious observance, bereavement or funerals, participation in school debates or sports, failure of school transport services and such other reasons recognized by school regulations. Unauthorized absence include truancy, parents condoned absence, unexplained absence, domestic career circumstance and all other unacceptable reasons for absence by the school regulations.

In reality, many reasons and factors that hinder pupils from attending school negates the assumption that they usually attend school except for permissible reasons. Ocak, et.al (2017) identified "school requirements, household work, lack of interest in school, hunger at school/lack of mid-day meals, sexual harassment at school, long distance to school, illness or disease, loss of parents or close relatives, peer influence and harsh punishment" as factors that hinder pupils attendance to school. Among these, hunger (caused by lack of mid-day meals) ranked fourth, representing 8.9% of total absenteeism in the schools under investigation. Absenteeism has some negative consequences for the pupil, the school and the society. It disturbs the dynamic teaching/ learning environment and adversely affects the overall wellbeing of classes (Komakech, 2015)". It is a waste of educational resources, time and human potential. When pupils are absent from school/class, they miss important information and benefits, from peers and teachers. Those pupils who fail to attend school are more at risk of repeating classes than those who attend regularly. Repetition of

classes leads to loss of confidence and self-esteem, and in extreme cases drop out of school. It was observed that sustained absenteeism affects retention as it may degenerate to truancy and that acts of delinquency are more frequent among students who “exhibit low grades, who have spotty attendance and who later drop out of school” (Amalu & Abang, 2016).

The common position is that pupils who attend school regularly perform better than their peers who stay away from school regularly or for a long period. The Moray Council (2017) supported this claim as it insisted that there are well proven links between regular attendance to school and levels of individual pupil attainment. Komakech (2015) noted how improved attendance is related to higher academic achievement for pupils of all backgrounds but mainly for children with lower socio-economic status. Milledzi, Keney and Amponsah (2017) introduced health and nutrition dimension to this. They suggested that there is a correlation between nutritional and health status on one hand, and school attendance and academic performance of children, on the other hand. Ill-health and poor nutrition among school age children reduce their cognitive development and ability to participate in learning.

The implication of the nutritional status of pupils in relation to school attendance and participation is that food availability is inevitable, to the issue of school attendance. Milledzi et.al (2017) noted that evidence suggests the positive impact of school meal (food) on school participation and attendance, in area where initial indicators of school attendance and participation are low. Namukwaya (2014) agreed that availability and adequacy of food supplies affect pupils’ participation in schools. But these issues of poor attendance to school or absenteeism of pupils are not without remedies.

The need to tackle the issue of attendance and absenteeism of pupils in public basic schools in Enugu State cannot be over emphasized. In Enugu State, school absenteeism within the public school system has reached a crisis level primarily because it has been linked to poor student academic

achievement (Ogaku & Isife, 2022). Unless drastic but well-researched measures are taken to address the challenges of school attendance and arrest the current trend, it will continue to give rise to reduced retention of pupils in schools. To this end, Karisa and Orodho (2014) observed that programmes and policies that increase children's health status also increase their education outcomes. One of such policies is the Home-Grown School Feeding Programme (HGSFP).

The HGSFP is a scheme designed to provide food for children throughout schools across the nation. It is home-grown when the components of the food are sourced locally i.e. from within the country or even within the immediate environment of the school. Cummings and Kulutuye (2017) observed that pupils' issues with micronutrient deficiencies could be much improved by providing meals to students, particularly those in lower classes who are vulnerable. Headteachers and class teachers are very important stakeholders in the execution of the HGSFP. Headteachers otherwise called headmasters or headmistresses are the administrative heads of lower and middle basic schools. They manage and supervise the activities and duties of other staff and pupils in schools. The head teachers play supervisory role over class teachers and vendors by monitoring the provision, quality, quantity and hygiene of the meals meant for the pupils. They act as representatives of government in the HGSFP implementation chain and sometimes payments are made to the vendors through them or they certify the vendors before they are paid. On the other hand, the class teachers are those who actually teach and cater for the pupils in class. With regards to the HGSFP, they assist the vendors in organizing the pupils and in serving the meals to them. In other words, the class teachers and vendor partake in the final implementation of the programme. These reasons informed the choice of head teachers and class teachers as respondents for this study in Enugu State.

The HGSFP aimed at reducing pressure on families to provide food for their children; increasing access; lowering

absenteeism; promote learning outcomes and health of pupils among vulnerable groups (Adebisi, Adebisi, Jonathan, Ajani & Asogwa, 2019). Rais, Yusuf and Madu (2021) reported that it is important to provide a balanced diet to children which would in turn, enable them to increase their attention span and consequently enhance better academic achievement. Good nutrition is the first line of defense against numerous childhood diseases which can leave their marks on a child for life. It takes a healthy and well-fed child to concentrate more in school work, which leads to developing the cognitive ability. Such a child can as well participate in recreation activities thereby developing the psychomotor domain and more likely to interact better with other people and develop self-esteem.

Currently, the HGSFP is being implemented in Enugu State. Wadibia-Anyanwu (2021) noted that the Federal Government spends about N7,998,270 in daily feeding of a total of 114,261 pupils in public primary schools within Enugu State. Pupils in Basic 1 to 3 in 1202 public primary schools of Enugu State enjoy one free meal each school day (Enugu State Universal Basic Education Board, ENSUBEB unpublished, 2019). The programme itself was launched in Enugu State in 2016, as a way to boost enrolment and attendance in public schools. However, Enugu is one of the Educationally Advantaged States (EAS) in Nigeria. It is therefore expected that enrollment and attendance rate of pupils in the State should at all times be high and on the increase but record before the introduction of the HGSFP shows that enrolment continue to dwindle in public basic schools. It steadily decreased, for instance in 2012, 2013 and 2014 from 239,235 to 194,836 and 187,495, respectively (Government of Enugu State, 2014). Scholars such as Rais, Yusuf and Madu (2021), Gelli (2010), Adekunle and Ogbogu (2016), Melledzi et.al (2017), Yendaw and Dayor (2015) agree that school meal constitutes critical intervention to address hunger and stimulate school attendance. On the contrary, scholars such as Dzombo (2015) and Karisa and Orodho (2014) argued that HGSFP has significant impact

only in poor and disadvantaged areas. They insist that it is more economical and effective to channel such resources to school infrastructure, facilities and waive school fees. The current HGSFP has been implemented for five years but no study, known to the researcher, has been conducted on its influence on pupils' attendance in basic education in Enugu State, hence this study.

Statement of the Problem

One of the major constraints facing public basic education in Nigeria and Enugu State in particular is how to enhance attendance and participation of pupils at that level of education as a means towards the realization of the Education-For-All (EFA) goal. In Enugu State, many pupils drop out of public basic schools mainly due to hunger and poverty. Some exit and enroll into private schools that are mostly substandard due to unsatisfactory state of affairs including poor infrastructure, lack of instructional and learning facilities in such public schools. This situation greatly undermines the rate of attendance and participation of pupils in basic education of the State. Akinpelu (2021) reported that Enugu State has eighty two thousand and fifty one (82,051) out of school children. The HGSFP is one of the schemes introduced by government to encourage attendance and participation of pupils in public basic schools in Enugu State. However, it is not clear whether this objective has been achieved because pupils' absenteeism from schools seems to be on the increase in Enugu State. Hence, the decision to undertake this study on perceptions of teachers on HGSFP and attendance in basic education in Enugu State to justify its continuation, considering the huge financial investment on it.

Research Question

One research question was raised to guide the study:

1. What is the influence of the Home-Grown School Feeding Programme on pupils' attendance at school in Enugu State?

Hypotheses

One null hypothesis tested at 0.05 level of significance was raised to guide the study.

Ho₁: There is no significant difference between the mean ratings of head teachers and class teachers on the influence of Home-Grown School Feeding Programme on pupils' attendance at school in Enugu State.

Methodology

The descriptive survey research design was adopted for the study. It was conducted in Enugu State, South-East Nigeria. The population for the study was 6,491 made up of 1202 head teachers and 5,289 class teachers of lower public basic schools in Enugu State. A sample of 649 respondents, made of 120 head teachers and 529 class teachers were selected through proportionate to size sampling technique. This figure represents 10% of the population. A structured questionnaire developed by the researchers, titled Home-Grown School Feeding Programme Questionnaire (HGSFPQ) with 2 sections and 18 items was used for data collection. The rating scale of Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2, and Strongly Disagree (SD)=1 was used. The instrument was face-validated by three research experts (2 in Educational Management and 1 in Measurement and Evaluation), all of whom are lecturers in Faculty of Education, Enugu State University of Science and Technology (ESUT). A pilot study was conducted by administering 20 copies of the instrument to teachers in Ebonyi State. The Cronbach's alpha coefficient of reliability was employed using SPSS to estimate the internal consistency of the instrument which yielded a coefficient of 0.83. Copies of the instrument were administered by hand and collected on the spot by the researchers and research assistants. Data from responses to the research question were answered using Mean and standard deviation, while z-test was used to test the hypothesis at 0.05 level of significance. The decision rule was that any item

with mean rating of 2.50 and above was interpreted as "Agreed", while mean rating below 2.50 was interpreted as "Disagreed". Similarly, the null hypotheses would not be rejected when the z-calculated value is less than the critical table value, but would be rejected when the z-calculated value is equal to or greater than the critical table value.

Result and Findings

Research question 1

What is the influence of the Home-Grown School Feeding Programme on pupils' attendance at school in Enugu State?

Table 1: Mean rating of head teachers and class teachers on the influence of Home-Grown School Feeding Programme on pupils' attendance at school in Enugu State.

S/N	Home-Grown Feeding influence on attendance in the following ways.	School Programme pupils' in the			Head Teachers (120)			Class Teachers (529)		
		Mean	SD	Dec.	Mean	SD	Dec.	Mean	SD	Dec.
1	Increased attendance per Week	1.54	0.82	D	2.36	1.15	D			
2	Absenteeism of pupils did not reduce	2.97	1.08	A	3.03	0.86	A			
3	Increased attendance per month	2.13	0.98	D	2.38	1.11	D			
4	Reduced absenteeism	2.05	0.93	D	2.24	0.93	D			
5	Lateness of pupils did not reduce	2.35	1.02	D	2.59	1.09	A			
6	Reduced lateness	2.02	1.01	D	2.26	1.02	D			
7	Reduced truancy	2.13	1.03	D	2.29	1.04	D			
8	Truancy of pupils did not reduce	3.10	0.84	A	2.74	0.99	A			
9	Eliminated pupils leaving before dismissal	2.01	1.00	D	2.14	1.10	D			
10	Attendance per term did not increase	3.30	0.85	A	2.67	1.08	A			

11	Encouraged pupils to stay for extra classes	2.83	0.98	A	2.50	1.02	A
12	Motivated pupils to attend purposely for the meal	2.48	1.17	D	2.54	1.13	A
13	Pupils' mid day hunger did not reduce	3.08	0.98	A	2.61	1.08	A
14	Encouraged pupils attend from far distance	2.13	0.96	D	2.31	0.96	D
15	Increase attendance per term	1.85	0.81	D	2.40	1.01	D
16	Pupils' are not enthusiastic about the meal	2.95	0.92	A	2.82	0.99	A
17	Reduced pupils' mid day hunger	2.43	1.11	D	2.50	1.06	A
18	Enhanced pupils' enthusiasm about the meal	2.43	1.09	D	2.42	1.10	D
Grand Mean		2.43	0.98	D	2.49	1.04	D

The data presented in table 1 reveals that both headteachers and class teachers agreed that HGSFP influence peoples' attendance only in items 2, 8, 10, 11, 13 and 16. Both groups recorded mean scores above 2.50 for these items. The table also shows that both headteachers and class teachers disagreed that HGSFP has no positive influence on items 1, 3, 4, 6, 7, 9, 14, 15 and 18. Both groups of respondents recorded mean scores below 2.50. however, their opinions differred on items 5, 12 and 17. The grand mean score of headteachers is 2.43 with a standard deviation of 0.98; while that of class teachers is 2.49 with a standard deviation of 1.04. This shows that head teachers and class teachers respectively, disagreed that the National Home-Grown School Feeding Programme has positive influence on pupils' attendance at school.

Hypotheses

Hypothesis 1

There is no significant difference between the Mean ratings of head teachers and class teachers on the influence of Home-Grown School Feeding Programme on pupils' attendance at school in Enugu State.

Table 2: z-test of difference between the Mean ratings of head teachers and class teachers on the influence of Home-Grown School Feeding Programme on pupils' attendance at school in Enugu State.

Group	N	Mean	SD	NF	Z-cal	Z-crit	Decision
Head teachers	120	2.43	0.98	647	0.60	+ 1.96	Do not reject H ₀
Class teachers	529	2.49	1.04			—	

Table 2 shows that the value of z-calculated, at 0.5 level of significance and 647 degree of freedom, is 0.60 which was less than the value of z-critical (1.96). The hypothesis is therefore not rejected since the value of z-calculated is less than the table value (z-critical). It therefore means that no significant difference exist between the Mean ratings of head teachers and class teachers on the influence of Home-Grown School Feeding Programme on pupils' attendance at school in Enugu State.

Discussion of the Findings

The findings revealed that the Home-Grown School Feeding Programme has no positive influence on pupils' attendance at school in Enugu State as it did not increase periodic attendance (Per week, per month, per term) nor did it reduce absenteeism, lateness and truancy. Also, the programme has not led to the elimination of pupils' habit of leaving before dismissal nor enhanced their enthusiasm. The insignificant impact of the National Home-Grown School Feeding Programme on pupils'

attendance to school in the State is most likely as a result of other inhibiting factors in the school and family. This finding agrees with Ocak, et.al (2017) who reported some of these factors to include geographical region, poor attendance of teachers, weak school management, lack of materials and facilities. Also, the findings agree with Komakech et al (2014) who observed other causes of absenteeism in school to include long distance to school, peer influence, harsh punishment, other school requirements.

This means that some of these hindering factors have not allowed a manifestation of the positive influence of Home-Grown School Feeding Programme on pupils' attendance in the State and unless they are properly addressed, the effects of the programme will remain insignificant. More importantly is the factor of geographical region as Enugu State is in the southern region of Nigeria where education of pupils is encouraged, with or without meal, unlike the northern part of the country. The policy implication is that as an educationally advantaged state, Enugu state could increase attendance to public basic school by addressing fundamental issues such as infrastructure, learning materials and teachers attitude to work. If the huge sum that is being expended on school meal in the State is channeled towards tackling the issues identified, perhaps increased attendance to school could be achieved in the State. This amplifies the reason for increased patronage of private basic schools in Enugu State against the free and compulsory primary education available in public basic schools. In other words policies like the HGSFP should be directed to the regions that are educationally disadvantaged. Milledzi et.al (2017) corroborated this when they noted that evidence suggests the positive impact of school feeding on participation and attendance in areas where the initial indicators are low.

The findings of the study confirm the above position, as the indices of attendance to school in Enugu are relatively high when both public and private primary schools are put together. What this means is that the loss of the public schools are simply

the gain of the private ones, in terms of school attendance in Enugu State. This is in contrast to some other states where school feeding has significantly impacted on attendance to school. For instance, it was observed that opinions favour school feeding in Kano as important for attendance, although there was no clear evidence to show if the increase in attendance in that study was due to the ever-growing population of Kano state or the school feeding programme (Cumming & Kulutuye, 2017).

Conclusion

Based on the findings of this study, it can be concluded that the National Home-Grown School Feeding Programme in Enugu State has no positive effect on pupil's attendance. This means that the programme, in the State, is yet to achieve one of the major objectives for which it was designed, which is to enhance access and participation of pupils in public basic education. The essence of the programme is to motivate pupils to attend and remain in school but this is not being realized where and when other indices that encourage access to school are either lacking or insufficient.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. The Federal government should ensure that policies like the NHGSFP are evidence based and in relation to the socioeconomic realities of the states involved. This will help to reduce economic wastages while increasing efficiency in educational management.
2. The state government, through UBEB, should ensure continuous monitoring and programme evaluation in the public schools. The teachers should be regularly supervised to ensure they are committed to their duty. This will ensure quality teaching and learning in such schools as only school Feeding cannot guarantee

increased enrolment, attendance, retention and completion.

3. The State government, through UBEB, should ensure that the schools infrastructure are put in good shape for learning, provide adequate furniture, teaching and learning materials in schools to improve attendance in public basic schools.
4. The Federal government should prioritize areas of expenditure, especially as it relates to budgetary allocation to education and its related programme. It should, for instance, determine and ensure that school facilities e.g. classrooms are on ground and in good shape, in target area before introducing such incentives as the Home-Grown School Feeding Programme.

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Evaluation of National Curriculum for French Language in North Central Nigeria Basic Schools: Implication for School Managers

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Abstract

This study examined evaluation of the implementation of the national curriculum for French language in upper basic schools in North Central, Nigeria. The research design for this study is the descriptive survey research design. The population of the study comprised of 311,540 learners spread across all urban public junior secondary schools in North Central (Benue, Kogi, Kwara, Nasarawa, Niger, Plateau States and FCT) zone while the sample size of 385 students was used for the study using the research advisor of Krejcie and Morgan sample size table at confidence level of 95% at 0.05 margin of error. The instrument used for data collection was a self-developed questionnaire structured on a 4-points Likert scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). In establishing the validity, experts in research and evaluation were contacted for

face and content validation of the questionnaire while Cronbach alpha reliability statistic was deployed for the internal consistency of the instrument and yielded a reliability coefficient of 'r'-.84 to adjudge the instrument reliable. Data from responses to the research questions were analyzed using Mean with standard deviation. The findings of the study showed that participants accept that the nature of French is abstract (252 students which constitute 74% of total participants agreed to this), poor instructional strategy from teachers top the factors that could hinder the delivery and understanding of the contents as revealed by 72% of students who participated in this survey. Findings further revealed that some schools do not have French language teacher while some are being taught by Corps members and student teachers. It was recommended that poor teaching on the part of teachers need to be examined by the school administrators while experienced, passionate and trained teachers in language instructional delivery be deployed to schools while school administrator should ensure there is unhindered instructional delivery process.

Introduction

Nigeria is characterized by a magnitude of indigenous languages and a grand attitude towards her first official language, English; giving little or no attention to the second official language, French. This appears to be a direct result of the effects of colonization by the English-speaking external power. The external powers that colonized the different African countries came from different parts of Europe, and as their origins differs, so, their languages and eventually their influences on the African languages. The colonialist all imposed their respective official languages on the different territories controlled by them. Nigeria was colonized by the English speaking part of Europe (Britain) whereas we have countries bordering Nigeria like Benin Republic, Cameroon, Chad, Niger colonized by the French. Many Nigerians wonder why we should bother about learning French when they have English language

which is the commonly most spoken international language and the topmost language of Diplomacy. This neglect has neither helped the country nor its citizens. In our society today, the importance of language in every aspect of life can never be over-emphasized especially in the international arena. French language occupies a strategic position on the international scene today. Like English, It is a language of politics, trade, industry, economic growth and diplomacy among others (Benveniste & Pingaud, 2016).

The Government of General Sani Abacha saw the need for Nigeria to speak French when in 1996, it pronounced French as the second official language for Nigeria (Ndakauba, 2020). Unfortunately, the pronouncement has remained till now on paper as the policy was partially implemented, this remains a wake up call to the implementation of French language as a second official language in Nigeria. French is an official language in 29 countries across multiple continents most of which are members of the Organization International de la Francophonie (OIF), the community of 84 countries which share the official use or teaching of French which is also one of six official languages used in the United Nations (United Nations, 2022). It is spoken as a first language (in descending order of the number of speakers) in France, the Canadian provinces of Quebec, Ontario and New Brunswick as well as other Francophone regions, Belgium (Wallonia and the Brussels-Capital Region), western Switzerland (cantons of Bern, Fribourg, Geneva, Jura, Neuchâtel, Vaud, Valais), Monaco, partly in Luxembourg, the states of Louisiana, Maine, New Hampshire and Vermont in the United States, and in northwestern Italy (region of Aosta Valley), and by various communities elsewhere. In 2015, approximately 40% of the francophone population (including L2 and partial speakers) lived in Europe, 35% in sub-Saharan Africa, 15% in North Africa and the Middle East, 8% in the Americas, and 1% in Asia and Oceania (European Commission, 2012).

French is the fourth most widely spoken mother tongue in the European Union. Of Europeans who speak other languages natively, approximately one-fifth are able to speak French as a second language (Develey, 2017). French is the second most taught foreign language in the EU, the 18th most natively spoken language in the world, 6th most spoken language by total number of speakers and the second or third most studied language worldwide with about 120 million current learners (Lauerman, 2011). As a result of French and Belgian colonialism from the 16th century onward, French was introduced to new territories in the Americas, Africa and Asia. Most second-language speakers reside in Francophone Africa, in particular Gabon, Algeria, Morocco, Tunisia, Mauritius, Senegal and Ivory Coast. French has a long history as an international language of literature and scientific standards and is a primary or second language of many international organizations including the United Nations, the European Union, the North Atlantic Treaty Organization, the World Trade Organization, the International Olympic Committee, and the International Committee of the Red Cross. In 2011, *Bloomberg Business week* ranked French the third most useful language for business, after English and Standard Mandarin Chinese.

French is estimated to have about 76 million native speakers and about 235 million daily, fluent speakers and another 77 to 110 million secondary speakers who speak it as a second language to varying degrees of proficiency, mainly in Africa. According to the Organisation internationale de la Francophonie (OIF), approximately 300 million people worldwide are "able to speak the language without specifying the criteria for this estimation or whom it encompasses. According to a demographic projection led by the Université Laval and the Réseau Démographie de l'Agence universitaire de la francophonie, the total number of French speakers will reach approximately 500 million in 2025 and 650 million by 2050, OIF estimates 700 million by 2050, 80% of whom will be in Africa.

According to the 2007 report of the Organisation internationale de la Francophonie, the majority of the world's French-speaking population lives in Africa with an estimation of 115 million African speaking French as either a first language or a second language. This number does not include the people living in non-francophone African countries who have learned French as a foreign language. Due to the rise of French in Africa, the total French-speaking population worldwide is expected to reach 700 million people in 2050. French is the fastest growing language on the continent (in terms of either official or foreign languages) French is mostly a second language in Africa, but it has become a first language in some urban areas, such as the region of Abidjan, Libreville, Gabon and Ivory coast. Sub-Saharan Africa is the region where the French language is most likely to expand, because of the expansion of education and rapid population growth. It is also where the language has evolved the most in recent years.

The place of French in Basic Schools in North Central Nigeria

Officially, French has been the second official language in this country since 1996 by the pronouncement of the former head of state, Late Sanni Abacha. It has also been made "compulsory" in the curriculum of primary and secondary schools across the country (Ndakauba, 2020). French is also being taught at the tertiary level in the country. Nigerians should not over-flog the notion that there are no benefits in making French a second official language; events have overtaken that. What is most important for us to know at the moment is the importance of bilingualism or multilingualism and how to implement the policy. The history of language is not separate from the rest of human history: on the contrary, it is an essential aspect of it. Human history is as much as history of semiotic activity as it is of socio-economic activity. Language policy has been defined in a number of ways. According to Kaplan and Baldauf (1997). A language policy is a body of ideas, laws, regulations, rules and practices intended to achieve the planned language change in

the societies, group or system. McCarty (2011) defines language policy as a complex sociocultural process and as modes of human interaction, negotiation, and production mediated by relations of power. The 'policy' in these processes resides in their language-regulating power; that is, the ways in which they express normative claims about legitimate and illegitimate language forms and uses, thereby governing language statuses and uses.

A national language policy refers to official efforts to determine the status, use, domains, and territories of language(s) in a nation-state and the rights of the speakers of the languages in question. In a surprise announcement in December 1996 in a speech at the Nigerian Institute for International Affairs, the late Nigerian Head of State, General Sani Abacha said 'Nigeria is resolutely launching a programme of national language training that will in a short order, permit our country to become thoroughly bilingual'. General Abacha's pronouncements and decisions finally led to the recognition of French as a second official language and made it compulsory in schools (see section 1, No. 10 of the National Policy on Education 1998). Following the declaration of French as second official language in the country, several developments have taken place with regard to the promotion of the language. The policy has enshrined in the 1998 national policy on education as follows: "it is desirable for every Nigeria to speak French. Accordingly, French shall be the second official language in Nigeria and it shall be compulsory in schools. The policy formulators set a deadline of ten years within which all Nigerians should be literate in French language. According to the policy French language shall be taught in primary schools from the fourth year. Also to become a compulsory core subject in both junior and senior secondary schools at all levels.

To shed more light on this, the Federal Government has directed that students at all levels of the country's education system, from primary to tertiary, must henceforth offer courses in French language. This was disclosed recently by the Minister of

State for Education, Prof Anthony Anwukah, when the French Ambassador to Nigeria Denys Gaver paid him a courtesy visit in Abuja. Minister Anwukah said, "French language is a matter of necessity. We have Cameroon, Niger, Chad, Benin Republic, Togo, Guinea and Ivory Coast surrounding us and so there is need for us to get more Nigerians to become proficient in French language" (Ugwuanyi, 2016). While harping on the need to have more French teachers, the government was determined to provide intensive training for French teachers. The minister also flagged off the French Clinic Project at Federal Government Boys College, Apo, Abuja. e while targeting the establishment of French clinics in all the 104 federal government colleges in the country. The clinic is expected to improve the four basic learning skills of students namely listening, speaking, reading and writing. With all the proposed implementation of teaching French language in schools and ensuring pupils are literate in French before completion of basic education, it is disheartening to see that the level of implementation is very poor as learners show little or no interest in learning the subject. The pertinent questions that emanated from this discussion is to what extend has the school administrators enhance the policy implementation at the basic school levels across the country, particularly the north central?

This study therefore is to evaluate the implementation of the national curriculum for French language in upper basic schools in North Central States, Nigeria. Specifically, the study sought to find out the level of student motivation to learn French language in North Central basic schools; the techniques used by French teachers in teaching in North Central basic schools; evaluate techniques used by French teachers in North Central basic schools and determine the factors mitigating against implementation of French language in North Central basic schools.

Research Questions

The following research questions guided the study:

1. To what extent are students motivated to learn French language in North Central basic schools?
2. What are the teaching techniques used by French teachers in North Central basic schools?
3. What are the evaluation techniques used by French teachers in North Central basic schools?
4. What are the factors mitigating against implementation of French language in North Central basic schools?

Methodology

The research design adopted for this study is a descriptive survey design with the aim of getting valuable information/data for the research. The design was adjudged appropriate for the study because it enable researchers to collect and analyze data from students considered to be representatives of the entire study population specifically in North Central upper basic schools. The population of the study comprised of total number of 645,903 (UBEC, 2019) pupils in all public junior secondary schools in North Central, while the target population of teachers in urban schools is considered suitable for this study, 48.2 percent of the population which is a total number of 311,540 learners spread across all urban public junior secondary schools in North Central zone were considered suitable. The choice of urban schools is born out of the conviction that French teachers may not be sufficient in quantity for posting to rural schools. To determine the sample size, the Yamane's (1975) formular for finite population 385 students was used as sample for the data. The sample size was equally distributed among 55 students each across junior secondary schools in the 6 states of North-central zone and FCT using convenience sampling techniques. This is necessary as it allows researchers draw from the population that is close to hand, easy to reach and further speed up the research processes in order to save cost.

The instrument used for the collection of data was a self-developed questionnaire structured based on 4-points Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was examined for face and content validity by three experts in research and evaluation, all of whom are researchers in the university. In establishing the internal consistency of the instrument, cronbach alpha reliability statistic was adopted with a coefficient index of 'r'-0.84 which adjudged the instrument reliable. Copies of the instrument were administered by hand and collected on the spot by the researchers and with the help of other research assistants. The administration and retrieval yielded 88% rate of return which was put at 340. Responses to the research questions raised were analyzed using Mean with standard deviation. The benchmark of 2.5 was reached and adopted as criterion mean while mean score below the benchmark is considered inappropriate for this study.

Results and Findings

Research Question 1: what extent are students motivated to learn French language in North Central basic schools?

Table 1: Students motivation to learn French language

S/N	Items	SA	A	D	SD	Mean
1	I learn French Language because: I would like to further study in French speaking country in future	8 (2.4%)	34 (10%)	120 (35.3%)	178 (52.3%)	2.27
2	I think it would contribute to my education	102 (30%)	116 (34.1%)	50 (14.7%)	72 (21.2%)	3.45
3	I want to improve my language skill	50 (14.7%)	162 (47.6%)	75 (22.1%)	53 (15.6%)	3.81
4	I would like to communicate with people in French	89 (26.2%)	112 (32.9%)	55 (16.2%)	84 (24.7%)	3.70
5	I experience pleasure when learning French	56 (16.5%)	167 (49.1%)	68 (20%)	49 (14.4%)	3.36

Table 1 presents the perceptions of students motivation to learn French language in North Central basic schools. The table shows that out of 340 participants that participated in the study, 42 (12.4%) admitted that French language would help to further their studies in French speaking countries like France in future, while 298 (87.6%) of the students disagreed. 218 which represents 64.1% of the participants agreed that learning French language would contribute to their education while 45.9% disagreed to the statement. 212 students which is more than a half (62.3%) agreed that learning French language will help to improve their language skill while 128 representing 37.7% of the participants disagreed that learning French language will help improve their language skills. However, many of the respondents wish that they would communicate with people in French language as the motivating factor for learning French. Similar findings revealed that 65.6% of the students that participate in this study agreed that learning French is fun, hence, they experience pleasure when learning French while some (34.4%) do not.

Research Question 2: What are the teaching techniques used by French teachers in North Central basic schools?

Table 2: Teaching techniques used by French teachers in North Central basic schools

S/N	Items	Mean	SD	Decision
1.	Direct Method	3.23	1.21	Often Used
2.	Cooperative Learning	2.27	1.25	Rarely used
3.	Teaching with French	1.63	1.30	Rarely used
4.	Blended Learning	2.33	1.37	Rarely used
5.	Gamification	1.96	1.45	Rarely used
6.	Grammar Translation	2.75	1.52	Often used
7.	Task-based learning	2.83	1.56	Often used
		2.42	1.38	

Table 2 shows some of the teaching techniques used by French teachers in North Central basic schools. Responses from participants indicated that some teaching techniques like direct method, grammar translation and task- based learning are often used to teach French language in schools while teachers rarely use other techniques especially those that are technology inclined like cooperative learning, teaching with French films, blended learning and gamification.

Research Question 3: What are the evaluation techniques used by French teachers in North Central basic schools?

Table 3: Evaluation Techniques used by French Teachers in North Central Basic Schools

S/N	Items	Mean	SD	Decision
1.	Quiz	2.60	1.50	Often Used
2.	Essay writing	1.97	0.84	Rarely used
3.	Assignments	3.82	1.33	Often used
4.	Multiple Choice	3.00	0.97	Often used
5.	True or False	1.23	0.75	Rarely used
6.	Oral Questioning	2.88	1.24	Often used
7.	Project	1.90	1.13	Rarely used
8.	Fill in the gaps	3.95	1.91	Often used
9.	Items matching	3.40	1.25	Often used
10.	Presentation	1.47	0.95	Rarely used
Average		2.62	1.18	

From table 3 above, it was observed that the following evaluation techniques were often used by French teachers in the course of evaluation of their students learning for feedback. These are: quiz, assignments, multiple choice questioning, oral questioning, fill in the gaps and item matching with their average mean score of 2.60, 3.82, 3.00, 2.88, 3.95, 3.40. However, some teachers rarely use some evaluation techniques

like essay writing, true or false, project and presentation or they seldom use them in the process of assessment and implementation. The average mean score of 2.62 and standard deviation of 1.18 is a good indication that French teachers explore different strategies in evaluating their students.

Research Question 4: What are the factors mitigating against implementation of French language in North Central basic schools?

Table 4: Factors mitigating against the implementation of French Language in North Central schools, Nigeria.

S/N	Items	SA	A	D	SD	Mean
I do not like to learn French Language because:						
1	I have no interest	69 (20.3%)	46 (13.5%)	133 (39.1%)	92 (27.1%)	2.96
2	It is perceived to be difficult	107 (31.5%)	87 (25.6%)	72 (21.2%)	74 (21.8%)	2.81
3	Teacher teaching method is poor	119 (35%)	126 (37.1%)	66 (19.4%)	29 (8.5%)	2.93
4	Too much content affects my understanding	42 (12.4%)	63 (18.5%)	138 (40.6%)	97 (28.5%)	2.71
5	The nature of French is too abstract	114 (33.5%)	138 (40.6%)	36 (10.6%)	52 (15.3%)	3.01

Table 4 revealed the perception of students on those factors that could hinder them from studying French language. The results from this finding indicate that participants accept that items in table 4 are some of the problems hindering the effective implementation of teaching French language in secondary schools. Though, the nature of French is abstract as revealed by 74% of the respondents with mean score of 3.01 which is considered high, poor instructional strategy on the part of teachers is one of the factors that could hinder the delivery and understanding of the contents of the subject on the part of

students as revealed by 72% of students that participated in this study with a mean score of 2.93.

Discussion of Findings

Result of research question one as presented in Table 1 shows that 64% of the 340 students that participated in this survey reveals that students' motivation to learn French language is high as many of them agreed that learning French language would contribute to their education and further improve their language skills with a mean score of 3.45 as revealed in this study. This finding is corroborated by the submission of Gardner and Smythe, (1975), Ekiz & Kulmetov (2016) where it was stated that motivation to learn French is not about working hard as there are many motivational variables that are associated with second language acquisition which all play a role in its achievement. However, the competence and enthusiasm of the teacher teaching the language are clearly related to the achievement of language acquisition. On this, the study of Alizadeh (2016) further confirms that motivation is an important factor required to explain the success of any complex task, hence motivated learners can learn foreign language without any difficulty. To further confirm students opinion on this, Rahman, Rajab, Wahab, Nor, Zakaria, and Badli, (2017) submit that the intensity of motivation offer extra enthusiasm for students to learn a second language in a better way.

Answer to research question two revealed the teaching techniques mostly used by French teachers in North Central basic schools. From the seven (7) techniques identified in this study, only three techniques which are direct method, grammar translation and task-based learning are often used to teach students while four others were ignored. Techniques especially those that are technologically inclined like cooperative learning, teaching with French films, blended learning and gamification were not been used by teachers to teach French language as many participants disagreed to its utilization. This findings is in line with the submission of Odili, Ebisine and Ajuar (2011) who

posited that even though curriculum document guide are available for teachers in school, many do not have guide in lesson presentation and thus teach out of context of the curriculum. Similarly, Lamb and Arisandy (2020) submit that teachers of learners at lower level of language proficiency operating under major curriculum constraint may integrate learners online inform all learning into their classroom practice to shape their language development and attitude. Also, David (ND) recommends that teachers need to use cooperative, discussion and dramatization methods to allow students interact among themselves when teaching French language.

Research question three reveals the evaluation techniques used by teachers to get feedback from their learners. This finding as shown in table 3 reveals the average mean of 2.62 and it was observed that, most of the evaluation techniques identified in this study were used by teachers to assess their students. The descriptive analysis of the opinion of students revealed that, French teachers uses different evaluation techniques like quiz, assignments, multiple choice questioning, oral questioning, fill in the gaps and item matching. This findings is supported by the contributions from the study of Meidasari (2015) that teacher needs to evaluate students through various techniques on ground of objectivity and reliability and further create a dynamic classroom situation in generating appropriate student learning and evaluation techniques that can assist language activity.

Finally, research question four which sought to find out the hindering factors in the implementation of French language in school revealed that respondents identified factors like difficulty in learning French language due to poor teaching methods as the major factor that seriously hamper appropriate implementation of the French curriculum. Contributions from the study of David (n.d) predicts poor reading habit is a product of wrong teaching methods and insufficient use of instructional materials for teaching by the teachers as one of the factors that hinders students' performance in studying French language in

Imo State, while Kalima asserted that pupils' poor performance in the composition writing in French Language was as a result of insufficient and unsuitable teaching and learning materials. Similarly, Graham (2006) sees poor teaching strategy for difficult task as the reason for failure in French Language.

Conclusion

This study has painstakingly evaluated the extent to which French language is been implemented in North Central basic schools putting into consideration the motivating factors that encourage students to learn French, the teaching and evaluation techniques adopted by French teachers and the factors mitigating against the studying of French language in secondary schools. This study concluded that some of the factors identified like poor teaching techniques, lack of interest due to the abstract nature of the subject may affect the implementation of the curriculum. School administrators should ensure the classroom environment is enabled for both teacher and student to be able to deal with some of the factors that could hinder smooth instructional delivery of the subject and to possibly give good recommendations that could help in fostering successful implementation at basic schools.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Although, students motivation to learn French is considered high, teachers on their part also need to be motivated for better performance in discharge of their responsibilities and to be able to encourage their students to do better.
2. Teachers need to be encouraged to use more teaching techniques especially those that are technology inclined to help students learn foreign language. Devices that will facilitate cooperative learning, teaching with French

films, blended learning and gamification should be provided for students' use.

3. Teachers should explore other techniques of evaluating students to be able to get adequate and reliable feedback on their level of understanding of topics taught.
4. Poor teaching on the part of teachers need to be examined by the school administrators as it was identified as one of the factors that hinders students from learning French language. More experienced, passionate and trained teachers in language instructional delivery should be deployed to schools as findings in field revealed that some schools do not have French language while some are being taught by Corps member and student-teachers.

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Managing the Universal Basic Education Policy Implementation Process in Edo State, Nigeria

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Abstract

The Universal Basic Education (UBE) programme was designed by the Federal Government of Nigeria to provide education for its citizens. It's an education programme that covers a period of nine years, from primary to the Junior Secondary School (JSS). The programme has inbuilt set of objectives, policy implementation process which are to be well managed. Recent events have led stake-holders to question the effectiveness of the management of the UBE programme hence this study which is seeking to investigate the management of the UBE policy implementation process in Central Senatorial District of Edo State. The study is seeking to answer three questions raised, while adopting the descriptive survey research design. The multi-stage sampling procedure was adopted for the study. The Central Senatorial District of Edo State is made up of six Local Government Areas of which three were sampled through stratified random sampling for the study. The entire upper basic

educational institutions (Junior Secondary Schools) in the districts form the population of the study. A total of 596 out of 5825 students (10.23 %) were isolated for closer analysis. The study found that the majority of the JSS students reside within a distance of 5km as 75.5% of them commute from the students' home to school in less than an hour. The learning resources provision to the sampled schools fell short of expectation. This research also established that academic goal achievement of the JSS was moderate instead of the high achievement anticipated. Recommendations were made for improvement in the management of policy implementation process of the UBE programme to achieve its averred objectives.

Keywords: policies, universal basic education, learning resources, academic goal achievement, neighborhood schools.

Introduction

The Universal Basic Education programme as designed by the Federal Government of Nigeria (FGN) is to provide accessible and compulsory education for the Nigerian child for nine years (FRN: 2006). The nine years are spread to cover six years of primary education and three years of junior secondary education. It is the desire of government to leave no child behind irrespective of religious affiliation, economic background or residential location. Prior to the Universal Basic Education programme, the Federal Government of Nigeria provided a six year Universal Primary Education (UPE) scheme from 1976. Scholars believed that UPE did not fully realize its aims because of resource inadequacy, population explosion and of course paucity of funds and administrative issues (Imakpokpomwan, 2015, Okoro 2010, Okorosaye-Orobite 2008:32,). Thus, UBE was designed to improve on the scope of coverage of the preceding UPE programme in terms of curriculum relevance, duration of study, resources provision and

attainment of academic goals of the programme as enshrined in the UBE Act of 2004.

A pivotal challenge that confronted the Universal Primary Education (UPE) was management of policy guidelines. For instance, Okorosaye-Orobite (2008) reported that teachers to meet with the expected rise in enrolment were not produced; the projected classroom spaces and the relevant instructional materials including textbooks were not available (Okorosaye-Orobite 2008). Further to the foregoing, Oni and Agbaire (2013) were concerned about the confusion caused by the introduction of the Universal Basic Education. The study of Oni and Agbaire opined that the Junior Secondary School was running as a separate institution from the senior secondary section with their different administrative structure. Meanwhile, primary education of which the Junior Secondary School is now supposed to be a part (by virtue of the UBE policy) is still running separately. In other places, the Junior Secondary and Senior Secondary Schools operate as a single institution. The dichotomy in administration occasioned by the disarticulation policy translates to a resort to the use of its own resources to each school being housed within a complex. Oni and Agbaire (2010) observed that disarticulation of the junior from the senior secondary school was a challenge as it has led to confused governance and weak management of junior secondary education.

Where is the Junior Secondary School (JSS) disarticulated from the senior secondary schools precisely placed? Is it in a primary school or as a single entity on its own or in the senior secondary school? In Edo State previous studies and researchers have observed that each junior secondary school is located within the premises of the senior secondary school with its own management which includes a Principal, Vice Principal, teaching and non-teaching staff as distinct from the senior secondary school in the same premises. Some maintain distinct pattern of uniform which distinguishes Junior from the senior secondary.

Section 2, sub-section 22 of the National Policy on Education stipulates the following as the objectives of the Junior Secondary School commonly referred to as JSS or Upper Basic School.

1. Provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement
2. Develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities.
3. Inculcate values and raise morally upright individuals capable of independent thinking and who appreciate the dignity of labour and
4. Inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, colour, ethnic and socio-economic background. (FRN 2014:.....).

The place of learning resources in the educational venture cannot be over-estimated for their availability could support learners in no small way. In like manner, the non-availability could spell doom for an educational programme no matter how well intentioned. Olubor, Imakpokpomwan and Edeki (2020) studied the availability of physical resources in the Universal Basic Education Programme in Egor Local Government Area of Edo State. The study assessed the level of availability of physical facilities and students' academic goals attainment in public junior secondary schools in Egor Local Government Area of Edo State. The study found that the resources required for the programme were mostly not available. Oku and Chikwendu (2010) appraised the commitment of classrooms, chalk board, textbooks, arts and craft equipments, farms, laboratory, workshops and library in the implementation of the Universal Basic Education Programme in Imo state. The study of Oku and Chikwendu (2010), found that none of the sampled schools had functional library while computer laboratory was not seen in any of the schools at all

(Oku and Chikwendu, 2010). Some of the facilities as classrooms and chalkboard that were available were inadequate as the study found no significant differences in the adequacy of facilities available in urban and rural areas. Ogonor (2017) in an inaugural lecture held at the University of Benin, Benin City attested to the facts that secondary schools were renovated across Edo State between 2007 and 2015. According to the study, 'the reality was that in the same school premises some students occupied beautiful classrooms while in other premises in the same compound, students occupied shanks' (Ogonor 2017:26).

Inadequate provision of education facilities in Edo State could create problems for the management and the implementation of educational policies even if they are available in some particular school premises. The Universal Basic Education Commission mandate covers primary and Junior Secondary Schools (JSS) but excludes Senior Secondary Education (SSS) in terms of organisation, management and policy implementation. The dichotomy between JSS and SSS may be wide even though they are located in the same premises as has been observed in Edo State.

Statement of Problems

The universal Basic Education is designed to reduce poverty as well as empower citizens with appropriate skills to generate wealth and employment. The UBE was designed to be located within the reach of all citizens and as such designed as neighbourhood schools. Hence, the national policy on education (2014) stated in Section 2, sub-section 30 that the Upper Basic Education should be neighbourhood schools. By such, the students of the junior secondary schools should be able to commute to and from home on daily basis. Similarly, in order to empower the citizens, government promised in Section 2, sub-section 22 (a) of the national policy of education to provide the learning resources in order to enable students in JSS acquire basic knowledge and skills for entrepreneurship, wealth

generation and for general educational advancement. In section 2, sub-section 33, it is stated that 'government shall provide the following educational services for the basic education level: school libraries, school health services, guidance and counseling, educational resources, laboratories and workshops. In spite of these averment, stake-holders are worried that not only are the out-of-school children high, youth unemployment is high too. The consequences of these if not ameliorated could better be imagined than allow it to play out. Previous researches on the UBE in Edo state were far reaching despite being on the same issues of facilities, infrastructure and teacher availability. The visibility of these abnormalities implies that much still has to be done hence this study.

Research Questions

The following research questions guided the study

- 1: To what extent is the implementation of neighbourhood school policy process effective in Junior Secondary schools in central senatorial district of Edo State, Nigeria?
- 2: What is the extent of teaching resources availability in UBE schools in the central senatorial district of Edo State?
- 3: To what extent has graduates of JSS achieve the pre-determined academic goals of the UBE programmes in Central Senatorial District of Edo State?

Methodology

This research employs the descriptive survey with a population of all the Junior Secondary Schools located in the Edo State central senatorial district with the total number of 5,825 junior secondary school students in the district. Multi-stage sampling procedure was adopted. First, two Local government Areas; Esan North East and Esan Central Local Government Areas were sampled from the five Local Government Areas that constitute the central senatorial district of Edo State of Nigeria

using the simple random sampling technique. Secondly, all the 25 junior secondary schools were sampled using the simple enumeration technique while a sub-set of 596 outputs of the Junior Secondary Schools, were sampled for closer analysis of academic achievements. Two checklists namely Upper Basic Education Location (UBEL) and Learning Facilities Resources Provision Policy Implementation Process Checklists (LEFRPPIP) were designed for the study. A questionnaire made up of six clusters and 37 question items were also designed to elicit responses from respondents for identifying the academic goals attainment of the outputs of the Junior Secondary Schools in central senatorial district of Edo State, Nigeria. Experts in Educational Management and Educational Measurement and Evaluation checked for the face and content validity of both the checklists and questionnaire while the questionnaire was subjected further to a reliability test using the Cronbach's alpha statistical tool and yielded a reliability coefficient of 0.76. Descriptive statistics including graphics, percentages, mean and standard deviation were used for the analysis of data.

Result and Findings

Research Question 1

To what extent is the implementation of neighbourhood school policy process effective in Junior Secondary schools in central senatorial district of Edo State, Nigeria?

To answer this question, the buffer map of the Junior Secondary schools locations in Esan North East Local Government Areas

(LGA) was taken and presented as figure i.

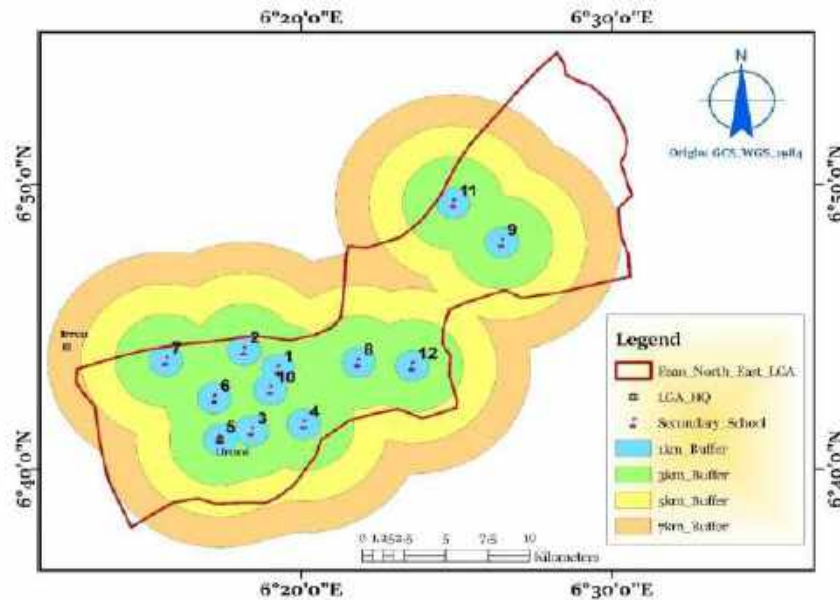


Figure I buffer map of junior secondary schools, Esan North East LGA

Figure i reveals the spatial distribution of public junior secondary schools in Esan North-East LGA. The distribution reveals that the schools are spatially distributed. Additionally, it can be observed that the majority of proximity colour highlighted is the green/yellow layer. This indicates that the majority of the secondary students attended public secondary schools within a maximum radius of 5km. Some of the secondary student(s) would have to cover a distance of greater than 5km to get to the closest UBE school.

Table 2: Distribution of time taken by students to get to school

Time Spent	Frequency	Percent
Less than 30 minutes	326	54.69
Between 30 to 60 minutes	124	20.81
Between 1 and 2 hours	104	17.45
Above 2 hours	42	7.05
Total	596	100

The data in Table 2 shows the distribution of time taken by students to get to school. It further shows that 326 students (54.69%) spend less than 30 minutes, 124 (20.81%) spend between 30 to 60 minutes, 104 (17.45%) of the students spend between 1 to 2 hours, while 42 (7.05%) spend above 2 hours before getting to school. This implies that majority of the students sampled spend less than 30 minutes to get to school. This is presented in figure ii

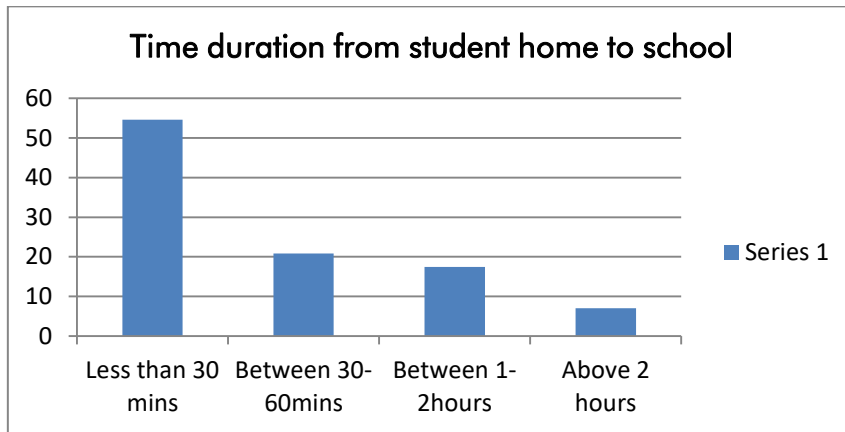


Figure ii: Time duration spent by students from home to school.

Figure ii shows the graphic representation of the time taken by students to commute from their homes to school. It could be seen that the majority of students 54.6% used less than 30 minutes to commute to school while 20.81% of them used between 30 minutes to 60 minutes. Still, 7.05% of the students expend over 2 hours to commute from home to school.

Research Question 2

What is the extent of teaching resources availability in UBE schools in the central senatorial district of Edo State?

Table 2: Distribution of learning resources in Central Senatorial District of Edo State.

SN	Learning Resources	Quantity required	Quantity distributed	% availability	Remarks
1	Science laboratory	25	05	20%	poor
2	Technology workshop	25	03	12%	poor
3	School library	25	none	0%	Very poor
4	Crop farm for agricultural science	25	17	68%	Average
5	School livestock farm	25	none	0%	Very poor
6	Home Economics laboratory	25	2	8%	Very poor
7	Computer rooms	25	4	16%	poor
8	Computers (pc)	657	77	11.71%	poor
9	Students chairs	1580	321	20.3%	poor

Legend: 0-10% very poor, 10-29% poor, 30 to 49% below average, 50-69 average, 70% to 100% good,

Table 2 shows the distribution of learning resources in the central senatorial district of Edo State, Nigeria. Requirement and availability of nine items were closely investigated. They are science laboratory, technology workshop, school library, agricultural science farm for cultivating crops, livestock farm, home economics laboratory, computer rooms, computers (personal computers) and students chairs. It was found that all the items scored poor or very poor except the availability of crop farms which 68% of the schools have.

Research Question 3

To what extent has graduates of JSS achieve the pre-determined academic goals of the UBE programmes in central senatorial district of Edo State, Nigeria?

Table 3: level of academic goal achievement in central senatorial district of Edo State, Nigeria.

SN	Items of Junior Secondary School Academic Goals Achievement	Central Senatorial District of Edo State		Level of Academic Goals Achievement
		Mean	Standard Deviation	
1.	Acquisition of Technical Skills	2.20	0.08	Low
2.	Opportunity for secondary education	3.47	0.31	Moderate
3.	Proficiency in Literacy	3.42	0.09	Moderate
4.	Proficiency in numeracy	3.64	0.35	high
5.	Vocational Experience	3.25	0.28	Moderate
6.	Mastery of the language of the immediate environment	2.86	0.09	Moderate
	Cluster	3.14	0.05	Moderate

Note: Mean less than 2.50 is Low level of Academic Goal Achievement. Mean of 2.50 to 3.49 is moderate level of academic goal achievement, Mean of 3.50 to 4.00 is high level of academic goal achievement.

Table 3 presents the academic goals achievement in central Senatorial District of Edo State. The respondents agreed that they acquired low technical skills from the JSS as revealed in the table. However, vocational experience is rated moderate possibly because of their exposure to agricultural practical. Other items investigated shows that outputs of the JSS in the district have moderate scores except proficiency in numeracy which is rated high. The cluster has moderate mean score of 3.14.

Discussion of Findings

Research Question one focused on the National Policy of Education that expected the Junior Secondary schools to be neighbourhood schools. This implies that the junior secondary students should be able to live with their parents at home from where they would commute to and from school. This study

found out that the majority of the secondary students attended public junior secondary schools located within a maximum radius of 5km. The location of the junior secondary schools in the senatorial district is not too far from the residence of most students. The neighbourhood policy was designed for students to enroll in nearby schools where students can still grow under the parental control of their biological parents or guardians. The study also reveals that the majority spend less than 30 minutes on their way from home to school. Even though the mode of transportation was not investigated, the researchers observe that students either trek, use bicycle or motor cycle to commute to and from school.

Thus, the implementation of the neighbourhood school policy is well managed so that sitting a school in close proximity to the expected beneficiaries is well implemented which may be encouraging parents to release their children to enroll in the JSS. Imakpokpomwan (2014) encouraged school managers to go beyond the customary waiting for students to come to school compound before they are enrolled. He argued that school managers should source for the pupils including physically challenged not only from the immediate communities but also from nearby camps and farm settlements. He argued further that parents could be encouraged by providing them with the security tips and benefits of enrolment in the basic education programme. Managing policy implementation process of identified resources indispensable for developing the creativity of the students rests with all stake-holders.

In this study, it was established that the learning resources were not deplored to most of the junior secondary schools as expected. A similar study in other states in Nigeria has found similar results in other states of the federation. Oku and Chikwendu, (2010) found that library, laboratory and workshop are not common to find in the junior secondary schools in Imo state. Under the UBE system, JSS is disarticulated from the SSS. In that case, 'the two levels should be run by two separate administrations and eventually have separate locations

and infrastructures' (UBEC 2006). From what the researchers found on ground, all the schools studied have been disarticulated, each with a different administration but the management of the policy implementation process of learning resources provision is weak as most upper basic schools do not have access to the learning resources. This is contrary to expectation. 'all schools offering introductory technology, technical subjects, home economics or arts must have well-equipped standard workshops to ensure students have access to the tools to attain minimum skills level' (UBEC, 2010). This is likely the crux of the students not having practical skills hence a doubt about their employability or ability to be entrepreneurial. Most schools have no science laboratories, home economics laboratories and inadequate supply of workshops which are designed to expose the learners to the practical components of the subjects matter. The inadequate supply of the learning resources implies that teachers can only teach science and science-based courses, theoretically which falls short of policy intention.

The objective of the Junior Secondary Education includes to 'provide the child with diverse basic knowledge and skills for entrepreneurship and education advancement'. As established by the findings of the study, the knowledge achieved in the upper basic education in the central senatorial district of Edo State is doubtful if it can empower the beneficiary with the skills for entrepreneurship. For instance, in response to an item, the beneficiaries surveyed disagreed with the statement which stated that 'I had sufficient practical classes in introductory technology'. In a reaction to another item, the beneficiary of Upper Basic Education disagreed with the question that stated as follows: 'I can carry out some minor repairs such as plumbing, electricals, etc'. These shows that the implementation process of the UBE policy is not as expected because beneficiary should have been able, haven been exposed to practical experiences that would have enable them do minor repairs. The basic reason for the beneficiaries not being able to perform as expected is that the

science laboratories and workshops are inadequate and as such they were not sufficiently exposed to practical experimentation. Most schools do not have the learning resources hence, the goal attainment of the Upper Basic Education level is contrary to expectation stipulated in the national policy document.

Conclusion

Attempts have been made to investigate the management of policy implementation process in the Upper Basic Education. The research was focused on the Central Senatorial District of Edo State. The study found that Junior secondary schools were located in close proximity to the majority of students residence. It also established gaps in the supply of learning resources which need to be closed in managing implementation policy process in the selected district. In a similar way, there is need for refocusing management implementation of the policy process with a view to empowering the beneficiaries with the needed tools and facilities to attain maximally the academic goal of the UBE in the central senatorial district of Edo State.

Recommendations

In this section, some recommendations shall be advanced for the effective improvement in the implementation process of the UBE policy. Here are the recommendations.

- (1) The proximity of location of the Junior Secondary Schools to most of those intended to benefit from it is encouraging. However, some children still travel for a long distance to reach the schools. Some spend about 2 hours on the journey to school. Therefore, this study recommends that in villages where there is a primary school but a junior secondary school is located far away so much so that a child would have to commute for more than 60 minutes, a junior secondary school should be combined with the primary schools in such communities. Fatigue can reduce potential to learn if the children would have to travel a long distance before they reach their schools. More over, in this era of

insecurity where there has been report of kidnappings of students, parents may be reluctant to enroll their children in a junior secondary school where their children lives would be jeopardized. This could result in of out-of-children.

- (2) For the disarticulation of the JSS from the SSS to be complete and meaningful, the junior secondary administration should be provided with their learning resources such as the introductory technology workshop, library, science laboratory, home economics laboratories and computer rooms and their accessories. There is no meaningful way to teach science and science-based subjects without practical experimentation. The world is reaping the benefit inherent in the exploration of computers and the information communication technology in particular and science in general. The central senatorial district of Edo State, Nigeria must not miss out.
- (3) A more comprehensive study should be commissioned to find out factors other than provision of learning resources that are responsible for low and moderate academic goal attainment instead of the intended high attainment in the senatorial district with a view to remedy the deficiency. In some recent studies in the state, it has been established that inadequate supply of teaching personnel to the school is a hindrance to the implementation of the UBE policy (Imakpokpomwan, Olubor and Edeki, 2022, Ogochukwu & Gbendu 2015). All factors responsible for not attaining the desire goal attainment expected of the UBE policy should be eliminated.

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APPENDIX

Table i: Central Senatorial District Junior Secondary School Academic Goals Achievement

Items of Acquisition of Technical Skills	Mean	Standard deviation	Remarks
I had lessons in the Introductory Technology Laboratory in my junior secondary classes	2.4949	1.40425	D
I practiced with the tools in the introductory laboratory in my junior secondary classes	1.8847	1.25909	D
I can carry out some minor repairs such as plumbing, electrical, etc.	1.8157	1.21921	D
I enjoyed Introductory Technology lessons when I was in junior secondary classes	2.4155	1.37272	D
I had sufficient practical classes in introductory technology	1.9763	1.28417	D
The lessons and skills I learnt in my introductory technology classes during my JSS periods are helping me	2.5946	1.41104	A
Cluster	2.20	0.08	
Items of Opportunity for Secondary Education	Mean	Standard deviation	Remarks
When I was in junior secondary class 3, I was regular in school	3.8822	.52271	AL

When I was in junior secondary class 3, I came early to school	3.7340	.73976	AL
When I was in junior secondary class 3, I stayed in school every day till the close of school	3.7710	.69368	AL
When I got to school I used to feel tired when I was in junior secondary school 3.	2.0548	1.25882	OIA
I enjoyed my junior secondary school days	3.8844	.50278	AL
Cluster	3.47	0.31	
Items of Proficiency in Literacy	Mean	Standard deviation	Remarks
I can read	3.7879	.49877	W
I had a lot of reading exercise while I was in junior secondary school	3.7239	.68122	W
I love reading	3.8822	.42265	W
I can write a letter to my parents and friends	3.7710	.52127	W
I can take dictation	3.7778	.49774	W
I can write composition	3.7736	.56399	W
Cluster	3.79	0.09	
Items of Proficiency in Numeracy	Mean	Standard deviation	Remarks
In my junior secondary school days, I enjoyed mathematics lessons	3.2983	1.07815	AB
I can calculate using fractions	3.3682	.97921	AB
I can solve problems using additions	3.8068	.52160	W
I can do multiplications	3.8649	.37096	AB
I can do subtractions	3.8986	.33426	W
Cluster	3.64	0.35	

Items of Vocational Experience	Mean	Standard deviation	Remarks
I handled farm tools such as cutlass, hoe, shovel etc when I was in junior secondary school	3.5219	1.00018	W
My class cultivated crops while in JS classes	3.2000	1.26599	W
We sold farm produce while in junior school classes	2.5495	1.46714	W
Because of what I learnt in Agricultural lessons, I love to plant crops around my	3.5304	.98416	W

house			
Because of what I learnt in Agricultural lessons, I enjoy working in the garden or on the farm.	3.1077	1.23375	W
When I am mature, I will love to own a farm	2.5676	1.40296	W
Because of what I learnt in Home Economics, I can fix buttons on my clothes	3.7095	.82547	W
Because of what I learnt in Home Economics, I can cook simple dishes.	3.7864	.67397	W
Cluster	3.25	0.28	
Items of Mastery of the Language of the immediate Environment	Mean	Standard deviation	Remarks
We learnt language of the immediate environment in junior secondary classes	2.8615	1.45360	D
I enjoy speaking the language of the immediate environment.	3.1351	1.24137	A
I hear but can only speak some words in the language of the immediate environment.	2.3492	1.36656	D
I understand the culture of the people.	3.0881	1.42584	A
Cluster	2.86	0.09	

AL=Always; OIA = Once in a while; RE= Rarely; VW=Very well; W=Well; AB= A bit; NAA= Not at all; ST = sometimes; A = Agree; D = Disagree

Budget Preparation and Implementation of Principals' Job Performance in Unity Schools in South-South, Nigeria

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Abstract

This study investigated Budget Preparation and Implementation of Principals Job Performance in Unity Schools in South-South Nigeria. The design of the study was correlational type. The population of the study was 2,557 respondents made up of 102 principals, 1,690 teaching and 765 non-teaching staff of unity schools in the south-south of Nigeria. The sample size for the study was 1,726 respondents made up of 64 principals, 1,116 teaching and 546 non-teaching staff from Rivers, Bayelsa, Delta, Edo, Akwa Ibom and Cross River States respectively. The study adopted the simple random and purposive sampling techniques respectively to ensure that each stratum of unity schools in the south-south, Nigeria was well represented. The research questions were answered using Pearson Product Moment Correlation Coefficient while the hypotheses were tested with linear regression statistical tools at $p < 0.05$ level of significance. The study revealed among other things that budget preparation steps correlates to principal's job performance in unity schools, classification of educational needs during budget standardization during budget preparation correlates to principal's job performance in the unity schools. The study concluded that budget preparation and implementation is a function of the principals having a clear understanding of what

they are expected to do in ensuring proper budgeting for optimal job performance in unity schools. The recommendations included that principals should have a clear understanding of various budget preparation steps for optimal and adequate budgeting, educational needs should be well identified along with classifications during budget preparation. Many empirical studies have been carried out in related areas, to the best of researcher knowledge, no work has been carried out on this area and this study seek to bridge the gap in knowledge by focusing on budget preparation and implementation as correlates of job performance of principals in unity schools in south-south, Nigeria. The objectives of the study are budget preparation steps, classification of school educational needs and standardization of budget during preparation and principal job performance in unity schools in south-south, Nigeria.

Introduction

Unity schools are public secondary schools established and managed by the Federal Government of Nigeria (FGN). Unity Schools are headed by administrators who could also be called principals and they are appointed by the Federal Government of Nigeria through the Federal Ministry of Education. Such appointments are usually carried out according to seniority in rank (Public Service Rule, 2016). Ibiam (2015) explained ~~stated~~ that administration in an educational institution is the arrangement of the human beings (teaching and non-teaching) and materials (school plant, equipment, funds, constraints among others) resources and programmes available for education and carefully using them systematically for the attainment of educational objectives. The principal as the administrator is expected to coordinate human and material resources towards the attainment of some pre-determined objectives of the school for which it is set-up. The result of the above performance will enhance the performance of Unity Schools in all aspects.

The budget preparation role of the principal appears very crucial in the principals' administrative effectiveness. This paper therefore, focuses on school budget preparation and implementation as part of the duties of principals as administrator which calls for adequate knowledge of school budgeting. The challenges encountered by the principals are non-implementation of financial plan for the year, and financial performance are continually not being evaluated. The interest of the author was budget preparation steps, staff participation in budget preparation and the use of school account books during budget preparation that relates to job performance in unity schools and how to incorporate it during budget processes.

A Budget is a statement of a proposed expenditure and expected revenue of the government, public corporations or schools for a particular period of time usually one fiscal year. Undie (2016) and Brook (2011) defined budget as a planned programme of action in numerical terms while Abdullahi (2013) and Adesina (2014), posited that it is a process of preparing a statement of anticipated income and proposed expenditure. Ekwe (2016), Ibiam (2019) and Bird (2014), also, defined budget as a monetary or financial statement or quantitative course of action prepared and approved prior to a defined period of time containing the goals and aspirations of an entity. This means that a budget can be prepared by individuals, households, families, communities, corporate organizations, and government. A budget is a tool for planning and controlling costs or a plan of action for an organization, government or individuals which shows the expected revenues and expenditures of the entity for a particular period. Budget preparation comprises the budget of the different phases of an organization which are the sensitive departments in the school system such as finance department, store department, and the kitchen among others in the organization. Each department prepares its own budget and then the total would comprise the organizations budget. A budget is the bridge between an organization present

position and where it wants to be in the targeted future objectives.

Budget preparation in the school involves collating the different needs of classroom teachers, heads of departments, as well as the non-teaching staff in that school. Potter (2017), Idoko (2004) and Ezeugo (2016), defined budget preparation as a process with designated organization and individuals having defined responsibilities that must be carried out within a given timetable or time frame.

Budget preparation therefore, is the collection of relevant financial data that make up income and expenditure for a school or organization from different departments to form the budget and the steps involved are classification of education objectives and needs, standardization of the budget and assessment of the budgetary process to ensure the best way to allocate available resources so as to avoid fiction. A school budget preparation should have adequate mechanism for effective budgetary control which must set quantitative and achievable goals, define the roles of the individuals and the intermediate operational targets short term or one year plan are generally formulated. This entails that no matter how beautifully prepared or adequate a budget may be it will not make sense if it cannot be implemented and this calls for adequate knowledge of budget implementation.

Budget implementation is an indication that the budget is now an official blue print to guide executive actions concerning financial accruals and disbursements within the fiscal year. It is the use of budget for assigning responsibilities, planning and controlling performance, guiding managerial actions and other activities towards the achievement of the organization objectives. Ogbonnaya (2016), Ojo (2015) and Nwankwo (2016), defined budget implementation as operation, execution, administration, evaluation and appraisal of the school budget within the fiscal year. Udop (2017), Okoro (2015) and Okon (2007), defined it as the actual functioning, performance and execution of a specific revenue and expenditure.

Job performance of principals is anchored on budget implementation as well as the willingness and cooperation of the subordinates towards the overall goal of the budget. The attitude of the principals towards his job and subordinates is an index of the degree of his performance with his job. According to Doe (2014), job performance is the quality, state or effort put in by an employee in carrying out assigned duties as specified in terms of agreement which is the result of various interests and attitude of a person. Hordos (2018) defined it as a combination with task performance and contextual performance while Campbell in Jacobs, Hellman and Markowitz (2016) posited it as a means to reach a goal or set of goals within a job, role or organization but not the actual consequences of the act performed within a job. Job performance is the actual performance of an employee or a person assigned duties within a specified period in an organization under the supervision of an immediate superior. In the school system, principals perform their jobs when in preparing the budget, bursars, finance officers and other support staff participates actively in preparing the budget. Hence, full implementation of the budget will not be a problem because it will be a compressive effort or product of all staff in other to achieve the desired objectives. Job performance as a product of budget preparation and implementation depend on the attitude and leadership qualities of principals or school administration achieving educational goals. It is the behaviour of these administrators or principals that put the Unity Schools all over the country in this non-performing quagmire especially those located in the South-South geopolitical zone that are bedeviled with high handed ness and undemocratic attitude towards the preparation and implementation or administration of the school budget.

Statement of the Problem

Presently, it is the perception of this author that in south-south Nigeria Unity Schools, see budget preparation as their exclusive right and so can co-opt anybody they deem necessary or loyal

without recourse to budget guidelines. Principals hardly take time to study the general needs of their schools and some of the needs of unity schools are salaries, housing, vehicle loan, procurement of instructional materials and equipment. It also includes the needs of various sections, departments and units, non-academic staff and students which are evidences that principal's in unity schools have low job performance towards budget preparation and implementation.

The implication of the foregoing is that some items of needs are sometimes forgotten during the preparation of the budget and when these are forgotten, there is every likelihood that such items would be missing in the budget estimates. It could be due to inadequate knowledge and skills in adhering adequately to steps in budget preparation and budget implementation in unity schools in Nigeria. This account for the sorry state of our unity schools today. Mark (2012) outlined that unity schools all over the country especially those in the south-south geopolitical zone are bedeviled with high handedness and undemocratic attitude in budget practices.

This does not represent statement of problem, but an accusation of principals of unity schools that are not based on empirical results. The SOP, could form a good part of background. You need to rewrite the SOP to show the empirical justification derived from the background, and also show the gap filled by the present study

Research Questions

The following research questions guided the study:

1. What is the relationship between budget preparation steps and principals' job performance in unity schools in the South-south of Nigeria?
2. What is the classification of educational needs during budget preparation in unity schools in the South-south of Nigeria?

3. How is the budget standardization during budget preparation relate to principals' job performance in unity schools in south-south, Nigeria?

Hypotheses

The following null hypotheses tested at $p < 0.05$ level of significance guided the study.

- H_01 : There is no significant relationship between budget preparation steps and principals' job performance in unity schools in the South-south of Nigeria.
- H_02 : There is no significant relationship between classification of educational needs during budget preparation and principals' job performance in unity schools in the South-south of Nigeria.
- H_03 : There is no significant relationship between budget standardization during budget preparation and principals' job performance in unity schools in the South-south of Nigeria.

Methodology

The design of this study is a correlational design which according to Maduabum (2004) is aimed at determining the extent of relationship between two variables. The sample for the paper consists of 1,726 staff comprising of 4 principals, 60 vice principals, 1,116 teaching and 546 non-teaching staff in 12 unity schools located in the four states out of the six states that make up the south-south geopolitical zone of Nigeria. This sample represents 68% of the population which is considered appropriate for the study. Best and Kahn in Otuka, Azare and Bandele-Ogunsola (2004), stated that painstaking selected sample is more important than sample size.

Purposive sampling technique was adopted in the selection of principals, vice principals and non-teaching staff while simple random sampling technique was used in selection of teaching staff and the four states used for the study which

already has 3 unity schools each to include: Federal Government College, Port Harcourt, Federal Government Girls' College, Abuloma, Federal Science and Technical College Ahoada all in Rivers State, Federal Government Odi, Federal Government Girls College Imiringi, Federal Science and Technical College, Tungbo all in Bayelsa State, Federal Government Girls' College, Ikotlbio-Itong, Federal Government College. Ikot-Ekpene all in Akwalbom State, FGGC Calabar, FSC Ogoja and FGC Ikom all in Cross River State.

However, simple random sampling technique was adopted for the selection of teaching staff and the states used for study because of the number of teaching staff available at the disposal of the researcher and the need to ensure equitable representation of all the elements of the population. The title the questionnaire for data collection Budget Preparation and Implementation Questionnaires (BPIQ).

Results and Findings

The results are presented in Tables according to the research questions and hypotheses that guided the study.

Research Question 1

How do budget preparation steps relate to principals' job performance in unity schools in south-south, Nigeria?

Table 4.1: Correlation Matrix of Budget Preparation Steps and Principals' Job Performance in Unity Schools.

		BPS	PJP
BPS	Pearson Correlation	1	0.614*
	Sig. (2-tailed)		0.000
	N	1577	1577
JPP	Pearson Correlation	0.614*	1
	Sig. (2-tailed)	0.000	
	N	1577	1577

BPS - Budget preparations steps, PJP = principals' job performance * Correlation is significant at the 0.05 level (2-

tailed).

Data in Table 4.1 indicate a correlation coefficient R of 0.61 which is positive and within the coefficient limit of $\pm 0.60-0.80$ indicating high relationship. This however implies that budget preparation steps relate to principals' job performance in unity schools.

Research Question 2

How do classification of educational needs during budget preparation relate to principals' job performance in unity schools?

Data for answering research question 2 are presented in Table 4.3

Table 4.3: Correlation Matrix of Classification of Educational Needs during Budget Preparation Steps and Principals' Job Performance in Unity Schools.

		CENBP	PJP
CENBP	Pearson Correlation	1	.541*
	Sig. (2-tailed)		.000
	N	1577	1577
JPP	Pearson Correlation	.541*	1
	Sig. (2-tailed)	.000	
	N	1577	1577

CENBP Classification of Educational Needs During Budget Preparation, PJP = principals' job performance * Correlation is significant at the 0.05 level (2-tailed).

Data in table 4.3 show a correlation coefficient (r) of .54 which is positive and within the coefficient limit of $\pm 0.40-0.60$ indicating moderate relationship. This however implies that classification of educational needs during budget preparation relate to principals' job performance in unity schools.

Research Question 3

How does budget standardization during budget preparation relate to principals' job performance in unity schools?

Data for answering research question 3 are presented in table 4.5

Table 4.5: Correlation Matrix of Budget Standardization during Budget Preparation Steps and Principals' Job Performance in Unity Schools.

		BSBP	PJP
BSBP	Pearson Correlation	1	.621*
	Sig. (2-tailed)		.000
	N	1577	1577
JPP	Pearson Correlation	.621*	1
	Sig. (2-tailed)	.000	
	N	1577	1577

BSBP = Budget Standardization during Budget Preparation, PJP = principals' job performance * Correlation is significant at the 0.05 level (2-tailed).

Data in table 4.5 indicate a correlations coefficient (r) of 0.62 which is positive and within the coefficient limit of $\pm 0.60-0.80$ indicating high relationship. This however show that budget standardization during budget preparation relate to job performance of principals in the unity schools.

Hypothesis 1

There is no significant relationship between budget preparation steps and principals' job performance in unity schools.

Data for testing hypothesis 1 are presented in table 4.2

Table 4.2: Linear Regression Analysis of the Relationship between Budget Preparation Steps and Principals Job Performance in Unity School

Model	Sum of Squares	Df	Mean Square	F.cal	F.crit
Regression	70458.320	1	70458.320	952.210	3.81
Residual	116541.400	1575	73.995		
Total	186999.720	1576			

Df = degree of freedom, F = F-calculated, Correlations is significant at the 0.05 level (2-tailed)

The data in table 4.2 above showed that the calculated F-value of 952.210 is greater than the F-critical value of 3.81 at degree of freedom of 1576 and 0.05 level of significance. Therefore, the null hypothesis is of no significant relationship between budget preparation steps and job performance of principals' unity school was rejected and the alternate accepted. Consequently, there is a significant relationship between budget preparation steps and principals' job performance in unity school.

Hypothesis 2

There is no significant relationship between classification of educational needs during budget preparation and principals' job performance in unity schools.

Data for testing hypothesis 2 are presented in table 4.4.

Table 4.4: Linear Regression Analysis of the Relationship between Classification of Educational Needs during Budget Preparation and Principals Job Performance in Unity School

Model	Sum of Squares	df	Mean Square	F.cal	F.crit
Regression	54557.944	1	54557.944	652.238	3.81
Residual	131744.559	1575	83.647		
Total	186302.503	1576			

df = degree of freedom, F = F-calculated, Correlations is significant at the 0.05 level (2-tailed)

The data in the table 4.4 showed that the calculated F-value of 652.238 is greater than the F-critical value of 1.96 at degree of freedom of 1576 and 0.05 level of significant. Therefore, the null hypothesis of no significant relationship between classification of educational needs during budget preparation and job performance of principals in unity school was rejected and the alternate accepted. Consequently, there is a significant relationship between classification of educational

Hypothesis 3

There is no significant relationship between budget standardization during budget preparation and principals' job performance in unity school.

Data for testing hypothesis 3 are presented in table 4.6.

Table 4.6: Linear Regression Analysis of the Relationship between Budget Standardization During Budget Preparation Steps Principals Job Performance in Unity School

Model	Sum of Squares	Df	Mean Square	F.cal	F.crit
Regression	72285.050	1	72285.050	990.386	3.81
Residual	114954.144	1575	72.987		
Total	187239.195	1576			

Df = degree of freedom, F = F-calculated, Correlations is significant at the 0.05 level (2-tailed)

The data in the table 4.6 revealed that the calculated F-value of 72.987 is greater than the F-critical value of 3.81 at degree of freedom of 1576 and 0.05 level of significance. Therefore, the null hypothesis of no significant relationship between budget standardization during budget preparation and job performance of principals in the unity schools was rejected and the alternate accepted. Consequently, there is a significant relationship between budget standardization during budget preparation and job performance of principals in the unity schools.

Summary

The study was carried out to investigate Budget Preparation and Implementation of Principals' job Performance in Unity Schools in south-south, Nigeria. The study was guided by research questions and 3 null hypotheses tested at 0.05 level of significance. The study adopted correlational design for data collection. The study was carried out in Federal Government College.

A sample of 1726 respondents which represent 83% of the entire population of the study 2,557 was used for the study. A simple random sampling technique and purposive sampling technique was used to ensure that each stratum of the unity schools are well represented.

Conclusion

From the finding of this study, the following conclusions were made: there is high and moderate extent of budget preparation steps, classification of educational needs, budget standardization during budget preparation in budget implementation relates to job performance of principals in unity schools in south-south, Nigeria.

When principals have clear understanding of the part they are expected to play in ensuring adequate budget preparation during budgeting process optimal job performance is achieved. This is possible through the identification and embodiment of all budgeting indices during budget preparation stages. Therefore, budget preparation relates to principals' job performance in unity schools in south-south, Nigeria.

Recommendations

In view of the findings resulting from the study, the researcher therefore makes the following recommendations

1. Principals should have a clear understanding of various budget preparation steps to ensure optimal and adequate budgeting for effective job performance.

2. Educational needs of the schools should adequately be identified and classified during budget preparation to ensure proper budgeting by the principals for optimal budget implementation.
3. Guideline provided by the ministry should be strictly followed to ensure standardization in budget preparation by the principals to enhance job performance.

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Policy Implementation and Prospect for Effective Secondary School Administration in Enugu State, Nigeria

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Abstract

The study investigated policy implementation and prospects for effective secondary school administration in Enugu State, Nigeria. Two research questions and two hypotheses were answered and tested to guide this study. The study adopted descriptive research with a population of 286 (129 males and 157 females) principals in the 286 schools. The sample of the study is 143 (65 males and 78 females) principals. An instrument titled Policy Implementation and Prospects for Effective School Administration Questionnaire (PISPEAQ) was used for data collection. The PISPESAQ was validated by three experts. The internal consistency reliability was used to establish the reliability coefficient of 0.77 through Cronbach alpha. Mean and standard deviation was used to answer the research questions while the hypotheses were tested using the t-a test at a 0.05 level of significance. The study revealed that there is a policy implementation somersault that hindered effective secondary school administration in Enugu State, Nigeria. The policy somersaults are inadequate funding, indiscipline, frequent policy changes, miserable remuneration, poor leadership style,

lack of commitment by personnel, insecurity, lack of clear policy statement not poor program supervision and inspection. The researchers recommended that the principals should be proactive schooled is activities in order to activate appropriate leadership style(s) according to the prevailing situation for effective policy implementation as well as school administration. More so, the priest set-up disciplinary committees that will handle policy defaulting and defaulters that are inimical to effective school administration.

Keywords: Policy Implementation, Prospects and Effective School Administration

Introduction

Secondary school is that level of education after the primary level before the tertiary level. It in the student's numeracy, literacy and vocational skills needed for self and societal survival. Secondary education is divided into three years of junior secondary and three years of senior secondary school. The education that is offered at this level has two purposes. The first purpose is to prepare pupils to exit school with the necessary skills to find employment, and the other is to prepare them to continue with academic careers in higher education. Given the importance of secondary education, there is need for its goals and objectives to be fruitfully and fully achieved. Secondary education is founded on dynamic goals and objectives which are highlighted by Federal Republic of Nigeria (2014; 17) to:

- i. Provide holders of Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level irrespective of gender, social status, religious or ethnic background;
- ii. Offer curriculum to cater for the differences in disposition, opportunities and future roles;
- iii. Provide trained manpower in the applied sciences, technology and commerce at sub-professional grade s

- iv. Provide, entrepreneurial, technical, and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial, and economic development;
- v. Develop and promote Nigerian languages, art and culture in the context of worlds cultural heritage;
- vi. Inspire students with a desire for self-improvement and achievement
- vii. Raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others in the dignity of labor.

The achievement of these lofty goals and objectives of secondary education depends to a large extent on the competence of the administration principals. Administrative programs management and activities. School administration is carried out by the administrator, the principal in this level of education. The administrative effectiveness of the school principals can lead to effective school administration. Effective school administration is the efficient school management with emphasis on effective leadership, communication, commitment, social interaction, persuasion, and management based on policy statements (Manager, 2021). Educational administration connotes the coordination of material and human resources within the school for the achievement of the predetermined objectives of education (Abraham (2013). School administration involves managing the curriculum and teaching, discipline, evaluation and examination (Kpee, 2013). All these tasks are carried out by the school administrator through planning, organizing, directing, supervising and evaluating every aspect of the school system (Ekundayo, 2010). This implies that the school administrator must work in line with the national policy on the education as enshrined in the Federal Republic of Nigeria (FGN, 2013). Indicators of effective educational administration are improved leadership, discipline, conducive environment, enhanced learning and teaching skills. More so, an effective school administration implies an optimum learning environment

that fosters cognitive, emotional, psychomotor, social and atheistic development of students (Balci, 2007). In the same vain, effective administration has enhanced social, academic, emotional, moral, and teachers' satisfaction, effective use of resources and accomplishment of educational goals (Şişman, 2011)

On the coronary, it becomes unfortunate that most principals do not discharge their administrative functions expectedly. This is revealed by Manager (2021), who reported that most public secondary school principals do not understand administration, therefore, therefore finds it very difficult to influence their subordinates to work expectedly. In a similar development, it was found that over 67% of the school principals bemoaned their present level of achievement in the school administration practices (Nworgu, 2019). The above reason can be attributable to the report that most of them still do not understand how to effectively harness the limited human and material resources in the school system (Amadi, 2019). Furthermore, it was found that most of them tend to delegate responsibilities to their subordinates (Opurum, 2019). This to a large extent may have detrimental effects on the educational system.

Therefore, it is believed that lack of principals' effective administrations may cause the teachers to be less committed to their duties. This ugly development could be stemming from the fact that some of the teachers do not give rapt attention to their lesson preparations (Opurum, 2019). In the same development, a good number of teachers because of poor supervision and inspection leave the duty post at will (Nworgu, 2019). This unfortunate reality may have had negative impacts on the students' internal and external examinations. This to a large extent may have received some level of influence from the policy implementation practices.

The guideline for schools to be safe, supportive environments where students can learn and thrive with clear procedures, structures, and expectations (Watts, 2022).

Therefore, school policies are the aggregate rules and regulations written by the school. School policy is defined as the set of established expectations for specific behavior and norms within a school (Forstall, 2019). School policies are the body of guidelines put together to regulate the day-to-day activities and programs in the school with emphasis on the achievement of the school goals and objectives (Ukpong, 2020). More so, School Policies means the rules of the School as may be amended from time to time for the legal, safety or other substantive reasons or in order to assist the proper administration of the School (Watts, 2022). Therefore, policies are organized ways of documenting the proceedings, procedures and values of the school. It is most unfortunate that at implementation of policies suffer serious setbacks in the education industry leading to lack of full actualization of its goals and objectives (Ukpong, 2020).

Nigeria like other countries has witnessed transition transformations in their policy statement and practices. The 1990 Jomtien declaration and frame work for action and the Dakar Education for All (EFA) Declaration of April 2000, for instance have influenced the orientation of Nigeria's UBE programme as well as the ongoing EFA planning exercise. Other international conferences held during the 1990 decade such as the Quagadougou Pan-African Conference on Girls' Education 1993, the World Conferences on Higher Education 1998, and technical/vocational education 1999 have all had their impacts on educational development in the country, and have particularly enabled Nigeria to network with other nations. The same can be said of Nigeria's involvement in the work of Association for the Development of Education in Africa (ADEA) among others.

The impacts, results and implications of the seemingly catholic and widespread effect of globalization are hereby examined and policy responses analyzed for Nigerian context. Globalization should ideally be seen as a phenomenon demanding for widespread systemic changes in education.

Globalization symbolizes a paradigm shift involving the re-thinking of beliefs and structures in traditional consciousness. It symbolizes a shift from monocultural approach to education to multi-cultural approach with attendant implication for changes in school curriculum and attendant practices.

One of the six EFA goals stipulates that learning needs of all young people and adults are to be met through equitable access to appropriate learning and life skill programmes hence the emphasis on technical and vocational education. As stated in 1999 Nigerian Constitution (Section 18) Government is committed to the promotion of science and technology, and given the National Policy on Education (FGN) (2014:29) declaration that 'a greater proportion of education expenditure shall continue to be devoted to Technical and Vocational Education (TVE) at the federal and state levels and at secondary and tertiary levels. Apart from equipping the learners with skills, it was also an attempt to achieve the MDGs in the area of poverty reduction. According to Adelabu (2005), with diversified curriculum structure the youth could be adequately equipped for employment particularly in the rural areas. Unfortunately, this aspect of education is the least patronized in Nigeria yet TVE is crucial in a globalize era.

The Information Technology (IT) revolution has enormous implications for school curriculum planning and implementation. The revolution in knowledge production, distribution and management perhaps implies the death of the traditional curriculum. School curriculum must now embody the contemporary complexity and vibrancy of ICT. The paradigm shift in line with globalization in education may necessitate the emergence of curriculum models and education policies which emphasize interdisciplinary courses, open ended systems, Socratic dialogue, multidimensional assessment and multiculturalism (Boyer, 1991, 1995; Slattery, 1995). Most of these movements have suffered implementation somersaults.

Policy implementation somersault is the failure that surrounds policy implementations (Nwafor, 2005). The failure of

a policy to achieve its desired result in the education sector is likened to educational policy implementation somersault (Abraham, 2013). According to Forstall (2019), inadequate funding, indiscipline, frequent policy changes and miserable remuneration are some of the factors militating against the progress of the education sector in the country. More so, insecurity and world economic crises, patterns of influence with foreign states and multinational organizations assistance and pressures have heavily influenced policy implementation in the education in sector Nigeria (Reagle, 2006). Therefore, school policies are developed to assist the proper administration of the school. This calls for measures to enhance policy implementation for effective school administration.

The prospects in policy implementation are indispensable in the achievement of educational goals and objectives. Some of the identified prospects in policy implementation practices are provision of funds by relevant stakeholders, job security, supervision and inspection of school programmes and activities (Nwafor, 2005). Similarly, Abraham (2013) submitted that effective policy administration is dependent on increase in remuneration, clear policy statement, personnel commitment, and effective leadership styles. Based on the backdrop of this study, it pertinent to investigated policy implementation and prospect for effective secondary school administration in Enugu State, Nigeria.

Statement

Studies have shown that secondary schools suffer from lack of effective administration. The case of secondary schools in Enugu State is no exemption. Lack of effective school administration can lead to poor work commitment by the teachers, negative attitude towards work, poor instructional delivery, poor performance of students in both internal and external examinations. This ugly situation can be traceable to many factors which policy implementation may be a possible factor. It is not clear whether policy implementation is a possible factor

for effective secondary school administration in Enugu State. By implication, the researchers are poised to investigate cause of policy implementation somersault and prospect for effective secondary school administration in Enugu State, Nigeria.

Methodology

The study adopted the descriptive survey research design with a population of 286 (129 males and 157 females) principals in the 286 schools. The sample of the study is 143 (65 males and 78 females) principals. An instrument titled Policy Implementation Somersault and Prospects for Effective School Administration Questionnaire (PISPESAQ) was used for data collection. The PISPESAQ has two sections of demographic and research items. The demographic section elicited information from the respondents such as their gender and school location. The second section has two clusters of A and B. Cluster A elicited information with 10 items on the causes of policy somersault while the cluster B elicited information on prospects of policy somersault with 10 items. Therefore, the PISPESAQ has in all 20 items and was structured to have four response options of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The PISPESAQ was validated by three experts. The internal consistency reliability was used to establish the reliability coefficient of 0.77 through Cronbach alpha. Mean and standard deviation were used to answer the research questions while the hypotheses were tested using t-test at 0.05 level of significance. The study revealed that principals' supervision and inspection of policy implementation processes is inevitable for effective school administration. The researchers recommended that the principals should set-up disciplinary and ethics committee that will handle policy defaulting and defaulters that are inimical to effective school administration.

Results and Findings

Research Question 1

What are the causes of policy implementation somersault in secondary school administration in Enugu State, Nigeria?

Table 1: mean and standard deviation scores on the causes of policy implementation somersault for effective secondary school administration

s/n	Items	Male principals			Female principals		
		Mean	Std	Decision	Mean	Std	Decision
1	Inadequate funding	3.13	.49	Agreed	3.42	.40	Agreed
2	Indiscipline	3.28	.45	Agreed	3.29	.41	Agreed
3	Frequent policy changes	2.81	.59	Agreed	3.42	.40	Agreed
4	Poor remuneration	3.02	.49	Agreed	3.43	.41	Agreed
5	Poor leadership style	3.25	.45	Agreed	3.28	.42	Agreed
6	Lack of commitment from personnel	2.54	.55	Agreed	3.21	.45	Agreed
7	Insecurity	3.18	.45	Agreed	2.83	.64	Agreed
8	Lack of clear policy statement	3.20	.44	Agreed	2.78	.51	Agreed
9	Poor programme supervision	3.23	.47	Agreed	3.02	.42	Agreed
10	Poor programme inspection	2.93	.54	Agreed	2.59	.66	Agreed
Aggregate mean and standard deviation		3.06	0.49		3.13	0.47	

Data on table 1 showed that items with serial numbers 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10 have their various mean values above the

criterion mean value of 2.50 therefore were agreed by male and female principals as the causes of policy implementation in public secondary schools in Rivers State. The causes of policy implementation somersault are: inadequate funding, indiscipline, frequent policy changes, poor remuneration, poor leadership style, lack of commitment by personnel, insecurity, lack of clear policy statement, poor programme supervision and inspection.

Research Question 2

What are the prospects of policy implementation for effective secondary school administration in Enugu State, Nigeria?

Table 2: mean and standard deviation scores on the prospects of policy implementation for effective secondary school administration

s/n	Items	Male principals			Female principals		
		Mean	Std	Decision	Mean	Std	Decision
11	Provision funds by stakeholders	3.00	.33	Agreed	2.84	.42	Agreed
12	Constitution of disciplinary committee	3.13	.31	Agreed	2.90	.40	Agreed
13	Policy sustenance	2.99	.40	Agreed	2.82	.41	Agreed
14	Increase in remuneration	3.12	.30	Agreed	2.78	.43	Agreed
15	The use of effective leadership styles	2.55	.46	Agreed	3.18	.35	Agreed
16	Enhancing personnel commitment	2.93	.44	Agreed	2.61	.45	Agreed
17	Provision of job security	2.80	.45	Agreed	2.77	.64	Agreed
18	Institution of clear policy statement	2.72	.47	Agreed	2.98	.51	Agreed

19	Effective programme supervision	3.13	.31	Agreed	3.10	.38	Agreed
20	Effective programme inspection	2.78	.54	Agreed	2.59	.66	Agreed
Aggregate mean and standard deviation		2.92	0.40		2.86	0.47	

Data on Table 2 revealed that items with serial numbers 11, 12, 13, 14, 15, 16, 17, 18, 19 & 20 have their various mean values above the criterion mean value of 2.50 and were agreed by the male and female principals as the prospects of policy implementation somersault for effective secondary school administration in Enugu State, Nigeria. The prospects of policy implementation for effective secondary school administration in Enugu State, Nigeria provision of funds by stakeholders, constitution of disciplinary committee, policy sustenance, increase in remuneration, the use of effective leadership styles, enhancing personnel commitment, provision of job security, effective program supervision and effective program inspection.

Hypotheses

Hypothesis 1

There is no significant difference between male and female principals of the causes of policy implementation in secondary school administration in Enugu State, Nigeria.

Table 3: t-test calculation of the difference between male and female principals of the causes of policy implementation ~~somerset~~ for effective secondary school administrators

Gender	N	Mean	Std	Df	t-cal	Sig.	Alpha level	Decision
Male principals	65	3.06	.49	141	.88	.51	.05	Not significant
Female principals	78	3.13	.47					

Data on table 3 revealed that male principals have mean and standard deviation scores of 3.06 and 0.49 while female principals have mean and standard deviation scores of 3.13 and 0.47. With a degree of freedom of 141, the hypothesis is not significant because the significant value 0.51 is greater than the alpha level of 0.05. Therefore, there is no significant difference between male and female principals of the causes of policy implementation in secondary school administration in Enugu State, Nigeria.

Hypothesis 2

There is no significant difference between male and female principals on the prospects of policy implementation for effective secondary school administration in Enugu State, Nigeria.

Table 4: t-test calculation of the difference between male and female principals of the prospects of policy implementation for effective secondary school administrators

Gender	N	Mean	Std	Df	t-cal	Sig.	Alpha level	Decision
Male principals	65	2.92	.40	141	.88	.67	.05	Not significant
Female principals	78	2.86	.47					

Data on table 4 revealed that male principals have mean and standard deviation scores of 2.92 and 0.40 while female principals have mean and standard deviation scores of 2.86 and 0.47. With a degree of freedom of 141, the hypothesis is not significant because the significant value of 0.51 is greater than the alpha level of 0.05. Therefore, there is no significant difference between male and female principals on the prospects of policy implementation for effective secondary school administration in Enugu State, Nigeria.

Discussion of Findings

The study found that the causes of policy implementation somersault are: inadequate funding, indiscipline, frequent policy changes, miserable remuneration, poor leadership style, lack of commitment by personnel, insecurity, lack of clear policy statement, poor programme supervision and inspection. The findings of this study in tandem with the Abraham (2013) who reported that human and material resources mismanagement are the causes of policy somersault in the educational sector. Still in support of the finding of the study, Forstall (2019), reported inadequate funding, indiscipline, frequent policy changes and miserable remuneration as some of the factors militating against effective policy implementation in the education sector. Still in corroboration, insecurity and world economic crises, patterns of influence with foreign states and multinational organizations assistance and pressures are strong predictors of policy implementation failure in the education in sector Nigeria (Reagle, 2006). Further testing revealed that hypothesis showed that there is no significant difference between male and female principals of the causes of policy implementation somersault in secondary school administration in Enugu State, Nigeria. This is in agreement with the submission that proper management of policy implementation is a significant predictor of school administration (Nwafor, 2005).

Based on the discussion of this study, it can be adduced that failure of a policy to achieve its desired result in the

education sector is likened to educational policy implementation somersault. Therefore, poor management of school policies implementation is a strong determinant of proper administration of the school.

More so, the study revealed that the prospects of policy implementation somersault for effective secondary school administration in Enugu State are the provision of funds by stakeholders, constitution of disciplinary committee, policy sustenance, increase in remuneration, the use of effective leadership styles, enhancing personnel commitment, provision of job security, effective programme supervision and effective programme inspection. This finding is in agreement with the finding that the provision of funds by relevant stakeholders, job security, supervision and inspection of school programmes and activities (Nwafor, 2005). In the same light, Abraham (2013) submitted that effective policy administration is dependent on increase in remuneration, clear policy statement, personnel commitment, and effective leadership styles. Further study revealed that there is no significant difference between male and female principals on the prospects of policy implementation somersault for effective secondary school administration in Enugu State, Nigeria. This is in agreement with Reagle (2006) who reported a significant association between the prospects of policy implementation and educational management and administration practices. This implied that the more educational policy implementations are given the deserved attention required, the more the schools will actualize their educational goals and objectives.

Conclusion

Based on the findings of this study, the researchers concluded that there is policy implementation somersault that hindered effective secondary school administration in Enugu State, Nigeria. The policy somersaults are inadequate funding, indiscipline, frequent policy changes, miserable remuneration, poor leadership style, lack of commitment by personnel,

insecurity, lack of clear policy statement, poor programme supervision and inspection. The researchers also concluded that policy implementation have great prospects when there are provision of funds by stakeholders, constitution of disciplinary committee, policy sustenance, increase in remuneration, the use of effective leadership styles, enhancing personnel commitment, provision of job security, effective programme supervision and effective programme inspection.

Recommendations

Based on the findings and conclusion of this study, the researchers recommended that:

1. The principals should be proactive and sensitive is school programmes and activities in order to use appropriate leadership style(s) according to the prevailing situation for effective policy implementation as well as school administration.
2. The principals should set-up disciplinary and ethics committee that will handle policy defaulting and defaulters that are inimical to effective school administration.

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Policy Implementation and Secondary School Students' Achievement of Quality Education in Niger State, Nigeria

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Abstract

This study was on policy implementation and achievement of quality education among secondary school students in Niger state, Nigeria. The study was guided by three research questions and three null hypotheses were formulated and tested. The research design adopted for this study was a correlational survey research design. The population of the study was 6,204 which comprised of 333 principals and 5,871 teachers. A sample of 357 were selected from principals and teachers using Research Advisors 2006. The instrument for data collection was researchers' structured questionnaire title: Policy Implementation and Achievement of Quality Education Questionnaire (PIAQEQ) was used for data collection from both principals and teacher. The validity of the instrument was conducted by three experts in educational administration and planning and measurement and evaluation at the Ministry of Education Minna. Reliability index of (PIAQEQ) was obtained using test re-test and Cronbach alpha formula that yielded ' r ' = 0.73. The data collected were analyzed using Mean and Standard Deviation to answer

research questions and Pearson Product Moment Correlation Coefficient (PPMCC) to test null hypotheses at 0.05 level significance. The findings of the study revealed that implementation of teachers' welfare policy has significant influence on job satisfaction in secondary schools in Niger state. Based on the findings, it was concluded and recommended that government should provide incentives like loans and best teachers' awards, healthcare scheme and retired teachers be paid their pension as at when due.

Keywords: policy implementation, achievement, quality education, and students

Introduction

Education is known to play a pivotal role in the development of a nation. The benefits that education offers are almost in - exhaustive, hence individuals and the society at large care for the provision of quality education in a nation/state. For instance, education in Nigeria and Niger state in particular is an instrument per excellence for effecting national development (FGN.2004). In Nigeria today, quality education has almost become the exclusive preservation of children from rich homes who can afford to pay the private school fees while children from less privileged backgrounds could afford only public schools. Public secondary school students in some parts of Niger state and indeed most of the states of the federation are taught in an environment with decayed infrastructure and teachers are poorly paid. Quality education has become one of the central issues accorded with optimal priority in recent educational reform and quality assurance as one of the mechanisms used in achieving educational objectives.

At the broadest level, quality education can be viewed as a set of elements that constitutes the input, process and output of the education system which provides services that completely satisfy both internal and external, constituencies by meeting their explicit and implicit expectations, ((Fisher & Grey 2005). Harvay and Knight (1996) suggest that quality can be broken down into five different but related dimensions:

1. Quality as exceptional (high standards)
2. Quality as consistency (zero defects)
3. Quality as fitness for purpose (fitting customer specifications)
4. Quality as value for money.
5. Quality as transformative (an ongoing process that includes empowerment and enhancement of the citizen satisfaction).

Policy on the other hand serves the purpose of ensuring that every official action of an organisation has a basis or a backing. Miller (2002), noted that a policy is a historical or contemporary statement or series of statements which describe and/ or prescribe a course of action. These statements are usually written but they could be oral. They may or may not imply contractual legal obligations. Additionally, a policy may be developed at different organisational levels and may be binding for only that level or other levels as well. A policy could be seen as an overall guide that gives the general limits and direction in which an administrative action will follow.

A policy brings about a meaningful relationship between business objectives and organisational functions as it discourages deviations from planned courses of action. Moreover, a policy ensures consistency of action because an organisation is governed by approved principles.

A policy does not have to be rigid, as there should be room for adjustment, if necessary, after its formulation. Perhaps, this is why Odunuga and Ajila (2000) believe that “policies are not only formulated but also programmed, communicated monitored and evaluated”. The non-rigidity of policies is confirmed by Ademola (2007) who described policy making as a process of successive approximation to some desired objectives, in which what is desired itself continue to change under consideration. In fact, a good policy is one that can be reviewed as the need arises. Lindblom believed that a wise decision maker cannot expect a hundred percent success of all policies. Regardless of how good a policy is; its implementation may introduce some elements of imperfection. In education, as in other fields of human endeavour, every official action has a backing. This is the purpose of policy. Educational policies provide the direction for educational activities. Education, according to Fuller (2004) consists of 2 components. Fuller classified these two components into inputs and outputs. According to him, inputs consist of human and material resources and outputs are the goals and outcome of education process. Both the inputs and outputs form a dynamic organic whole and if one wants to investigate and assess the educational system in order to improve the performance, effects of one component on the other must be examined. Instructional resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. It helps in depth understanding of the lesson by the students in such that lesson is made attractive thereby arresting their attention and in turn motivating them to learn better. It is also very important to have sufficient and adequate human resources in terms of qualified teachers for the teaching of all subjects in the school curriculum. Without the teachers as the implementing factors, the goals of educational policies cannot be achieved. According to Thomas, Emilie and Wayne (2018), education policy analysis is the scholarly study of education policy which seeks to answer questions about the purpose of education, the objectives that is

designed to attain, the methods for attaining them and the tools for measuring their success or failure. Okoroma (2000), opined that educational policies are initiatives mostly by governments that determine the direction of an educational system. According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2015), education policy consists of the principles and government policies in the educational sphere as well as the collection of laws and rules that govern the operation of education systems. From the above definitions, the researchers are of the view that every modern society needs some educational policies to guide it in the process of such initiation towards achieving the purpose and objectives for which educational institutions were established. Implementation is the act of executing a plan, a policy or an assignment. Ogbonnaya (2003) views implementation as the process of carrying out objectives or a plan. It is the process of performing a task, an activity or objective. Nweke (2015) defines implementation as the ability to put law or policy in an organization so as to achieve a better result. It is also a tool or means of making something that has been officially decided to start to happen or be used. According to Ibiam (2012), implementation means putting into use or practices the policy that has been made by the government or organization as applicable. It is the realization of an application, plan, ideas, model, design, specification, standard, or policy (Rouse, 2007). The action must follow any preliminary thinking in order for something to actually happen. Hrebiniak (2006) asserts that the failure of many implementation processes often stems from the lack of accurate planning and coordination in the beginning stages of the project due to inadequate resources or unforeseen problems that may arise. Implementation therefore, connotes the activities of transforming ideas and policy into an identified objective. Miebodei (2004) carried out a study on educational policy changes and perceived implementation in public secondary schools in Bayelsa State: The descriptive survey was used and a

sample size of 810. Four research questions and four hypotheses were used for the study. Questionnaire was used as instrument for data collection, mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The findings revealed that implementation of educational policy changes enhance teaching and learning. The study also revealed that education policy changes enhance school administrator's experience and the administration of public schools. The researcher concluded that there are certain benefits associated with implementation of educational policies in public secondary schools which include effective management of teachers and students' information sharing, decision making in the recruitment of staff and proper supervisory role.

Most policies in developing countries like Nigeria are managed through a set of institutions defined as a set of informal and formal rules that structure interactions between organizations and individuals. The literature also suggested that a reality gap between ideas of best practice and the actual legal, administrative, political and economic processes that exist in low income and middle-income countries means that one size fits all approach is likely to produce perverse outcomes which could be as a result of good implementation process (Hood, 1998: 208). Politics has been identified as a key issue to understand policy management. It has been observed by Goran Hyden (2006) that in neo-patrimonial systems the president and other politicians at the top play a significant role in policy implementation. He postulated that because African governments do not control power, politics emerges as supreme and undermined other rational bases for policy determination; subsequently, policy deficit is caused. The transition from the movement type of politics to competitive politics has further compounded this problem because the ruling regime will ensure that there is total monopoly over state resources (Lindberg, 2003: 123) and this leads those in power to become directly

involved in policy management/ implementation even where the work would have been delegated to street level bureaucrats.

Statement of the Problem

Quality education could be achieved through proper implementation of the formulated educational policies. It is quite unfortunate that educational policies and quality education seem to be irreconcilable in Niger State. Over the years, the gap between educational policies and quality education as a result of inadequate implementation of educational policies which has become a great concern to many stakeholders, parents, government and non-governmental organizations on how some of the problems which has affected educational policy implementation in Niger state to includes: Inadequate human and material resources which are never enough for implementation of educational policies. Teachers are not available in some of our schools and where they are, some of them are inexperienced and without sufficient training to carry out the reforms of new policies in our educational system, financial problem, inadequate consultation, corruption, inadequate monitoring and supervision and poor leadership among others. The gap that often exists between policy formulation and implementation in relation to quality of secondary school education in Niger state has necessitated this research. However, this study aimed at examining the policy implementation and secondary school students' achievement of quality education in Niger state, Nigeria.

Research Questions

The following research questions guided study:

1. To what extent does policy implementation contribute to quality of secondary school education in Niger state, Nigeria?
2. Examine if relationship exist between policy implementation of teachers' welfare and job satisfaction in secondary schools in Niger state, Nigeria?

3. Do factors affecting the implementation of educational policies correlate with students' performance in secondary schools in Niger state, Nigeria?

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

- H_{01} : There is no significant relationship between policy implementation and achievement of quality of education in Niger state, Nigeria.
- H_{02} : There is no significant relationship between policy implementation of teachers' welfare and job satisfaction in secondary schools in Niger state, Nigeria.
- H_{03} : There is no significant relationship between factors affecting the implementation of educational policies and students' performance in secondary schools in Niger state, Nigeria.

Methodology

The study employed correlational research design. The population of the study was 6,204 which comprised of 333 principals and 5,871 teachers. A sample of 357 were selected from principals and teachers using Research Advisors 2006. The instrument for data collection was researchers' structured questionnaire title: Policy Implementation and Achievement of Quality Education Questionnaire (PIAQEQ) was used for data collection from both principals and teacher. The validity of the instrument was conducted by three experts in educational administration and planning and measurement and evaluation at the Ministry of Education Minna. Reliability index of (PIAQEQ) was obtained using test re-test and Cronbach alpha formula that yielded ' r ' = 0.73. The instrument (PIAQEQ) which contains twenty items were scored with four point Likert type as: Strongly agree = 4, Agree = 3, Disagree = 2 and Strongly disagree = 1 which sub-merged to Agree and Disagree. The data collected were analyzed using Mean and Standard Deviation to answer

research questions and Pearson Product Moment Correlation Coefficient (PPMCC) to test null hypotheses at 0.05 level significance.

Research Question 1

1. To what extent does policy implementation contribute to quality of secondary school education in Niger state, Nigeria?

Table 1: Relationship between Policy Implementation and Achievement of Quality Education in Niger State, Nigeria

S\N	Statements	Policy Implementation Mean	SD	Decision	Achievement of Quality Education		
1.	Provision of enabling learning facilities and equipment	2.96	0.80	Disagreed	2.55	0.77	Low
2.	Provision of conducive learning environment	2.82	0.73	Agreed	2.12	0.89	Low
3.	Adjustment organizational structure with strategy	2.75	0.84	Disagreed	2.05	0.76	High
4.	Provision of education to meet the target of the sustainable development goals.	3.41	1.38	Disagreed	2.77	0.74	High
5	Exposure of students to field trips/work-visit	2.50	1.07	Agreed	2.82	0.68	Low
6.	Provision of quality infrastructural facilities to make school environments learners-friendly	2.58	1.14	Disagreed	2.76	0.71	High

7.	for all learners Development of organizational capacity and human resource capacity	2.61	1.49	Disagreed	2.75	0.78	Moderate
	Average	2.80	1.06		2.55	0.76	

Result from Table 1 revealed the Mean and Standard deviations between policy implementation and achievement of quality education in Niger state, Nigeria. The average Mean and Standard Deviation of policy implementation is 2.80 and 1.06 while that of achievement of quality education is 2.55 and 0.76.

Research Question 2: Examine if relationship exist between policy implementation of teachers' welfare and job satisfaction in secondary schools in Niger state, Nigeria?

Table 2: Implementation of Teachers' Welfare Policy and Job Satisfaction in Secondary Schools in Niger State, Nigeria.

S\N	Statements	Job Satisfaction					
		: Implementation of Teachers' Welfare Policy Mean	SD	Remark Remark	Mean	SD	
1.	Teachers' salaries are paid regularly as at when due.	3.02	0.92	Agreed	2.96	0.80	High
2.	Responsibility allowances are provided for Principal, HODs, and teachers.	2.75	0.82	Disagree	2.82	0.73	Low
3.	Other incentives like loans and best teachers' awards are regularly enjoyed by teachers.	2.81	0.84	Disagree	2.75	0.84	Low
4.	Teachers enjoy a better healthcare scheme from the	3.24	0.85	Disagree	1.41	0.38	Low

5	government. Retired teachers are paid their pension as at when due.	3.21	0.79	Disagree	2.43	1.04	Low
6.	Teachers are promoted as at when due.	3.24	0.83	Agreed	2.15	1.24	High
Average		3.05	0.84		2.42	0.84	

Table 2 shows the mean and standard deviations on the relationship between implementation of teachers' welfare policy and job satisfaction in secondary schools in Niger state, Nigeria. The average Mean and Standard Deviation of implementation of teachers' welfare policy is 3.05 and 0.84 while that of job satisfaction is 2.42 and 0.84.

Research Question 3: Do factors affecting the implementation of educational policies correlate with students' performance in secondary schools in Niger state, Nigeria?

Table 3: Factors Affecting the Implementation of the Educational Policies in Secondary Schools in Niger State, Nigeria

S\N	Statements	Mean	Standard Deviation	Remark
1.	Lack of basic amenities for practical teaching	2.91	1.47	Agreed
2.	Lack of instructional learning materials to facilitate effective learning process	2.82	1.73	Agreed
3.	Inadequate teaching staff	2.76	0.72	Agreed
4.	inadequate laboratories and libraries	2.96	1.80	Agreed
5.	Lack of political will and poor remuneration of teachers	2.82	0.73	Agreed
6.	Insufficient funds	2.75	0.69	Agreed
7.	Corruption	3.00	1.86	Agreed
Average		2.86	1.29	

Result from Table 3 revealed the Mean and Standard deviations for perception of respondents on the factors affecting the

implementation of the educational policies in secondary schools in Niger state, Nigeria. The average Mean is 2.86 with Standard Deviation 1.29 agreed that factors affecting the implementation of the educational policies in secondary schools in Niger state, have significantly affected achievement of quality education among secondary schools in Niger state, Nigeria.

Hypothesis 1

There is no significant relationship between policy implementation and quality of education in secondary schools in Niger state, Nigeria.

Table 4: Pearson Product Moment Correlation Showing Relationship between Policy Implementation and Quality of Education in Secondary Schools in Niger State, Nigeria.

Variables	N	$\bar{x}$	SD	r-Cal	P-value	Decision
Policy Implementation	357	19.36	3.35	.483	.102	Retained
Quality of Education	357	23.21	3.68			

From the result of Table 4 showed relationship between policy implementation and quality education in secondary schools in Niger State, Nigeria. The Table indicated $r=.483$, $p=.102$. This indicated that there was only moderate significant relationship between policy implementation and quality education in secondary schools in Niger state as the p-value (.102) is greater than the .05 level of significance. Hence, the null hypothesis which state that there is no significant relationship between policy implementation and quality education in secondary schools in Niger state, Nigeria is retained.

Hypothesis 2

There is no significant relationship between teachers' welfare policy and job satisfaction in secondary schools in Niger state, Nigeria.

Table 5: Pearson Product Moment Correlation Showing Relationship between Teachers' Welfare Policy and Job Satisfaction in Secondary Schools in Niger state, Nigeria.

Variables	N	$\bar{x}$	SD	r-Cal	P-value	Decision
Teachers' Welfare Policy	357	17.38	3.15	.891	.030	Rejected
Job Satisfaction	357	21.22	4.38			

From the result of Table 5, revealed the relationship between implementation of teachers' welfare policy and job satisfaction in secondary schools in Niger state, Nigeria. The Table indicated $r = .891$, $p = .030$. This indicated that there was a moderate significant relationship between implementation of teachers' welfare policy and job satisfaction in secondary schools in Niger state because the p-value (.030) is less than the .05 level of significance.

Hypothesis 3

There is no significant relationship between factors affecting the implementation of the educational policies and students' performance in secondary schools in Niger state, Nigeria.

Table: Pearson Product Moment Correlation Showing Relationship between Factors Affecting the Implementation of Educational Policies and Quality Education in Secondary Schools in Niger State, Nigeria

Variables	N	$\bar{x}$	SD	r- Cal	P- value	Decision
Factors Affecting the Implementation of Educational Policies	357	17.51	3.15	.920	.000	Rejected
Quality Education	357	20.40	3.24			

From the result of Table 6 showed relationship between factors affecting the implementation of the educational policies and quality of education in secondary schools in Niger state, Nigeria. The Table indicated $r = .920$, $p = .000$. This indicates that there was significant relationship between factors affecting the implementation of educational policies and quality education in secondary schools in Niger state, Nigeria because the p-value (.000) is less than the .05 level of significance. Therefore, hypothesis which states that there is no significant relationship between factors affecting the implementation of educational policies and quality education in secondary schools in Niger state, Nigeria is hereby rejected.

The findings of this study are summarized as:

1. Findings indicated $r = .483$, $p = .102$. This indicated that there was only moderate significant relationship between policy implementation and quality education in secondary schools in Niger state.
2. Findings indicated $r = 0.891$, $p = 0.030$. This indicated that there was a moderate significant relationship between

implementation of teachers' welfare policy and job satisfaction in secondary schools in Niger state.

3. Findings indicated $r = 0.920$, $p = .000$. This indicates that there was significant relationship between factors affecting the implementation of educational policies and quality education in secondary schools in Niger state.

Discussion of Findings

The first finding of the study showed that there was moderate significant relationship between policy implementation and quality education in secondary schools in Niger state, Nigeria. This finding agreed with the finding of Miebodei (2004) whose finding revealed that implementation of educational policy changes enhance teaching and learning in our educational settings. The second finding of the study showed that there was a moderate significant relationship between implementation of teachers' welfare policy and job satisfaction in secondary schools in Niger state. This finding was in line with the findings of Gatheca (2008) whose finding revealed that most employees perceived the organization's performance related pay (PRP) system as vague, complex and not transparent. They were of the opinion that it didn't effectively tie performance to pay, that is, its contribution to the employee's attainment of their goals was low or minimal. Finally, the third finding of the study showed that there was significant relationship between factors affecting the implementation of educational policies and quality education in secondary schools in Niger state.

Conclusion

From the findings of this study, it is essential that the policy formulators should initiate educational policies that will promote and sustain unity, equity and development of educational sector in Niger state. Since education brings a positive change in the life of citizen. Its policies should be strictly adhered to all efforts made by both the teachers, administrators, students and government to ensure the aims and objectives are

achieved. Also, based on the problems encountered in implementing these educational policies that can rescue our collective responsibility so as to the started goal.

Recommendations

Regardless of numerous factors to educational policy implementation, there are several ways policy implementation can become successful in Niger state. The following recommendations are made:

:

1. State and local government should ensure that all stakeholders of educational system are well represented in the process of policy planning, formulation and implementation. If adequate consultation and dialogue with those to implement the policies are done properly, policy implementation will become a lot easier and more effective.
2. Government should provide incentives like loans and best teachers' awards, healthcare scheme from the government and retired teachers be paid their pension as at when due.
3. Every effort should be made to eradicate or overcome the challenges of educational policy implementation from all spheres of Niger state educational programs so that available resources can be used for public interest.

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**Implementation of Human Development Strategies for the 2019
National Information and Communication Technology
Guidelines in Public Secondary Schools in Anambra State,
Nigeria**

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Abstract

The main purpose of the study was to determine the extent of implementation of the federal ministry of education 2019 national information and communication technology (ICT) implementation guidelines in public secondary schools in Anambra State. One research question guided the study and two hypotheses were tested at 0.05 level of significance. The population of the study comprised 5210 respondents. This is made up of 263 principals and 4947 teachers from the 263 public secondary schools in the six education zones of the State. The sample of this study was 286 principals and teachers in secondary schools in Anambra State. This was achieved through the application of the double-staged sampling procedure. The instrument for data collection was a "Questionnaire on the extent of Implementation of the Human Capital Development Strategies of the ICT Implementation Guidelines in Secondary Schools (QIHCDICTIGSS)". The application of Cronbach Alpha on the data collected yielded reliability co-efficient values of 0.88. Mean, standard deviation and t-test were used to analyze data for the study. Findings of

the study revealed that the human development strategies of the 2019 national information and communication technology (ICT) implementation guidelines in public secondary schools in Anambra State were implemented to a low extent. Findings also showed that principals and teachers did not differ in their mean ratings on the extent of implementation of the ICT implementation guidelines. Also, the respondents irrespective of years of experience did not differ in their opinion. Based on these findings, the study recommended that the federal ministry of education should in collaboration with the Post Primary Schools Service Commission fund ICT capacity building programmes for secondary schools administrators and teachers.

Keywords: Human Development, Strategies, ICT, Implementation, Guidelines

Introduction

The advent of Information and communication technology (ICT) has revolutionized the way human activities are carried out and has permeated all sectors of the economy. Wordu, Nkemjika and Eleonu (2020) stated that evolution of the information society has brought about dramatic changes in manufacturing and business operations, as well as in a broader social context. Information and communication technologies (ICTs) are advancing in terms of their capability, accessibility, and reach while also playing a critical role in boosting competitiveness, facilitating growth, and advancing society at all levels (World Economic Forum, 2015). The term ICT encompasses more than just computers. It is the application of digital technology to the potentials of computer, telecommunication, and electronic media (Anyaeqbunam, 2013). ICT refers to a set of instruments made up of electronic gadgets that are used by institutions to meet their information and communication needs. These include the internet, telephone, video, multimedia, and computer (hardware and software) networking. The Federal Ministry of Education (2019) defined ICT as the art and applied sciences

that deal with data and information. It encompasses all (equipment including computational machinery - computers, hardware, software, firmware etc., tools, methods, practices, processes, procedures, concepts, principles and the sciences) that come into play in the conduct of the information activities: acquisition, representation, processing, presentation, security, interchange, transfer, management, organization, storage and retrieval of data and information. Wokocha, Babalola and Appah (2018) opined that the benefits of using ICT facilities for administration in the education sector, particularly when it comes to managing secondary schools cannot be overemphasized.

The use of ICTs in education today facilitates universal access to learning, bridges learning divides, supports teacher development, increases learning quality and relevance, strengthens inclusiveness, and improves school administration and governance (UNESCO, 2019). In the same vein, Chuktu and Eton (2020) stated that the integration of ICT in educational helps to advance education in a number of ways like supporting effective teaching and learning that helps teachers push students beyond the confines of the classroom by providing virtual environments for experimentation and idea exploration, as well as by improving administrative effectiveness in the school system. ICT in education is divided into three categories: instruments (TV, DVD, computer), instructional (video and multimedia modules), and dissemination (TV broadcast, CD, or Web), but it is emphasized that the choice of technology and how it is used is partly determined by what is expected in terms of education, learning and teaching objectives (Anikweze & Kanu, 2018). The use of ICT has enormous advantage in the administration of secondary schools in Nigeria.

Secondary education is a six-year post-primary education that pupils undergo in order to continue their education at the university level. Secondary education is the type of education that students get following elementary school and before university education, with the goal of educating them for

productive lives in society and for postsecondary education (FRN, 2013). The attainment of this goal is dependent on the ability of administrators of secondary education in Nigeria to utilize ICT facilities in their operations (Wokocha et al., 2018). The introduction of a national ICT policy by the Federal Government was the first comprehensive attempt to integrate ICT into all aspects of the country's existence. The Nigerian national policy for information technology according to Chuktu and Eton (2020) recognized the need for ICT to be used for education, with three major objectives emphasized: equipping youths with ICT skills to prepare them for competitiveness in a global environment, integrating ICT into the mainstream of education and training, and establishing multifaceted ICT institutions as ICT centers of excellence. The statement emphasized the importance of "restructuring the education system at all levels to adapt effectively to the difficulties and anticipated impact of the information age, particularly the allocation of resources. Sadly, it appears that administrators of secondary schools have failed to effectively utilize ICT in their schools. Field observations by the researchers seem to suggest that some school principals possess limited skills in the application of ICT resources for school administration. These limitations seem also to be extended to some of the teaching staff which is displayed in their inability to utilize ICT tools in the classroom. Furthermore, many principals are impacted by the non-use of ICT facilities, such as the use of a computer in the admissions process. This is evident in their consistent use of manual methods when it comes to disseminating information to parents and obtaining information about admission processes from the Ministry of Education. These inefficiencies have been blamed on lack of human capital in the area of ICT application in schools. The Federal Ministry of Education (2019) noted that Education is struggling with a severe shortage of ICT personnel and skills, an outdated curriculum, teachers', administrators' negative attitudes and perceptions of ICT.

It is against this backdrop that the Federal Ministry of Education (2019) designed the human capital development strategy to enhance ICT competencies and professional development of relevant stakeholders in the development and deployment of ICT in teaching, learning and educational administration. This will entail reorganizing the environment for instruction, learning, and administration of the educational system, promoting professional growth and the acquisition of ICT skills, and conducting routine curriculum reviews. Additionally, it will entail the creation of standards for IT education, the improvement of blended and e-learning, open and distance education, the promotion of private sector involvement, and the implementation of monitoring and evaluation. Some of the strategies suggested by the Federal Ministry of Education (2019) to improve the human capacity with regards to ICT implementation include restructure the environment for teaching and learning as well as education administration to be ICT-enhanced; carry out and encourage the continuous and mandatory professional development of core ICT teachers and administrators; ensure appropriate continuing ICT training including content development and delivery for all staff; review the curricula periodically to reflect emerging good practices in line with national goals and promote ICT proficiency in mass and non-formal education with special focus on children, women and people with special needs among others. These strategies are meant to improve the human capacity development of stakeholders in the utilization of ICT in secondary school. However, three years after the publication of the guideline it appears there has been no improvement in the integration and utilization of ICT tools in schools in Anambra State. It is against this background that the researchers sought to empirically ascertain the extent of implementation of the human capital development strategies of the 2019 national ICT implementation guidelines in public secondary schools in Anambra State.

Statement of the Problem

The integration of technology in education has been hailed for leading to improvements in education service delivery. This is because information and communication technologies assist students, teachers and administrators in various ways within the school settings. One of the benefits of the integration of ICT in education is to improve and increase the quality, accessibility and cost-efficiency of the delivery of instruction to students, benefits from networking the learning communities to face the challenges of current globalization. This is why the Federal Republic of Nigeria instituted the National ICT policy to guide the integration of ICT in schools. One of the strategies guiding the national ICT policy is the human capital development strategies. These strategies were developed to enhance the capacity of principals and teachers to use ICT tools in the pedagogical and administrative activities. Sadly, three years after the publication of the guideline, principals and teachers in public secondary schools appear to struggle with the use of ICT tools in public secondary schools. This is evident in some schools where principals and teachers still depend on traditional methods to carry out school task. This indicates a lack of ICT skills among principals and teachers. It is against this backdrop that the researcher sought to determine the extent of implementation of human capital development strategies for the 2019 national information and communication technology guidelines in public secondary schools in Anambra State, Nigeria.

Research Questions

1. To what extent has the human capital development strategies of the 2019 national ICT implementation guidelines been implemented in public secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at $p < 0.05$ level of significance:

H01: There is no significant difference in the mean ratings of principals and teachers on the extent of implementation of the human capital development strategies of the 2019 national ICT implementation guidelines in public secondary schools in Anambra State.

H02: There is no significant difference in the mean ratings of experienced and less experienced respondents on the extent of implementation of the human capital development strategies of the 2019 national ICT implementation guidelines in public secondary schools in Anambra State.

Method

Descriptive research design was adopted for the study. The study was carried out in Anambra State, Nigeria. The population of the study comprised 5210 principals and teachers (263 principals and 4947 teachers) from the 263 public secondary schools in the six education zones of the State. The double-staged sampling procedure was used to select sample size for the study. At the first stage the three education zones (Aguata, Awka and Nnewi) out of the six education zones were purposively selected. This amounted to 2,860 principals and teachers in the three zones. At the second stage simple random sampling technique was used to sample 10% of the population. This amounted to 286 respondents. The instrument for data collection was a structured questionnaire titled "Questionnaire on the extent of Implementation of the Human Capital Development Strategies of the ICT Implementation Guidelines in Secondary Schools (QIHCDICTIGSS)". The instrument was structured on a four-point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The instrument was validated by three experts, two in educational management and policy and one in measurement and evaluation in the faculty of education, Nnamdi Azikiwe

University, Awka. The instrument was further subjected to reliability testing through a pilot test on 20 educational planners in Enugu State who were not included in the population of the study. The application of Cronbach Alpha reliability method on the obtained data yielded coefficient value of 0.88 for internal consistency. Data collected from the respondents were analyzed with mean, standard deviation and t-test. Out of the 286 copies of questionnaire administered, 253 were returned and used for data analysis.

The mean value was used to answer the research questions. Any item with the mean rating between 2.50 and above is regarded as high extent. Conversely, any item with mean rating below 2.50 was regarded as low extent. For the hypotheses, t-test was used to test all the null hypotheses at 0.05 level of significance. Where the calculated t value is less than the critical value of t, it meant that the variable did not significantly affect respondents' mean ratings and the hypothesis was not rejected. Conversely, where the calculated t value was equal to or greater than the critical t value, it meant that the variable has a significant effect on the respondents' mean ratings and the hypothesis was rejected.

Results

Research Question 1

1. To what extent has the human capital development strategies of the 2019 national ICT implementation guidelines been implemented in public secondary schools in Anambra State?

Table 1: Respondents' Mean Ratings on the Extent of Implementation of the Human Development Strategies of 2019 National ICT Implementation Guidelines in Public Secondary Schools (N=253)

S/No	Item Statement	VH E	H E	L E	VL E	$\bar{X}$	Remarks
1.	Restructure the environment for teaching and learning as well as education administration to be ICT-enhanced	22	49	148	34	2.23	Low Extent
2.	Carry out and encourage the continuous and mandatory professional development of core ICT Teachers and Administrators	14	62	172	5	2.33	Low Extent
3.	Ensure appropriate continuing ICT training including content development and delivery for all staff.	18	19	208	8	2.18	Low Extent
4.	Review the curricula	13	14	210	16	2.09	Low Extent

	periodically to reflect emerging good practices in line with national goals.						
5.	Strengthen standards for content and instructional materials in electronic media	25	38	176	14	2.41	Low Extent
6.	Expand Open and Distance Learning	20	33	184	16	2.28	Low Extent
7.	Promote the use of blended learning	16	43	148	46	2.11	Low Extent
8.	Carry out needs assessment to identify skill gaps	13	48	152	40	2.13	Low Extent
9.	Encourage private sector participation in Education and Training in ICT	33	49	150	21	2.37	Low Extent
10.	Ensure periodic quality assurance in the development, utilization and sustenance	18	45	180	10	2.28	Low Extent

	of ICT in Education						
11.	Establish a reward system for teachers, administrators and institutions that utilize ICT to improve quality of teaching and learning	36	56	151	10	2.46	Low Extent
12.	Review constantly the specializations in the field of Computer Science/IT to reflect global trends	26	47	140	40	2.23	Low Extent
	Cluster Mean					2.26	Low Extent

Data in Table 1 reveal that principals and teachers in public secondary schools rated to a low extent the implementation of the human capital development strategies in public secondary schools in Anambra State. The mean ratings of 2.26 which is above the threshold of 2.50 indicated that the human capital development strategies in public secondary schools in Anambra State have been implemented to a low extent.

Hypothesis 1

There is no significant difference in the mean ratings of principals and teachers on the extent of implementation of human capital development strategies of the 2019 national ICT implementation guidelines in public secondary schools in Anambra State.

Table 2: Summary of t-test Analysis of Principals and Teachers on the Extent of Implementation of Human Capital Development Strategies of the 2019 National ICT Implementation Guidelines in Public Secondary Schools

Variable	N	$\bar{X}$	SD	df	α	P-value	Decision
Principals	16	2.13	.80	251	0.05	0.19	Not Sig.
Teachers	237	2.39	.77				

Data in Table 2 showed that the p-value of 0.19 is greater than .05 alpha level of significance. This means that there is no significant difference in the mean ratings of principals and teachers on the extent of implementation of human capital development strategies of the 2019 national ICT implementation guidelines in public secondary schools in Anambra State, therefore the hypothesis was accepted.

Hypothesis 2

There is no significant difference in the mean ratings of experienced and less experienced respondents on the extent of implementation of the human capital development strategies of the 2019 national ICT implementation guidelines in public secondary schools in Anambra State.

Table 3: Summary of t-test Analysis of Experienced and Less Experienced Respondents on the Extent of Implementation of Human Capital Development Strategies of the 2019 National ICT Implementation Guidelines in Public Secondary Schools

Variable Decision	N	Mean	SD	df	α	p-value
Exp.	145	2.26	.76	251	.05	0.1723 Not Sig.
Less exp.	108	2.13	.73			

Data in Table 3 showed that the p-value of 0.17 is greater than .05 alpha level of significance. This means that there is no significant difference in the mean ratings of experienced and less experienced respondents on the extent of implementation of human capital development strategies of the 2019 national ICT implementation guidelines in public secondary schools in Anambra State, therefore the hypothesis was accepted.

Discussion

Finding of the study revealed that that principals and teachers in public secondary schools rated to a low extent the implementation of the human capital development strategies for the 2019 national information and communication technology guidelines in public secondary schools in Anambra State. This finding is an indication of the state of poor ICT utilization among principals and teachers in public secondary schools in Anambra State. This may indicate that these institutions' attempts to improve the development of human capital among both students and staff were not seen as having been successful. There are a number of reasons behind the low ranking. For instance, the resources allotted for the implementation of these plans may have been insufficient. This can include a lack of money for professional development opportunities, training programmes, and cutting-edge teaching resources. Lack of clear and well-defined human capital development initiatives in

these institutions may be another factor in the low rating. It could result in a restricted commitment to the execution of the plans and policies if they were not clearly conveyed or understood. The finding of the study is in line with Chuktu and Eton (2020) who reported that the level of utilization of ICT in public secondary schools in Nigeria still leaves nothing to be desired as reflected in poor ICT skills set among the human resources in most public secondary schools. The view of the human capital development initiatives may also have been impacted by problems with the general school environment and culture. For instance, a lack of support from school administration or considerable difficulties in teachers' daily job could have made it more difficult for them to successfully execute the measures. Wordu, Nkemjika and Eleonu (2020) stated that public secondary schools in Anambra State are faced with problems related to lack of skills among staff.

Furthermore, finding of the study revealed that there is no significant difference in the mean ratings of principals and teachers on the extent of implementation of human capital development strategies of the 2019 national ICT implementation guidelines in public secondary schools in Anambra State. This finding suggests that principals and teachers generally have similar perceptions of how far these initiatives have been implemented. In other words, when it comes to how well the standards for human capital development in ICT have been implemented within the public secondary school system in Anambra State, their perspectives and assessments closely coincide. It's important to note that such agreement between principals and teachers about the application of these tactics can be seen positively since it implies a shared understanding and viewpoint on the state of ICT integration and its effect on the growth of human capital in the educational system. This finding is in agreement with Amadi, Mekuri and Aleru (2015) who found no significant difference in the mean rating of principals and teachers on their utilization of

ICT in school administration. This implies that the status of the respondent did not affect respondents mean ratings.

Furthermore, findings revealed that there is no significant difference in the mean ratings of experienced and less experienced respondents on the extent of implementation of human capital development strategies of the 2019 national ICT implementation guidelines in public secondary schools in Anambra State. This finding suggests that respondents' irrespective of the position are in agreement that the implementation of human capital development strategies for the 2019 national information and communication technology guidelines in public secondary schools in Anambra State. This is in line with Wokocha et al. (2018) who posited that the utilization of Information and Communication Technology facilities for administration of secondary schools is very low. This kind of result highlights potential challenges and areas for improvement in the education system's adoption of technology. Low ICT utilization in secondary schools could have various implications, such as limited access to digital learning resources, insufficient teacher training on ICT integration, or inadequate infrastructure and technical support. This is an indication of low implementation of low extent of utilization human capital development strategies for the 2019 national information and communication technology guidelines in public secondary schools. The policymakers and stakeholders in the education system may need to consider a number of things in light of these findings. For instance, it implies that different groups of respondents have similar perceptions of the efforts undertaken to apply the ICT recommendations. However, if both experienced and less experienced people hold the same opinions, it might also cast doubt on the effectiveness of the human capital development strategies. Further investigation is required to fully comprehend the ramifications of these findings.

Conclusion

The study's findings show that principals and teachers in public secondary schools in Anambra State perceive the implementation of human capital development strategies related to the 2019 national information and communication technology guidelines as being at a low level. This study raises questions about how the educational system is currently integrating technology and using resources to develop human capital. It is impossible to overestimate the importance of successful human capital development because it is crucial for determining educational quality and preparing students for contemporary problems. A technology gap in education may result from the improper application of such strategies, which might impede the general growth and progress of both educators and students. A multifaceted strategy involving stakeholders at all levels is needed to address this issue. The results of this study must be taken into consideration by policymakers and educational authorities when developing policies and allocating resources to guarantee that the proper steps are made to improve the implementation of human capital development strategies.

Recommendations

The researchers make the following recommendations based on the findings of the study:

1. The federal ministry of education should in collaboration with the Post Primary Schools Service Commission fund ICT capital building programmes for secondary schools administrators and teachers.
2. Federal and state ministries of education should improve on their collaboration with the Private sector in the areas of ICT infrastructural development, funding and expertise development.

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**N-Power Teach Classroom Management Strategy and
Instructional Materials Utilization on the Management of Public
Primary Schools in Benue State**

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Abstract

Teaching as a profession appears to may have suffered greatly, from a simplistic view of poor handling of the concept of teaching by non-professional teachers. this seems to have created a lot of problems in the teaching learning situation in public primary schools in Benue State. This study examined N-Power Teach classroom management strategy and instructional materials utilization on the management of public primary schools in Benue State. Two specific objectives with corresponding research questions and hypotheses were raised and formulated to guide the study. The study adopted survey

research design. The population of this study is 1870 teachers from 79 public primary schools in Makurdi Local Government Area of Benue State. The sample size for this study is 330 teachers. A structured questionnaire titled "N-Power Teach and the Management of Public Primary Schools Questionnaire" (NTMPPSQ) developed by the researchers was used for the study. The instrument was face and content validated by three experts, two from Educational Administration and Planning, one from Measurement and Evaluation, all from the Department of Educational Foundations and General Studies, College of Agricultural and Science Education, Joseph Sarwuan Tarka University, Makurdi. The instrument was anchored on a four-point rating scale, with two clusters each containing 5-items, totaling 10-items. Cronbach Alpha Statistic was used to obtain an overall reliability coefficient of 0.86. The descriptive statistics of mean and standard deviation were used to answer the two research questions. Chi-square statistics was used to test the two null hypotheses at $P < .05$ level of significance. From analysis of data, the following major findings were made: monitoring school environment to ensure cleanliness, proper supervision of pupils register daily and ensuring pupils punctuality in class positively influences school management. Also, the findings further revealed that use of photographs, multimedia and charts in classroom enhances the management of public primary schools. Since $P < .05$ for both hypotheses, the result is significant. This implied that, N-Power Teach volunteers classroom management strategy and instructional material utilization have positive significant influence on the management of public primary schools in Makurdi Local Government Area of Benue State. Based on the findings of the study, the following recommendations among others were made; the State Government ensure to put in place adequate measures ensuring that the school environment is adequately monitored and pupils register are supervised daily as this will enhance pupils punctuality in classroom.

Keywords: N-Power N-Teach, Classroom Management, Instructional Materials and Management of primary schools.

Introduction

Improvisation in the teaching profession seems to have a positive effect on the management of public secondary schools across the globe. The adoption and implementation of the N-Power Teachers Corps program by the Federal Government of Nigeria is part of governments effort to savage the shortage of teachers (Akujuru, & Enyioko, 2019). N-Power is an employment creation and empowerment initiative designed by Federal Government of Nigeria to help them become solution providers in their communities and become players in the domestic and global world, acquiring and developing life-skills (Nwaobi, 2019). N-Power Volunteer Corps is a post-secondary partnership programme for Nigerians between the ages of 18-35 (Dauda, Yakubu, Oni & Umar, 2019). It is a two-year volunteer programme with a stipend. The primary responsibilities of graduates will be performed in public services established in their immediate communities. N-Power volunteers are entitled to computing devices that include information on their special involvement as well as information on their training and development (Ogbete, Bernard-Oyo and Okoh, 2019).

In particular, N-Power Teach volunteers helps to improve access to Basic Education in Nigeria through the deployment of teacher assistants in primary schools and secondary schools (Haruna, 2018). The Federal Government of Nigeria's effort to fill the vacuum through the N-Power scheme and improve access to basic education in Nigeria is a welcome development. The N-Power Teachers Program was created to place educated youth as teacher assistants in schools across Nigeria (Nwaobi, 2019). Nwaobi (2019), asserts that N-Power Teachers will not replace the current teachers, but will serve as assisting teachers in teaching, school administration and other functions in schools around Nigeria. N-Power teachers are also to help provide

basic education to children in remote areas, especially in disadvantaged communities across where herders/farmers have rendered many families homeless, as in Benue State (Okoro & Bassey, 2018). N-Power Teach volunteers have worked as assistant teachers in secondary schools across Nigeria. N-Power Teach will not replace the current teachers; instead, they will serve as assistant teachers in schools across Nigeria, with assistance in educational management. Whatever is the culture of the school environment and the educational system, the outcome required is good classroom management of the school organization (Kolawole & Ogbiye, 2020). Nearly every teacher agrees that classroom management is an important aspect that impacts successful teaching. Iyorchii (2015) further asserts that classroom management is one area that newly recruited teachers and even some that are experienced in teaching field find it tasking. However, good classroom management is one of the prerequisites for every meaningful teaching and learning.

Classroom management strategy can be defined as the progression of strategies that teachers utilize to promote order and student engagement and learning (Omomia & Omomia, 2014). According to the authors, successful classroom management enhances students' questioning and exploration only if the learning environment is conducive. In the absence of classroom management strategy, the effectiveness of quality instruction is compromised as well. Iyorchii (2015) further opines that the task of classroom management strategy is important both to the teacher and the school because the entire teaching/learning process in school depends so much on it and this in turn affects the overall performance of the school. Omomia and Omomia further defined classroom management strategy as the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. Classroom management strategies includes activities which impact academic achievement of pupils. This activity includes; management of curriculum planning, classroom design, instructional technique, classroom rules,

classroom organization, management of student behavior and procedure, among others. It is obvious that classroom management is important in student academic achievement. Therefore, a teacher cannot be effective without the ability to adequately utilize available instructional materials. Maicibi (2003) observes that when the right quantity and quality of human and material resources are brought together, they can manipulate other resources towards realizing institutional goals and objectives.

In the same vein, Uzuegbu, Mbadiwe and Anulobi (2013) refer to instructional materials as any device used to assist the instructor in the preparation of a lesson, teaching of the lesson and to facilitate students' learning of the subject matter. They include those objects that are commercially acquired or improvised by the teacher to make conceptual abstraction more concrete and practical to the learner (Iwu, Ijioma, Onoja & Nzewuihe, 2011). They are relevant materials utilized by the teacher during instructional proceeds for the purpose of making the contents of the instructions more practical and less vague. Availability of instructional materials enhances the effectiveness of teaching as these are basic things that can bring about good academic performance in the students. Agbulu and Wever (2011) points out that instructional materials are important because they help both teacher and students to overcome physical limitations during lesson presentation among others. Giginna and Nweke (2014) emphasize on the importance of instructional materials as follows: concretizing abstract concepts, stimulating students' attention and interest, arousing students' curiosity and promoting students' active participation in the classroom. Appropriate utilization of instructional materials in schools' controls dropout rates, maintains student discipline and makes students remain motivated for longer a period. School resources including classrooms, desks, chairs, computers, textbooks, teachers, principals, school operating expenses and other instructional equipment/materials are critical in making

teaching-learning more effective. According to Ochai (2012), these are facilities that are specifically meant for directing teaching and learning towards enhanced school management.

Management of primary schools refers to a process of making use of the available school resources towards the achievement of education goals at primary school level. Management of primary schools is the guidance of or direction of human and material resources for the attainment of the school's organizational goals (Heyden, 2011). Modebelu (2013) defines management as the coordination of all the process of planning, organizing, directing and controlling in order to attain organizational goals. Management is a process of making use of human and material resources to achieve organizational goals (Odeh, 2014). Management involves planning, controlling, organizing, staffing, leading, coordinating and directing the available resources (Tyokyaa, 2015). Recent trends in primary schools in Nigeria show poor academic results from the students. Due to lack of qualified or insufficient manpower in the education sector of Nigeria, experienced teachers of remote years also take on the role of management in schools of remote communities (Haruna, 2018). Despite all the positive comments on N-Power teach corps, it was discovered that corps member are faced with challenges such as lack of parental support, lack of proper funding and poor public perception about them (Faremi, Oyekunle & Razaq, 2022).

The 21st century is characterized by increase in population which has led to joblessness and diversification, especially amongst the teeming unemployed youths between the ages of 18-35. Many of these jobless youths diversified into teaching and opening of mushroom schools as it has become a crayfish market used as a means of livelihood (Okoro & Bassey, 2018). Across the world, the education system faces a variety of challenges. The challenges faced by developed countries are different from those faced by developing countries. However, for these challenges, there are probably coping

strategies to minimize the potential effects (Badejo, Agunia & Ademey, 2015).

In Benue State, specifically in school management, teaching as a profession appears to may have suffered greatly, from a simplistic view of poor handling of the concept of teaching by non-professional teachers', they seem to have created a lot of problems in the teaching learning situation in schools. It has been observed by Okoro and Bassey (2018) and Nwaobi (2019), that non-professional teachers cannot demonstrate sound understanding and use of instructional materials and concept, poor classroom management, poor teaching methods, and low teachers' knowledge of subject matter, N-power Teach volunteers may not be able to use production tools to enhance professional tasks. Hence, Lussa in Thomas (2014) argues that no one gives what he/she does not possess. Thomas further stated that no matter how good a course curriculum is, if we do not have well-trained, qualified and motivated teachers, we may not achieve the desired goals.

The issue of effective school management in Benue State public primary schools have become a concern to the Nation (DÖŞa, 2014). Nigeria's growth depends on the quality of teachers deployed to our public primary schools. It is evident that the selection of N-power teachers was not based on teachers' educational qualifications. It is pathetic that the N-power teach staff have saddled the whole classroom responsibilities to the empowered youth without adequate teachers training. As long as the N-Power Teach corps are considered as members of the school organization, it is worth examining their perceived influence on school management. Therefore, it is against this background that the study sought to investigate the perceived influence of N-Power Teach classroom management strategy and instructional materials utilization on the management of public primary schools in Makurdi Local Government Area

Research Questions

The following research questions were raised to guide the study.

1. What is the influence of N-Power Teach corps classroom management strategy on the management of public primary schools in Makurdi local Government Area of Benue State?
2. What is the influence of N-Power Teach corps instructional material utilisation on the management of public primary schools in Makurdi local Government Area of Benue State?

Hypotheses

The following hypotheses were formulated and were tested at 0.05 level of significance.

- H_{01} : N-Power Teach corps classroom management strategy does not significantly influence management of public primary schools in Makurdi local Government Area of Benue State.
- H_{02} : N-Power Teach corps instructional material utilization does not significantly influence management of public primary schools in Makurdi local Government Area of Benue State.

Methodology

Survey research design was used for the study. The population of this study is 1870 teachers from 79 public primary schools in Makurdi Local Government Area of Benue State. The sample size for this study is 330 teachers. Multistage sampling procedure was adopted for the study because each stage required a different sampling technique. The first stage involved the sampling of fifteen (15) primary schools using simple random sampling technique. Simple random sampling technique was also adopted to sample twenty-two (22) teachers from each sampled school respectively, totaling 330 teachers. A structured questionnaire titled "N-Power Teach and the Management of Public Primary Schools Questionnaire"

(NTMPPSQ) developed by the researchers was used for the study. The questionnaire is a 10-item questionnaire. The questionnaire was further subdivided into two (2) clusters based on the N-Power Teach indices. The first cluster contained 5 items while the second cluster contained 5 items respectively, adding up a total of 10 items.

To ensure reliability of the instrument, Cronbach Alpha Statistic was used to obtain an overall reliability coefficient of $r = 0.86$ considered high enough for the instrument. The descriptive statistics of mean and standard deviation were used to answer the research questions. A cut-off points of 2.50 and above representing positive response was agreed to. Whereas, any mean less than 2.50 was regarded as negative response, and was disagreed to. Chi-square test of independence was used to test the two null hypotheses at 0.05 Alpha level of significance.

Results and Findings

Research Questions

This study hereby presents the following answers to the research questions raised in this study

Research Question 1

What is the influence of N-Power Teach corps classroom management strategy on the management of public primary schools in Makurdi local Government Area of Benue State?

Table 1: Mean and Standard Deviations of respondents on the influence of N-Power Teach corps classroom management strategy on the management of public primary schools in Makurdi local Government Area of Benue State.

S/N	ITEM	N	SA	A	D	SD	$\bar{X}$	SD	Decision
1.	Proper supervision of pupils register daily influences school management positively	330	60	260	4	6	3.37	0.89	A
2.	Evaluating pupils performance enhances school management	330	50	205	61	14	3.13	0.70	A
3	Ensuring pupils punctuality in class positively influences school management	330	70	245	9	6	3.20	0.82	A
4	Checking pupils to ensure their notes are up-to-date impedes school management	330	3	11	27	289	1.47	0.57	SD
5	Monitoring school environment to ensure cleanliness	330	31	265	32	2	3.45	0.92	A

improves school management				
Cluster Mean and SD	2.92	0.78	Agree	

Analysis of data as presented in Table 1 shows the influence of N-Power Teach corps classroom management strategy on the management of public primary schools in Makurdi local Government Area of Benue State with corresponding Standard Deviation values. Data presented in Table 1 revealed that N-Power Teach corps classroom management strategy influences the management of public primary schools in Makurdi local Government Area of Benue State, as the respondents agreed on item 1, 2, 3 and 5 with mean scores ranging from 3.13 – 3.45 which are above the benchmark of 2.50. Respondents also disagreed with item 4 (which states that “checking pupils to ensure their notes are up-to-date impedes school management”). This implies that checking pupils to ensure their notes are up-to-date improves the management of public primary schools. The table also revealed close Standard Deviation values ranging from 0.57 – 0.92 which showed that the respondents were homogeneous in their responses. The cluster mean of all the items was revealed to be 2.92 and SD= 0.78. With this cluster mean, it can be deduced from this finding that; monitoring school environment to ensure cleanliness, proper supervision of pupils register daily and ensuring pupils punctuality in class positively influences school management. From this finding, it is evident that N-Power Teach volunteers classroom management strategy significantly influences the management of public primary schools in Makurdi Local Government Area of Benue State.

Research Question 2

What is the influence of N-Power Teach corps instructional material utilization on the management of public primary schools in Makurdi Local Government Area of Benue State?

To answer this research question, responses on the influence of N-Power Teach corps instructional material utilization on the management of public primary schools in Makurdi Local Government Area of Benue State were collected and analyzed as shown in Table 3.

Table 3: Mean and Standard Deviations of respondents on the influence of N-Power Teach corps instructional material utilization on the management of public primary schools in Makurdi Local Government Area of Benue State

S/N	ITEM	N	SA	A	D	SD	$\bar{X}$	SD	Decision
6.	Use of projectors in classroom promotes meaningful communication	330	36	284	9	1	3.47	0.95	A
7.	Use of charts in classroom ensure better retention	330	98	202	3	27	2.78	0.69	A
8	Use of maps in classroom hinders effective school management	330	3	4	28	295	1.48	0.59	SD
9	Use of flashcards in classroom impedes school management	330	9	7	30	284	1.40	0.54	SD
10.	Use of photographs	330	262	55	5	8	3.84	1.03	SA

improves school
managements

Cluster Mean
and SD

2.59 0.76 Agree

Analysis of data as presented in Table 3 shows the influence of N-Power Teach corps instructional material utilization on the management of public primary schools in Makurdi Local Government Area of Benue State with corresponding Standard Deviation values. Data presented in Table 3 revealed that N-Power Teach corps influences the management of public primary schools, as the respondents agreed on item 6, 7 and 10 with mean scores ranging from 2.78 – 3.84 which are above the benchmark of 2.50. The respondents however disagreed on items 8 and 9 (which states that; use of maps in classroom hinders effective school management, use of flashcards in classroom impedes school management). This implies that; use of maps and flashcards in classroom enhances school management. The table also revealed close Standard Deviation values ranging from .54 – 1.03 which showed that the respondents were homogeneous in their responses. The cluster mean of all the items was revealed to be 2.59 and SD= .76. With this cluster mean, it can be deduced from this finding that; use of photographs improves school managements, use of projectors in classroom promotes meaningful communication and use of charts in classroom ensure better retention. This implies that use of photographs, multimedia and charts in classroom enhances the management of public primary schools. This finding revealed that N-Power Teach corps instructional material utilization significantly influences the management of public primary schools in Makurdi Local Government Area of Benue State.

Hypotheses

Hypothesis 1

N-Power Teach corps classroom management strategy will not significantly influence management of public primary schools in Makurdi local Government Area of Benue State.

Table 2: Chi-Square test of significance of N-Power Teach corps classroom management strategy will not significantly influence management of public primary schools in Makurdi local Government Area of Benue State

Variables	N	df	χ^2	Sig	Alpha Level	Remark
	330	12	174.273	0.000	0.05	Significant

df = Degree of Freedom; χ^2 = Chi-Square Calculated Value; Sig = P-Value

Table 2 shows the Chi-square calculated value (χ^2) of 174.273, degree of freedom df = 12 and a sig (P-value=0.00) which is less than the alpha value ($\alpha=0.05$). Since $P < .05$, the result is significant, therefore the null hypothesis is rejected. This implied that, N-Power Teach corps classroom management strategy significantly influences the management of public primary schools in Makurdi Local Government Area of Benue State.

Hypothesis 2

N-Power Teach corps instructional material utilization does not significantly influence management of public primary schools in Makurdi local Government Area of Benue State.

Table 4: -Square test of significance of N-Power Teach corps instructional material utilization does not significantly influence management of public primary schools in Makurdi local Government Area of Benue State

Variables	N	df	χ^2	Sig	Alpha Level	Remark
	330	12	181.205	0.000	0.05	Significant

df = Degree of Freedom; χ^2 = Chi-Square Calculated Value; Sig = P-Value

Table 4 shows the Chi-square calculated value (χ^2) of 181.205, degree of freedom $df = 12$ and a sig (P-value=0.00) which is less than the alpha value ($\alpha=0.05$). Since $P < .05$, the result is significant, therefore the null hypothesis is rejected. This implied that, N-Power Teach volunteers instructional material utilization have positive significant influence on the management of public primary schools in Makurdi Local Government Area of Benue State.

From the data analysis, the following major findings were made:

- i. Monitoring school environment to ensure cleanliness, proper checking of pupils register twice daily and checking pupils punctuality in class positively influences school management.
- ii. Use of photographs, projectors and charts in classroom enhances the management of public primary schools.

Discussion of Findings

The findings of this study are discussed in line with the research questions and hypotheses that guided the study.

The first finding of the study revealed that N-Power Teach volunteers classroom management strategy significantly influences the management of public primary schools in Makurdi Local Government Area of Benue State. It was revealed

from this finding that; monitoring school environment to ensure cleanliness, proper supervision of pupils register daily and ensuring pupils punctuality in class positively influences primary school management. Similarly, the test of a related hypothesis revealed that N-Power Teach corps classroom management strategy significantly influences the management of public primary schools in Makurdi Local Government Area of Benue State. This finding corroborates with that of Faremi, Oyekunle and Razaq (2022) who found out that majority of N-teach volunteers partake in evaluating students' performance, proper checking of pupils register, hold seminar for the students, hold regular meeting with other teachers to check on performance update among others as a means of improving the management of schools. The findings further corroborate with that Atoke (2022) who revealed that N-Power teachers have not only proven themselves as good teachers, but have also become indispensable assets in classrooms, as they have successfully managed classrooms to a very high extent. This finding further corroborates with that of Nwaobi (2019) who revealed that N-Power teachers have improved classroom experience in most public schools across Nigeria.

The second finding of the study revealed N-Power Teach corps instructional material utilization significantly influences the management of public primary schools in Makurdi Local Government Area of Benue State. It was revealed from this finding that; use of photographs improves school managements, use of projectors in classroom promotes meaningful communication and use of charts in classroom ensure better retention. This implies that teachers use of photographs, projectors and charts in classroom enhances the management of public primary schools. Similarly, the test of a related hypothesis revealed that N-Power Teach volunteers instructional material utilization have positive significant influence on the management of public primary schools in Makurdi Local Government Area of Benue State. This finding corroborates with that of Haruna (2018) who revealed that N-power teachers

deployed public primary schools since December 2016 have been perform well in teaching via the used of advanced tablet devices. Haruna further revealed that the N-power volunteer teachers are not only committed to their teaching, but are also punctual. This findings further corroborates with that of Mustafa (2021) who found out that N-Teach volunteers have been contributing their quota towards the education of pupils through the use sophisticated instructional materials (such as; digital maps, charts, pictures, lesson notes and lesson plans) pre-installed installed on their tablet devices. This finding further corroborates with that of Okoro and Bassey (2018) who found out that N-Power Teach corps have improve the administrative capacity of primary school pupils through effective utilization of multimedia resources in the school.

Conclusion

This study concluded that the role N-Power Teach plays in ensuring that pupils have access to quality education through adequate classroom management strategy and prudent utilization of available instructional materials in public primary schools cannot be overemphasized. It is therefore envisaged from this study that, N-Power Teach volunteers if absorbed permanently by the Federal Government have the ability to boost effective management of public primary schools across Benue State and Nigeria at large.

Recommendations

Based on the findings of this study, the following recommendations were made:

- i. The State Government should ensure to put in place adequate measures ensuring that the school environment is adequately mmonitored and pupils register are supervised daily as this will enhance pupil's punctuality in classroom.
- ii. The Universal Basic Education Commission (UBEC) and Secondary Universal Basic Education Board (SUBEB) and

other education stakeholders within and outside Benue State should emphasis the use of photographs, multimedia and charts in classroom so as to enhances the management of public primary schools.

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**Stakeholders Perceptions on the Challenges of Unified
Admission Policy Implementation into Federal Universities in the
Southeast Geo-Political Zone of Nigeria**

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Abstract

This paper examined stakeholders' perceptions on the challenges of unified admission policy implementation into federal universities in the southeast geo-political zone of Nigeria. Two research questions guided the study. The study adopted descriptive survey research design. The population consists of all the administrative heads of all the federal universities in south east Nigeria (notably Vice Chancellors, Deputy Vice Chancellors, Registrars, Deans of Faculties, Heads of Departments, and Entrance Admission Officers) numbering four hundred and forty-seven (447) respondents. The manageable size of the population made it unnecessary to draw a sample, hence the whole population was used for the study. A 15-item questionnaire titled 'Stakeholders Perceptions on the Challenges of Unified Admission Policy Implementation Questionnaire' (SPCUAPIQ), was designed by the researchers and used to collect data from the respondents. The instrument was validated by two experts in Educational Administration and Planning, and one from measurement and evaluation, all from University of Nigeria, Nsukka. The instrument yielded a reliability co-efficient of 0.79 using Cronbach Alpha method. The results were analysed using mean scores and standard deviation. The findings showed that stakeholders' perceptions on the

challenges of unified admission policy implementation into federal universities in the southeast geo-political zone of Nigeria include: injustice in educational sector, denying merit candidates admission into higher institutions, decline in the quality of education, ethnicity and nepotism in admission. It also makes for recruitment of incompetent and unqualified persons, leading to lowering the education standard, discouraging efforts and merits and encouraging social discrimination. The study recommended basically that Quota System Admission Policy should be scrapped out of university education system to ensure progress and true peace in our educational system based on national consciousness, solidarity, cohesion and dignity of man.

Keywords: University Education; Policy; Quota System; Implementation

Introduction

Human development has been at the core of every human enterprise. The most basic capacities for human development include one's ability to grasp education, and to be able to participate in the life of the community (NPE, 2014). Since education is for development of individual and community at large, education remains the bedrock and anchor of human development. A country that gets it right in her education processes has paved way to a qualitative human development. This paper investigates challenges of implementation of quota system admission policy on the management of federal universities in south east Nigeria.

Quota system came up to address the issues of marginalization in the educational system in Nigeria. Abdulkareem and Muranina (2019) opine that the major reasons for the adoption of quota system is to ensure equity in access to higher education. Omeje, Ugwa, and Adikwa (2016) captures that universities are guided by admission policies, catchment area, carrying capacity and educationally less developed states, among others.

Policies are sets of articulated and authoritative statements of views concerning a particular course. Snook (2021) defines policy as set of general guidelines that outline the organization's plan for tackling an issue. In every organization including education organizations, every official action must have official backing in form of policy. Hence, educational policies are initiatives mostly by governments that determine the direction of an educational system, (Okoroma, 2006). Educational policies provide firm basis which will enable management staff and professionals to carry out government expectations of the school system. Some of the expectations of government in the school system includes hiring and firing, benefits and compensation, affirmative action, rights of privacy, discrimination and harassment as well as admission using the defined methods. Such defined methods include the quota system and catchment area.

Quota system policy provides the allocation of certain percentages of admission places into Nigerian federal universities based on population, ethnic consideration and states of origin (NPE, 2014). It is any selection method (for employment, school admission, among others) whereby a certain set of percentage of those selected must be of a given ethnic or racial background and/or of a particular sex, (Obielumani, 2008). Catchment area on the other hand refers to the geographical and/or sociocultural areas contiguous to the institution candidates apply to, (NPE, 2014). Universities (especially federal) are bound to the guidelines of admission policies such as quota system, catchment area, carrying capacity and educationally disadvantaged states. The National Policy on Education further states that the admission policy requires that a ratio of 60:40 in favor of sciences to arts be maintained. In line with this, the entry qualification is pegged at five credits in not more than two sittings and the federal government guidelines for admissions into its institution of higher learning are based on source elements such as academic merit determined by the Unified Tertiary Matriculation

Examination (UTME) score, with 45% of students' admissions allotted to it (FRN, 2011). Additionally, educationally disadvantaged areas are given 20%, catchment areas have 35%. Segun, Ilemobola and Loromeke (2014) states that the university admission quota system breakdown in Nigeria is as follows: Merit 45%, Locality 35%, educational less developed 20%. The implication of this breakdown is that, 45% of the admission will be based on merit, while the remaining 55% will be influenced by other factors other than merit. In the opinion of Abdulkareem and Muranina (2019), quota system was aimed at creating opportunities for disadvantaged states, largely in the northern states of Nigeria. The authors further stated that quota system was created for the importance of managing national diversity, equity and national integration. The federal government among others welcome quota system admission policy for effectively and efficiently prioritization of the achievement of national objectives. The quota system admission policy is considered by Odigwe and Swem (2016) as a system of admitting certain number of candidates from each state into the university in one academic year. In a similar view, quota system of admission policy is seen as a process of admission into school, where a fixed number (quota) is assigned to each state or local government area every academic session (Omeje, Egwa, & Adikwa, 2016).

With the conceptualization given to the idea and issue of quota system admission policy, it is necessary to emphasize that opinions are divided and varied by stakeholders perceptions on the appropriateness, validity and scope of the policy. Enemuo (2004) argued that the policy of quota system of admission promotes injustice as it denies meritorious candidates of their right or rightful opportunity for admissions into the university. It means that quota system of admission in the Nigeria's university system appears to be unconstitutional and opposing to federal government's bid to achieving its national goals of building a free, fair and democratic society, just and egalitarian society full

of bright opportunities for all citizens as stipulated in her national policy on education.

Olatunde (2008) in his study 'Quota system of Admission: Implications on equal rights among university applicants in federal universities in south-west Nigeria' stated that quota system of university admission has negative implications on equal rights among university applicants because it infringes on the rights of some applicants on the basis of sex, origin among others. The author further stated that the quota system affords other applicants more opportunity through concessions and reduces admission chances of some qualified university applicants from certain areas of the country. Similarly, Ani (2010) investigating the quota system of admission and the influence it has on the rights of university applicants from educationally advantaged and disadvantaged areas of Nigeria noted the negative and positive influences of quota system on the applicants. The author stressed that quota system of admission had negative influence on the rights of university applicants from educationally advantaged areas quota system of admission has positive influence on the rights of university applicants from educationally disadvantaged areas.

Again there are other views on quota system which indicate issues in the system of admission and the challenge of equal access to federal universities in south-east Nigeria. Okoro and Ede (2010) opine that emphasis on gender, state and local government of origin for university admissions, admitting some university applicants with lower scores are among the challenges the quota system of admission poses to equal access to federal universities in Nigeria. This state of imbalance does not augur well for the merit candidates seeking admission in Nigerian federal universities. Also, at the implementation stage, quota system and federal character admission criteria in the Nigerian universities are fraught with various problems of right infringements, unfair admission considerations, inequitably distribution of admission

opportunities, less regard for merit and infringements of applicants' rights (Idika, 2010).

It is then obvious that the quota system admission policy was not welcomed with open arms by most Nigerians. It is an indirect way of sowing violent revolution in the future. It was rather regarded as an obnoxious policy. Onwubiko (2014) posits that most Nigerians considered the quota system of admission policy as an act of injustice against some university applicants. Kanyip (2013) submits that inability of a candidate to gain admission to college or university based on his or her state of origin is unjustifiable. Therefore, using the quota system as an instrument to regulate access to university education is tensed with inequitable implication of reducing the opportunities of admission for highly qualified applicants.

Nonetheless, the quota system has continued to serve as a method of school admissions into Nigerian federal higher institutions with the federal government of Nigeria insisting that the policy promotes equitable and just distribution of educational cum socioeconomic development FRN (2011). Its adoption is however encumbered with challenges as there are some factors militating implementation of quota system admission policy. Omeje, Egwu and Adikwa (2016) state that quota system and catchment area policies impact on students' intake into universities as admissions are not only inequitable and inaccessible but also the whole admission processes are messed up, leading to the production of low-quality graduates, unethical practices during admission, and overpopulation of universities' campuses. For Odigwe and Swem (2016), university admission based on quota system significantly decreases the quality of education because it gives concessions to applicants from educationally disadvantaged states, that is, catchment areas for university admission while university education based on merit significantly increases the quality of university education. Admission ratio into federal universities among states in Nigeria was not proportional to the size of enrollment at the terminal grade of secondary school level

which justified affirmative policies such as catchment to redress the imbalance (Adeyemi, 2001). It is against this background that the researchers' interests were aroused to investigate stakeholders' perceptions on the challenges of unified admission policy implementation into federal universities in the southeast geo-political zone of Nigeria.

Statement of Problem

In spite of the immense benefits accruable from university education and the federal government's resolve to provide equal and adequate educational opportunities for all citizens, various applicants seem to face continual denial of equal rights and opportunities to obtain university education. This is because the quota system of admission seems to have ushered in an era of inequitable distribution of opportunities for university education among applicants of different ethnic origin and gender. The guideline for admission base on quota system in federal universities in Nigeria lays emphasis on applicants' state of origin and gender. Consequently, applicants from different states and of different gender are not considered for university admission on the same entry benchmarks. Entry scores requirement for applicant from states tagged "educationally disadvantaged" are set lower in order to accommodate many of them.

The above seems unjust to qualified candidates as it does not seem to provide all applicants with equal rights and opportunities for university admission. It seems to reduce the chances of some applicants while increasing that of other applicants in university admissions. This means that certain university applicants even with higher entry scores may lose out in the admission process only because of their state of origin. This, to many stakeholders remains unfair and could jeopardize national development if it continues. Again, the quota system admission policy has been seen by some other stakeholders as sectional promotion and where this is not apprehended urgently could destroy the unity and cohesion of the Federal Republic of

Nigeria. This study therefore is investigating possible ways of managing the Federal Government of Nigeria imposed quota system admission policy in federal universities in the Southeast region of Nigeria with the specific intention of finding out its method of implementation and identifying the factors challenging its implementation. The study will also find out stakeholders perceptions on the policy especially as it relates to Southeast Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent do stakeholders perceive the effectiveness of the implementation of quota system of admission policy in Federal universities in the south-east geopolitical zone of Nigeria?
2. To what extent do the following factors militate against the implementation of the quota system admission policy in Federal universities in the south-east geopolitical zone of Nigeria (merit, disadvantaged states, qualifications)?

Methodology

The study adopted descriptive survey research design. Two research questions guided the study. The population consists of all the administrative heads of the five federal universities in south east Nigeria (notably the Vice Chancellors (5), Deputy Vice Chancellors (5), Registrars (5), Deans of Faculties (63), Heads of Departments (229), Entrance/Admission Officers (140) numbering four hundred and forty-seven (447) respondents. The total enumeration technique was adopted for the study since data was within manageable size.

A 15-item questionnaire titled 'Stakeholders Perceptions on the Challenges of Unified Admission Policy Implementation Questionnaire' (SPCUAPIQ), was designed by the researchers using the Likert four-point scale with response options of Very High Extent (VHE) = 4; High Extent (HE) = 3; Low Extent = 2 and Very Low Extent (VLE) = 1. The instrument was validated by

two experts in Educational Administration and Planning, and one from measurement and evaluation, all from University of Nigeria, Nsukka. The instrument yielded a reliability co-efficient of 0.79 using Cronbach Alpha method. The results were analysed using mean and standard deviation.

Results and Findings

Research Question 1

To what extent do stakeholders perceive the effectiveness of the implementation of quota system of admission policy in Federal universities in the south-east geopolitical zone of Nigeria?

S/N	Items	N = 447		
		(X)	SD	Remark
1	Admissions into institution of learning are by means of the quota system policy	3.34	0.68	HE
2	The quota system is done in the belief that the north is educational backward	3.10	0.66	HE
3	The quota system is done in the belief that the north should catch up with the south in education	3.09	0.72	HE

4	The quota system of admission favors students from the disadvantaged states	3.72	0.79	HE
5	The quota system promotes those from the disadvantage states.	3.12	0.83	HE
Cluster Mean		3.27	0.73	HE

Table 1 shows mean ratings and standard deviation of stakeholders on the implementation of quota system admission policy in federal universities in south-east Nigeria. The cluster mean and standard deviation of 3.27 and 0.73 was shown respectively. This indicates that the respondents has the same view on the quota system admission policy which were needed to refute quota system of admission policy on the management of federal universities in south-east Nigeria.

Research Question 2

To what extent do the following factors militate against the implementation of the quota system admission policy in Federal universities in the south-east geopolitical zone of Nigeria (merit, disadvantaged states, qualifications)?

S/N	Items	N = 447		
		(X)	SD	Re ma rk
1	Quota system of admission is corrupt policy.	3.09	0.76	HE
2	It is enthrone of injustice in education sector	3.08	0.52	HE
3	Leads to the production of low-quality graduates.	3.13	0.41	HE
4	It denies merit candidates admission into Nigerian higher institutions	3.30	0.83	HE
5	University admission based on quota system policy decreases the quality of education.	3.30	0.75	HE
6	Encourages ethnicity and nepotism in admission of students.	3.09	0.58	HE
7	It gives room for admission of incompetent and unqualified persons into different institutions of higher learning, leading to lowering the educational standards.	3.26	0.63	HE
8	low academic growth and development of the students.	3.22	0.48	HE
9	Discourages efforts and merits and encourages social discriminations and	3.16		HE

	denies candidates.	meritorious			
10	The quota system does not consider high scores of those from the advantaged states	3.28	0.80	HE	
Cluster Mean		3.19	0.63	HE	

Table 2 shows mean ratings and standard deviation of respondents on the factors militating against implementation of quota system admission policy for the management of federal universities in south-east Nigeria. The cluster mean and standard deviation of 3.19 and 0.63 respectively revealed that the respondents are positive that all the factors militating against quota system admission policy were needed to refute quota system of admission policy on the management of federal universities in south-east Nigeria.

Discussion

The research question one sought to ascertain the extent the stakeholders perceive the effectiveness of the implementation of quota system of admission policy in Federal universities in the south-east geopolitical zone of Nigeria. The results revealed that the stakeholders perceived that the quota system of admission is done with the belief that the north is educational backward and also that the north should catch up with the south in education. The respondents equally perceived that quota system of admission favour students from the disadvantaged state. The system promotes those from the disadvantage states and is a means of admitting students from disadvantage states into federal universities in south-east, Nigeria. This finding is in line with the benefits identified by Ani (2010) which stated that the quota system of admission has positive influence on the rights of university applicants from educationally disadvantaged areas. Quota in this context is meant to be the number of people or candidates that should come from each state. It is immaterial

whether or not such candidates qualify for such places, honors or post. According to the author, this is the major reason why admissions into federal government owned institutions of learning have come to be by way of federal character or quota.

The research question two sought to investigate the factors militating against the implementation of quota system admission policy for the management of federal universities in south-east Nigeria. The results revealed that the respondents reacted against the quota system admission policy as it denies merit candidates admission into federal universities in Nigeria. The respondents equally observed that the quota system of admission policy is enthrone of injustice in education sector and leads to the production of low-quality graduates and corrupt admission policy. University admission based on quota system policy decreases the quality of education, encourages ethnicity and nepotism in admission of students, it gives room for admission of incompetent and unqualified persons into different institutions of higher learning, leading to lowering the educational standards, discourages efforts and merits as well as encourages social discriminations and denies meritorious candidates. The quota system does not consider high scores of those from advantaged states. This is in line with Enemuo (2004) who stated that the quota system of admission is the practice of favoring some facilities/department/candidates at the expense of others, in university admissions, promotion in offices, appointments, employment, on the basis of state of origin, tribe, nepotism or choice of course of study. The author maintains that such practices marred the objective implantation of the 1978 Education policy in Nigeria. To him, the policy of quota system of admission promotes injustice as it denies meritorious candidates of their right or rightful opportunity for admissions into the university.

Conclusion

A lot of factors militating against and nature of quota system of admission policy have been reviewed and there is no globally

backing up where such quota system of admission policy had been implemented. The researchers concluded through the findings that the only way out is going back to the normal system of education admission policy whereby admission is based on merit. This is globally the best admission practices suitable for national development.

Recommendations

Based on the findings of this study, the researchers put forth the following recommendations:

1. Individual right of every Nigerian with regards to equal access to education, as provided for in sections 18 (1) and 42 (1) of the 1999 constitution of the Federal Republic of Nigeria should be upheld in university admissions.
2. The universities must be willing to consider reversing or writing those policies in an effort to challenge the homogeneity that dominates the teaching profession.
3. The catchment area policy of admission should be deemphasized. Rather than compromise the quality of education through substandard admissions, universities should design programmes for the physical development of their immediate communities through the extension of social services within the limits of available resources.
4. Educationally backward states should develop remedial programmes for their indigenes to prepare them for competitive university education. Discretionary policy of admission is very unprogressive and subject to a tremendous abuse. It should be totally discontinued and as such, a policy should have no place in the university system.
5. All policies especially those that affect admissions that reduce the quality of university education should be reviewed without delay.

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Policy Supervision, Implementation of Educational Policy and Productivity of Secondary Schools Teachers in Ogoja Education Zone, Cross River State, Nigeria

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Abstract

The problem of Policy Supervision, Implementation of Educational Policy and Productivity of Secondary Schools Teachers in Ogoja Education Zone, Cross River State, Nigeria is attributed to inability of the teacher to implement the educational policy in the classroom. This paper investigated the Policy Supervision, Implementation of Educational Policy and Productivity of Secondary Schools Teachers in Ogoja Education Zone, Cross River State, Nigeria. ex-post facto research design was adopted for the study. The stratified random sampling techniques was used to select 10 schools from among 85 public secondary schools and 5 private secondary schools among 103 private secondary schools in Ogoja education zone. 160 respondents consisting of 10 principals, 50 teachers and 100 students were used in the study. While data was collected through the use of questionnaire tagged "Teacher Productivity Questionnaire" (TPQ). The instrument was validated by expert in test and measurement and of educational management department University of Calabar. The reliability of the instrument was established by carrying out a trial testing. This was done by using Cronbach Alpha Reliability Method ranging from 0.71-0.86. The data for this study were analyzed using Pearson Product Moment Correlation Co-efficient. The study

discovered that, policy supervision has significant relationship with the productivity of public school teachers. Based on the findings it was recommended among others that the mechanism for supervision must be well positioned in public schools to enhance productivity of the teachers.

Keywords: Supervision, implementation of education policy, productivity of secondary schools teachers.

Introduction

Quality of education has become one of the central issues accorded priority in the recent educational reforms going on worldwide. It became one of the mechanisms used in achieving it.

Manpower training programmes act as a catalyst for teachers' effectiveness. It is a potent means of updating teachers' skills and knowledge for improving instruction and learning (Ekpoh, Edet & Nkama, 2013). Teachers constitute an important factor in the implementation of the curriculum. The quality of teachers is known to be a key predictor of students' performance. Teachers have been described as the most recognized and indispensable human resources in the education system. They are equally regarded as the single most important element of the school system; more important than the quality of equipment, materials or the level of financing. Muheeb (2004) found that teachers are the initiators and facilitators of teaching and learning activities and they act as agents of changes in any school system and because of these roles they perform, they can be regarded as the heart of quality improvement strategy. It therefore follows that if teachers are to be productive, due attention must be accorded to their job satisfaction and there must be an enabling environment that can boost and improve their productivity. Teachers occupy unique position in any educational institution the level of productivity of students is drastically dependent on the performance of teachers (Ategwu 2018).

Muheeb (2004) identified three factors which he regarded as criteria for productivity and these are students' examination results, absenteeism, and turnover. He further stressed that the presence or absence of each or all of the criteria is a measure of the level of the productivity of teachers. Productivity is seen as a variable that depends on other variables. Teacher's performance and effectiveness are functions not only of initial academic and professional perception, but also the result of insights, academic and professional perception trials of the individual. In other words, one's behaviour, perception, educational level, intelligence and many more would affect one's effective performance. Furthermore, productivity is an index used to describe teacher's effectiveness and efficiency with regard to the relationship between the characteristics of teaching acts and the effect they have on educational outcome through classroom teaching.

Taiwo (2002) postulated that a teacher is said to be productive when he excites students towards "growth and development". Teachers' productivity as demonstrated in the classroom is jointly measured through the senior certificate examination results. According to Akande (2004), another way through which teachers' productivity can be measured is teachers' individual financial management under school budget and it could be based on perception of those in authority, taking into consideration some quantifiable data. Effective implementation of any programme especially that of improving the performance of teachers, no doubt depends on continuous development and update of teachers' knowledge. However, the broad goals of secondary education in Nigeria (2004) in the National Policy on Education are to prepare the individual for useful living within the society and for higher education. To achieve these goals therefore, some personnel especially teachers, are required. This is because the success or otherwise of secondary education depends very much on the quality and caliber of teachers. The establishment of National Policy on Education (NPE) (2014) was done with the assumption that

since no education system may grow above the quality of its teachers and that teachers' education shall continue to be given major emphasis in all educational planning and development. Corroborating the above, Alumode (2005) submitted that the development of a country's natural resources is dependent on the quality of its human resources and the quality of human resources in turn depends on education. In other words, education is the key to positive development of human potentials, the human talents, the human intellect, the human attitude and the human skills. In view of the importance of education, it is therefore very important to ensure quality of the teachers who are the drivers of education all over the world.

It is also with this view that the Federal Republic of Nigeria (FRN) (2013) stressed that the main policy objectives in education in Nigeria is to raise the quality of education at all level, in order to make the products of the system more useful to the society and to maintain education as one of the prime engines for development. This cannot be achieved without first and foremost addressing the issue of quality teaching. The general feeling was that unless the expansion of the teacher education kept pace with the overall rapid growth in the educational system, there was bound to be a problem with educational standards.

Over the past few decades, the value of education in Nigeria has been eroded by various socio-political and economic factors ranging from political instability, poor allocation of funds to the educational sector, periodic industrial actions and emphasis on certificate than on the quality of knowledge produced, etc., and so is the quality of teachers. Teachers inability in discharging role in Secondary School Ogoja Education Zone seem to be alarming and at such student who enroll in public examination in the zone tended to be on a worrisome mode. Tension and fear of failure has become a great concern to parent. Guardian and stakeholders this is because secondary schools that were meant to train student with various skills have unsatisfactory performance

(Atewgu 2018). It is quite unfortunate that some teachers engage in unproductive tendencies such as lateness to work, absenteeism, dereliction, non-compliance with service ethics, poor commitment to lesson preparation/delivery and unskillful behaviour in Secondary School in Ogoja Education Zone. This is attributed to the fact that teachers' motivational packages are not met though government had made effort to improve teachers' productivity by organizing in-service training, workshops and seminars. Okoye, Onyali and Ezeugbor (2016) reacted to this challenge by noting that with the exception of few private schools in Nigeria, most public schools lack quality teachers and this has resulted in poor academic performance of students. Also, those that seem qualified are seriously affected by the poor conditions of service with low salaries, which contribute to make them less motivated to improve their abilities through on-the-job training programmes, further academic courses and personal and professional development ventures with regards to teaching. This is why quality assurance practices are introduced into the educational system. This has led to emergence of school inspection, supervision, quality control, and monitoring etc.

Supervision is a tool of ensuring quality teaching and learning in schools. It is an internal mechanism adopted by principals for school self-evaluation, geared towards helping teachers and students to improve on their teaching and learning activities for the purposes of achieving educational objectives. The principals ensure effective supervision by interacting academically and socially at a regular basis with teachers and students within and outside the classrooms. The primary aim is to monitor the implementation of curricular and ensure desirable increase in teachers' capabilities, upgrade their conceptual knowledge and teaching skills, giving them support in their work to facilitate better performance in teachers' pedagogical practices setting (Olagboye, 2004; Adetula, 2005; Ayeni, 2012). Supervision is an administrative function which is aimed at assisting teachers to fulfil their functions effectively by

directing the educational development of children (Ekpo & Ategwu 2022).

Productivity within the teaching context measures how efficiently a given set of resources is utilized to achieve given set of objectives. The effects of this venture in the educational field can be measured based on the knowledge, skills, and competencies of teachers in carrying out their roles as teachers and the total performance of the students who are placed under the direct care of the teachers (Ndugu, 2014). It also takes into account a teacher's ability in: being punctual to school, organizing extra-lessons for students, submitting examination grades on time and participating in extra-curricular activities etc. It is against this background that the researcher investigated the influence of supervision of implementation of education policy on the productivity of secondary schools teachers in Ogoja education zone of Cross River State.

Statement of the Problem

Teaching is the bedrock of knowledge and the quality of teaching among other things depends teachers' productivity. For example, most teachers are now either contractors, that is, supplying goods and services to schools or engage in commercial business within and outside the school at the detriment of the academic calling and purpose. Some argue that they have had to resort to this "moonlighting" to augment their salaries which are meager. We are faced daily with reports of teachers who prefer commercial business to their primary assignment.

However, these expectations may be far from realization in Nigeria due to the fact that over the past few decades, the value of education has been eroded by poor supervision, poor external quality control, monitoring of teachers and inspection of teachers productivity etc. Hence, these situations have often resulted in low productivity of teachers and educational instructors. These inconsistencies are made more difficult by the fact that there seem to be low supervision of what goes on in the

educational system of many public and private schools in Ogoja Education Zone.

The productivity of the secondary school teachers is assumed to be one of the issues of recent concern to stakeholders in education of recent in Ogoja education zone of Cross River State, given the deteriorating academic performance of secondary school students in external examinations. As such secondary school system has failed to produce people who can contribute to solving the problem of the society. Poor performance of the students may partly be attributed to ineffectiveness of manpower development of teachers among other factors. The unproductive nature of teachers in accurately implementing educational policy has been linked to the inability of the school principal to ensure that administrative or managerial tasks such as regular supervision of teachers activities in the school are effectively carried out. Sequence to this position occupied by the principal they are expected to maintain the way and manner teachers implement the school curriculum. Teachers who lack commitment neglect writing of lessons notes and making adequate plan for effective lesson delivery. All these constitute a source of worry to all education stakeholders though the government through the Ministry of Education and other stakeholders have made effort to improve teachers productivity by organizing workshops, seminars and improving on teachers motivational packages yet the problem persist. Despite the fact that manpower development serve as effective motivational strategies for skill and knowledge acquisition as well as enhanced teachers` productivity, it's impact have not yielded the desired result in the educational system as interpreted from the secondary school student performance of the external examination. Productivity in the study zone is encompassed in the ability of teachers to deliver their lessons effectively and this is seen in the performance of the student in the study area through their outcome in both internal and external examination. This has attracted the attention and concern of the researcher to investigate the relationship between

Policy Supervision, Implementation of Educational Policy and Productivity of Secondary School Teachers in Ogoja Education Zone, Cross River State, Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent does policy supervision, implementation of educational policy influences teachers' productivity in public secondary schools in Ogoja education zone of Cross River State, Nigeria?
2. To what extent does policy supervision, implementation of educational policy influences teachers' productivity in private secondary schools in Ogoja education zone of Cross River State, Nigeria?

Hypotheses

The following null hypotheses were tested @ $p < 0.05$ level of significant

Ho1: Policy supervision, implementation of educational policy has no significant relationship with the productivity of public secondary schools teachers in Ogoja education zone of Cross River State, Nigeria.

Ho2: Policy supervision, implementation of educational policy has no significant relationship with the productivity of private secondary schools teachers in Ogoja education zone of Cross River State, Nigeria.

Literature Review

Agogbua, Umeh & Amobi (2021) carried out a study on the influence of supervision of instruction on teachers' productivity in secondary schools in Nigeria. Two research objectives were developed to give direction to the problem investigated as well as two hypotheses formulated and tested for decision making. The targeted population comprised the management and academic staff of secondary schools in Education District VI, Lagos State. 250 respondents were selected using the stratified

random sampling technique from ten (10) schools cross-sectionally selected to make up the sample of the study. A structured questionnaire tagged "Supervision of Instruction and Teachers Productivity questionnaire" (SITPQ) was used for data collection. The data collected were analyzed using the t-test statistics. The research findings revealed that there is no significant impact of supervision of instruction on teachers' productivity in secondary schools in Nigeria.

Isa and Jailani (2015) conducted a study to assess the processes of supervisions in secondary schools educational system in Nigeria. Three research questions guided the study as well as three null hypothesis was tested at 0.05 level of significance. The study adopted a survey research design. A sample of 554 teachers was selected through purposive sampling technique. A researcher-developed questionnaire duly validated and whose reliability index was 0.73 was used for data collection. The data was analysed descriptively and using basic means aimed at giving a clear and detailed overview of the situation. Based on the findings it was concluded that process of supervision was becoming a serious problem that was yet to be properly addressed in Nigeria Secondary Schools. In conclusion, Supervision at every local, national and international level should take their responsibilities seriously by engaging on educational activities that could enhance their skills. These include, among others, strategic seminars, workshops, regular visits and exchange programs pursuit of higher educational qualification and Supervisors that excel in their assignment should be rewarded accordingly either in kind or cash.

Ikegbusi and Eziamaka (2016) conducted a study to find out the impact of supervision of instruction on teacher effectiveness in Enugu state. Two research questions guided the study and one null hypothesis was tested at 0.05 level of significance. The study adopted a comparative survey research design. All the 3,197 government owned secondary school teachers in Enugu South Local Government Area of Enugu state

constituted the population of the study. A sample of 905 teachers was selected through proportionate stratified random sampling technique. A researcher-developed questionnaire duly validated and whose reliability index is 0.85 was used for data collection. Mean and t-test were used to analyse the data collected. The result of the study indicates that both internal and external supervision of instruction have positive effect on teacher effectiveness in secondary schools.

Obakpolo and Osakwe (2015) carried out a study to investigate supervision as a determinant of public secondary school teachers' effectiveness in Central Senatorial District of Delta State. Seven research questions were raised and answered and seven hypotheses were formulated and tested to guide the study. The study used the correlational research design. A sample of 997 teachers was utilized for the study. The research instrument used for data collection was the questionnaire titled teachers' supervision and teachers' effectiveness (TSTE) questionnaire. The data collected were analyzed using simple percentage for the socio-demographic data and simple regression and correlation statistics for the research questions and hypotheses. The seven hypotheses were tested at 0.05 level of significance. The results revealed that there was a significant relationship between teachers' supervision and their teaching effectiveness, there was a significant relationship between teachers' educational qualification and their teaching effectiveness, and there was a significant relationship between teachers' teaching experience and their teaching effectiveness, hence supervision was seen as a vital and critical element of teaching effectiveness.

Olawole (2009) conducted a study to investigate the perceived influence of supervision of instruction on teachers' classroom performance in Ijebu-North Education Zone. The population of the study comprised all 852 teachers in the 18 public junior and senior secondary schools in IjebuNorth education Zone. The sample was made up of 155 female teachers and 100 male teachers from 7 secondary schools

drawn through stratified random sampling technique. The study was an Ex-post Facto design. The instrument for data collection was Influence of Supervision of Instruction on Classroom Teachers' Performance Questionnaire (ISICTPQ). Three research questions and two null hypotheses were formulated. The research questions were answered using mean and standard deviation while t-test was used to test the hypotheses at 0.05 level of significance. The major findings showed that interaction between teachers and instructional supervisors influences to a great extent teachers' classroom performance. The use of instructional materials suggested by instructional supervisors' influences to a great extent teachers' classroom performance. Also, conferences and seminars organized by instructional supervisors influence teachers' classroom performance to a great extent. The opinions of secondary school teachers with more teaching experience and teachers with less teaching experience did not differ significantly with regard to their perceived influence of supervision of instruction on their classroom performance. Also the opinions of male and female teachers did not differ significantly with regard to their perceived influence of supervision of instruction on their classroom performance.

Usman (2015) carried out a study to examine the Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State with reference to Senior Secondary Certificate Examination (SSCE). Five research questions were used to guide the study to a rational conclusion. Descriptive Survey method was adopted in which Instructional Supervision and Students' Academic Performance Questionnaire (ISSAPQ) were used to obtain relevant data from 92 teachers in 37 selected Senior Secondary schools using the simple random sampling techniques. Pearson product moment correlational statistics (Pearson r) and t-test at 0.05 level of significance was used to analyse the data generated and answer the research questions. The study show that regular instructional supervision using robust supervision strategies like checking of students'

notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools.

Uwe and Godwin (2019) carried out a study to assess quality control measures in terms of school supervision on teachers' job performance in public primary schools in Calabar Educational Zone of Cross River State, Nigeria. One null hypothesis was formulated to guide the study. The sample consisted of four hundred and fifty-nine (459) teachers and one thousand, eight hundred and thirty-six (1,836) pupils selected from primary six/JSS2 class. Two instruments were designed for the collection of data. These were Quality Control Measures Questionnaire (QCMQ) and Teachers' Job Performance Questionnaire (TJPQ). Pearson reliability was 0.80 and 0.71 respectively. The data collected were subjected to statistical analysis using One-way Analysis of Variance (ANOVA) and Fisher's protected t-test. The hypothesis was tested at 0.05 level of significance. Findings of the study showed that there was a significant influence of school supervision on teachers' job performance. It was concluded that teachers' job performance could be improved through school supervision. It was recommended among others, that regular school supervision should be undertaken to monitor teachers.

Nwankwoala (2020) conducted a study to investigate the relationship between instructional supervision and teachers' job performance in public senior secondary schools in Rivers State. The study adopted a correlation design. A sample size of 347 persons were obtained from a population of 7,145 teachers in the two hundred and seventy eight (278) public senior secondary schools in Rivers State with the use of stratified random sampling technique. Implicitly, 5% of the entire population was used for the study. The instruments for data collection were self-constructed questionnaire titled; Instructional Supervision Questionnaire (ISQ) and Teacher Job Performance

Questionnaire (TJPQ). These instruments were validated by three researchers' colleagues in the department of educational management of Ignatius Ajuru University of Education. The reliability of the instruments were determined by using test re-test method of data collection. The said instruments were administered on 30 teachers outside the sample population and the collected responses were analyzed using Crombach Alpha technique as a measure of internal consistency. The reliability indexes of 0.87 and 0.89 were obtained indicating that the instruments were very reliable. Mean and standard deviation were used to test the hypotheses and linear regression statistical tool was used to test the hypotheses using SPSS package, version 22. Based on the analyses, the following findings were made; classroom visitation by supervisors, clinical supervision technique and holding conferences with teachers by supervisors before the actual classroom observation are significantly related to teachers' job performance. The study therefore concluded that supervision is a vital aspect of school administration, and thus recommended that the school administrators and supervisors from the Schools Board should regularly conduct supervision in schools to ensure maximum growth of teachers in the their job.

Jared (2011) also carried a research on the influence of head teachers' influence of instructional supervisory practices on teachers' work performance in private secondary schools in Entebbe Municipality, Wakiso District, Uganda. Three research questions were used to guide the study. Descriptive survey method was adopted in which Instructional Supervision Practice and Students' Academic Performance Questionnaire (ISPSAPQ) were used to obtain relevant data from 54 teachers in 25 selected senior secondary schools using the simple random sampling techniques. Independent t-test at 0.05 level of significance was used to analyse the data generated and answer the research questions. The study findings indicate that head teachers in private secondary schools do not carry out instructional supervision; rather they do some informal

classroom visits. They equally do general and informal supervision instead of instructional supervision. In line with this, the findings indicate that 64.3% of head teachers routinely supervise their teachers, teaching documents as a practice of teacher supervision, while 57.1% of head teachers informally visit teachers during classroom instruction. Also, this study revealed that supervision is non-existent in some secondary schools due to the fact that some of the teachers have been teaching for many years.

Olayemi (2004) conducted a study to investigate the difference between public and private secondary schools in Ekiti-State with regard to principals' supervisory practices and teachers' job performance. Three hundred and seventy teachers including the principals drawn from twenty public and private secondary schools in the sixteen local government areas of Ekiti-State through stratified random sampling technique were used for this study. Descriptive research survey was used for the study. A validated questionnaire titled "Principals Supervisory Practice and Teachers job performance" (PSPTJP) was administered on the teachers and principals. T-test statistics was used to test all the hypotheses at 0.05 level of significance. The findings revealed no significant difference between public and private secondary school in Ekiti State with regards to principals' supervisory practices and Teachers job performance. Based on the findings, it was therefore recommend that both the Principals and teachers in the public and private secondary schools in the state should be given enough incentives and provided with conducive working environments so as to attain higher job-performance on their pans.

Onugwu (2013) carried out a study to investigate principals' managerial capacity on private teachers' productivity in Nsukka Education Zone of Enugu State. This study employed the use of a descriptive survey design. Four researchers' questions and four null hypotheses were generated to guide the study. The population of the study comprised 1,581 respondents (60 principals and 1,521 teachers). Proportionate multistage

sampling technique was used to select 60 principals and 300 teachers, bringing the total to 360 respondents. The researcher formulated questionnaire titled, Increasing Teachers' Productivity (ITPQ) with Principal's Managerial Capacity (PMC) was used as the instrument for data collection. Mean and standard deviation were used to answer the research questions, while t-test was used to test the null hypotheses at 0.05 level of probability. The result of the study, among others, showed that the extent principal managerial capacity influence teacher productivity in Nsukka Education Zone of Enugu State is low. It was also found out the extent principal's managerial capacity on teachers' classroom instruction, classroom management, self - development, moral behaviour. It was also noted that principals and teachers, years of experiences and educational qualifications do not significantly influence principal managerial capacity.

Research Methodology

The study employed the descriptive survey research design using correlation co-efficient and an expo-facto was used in this study. The population of the study consist 1,126 teachers, 289 principals (1,415) from the study area. The stratified random sampling techniques was used to select 10 schools from among 85 public secondary schools and 5 private secondary schools among 103 private secondary schools in Ogoja education zone. 160 respondents consisting 10 principals, 50 teachers and 100 students were used as samples in the study. While data will be collected through the use of questionnaire tagged "Teacher Productivity Questionnaire" (TPQ). It consists of three sections: Section A deals with bio data of respondents; Section B deals with the Teachers perception of supervisory approaches of the management, while Section C deals with students and school administrators' perception of their teachers. The instrument was validated by expert in test and measurement and of educational management department University of Calabar. The reliability of the instrument was established by carrying out a

trial testing. This was done by using Cronbach Alpha Reliability Method ranging from 0.71-0.86. The data for this study were analyzed using Pearson Product Moment Correlation Co-efficient. The response were rated on Likert type rating seat of 4 points and weighted thus: 4 = Very High; 3 = High; 2 = Low; 1 = Very Low.

Results and findings

Research Question 1

To what extent does supervision of implementation of educational policy contribute to teachers' productivity in public secondary schools in Ogoja education zone of Cross River State, Nigeria?

Table 1: Summary of simple percentages on supervision of implementation of educational policy on the productivity of public secondary schools' teachers in Ogoja education zone in Cross River State, Nigeria (N= 160)

S/N	Items	SA	A	D	SD	Mean	StD
	Supervision of Implementation of Educational Policy on the Productivity of Public Secondary Schools' Teachers						
1	Supervision of educational policy makes public teachers to be effective at their work	103	91	64	62	2.42	1.04
2	Supervision of educational policy makes public	96	98	61	57	2.18	0.98

	teachers to be lazy at doing their work						
3	Supervision of educational policy is not effective among public teachers.	102	95	63	61	2.22	1.12
4	Supervisors of educational policy in public secondary schools are bias and partial.	104	98	67	62	2.04	1.06
5	Supervisors of educational policy in public secondary schools stays in their office and collect bribe without going on supervision.	98	103	74	65	2.26	1.16

Average mean = 2.22; Standard Deviation = 1.07

Table 1 on supervision of implementation of educational policy on the productivity of public secondary schools' teachers in Ogoja education zone showed the average response mean of 2.22 and standard deviation of 1.07. The result indicated that the average response mean is more than 1/5 of the standard deviation. This implied that there is a low disparity in the response of the respondents but pointed towards a positive direction. This result implies that supervision of implementation of educational policy has not impacted on the productivity of public secondary schools' teachers in Ogoja education zone. This is because the government have not been effective in supervision implementation of educational policy among public secondary schools' teachers in the study area and doesn't regularly organize seminars/workshops to train public schools' teachers on the implementation of educational policy.

Research Question 2

To what extent does supervision of implementation of educational policy contribute to teachers' productivity in private secondary schools in Ogoja education zone?

Table 2: Summary of frequency count on supervision of implementation of educational policy on teachers' productivity in private secondary schools in Ogoja education zone (N= 160)

S/N	ITEM	SA	A	D	SD	Mean	StD
	Supervision of Implementation of Educational Policy on Teachers' Productivity in Private Secondary Schools						
1	Supervision of educational policy is not effective among private teachers.	103	95	63	61	2.23	1.05
2	Supervision of educational policy makes private teachers to have a lessaz fair attitude to their work	96	90	85	82	2.26	1.14
3	Supervisors of educational policy normally collect bride from the private teachers without effective supervision.	96	98	70	89	2.18	1.07
4	Supervision of educational policy makes private teachers to put more efforts at their work	104	97	69	65	2.28	1.22
5	Terrorism causes migration of citizens	98	97	70	76	2.25	1.23

Average mean = 2.24; Standard Deviation = 1.14

Table 2 on supervision of implementation of educational policy on the productivity of private secondary schools' teachers in Ogoja education zone showed the average response mean of 2.24 and standard deviation of 1.14. The result indicated that the average response mean is more than 1/5 of the standard deviation. This implied that there is a low disparity in the response of the respondents but pointed towards a positive direction. This result implies that supervision of implementation of educational policy has not impacted on the productivity of private secondary schools' teachers in Ogoja education zone. This is because the government have not been effective in supervision implementation of educational policy among private secondary schools' teachers in the study area and doesn't regularly organize seminars/workshops to train private schools' teachers on the implementation of educational policy.

Hypothesis 1

There is no significance relationship between supervision of implementation of educational policy and the productivity of public secondary schools' teachers in Ogoja education zone in Cross River State, Nigeria. Pearson Product Moment Correlation Analysis was employed to test data collected in respect to this hypothesis. This is because both the dependent and independent variables that form this hypothesis were measured continuously. The hypothesis was tested at 0.05 level of significant. The summary of result is as presented in table 1.

Table 1: Pearson product moment correlation coefficient analysis of the relationship between supervision of implementation of educational policy and the productivity of public secondary schools' teachers in Ogoja education zone in Cross River State, Nigeria

N = 160

Variable	$\sum X$ $\sum Y$	$\sum x^2$ $\sum Y^2$	$\sum xy$	r-cal.
Supervision of implementation of educational policy	1632	5475		
Productivity of public secondary schools' teachers	1508	4290	6298	0.74

$X = 0.05$, critical $r = 0.396$, $df = 158$.

The summary of results presented in Table 1 shows that the calculated r-value of 0.74 is greater than the tabulated r-value of 0.396 and 0.05 level of significance with 158 degrees of freedom. On this note, the null hypothesis was rejected while the alternate hypothesis was upheld. This means that, there is significant relationship between supervision of implementation of educational policy and the productivity of public secondary schools' teachers in the study area.

Hypothesis 2

There is no significance relationship between supervision implementation of educational policy and the productivity of private secondary schools' teachers in Ogoja education zone in Cross River State, Nigeria. Pearson Product Moment Correlation Analysis was employed to test data collected in respect to this hypothesis. This is because both the dependent and independent variables that form this hypothesis were measured continuously. The hypothesis was tested at 0.05 level of significant. The summary of result is as presented in table 2.

Table 2: Pearson product moment correlation coefficient analysis of the relationship between supervision implementation of educational policy and the productivity of private secondary schools' teachers in Ogoja education zone

N = 160

Variable	$\sum X$ $\sum Y$	$\sum x^2$ $\sum Y^2$	$\sum xy$	r-cal.
Supervision implementation of educational policy	1498	5826		
Productivity of private secondary schools' teachers	1394	4672	6942	0.77

$X = 0.05$, critical $r = 0.396$, $df = 158$.

The summary of results presented in Table 2 shows that the calculated r-value of 0.77 is greater than the tabulated r-value of 0.396 and 0.05 level of significance with 158 degrees of freedom. On this note, the null hypothesis was rejected while the alternate hypothesis was upheld. This means that, there is a significant relationship between supervision implementation of educational policy and the productivity of private secondary schools' teachers in the study area.

Discussion of findings

The first hypothesis states that there is no significance relationship between supervision of implementation of educational policy and the productivity of public secondary schools' teachers in Ogoja education zone in Cross River State, Nigeria. This null hypothesis was rejected because the calculated r-value was found to be greater than the critical r- or table value. The implication of this result is that there is a significant relationship between supervision of implementation of educational policy and the productivity of public secondary schools' teachers in the study area. The finding of this hypothesis agree with the earlier finding of Uwe and Godwin

(2019) who carried out a study to assess quality control measures in terms of school supervision on teachers' job performance in public primary schools in Calabar Educational Zone of Cross River State, Nigeria. The study used One-way Analysis of Variance (ANOVA) and Fisher's protected t-test for statistical analysis and the result asserts that there was a significant influence of school supervision on teachers' job performance. It was concluded that teachers' job performance could be improved through school supervision.

The second hypothesis states that there is no significant relationship between supervision implementation of educational policy and the productivity of private secondary schools' teachers in Ogoja education zone in Cross River State, Nigeria. This null hypothesis was however rejected on the ground that the calculated r-values obtained from the analysis of data were statistically greater than the critical r-value. The implication of this result is that there is a significant relationship between supervision implementation of educational policy and the productivity of private secondary schools' teachers in the study area. The finding of this hypothesis is in line with the position of Jared (2011) who carried out a study on the influence of head teachers' influence of instructional supervisory practices on teachers' work performance in private secondary schools in Entebbe Municipality, Wakiso District, Uganda. Three research questions were used to guide the study. Descriptive survey method was adopted in which Instructional Supervision Practice and Students' Academic Performance Questionnaire (ISPSAPQ) were used to obtain relevant data from 54 teachers in 25 selected senior secondary schools using the simple random sampling techniques. Independent t-test at 0.05 level of significance was used to analyze the data generated and answer the research questions. The study findings indicate that head teachers in private secondary schools do not carry out instructional supervision; rather they do some informal classroom visits.

Conclusion

Based on the findings of the study, it was concluded that:

1. There is a significant relationship between supervision of implementation of educational policy and the productivity of public secondary schools' teachers in the study area.
2. There is a significant relationship between supervision implementation of educational policy and the productivity of private secondary schools' teachers in the study area.

Recommendations

Based on the findings of the study, some recommendations were made, that:

1. There should be constant sponsored of workshops and seminars for both the supervisors and teachers separately to enable them become knowledgeable on the expectations of the supervision of instruction in secondary schools.
2. Instructional supervisors should always make themselves available and approachable to teachers, the state government should always make provisions of suggested instructional materials by instructional supervisors to teachers to aid class instruction, and there should be adequate funding of conferences and seminars by the state ministry of education for teachers' improvement.
3. Proper alignment of government policies with educational needs of the society, provision of adequate and relevant instructional materials for teaching, regular in-service training for teachers' capacity development, depoliticization of the free education programmes and proper evaluation of school administrative procedures and educational outcomes were adduced for remediation.
4. The government and school administrators should ensure that teachers are always motivated with performance

awards, praises, and salary increments to boost their morale and enhance job performance.

5. The Ministry of Education through Post-Primary Schools Management Board should encourage in-service training, seminars, workshops and conferences for teachers.
6. Teachers should also use all the instructional materials provided by the Ministry of Education and improvised by the principal in teaching and learning and Parents should always liaise with the principal during Parent Association (PA) meeting for proper management of schools.

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**Implementation Of Universal Basic Education (UBE) Scheme
Through Staff Development Programme In Obudu Local
Government Area, Cross-River State, Nigeria**

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Abstract

This study was designed to examine Implementation of UBE Scheme through staff development programmes in Obudu Local Government Area of Cross River State. Two hypotheses were formulated to guide the study. Descriptive Survey research design was adopted for the study. The total population of the study consists of one thousand four hundred and fifty (1450) teachers from 26 public secondary schools in Obudu Local Government Area of Cross River State. A sample of one hundred (100) teachers comprising 67 males and 33 females was drawn for the study, using simple random sampling procedure. A validated researcher-developed questionnaire was used for data collection in the study. Data collected were analyzed using independent t-test to test the research hypotheses at 0.05 levels of significance. Results indicated that there exist a significant relationship between in-service training and

workshops on teacher's job performance in UBE schools. Based on these findings, it was recommended among others that the state government through the ministry of education should make adequate provision of fund for organizing workshops and orientation for teachers to enhances their performances in school system.

Keywords: Implementation, Universal Basic Education, Staff Development Programme

Introduction

The quality of any educational system depends to a great extent on the quality of teachers in terms of academic professional qualification, experience as well as his/her level of competency in dedication to their secondary function. Akpakwu (2008) lend credence to the above when he articulated that the extent to which public education succeeds in delivery services with an efficient of scarce inputs will depend largely upon the quality of personnel engaged in the educational process and upon the effectiveness with which they discharge individual and group responsibilities. Teachers in the educational system constitute an important factor in the implementation of the curriculum of UBE programme. Universal Basic Education Commission was established in 2004 by an Act of the National Assembly known as the Compulsory, Free, Universal Basic Education which provides for compulsory free universal basic education for all children of primary and junior secondary schools age in the Federal Republic of Nigeria. According to the UBE Flagship programme(2016), the essence of introducing the programme was to remove distortions and inconsistencies in basic education delivery and reinforce the implementation of the National Policy on Education as well as to provide greater access to and ensure quality of basic education throughout Nigeria.

A successfully implement the UBE Scheme, requires the development of sound implementation plans. This would have to be preceded by a survey of the existing resources and

capacity of the national and local planning structures to implement the plan and monitor progress made in order to detect problem areas and address them at early stage. More so, strategic planning and implementation are essential to the success of the nine (9) year programme and for capacity building in the system, as well as its implementation. Failure in the past cannot be blamed entirely on low levels of funding but also on lack of capacity for planning and implementation at both national and local levels.

The quality of teachers is known to be a key predictor of student's performance. Stressing this point, Hammad (2011) points out that the most important determinant of what students learn is what teachers know. Teaching as a profession demands continuous development of knowledge and ability through training programmes such as workshops, conferences, seminars, induction/orientation for new staff, refresher courses, in-service training and others. Staff development has been accepted as an effective method of increasing the knowledge and skills of teachers in order to enable teachers to teach more effectively. According to Lawal (2014), staff development programmes for teachers are important aspects of education process that deal with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management. The objective of staff development programmes is that it ensures the promotion of professional growth, helps to improve pedagogical skills, keeps teachers abreast with new knowledge, meets particular needs, such as curriculum development and orientation, helps in leadership responsibility, helps new teachers to adjust to teaching field, helps to promote mutual respect among teachers and recognizes the need for modern teaching methods. Good teachers become great teachers by going beyond the call of duty and beyond the textbook. To do this, he or she must continue their education. It's not recent news that great teachers help create great students. A well informed and inspired teacher is sure to influence a student's achievement. Therefore, it is

critical for school authority to pay close attention to how they train and support both new and seasoned teachers. In an ever changing world as we have today, staff development is the key. Even those educators with years of experience tend to fall into a rut.

In the modern world, in-service training plays a crucial and pivotal role in improvement of education. To provide quality education, awareness about the role of a teacher is critical and is likely to be measured through different techniques. The number of indications defining good teacher can serve as an indirect measure for evaluating the effects of training program. To meet the institutional needs in terms of skills and knowledge, the roles and capacities of the trainees can be improved through in-service training, (Kihongo, 2011). Esu (2007) observed that there has been greater awareness that teachers who were trained some few years ago are not adequately equipped for effective teaching except complemented by in-service training. To take care of the inadequacies of pre-service teacher preparation, the Federal Republic of Nigeria (2004) in the National Policy on Education made provision for development of teachers by stating that teacher education shall continue to take cognizance of the changes in methodology and in the curriculum, and that in-service training for teachers and head teachers shall be regulated. According to Power (2002), literacy workshops are an essential component of 21st century success. The future of a child depends highly on learning to read and write. Lacking these skills will put a burden on our future as a society when these individuals remain unemployed, homeless, and/or unable to contribute to society. Literacy is not just an issue in our country, it exists worldwide. Literacy workshops provide teachers with effective strategies to monitor children's progress with information and tools for quick and meaningful assessment of a student's knowledge and abilities. Additionally, literacy workshops increase teacher knowledge of balanced literacy

activities as well as create techniques designed to accelerate student acquisition of reading and writing skills.

Mshila (2014) carried out a study on effects of in-service training on the performance of secondary school teachers in Kiambu West District. The study adopted a descriptive survey design. The target population included all the teachers in this district who have undergone in-service training course, whose number is 1150 as per the records held in the District Education Officer's (DEO's) office. A total 125 respondents was selected out of which 120 responded by filling and returning the questionnaires. The schools used as sample units were systematically selected. Teachers who have had in-service training were purposely selected until the sample size was realized. Data was collected by use of structured questionnaire and was analyzed using Statistical Package for social scientists (SPSS). Descriptive statistics such as means, percentages and proportions have been used to summarize and present the data and frequency distribution tables to compare the frequency of occurrence of categories or values for two or more variables. The findings of this study revealed that, in-service training has several positive effects on the performance of secondary teachers in Kiambu District and by extension other parts of Kenya. These include: self-development of the teachers, gaining of new skills that enables them perform their tasks better and adequate and timely completion of syllabuses. All these effects have a direct input towards better performance of teachers. Therefore in-service training is a very important undertaking in improving the performance of secondary teachers. Despite the limitations the objectives of the study were met.

Statement of the problem

Teachers' job performance has been one great concern to stakeholders in education of recent times, given the deteriorating academic performance of school students in external examinations. A lot of stakeholders including school heads, parents, students, government and even teachers

themselves have expressed dissatisfaction with the quality of teaching and learning that takes place in the schools. In spite of improved academic and professional qualification of teachers through huge government investment in education, the system is still failing to produce students who will gain further their education or become self-reliance as enshrine the UBE programme mission statement. Cross River State government on its part has made substantial moves to improve teachers' work performance through such measures as, encourages teachers professional development, increased and regular salaries, regular promotions and yet the system still leave much to be desired. This scenario of school teacher's underperformance in the school system despite the provisions of the above mention state government intervention necessitate this study.

Research questions

The following research questions were raised to guide the study:

1. To what extent does in-service training relates to teachers' job performance in secondary schools in Cross River State?
2. How do workshops programme relates to teachers' job performance in secondary schools in Cross River State?

Statement of hypotheses

The following null hypotheses were formulated to guide the study:

1. In-service training has no significant relationship on teachers' job performance in secondary schools
2. There is no significance relationship between workshop programme and teachers' job performance in secondary schools.

Methodology

The research design adopted for the study was ex-post facto. The total population of the study was obtained from 37 Government approved Secondary Schools in Obudu Local

Government Area of Cross River State. This summed up to a population of one thousand four hundred and fifty (1450) teachers, which cut across the 26 secondary schools in the Local Government. The technique adopted for this study was stratified random sampling. The basis of stratification was on the political wards in the study area. To carry out the selection, the researcher allotted a number to each school. These numbers were then written on pieces of papers and wrapped into balls that were placed in a draw basket, shaken properly and drawn from, one after another until the required schools for the study were chosen. To select the subjects for the study, the disposition were written on slips of papers and wrapped into balls that were placed in a draw basket, shaken thoroughly and draw from until the required number of teachers sampled. A sample of hundred (100) teachers both male and female in the selected schools were selected to participate in the study. Instrument for data collection were a two set of self-structured questionnaire titled: "Staff Development Programme Questionnaire (SDPQ) and Teachers Job Performance Questionnaire (TJPQ). The questionnaires were designed by the researcher to elicit information from teachers in secondary school. The questionnaires were divided into three parts. The first part was on demographic information, used to illicit information, about Name of school, sex and years of experience. The second part of the instrument was a twenty items questions based on the study independent variables. While the third section deals on teacher's job performance questionnaire. Section two and three was rated on four (4) point rating scale of strongly agreed (SA), agree (A), strongly disagreed (SD), disagreed (D) for positive and the reverse was the case on the negative items respectively. To ensure the validity of the items in the instrument, they were subjected to face validity by the research experts in measurement and evaluation for scrutiny. The experts made necessary corrections and the instrument was judge to measures what intended to measure. The data collected were analyzed

using independent t-test to test the research hypotheses at 0.05 levels of significance.

Results and Findings

Research Question 1

To what extent does in-service training relates to teachers' job performance in secondary schools in Cross River State?

Table 1: Mean ratings and standard deviations of the relationship between in-service training on teachers' job performance (100)

Item	Description	SA	A	D	SD	X	SD	Decision
1	In-service training has great relationship on teachers job	10	56	20	14	3.60	.74	Accepted
2	performance In-service training enables occupation growth and competence of teachers.	50	20	20	10	3.70	.80	Accepted
3	In-service training improve professional performance of teachers.	58	22	18	2	3.70	.70	Accepted
4	Teachers use threat and intimidation on students	54	46	-	-	3.76	.73	Accepted
5	Teachers punish students without fair hearing.	20	50	10	20	3.60	.76	Accepted
Cluster mean						3.66	.75	Accepted

Table 1 above shows the mean rating of influence of in-service training on teachers' job performance. The data indicate that items 1-5 have mean ratings of 3.60, 3.70, 3.70, 3.76, and 3.60, and the corresponding standard deviation of 0.74, 0.80, 0.70, 0.73, and 0.76. Even the cluster mean of 3.66 was also

above the cut-off point. Based on the cut-off point of 2.50, it indicates that the respondents have accepted all the items.

Research Question 2

How do workshops programme relates to teachers' job performance in secondary schools in Cross River State?

Table 2: Mean ratings and standard deviations of relationship between workshop programmes and teachers job performance (100)

Item	Description	SA	A	D	SD	X	SD	Decision
6	Workshop programmes improve teachers' job performance.	72	40	18	6	3.74	.78	Accepted
7	Regular workshops improve teachers' job performance	10	30	40	20	3.52	.97	Accepted
8	Workshop enables teachers to share ideas.	52	38	6	4	3.74	.65	Accepted
9	Workshop enable new teachers to learn practical ethics of the teaching profession.	36	54	20	10	3.84	.67	Accepted
10	Workshop experiences can motivate teachers to perform efficiently during lesson delivery.	24	48	20	8	3.74	.68	Accepted
Cluster mean						3.72	.71	Accepted

Table 3 above shows the mean rating of relationship between workshop programmes and job performance. The data indicate that items 11-15 has the mean ratings of 3.74, 3.52, 3.84, 3.74, and 3.72, and the corresponding standard deviation of 0.78, 0.97, 0.65, 0.67, and 0.68. Even the cluster mean of 3.72 was also above the cut-off point. Based on the cut-off

point of 2.50, it indicates that the respondents have accepted all the items which imply that there is a significant relationship between workshop programmes and teachers job performance.

Hypotheses

Hypothesis 1

There is no significant relationship between in-service training and teachers' job performance.

Table 3: Summary of Independent t-test analysis of the relationship between in-service training and teachers' job performance (N=100)

Variables	Items	X	SD	t-cal	t-tab
In-service training	5	14.68	2.22	6.83	1.94
Teacher job performance	5	12.50	2.90		

* Significant at 0.05 level, df = 98.

From the table, the calculated t-value of 6.83 was found to be greater than the critical value of 1.94 at 0.05 levels of significance with 98 degrees of freedom. It was based on the above that the null hypotheses which state that there is no significant relationship between in-service training and teachers' job performance in secondary schools was rejected. This implies that in-service training have positive significant relationship with teacher's job performance in UBE schools in Obudu Local Government Area of Cross River State.

Hypotheses 2

There is no significant relationship between workshops programmes on teachers' job performance.

Table 4: Summary of Independent t-test analysis of the relationship between workshop programme and teachers' job performance (N=100)

Variables	Items	X	SD	t-cal	t-tab
Workshop programme	5	14.21	2.19	5.36	
Teacher job performance	5	12.50	2.90	1.94	

* Significant at 0.05 level, df = 98.

From the above table, the calculated t-value of 5.36 was found to be greater than the critical value of 1.94 at 0.05 levels of significance with 98 degrees of freedom. It was based on the above that the null hypotheses which state that there is no significant relationship between workshops programmes on teachers' job performance was rejected. This implies that workshop programme have positive significant relationship with teachers job performance in UBE schools in Obudu Local Government Area of Cross River State.

Discussion of findings

The result of the analysis of research hypothesis one revealed that the calculated t-test value of 6.83 was found to be greater than the critical t-value of 1.94 checked at 0.5 level of significance with 98 degrees of freedom. It was based on the computation that the null hypothesis which state that there is no significant relationship between in-service training and teachers' job performance was rejected. This finding is in agreement with Mshila (2014) whose study revealed that in-service training has several positive effects on the performance of secondary teachers 1n Kiambu District and by extension other parts of Kenya. These include: self-development of the teachers, gaining of new skills that enables them perform their tasks better and adequate and timely completion of syllabuses. All these effects have a direct input towards better performance of teachers.

Therefore in-service training is a very important undertaking in improving the performance of secondary teachers. Despite the limitations the objectives of the study were met.

The result of the analysis of research hypothesis two revealed that the calculated t-test value of 5.36 was found to be greater than the critical t-value of 1.94 checked at 0.5 levels of significance with 98 degree of freedom. It was based on the computation that the null hypothesis which states that there is no significant relationship between workshop programmes and teachers' job performance was rejected. This finding is in agreement with *KatambaAbubakar Saka, Ibrahim Haruna, (2013)* revealed that formal education does not enhance job performance of staff, hence Seminars/conferences and workshop attendance as the staff development programmes collectively increases the job performance of teachers in the school system.

Conclusion

The study seeks to determine implementation of UBE Scheme through staff development programme in Obudu Local Government Area of Cross River State. Based on the statistical analysis and the result obtained, the study concluded that staff development programme variables such as in-service training and workshops significantly relates to teachers' job performance in Obudu Local Government of Cross River State.

Recommendations

Based on the conclusion of this study, the following recommendations were made;

1. It was stated that no education can rise above the quality of its teacher; it is therefore recommended that government and other related authority should regularly organize in-service training for teachers to up-date their knowledge towards better performance.
2. It was recommended that government should allocate adequate funds for regular conducts of staff development

programmes through workshops and seminars for secondary schools teachers.

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**Principals' Managerial Skills and Implementation of Secondary
Education Policy in Abuja Municipal Area Council Federal
Capital Territory (FCT) Nigeria**

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Abstract

This study examined principals' managerial skills and the implementation of secondary education policy in Abuja Municipal Area Council, Nigeria. Three research questions and one hypothesis guided the study. The study adopted the descriptive survey research design with a sample of 12 public senior secondary schools in Abuja Municipal Area Council. A total of 12 principals, 24 vice principals and 240 teachers were randomly selected from the sampled schools. Two research instruments (questionnaires) were used for data collection. "Principals' Managerial Skills Questionnaire (PMSQ)" and "Challenges and Implementation of Secondary Education Policy Questionnaire (CISEPQ)". The two instruments had reliability coefficients of 0.80 and 0.81 respectively, using the Cronbach alpha statistical tool. Data were analyzed using mean and standard deviation to answer the research questions while Pearson product-moment correlation coefficient was used to test

the hypothesis at 0.05 level of significance. The study showed that there was a significant relationship between principals' managerial skills and the implementation of secondary education policy in Abuja Municipal Area Council. This led to the conclusion that principals' managerial skills influence the implementation of secondary education policy in Abuja Municipal Area Council. It was therefore recommended that principals should consciously adopt the best managerial skills to enhance the implementation of the secondary education policy in Abuja Municipal Area Council.

Keywords: principals' managerial skills, implementation, secondary education policy, Abuja Municipal Area Council.

Introduction

Education is a powerful instrument of social change, that creates upward movements in the social structure of any country. It is an indispensable instrument for nation building. According to Federal Republic of Nigeria (2013), the aim and objectives of the national policy on education for all levels is to inculcate national consciousness and national unity; impact the right types of values for the survival of the individual and the society.

In Nigeria, state governments own a large proportion of secondary schools, to that effect, a large proportion of the administration and planning of secondary education falls within the purview of the Ministries of Education and their proprietors. The ministries of education therefore have the responsibilities of ensuring compliance to prescribed minimum standards stated in education laws. Secondary school as an organization cannot achieve its goals without the proper and effective administration of its human and material resources, as well as the implementation of the stipulated education policy. Egwu (2016) stated that a principal is a leader who must plan, coordinate and supervise the affairs of a school to ensure that the school runs smoothly. The principal as a school head is expected to use

the resources within his/her control to adopt managerial principles and practices for the realization of school goals. If the national goals and objectives of education must be realized, school managers must ensure best managerial human, material, financial and time resources prudence.

Management at school level involves the organization of all available human and material resources for fostering the desired educational goals and objectives. It is the productive use of available resources in an efficient and effective manner geared towards educational goals realization (Nwune, Nwogbo & Okonkwo, 2016). To govern school most effectively, school principals must possess a high level of managerial skills in management, curriculum, school plants and facilities, supervision, human resources management, budgeting and accountability, students' evaluation among others. What are managerial skills? Managerial skills involve the knowledge and ability of individuals in managerial positions to fulfill some specific managerial tasks such as; technical, communication, motivation, supervisory and so on (Sutevski, 2021). Principals need skills that will enable them manage human and material resources to ensure effective and efficient implementation of secondary education policy which is an essential aspect of managerial roles.

For instance, in Abuja Municipal Area Council, while pressures on education systems grow to deliver high-quality education and the number of reforms increase, it appears that policy makers do not necessarily grant much attention to their implementation. Education policy implementation is a complex, evolving process that involves many stakeholders and can result in failure if not well targeted. It is therefore crucial to understand it, clarify its determinants and explore ways in which it can be more transparent and effective (Viennet & Pont, 2017). According to Waheed, Gilani and Saleem (2015), education policy is defined as an explicit or implicit single decision or group of decisions which may set out directives for guiding

future decisions, initiate or retard action, or guide implementation of previous decisions.

There is indeed a difference between passing a policy bill and implementing it as daily practices for principals (school managers), teachers, students and local communities. Education policy implementation may be left for principals to figure out and to effectively leaving the reform process half-way through (Hess, 2013). Observing that policies often do not get implemented as planned, or not with the desired outcomes, hence, governments, experts and international organizations have come to acknowledge the need to focus more on implementation processes (Gurría, 2015). Education policy implementation refers to different realities for different people: principals, teachers and students may consider policy implementation as the changes they bring to their everyday practices of managing schools, teaching, and learning. For national policy makers, implementation may refer to what needs to be executed to bring their new policy down to states and schools.

In Abuja Municipal Area Council, policy makers see secondary education policy implementation as a technical stage of the policy process in which the decision they have taken gets executed by the principals throughout the system. Although they observe implementation failures, their solution is often to instigate more rational public management practices by principals and monitor the implementation processes more closely. Secondary education policy implementation is actually quite a complex process. However, according to Mason (2016), thorough implementation of new education policy is actually possible in spite of this complexity.

According to Viennet and Pont (2017), four dimensions are crucial to take into account when approaching education policy implementation. They include, policy design, stakeholders' engagement, institutional policy in societal context and the implementation strategy. These policy indicators refer to the implementation strategy as the operational plan that guides

the effective implementation of education policy. This implies that, principals need managerial skills that could enhance the implementation of secondary education policy in Abuja Municipal Area Council. Therefore, this study examined principals' managerial skills and the implementation of secondary education policy in Abuja Municipal Area Council.

Statement of the Problem

There are many problems associated with implementation of secondary education policy in Nigeria. These ranges from inadequate infrastructural facilities, shortage of qualified teachers, poor leadership and management, insecurity challenges, political instability to frequent changes in education policy, inadequate infrastructural facilities improper policy formulation and lack of or inadequate supervision. However, according to Nzeako (2016), there are problems militating against secondary education policy in Abuja Municipal Area Council, which are but not limited to lack of funds, shortage and unavailability of resources, change in government, employment of unqualified teachers among others. If the aforementioned challenges are not solved, the goals of secondary education will not be achieved. Against this backdrop, the study aimed at analyzing principals' managerial skills and the implementation of secondary education policy in Abuja Municipal Area Council.

Purpose of the Study

The purpose of the study was to examined the principals' managerial skills and the implementation of secondary education policy in Abuja Municipal Area Council. Specifically, the objectives achieved were to:

3. determine the level of principals' managerial skill in the implementation of secondary education policy in Abuja Municipal Area Council.
4. find out the level of secondary education policy implementation in Abuja Municipal Area Council.

5. examine the challenges faced by principals in the implementation of secondary education policy in Abuja Municipal Area Council.
6. ascertain if there is any significant relationship between principals' managerial skills and the implementation of secondary education policy in Abuja Municipal Area Council.

Research Questions

The following research questions guided the study:

1. What is the level of principals' managerial skills in the implementation of secondary education policy in Abuja Municipal Area Council?
2. What is the level of secondary education policy implementation in Abuja Municipal Area Council?
3. To what extent do the challenges faced by principals in secondary schools affect the implementation of secondary education policy in Abuja Municipal Area Council?

Hypothesis

H₀₁: There is no significant relationship between principals' managerial skills and the implementation of secondary education policy in Abuja Municipal Area Council.

Methodology

This study adopted the descriptive survey research design with a population that consisted of 21 public senior secondary schools in Abuja Municipal Area Council. In Abuja Municipal Area Council, there are 21 principals, 42 vice and 1,801 teachers in public senior secondary schools (FCT Education Secretariat, 2022). The sample for the study was made up of 12 public senior secondary schools which is 57% of the study population selected through the simple random sampling technique. The simple random sampling technique was also used to select 20 teachers from each sampled school, to give a total of 240

teachers. However, homogeneous purposive sampling was used to select one principal, one vice principal administrator and one vice principal academic from each sampled school to give a total of 36 principals.

The instrument used for the study are two questionnaires titled "Principals' Managerial Skills Questionnaire (PMSQ)", and "Challenges and Implementation of Secondary Education Policy Questionnaire (CISEPQ)". The PMSQ comprised of one section (A), which was administered to teachers. The CISEPQ comprised of two sections (A and B) administered to principals, vice principals' administrators and vice principals' academics. In PMSQ, section A covered items 1 to 15 that were used to measure principals' managerial skills. However, in CISEPQ, section A covered items 1-15, which were used to measure the level of secondary education policy implementation while section B covered items 16-25, which were used to measure the challenges faced by principals in the implementation of secondary education policy.

The respondents were required to answer the items on the following 4-point rating scale: Very Effective/Strongly Agree/High Level is 4 points, Effective/Agree/Moderate Level is 3 points, Fairly Effective/Disagree/Low Level is 2 points and Ineffective/Strongly Disagree/Very Low Level is 1 point. The respondents were required to tick (✓) against the rating that reflects their opinion about principals' managerial skills and the implementation of secondary education policy in AMAC. The reliability coefficient of PMSQ and CISEPQ were 0.80 and 0.81 respectively, using Cronbach's alpha internal consistency measurement. Since the reliability coefficients of 0.80 to 0.90 signifies high reliability (Tavakol & Dennick, 2011), the questionnaires were satisfactory and acceptable for the study.

The mean and standard deviation (Sd.) were used to answer the research questions while Pearson product-moment correlation coefficient (r) was used to test the hypothesis at $p < 0.05$ level of significance. The decision rule for the

interpretation of the results of the data analysis was mean score of 2.50.

Results

Research Question 1

What is the level of principals' managerial skills in the implementation of secondary education policy in Abuja Municipal Area Council?

Table 1: Analysis of the level of Principals' Managerial Skills in the Implementation of Secondary Education Policy in Abuja Municipal Area Council

S/N	Items	VE	E	FE	IE	Mean
1.	Organizational skill	111	99	12	18	3.26
2.	Technical skill	120	89	14	17	3.30
3.	Motivational skill	104	109	16	11	3.28
4.	Supervisory skill	113	100	15	12	3.31
5.	Counselling skill	108	101	17	14	3.26
6.	Communication skill	113	104	13	10	3.33
7.	Problem solving skill	115	98	16	11	3.23
8.	Analytical skill	111	100	15	14	3.28
9.	Interpersonal relationship skill	109	102	13	16	3.27
10.	Delegation skill	107	101	15	17	3.24
11.	Capacity building skill	108	106	14	12	3.29
12.	Creativity skill	109	99	17	15	3.26
13.	Decision-making skill	99	120	11	10	3.28
14.	Planning skill	102	108	16	14	3.24
15.	Innovative skill	106	101	14	19	3.23
Overall Mean						3.27

Table 1 shows the analysis of the level of principals' managerial skills in the implementation of secondary education policy in Abuja Municipal Area Council. Thus, the overall mean

score of 3.27 is higher than 2.50 cut off point, which means that the study revealed that, the level of principals' managerial skills in the implementation of secondary education policy in Abuja Municipal Area Council was effective.

Research Question 2

What is the level of secondary education policy implementation in Abuja Municipal Area Council?

Table 2: Analysis of the Level of Secondary Education Policy Implementation in Abuja Municipal Area Council

S/N	Items	HL	ML	LL	VLL	Mean
1.	Curriculum	15	12	05	04	3.06
2.	Staff training and professional development	18	09	05	04	3.14
3.	Internal supervision	15	12	04	05	3.03
4.	External supervision	16	10	04	06	3.00
5.	School plants and facilities	12	15	05	04	2.97
6.	School health programme	16	11	06	03	3.11
7.	Community participation	17	10	05	04	3.11
8.	Extra/Co-curricular activities	15	09	04	08	2.86
9.	School budget and accountability	16	12	05	03	3.14
10.	School management	11	14	06	05	2.86
11.	Information communication technology	15	11	04	06	2.97
12.	Students' enrollment and management	14	12	06	04	3.00
13.	Staff management	12	15	03	06	2.92
14.	Teachers' evaluation	17	10	04	05	3.08
15.	Students' assessment	14	12	04	06	2.94
Overall Mean						3.01

Table 2 shows the analysis of the level of secondary education policy implementation in Abuja Municipal Area Council. Thus, the overall mean score of 3.01 is higher than 2.50 cut off point, which means that, the study revealed that the

level of secondary education policy implementation in Abuja Municipal Area Council was moderate.

Research Question 3

To what extent do the challenges faced by principals in secondary schools affect the implementation of secondary education policy in Abuja Municipal Area Council?

Table 3: Analysis of the Challenges Faced by Principals in the Implementation of Secondary Education Policy in Abuja Municipal Area Council

S/N	Items	SA	A	D	SD	Mean
16.	Inadequate funding	16	13	04	03	3.17
17.	Inadequate infrastructural facilities	17	10	04	05	3.08
18.	Shortage of qualified teachers	15	14	03	04	3.11
19.	Poor leadership and management	17	12	04	03	3.19
	Insecurity challenges	14	15	03	04	3.08
20.	Political instability	16	12	05	03	3.14
21.	Frequent changes in education policy	16	11	04	05	3.06
22.	Improper policy formulation	15	12	04	05	3.03
23.	Lack of or inadequate supervision	16	12	05	03	3.14
24.	Insufficient commitment to work	13	14	05	04	3.00
Overall mean						3.10

Table 3 shows the analysis of the challenges faced by principals in the implementation of secondary education policy in Abuja Municipal Area Council. Thus, the overall mean score of 3.10 is higher than 2.50 cut off point, which means that most of the respondents agreed to the challenges faced by principals in the implementation of secondary education policy in Abuja Municipal Area Council as revealed in the study.

Hypothesis 1

There is no significant relationship between principals' managerial skills and the implementation of secondary education policy in Abuja Municipal Area Council.

Table 4: Correlation between Principals' Managerial Skills and the Implementation of Secondary Education Policy in Abuja Municipal Area Council

Group	N	Mean	Sd.	r	p-value	Decision
Principals' managerial skills	240	3.27	0.79	0.36	0.00	HO ₁
Implementation of secondary education policy	36	3.00	0.69			Rejected

Table 4 shows the correlation between principals' managerial skills and the implementation of secondary education policy in Abuja Municipal Area Council. The calculated value of Pearson product-moment correlation coefficient (r) was 0.36, which indicated that there is a positive relationship between principals' managerial skills and the implementation of secondary education policy in Abuja Municipal Area Council. Furthermore, the p-value of 0.00 is less than 0.05 significance level, which means that there is a significant relationship between principals' managerial skills and the implementation of secondary education policy in Abuja Municipal Area Council. The null hypothesis was rejected.

Discussion of Findings

From the data analysis, this study revealed that the level of principals' managerial skills in the implementation of secondary education policy in Abuja Municipal Area Council was effective. This finding is in line with the finding of Nkwoh (2011) who mention that, school principals must possess a high level of managerial skills in order to manage schools effectively towards the accomplishment of educational goals. Also, this study showed that, the level of secondary education policy implementation in Abuja Municipal Area Council was moderate. This finding is in support of Okoroma (2006) who stated that,

most educational policies are well focused but the planning is often defective, making implementation difficult.

Furthermore, the study revealed that most of the respondents agreed to the challenges faced by principals in the implementation of secondary education policy in Abuja Municipal Area Council, which aligns with the finding of Nzeako (2016) in the study of the challenges and prospects of educational policies and implementation in Nigerian secondary school system. Lastly, the findings of the study discovered that, there was a significant between relationship principals' managerial skills and the implementation of secondary education policy in Abuja Municipal Area Council. This study is in agreement with the study of Manafa (2020) which explained that effective supervision, organization skill and communicating had significant relationship between principals' managerial skills and administrative effectiveness.

Conclusion

Managerial skills are the knowledge and ability of the principals in a managerial position to fulfill some specific management task and position. Principals need skills that will enable them manage human and material resources to ensure an effective and efficient implementation of secondary education policy as essential aspect of their managerial roles such as organizational skill, technical skills, communication skills, and relationship skills among others. The findings of the study showed that: the level of principals' managerial skills in the implementation of secondary education policy in Abuja Municipal Area Council was effective; the level of secondary education policy implementation in Abuja Municipal Area Council was moderate; and most of the respondents agreed to the challenges faced by principals in the implementation of secondary education policy in Abuja Municipal Area Council. These findings have led the researchers to conclude that there was a significant relationship between principals' managerial skills and the implementation of secondary education policy in Abuja Municipal Area Council.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Principals should consciously adopt the best managerial skills to enhance the implementation of the secondary education policy in senior secondary schools in Abuja Municipal Area Council.
2. The government should promote continuity of the existing education policy in order to end the menace of frequent changes and to ensure full implementation of the secondary education policy in senior secondary schools in Abuja Municipal Area Council.
3. The government should allocate adequate funds for the educational sector to ensure the availability of needed facilities, materials and equipment in senior secondary schools in Abuja Municipal Area Council.
4. The ministry of education should be consistent in supervision programme in order to monitor the level of implementation of the education policy and ensure that it is effectively and efficiently implemented in senior secondary schools in Abuja Municipal Area Council.

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