

**THE RESPONSIBILITY OF THE SCHOOL MANAGEMENT IN
IMPLEMENTING THE NATIONAL POLICY OF EDUCATION FOR SCHOOL
DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN OVIA NORTH EAST
LOCAL GOVERNMENT AREA, EDO STATE.**

**BY
ODIKANWA CHINAZAEPERE ESTHER
EDU2009540**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN,
BENIN CITY, EDO STATE.**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
MANAGEMENT IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF THE BACHELOR OF EDUCATION B.SC (Ed) HONOURS
DEGREE IN EDUCATIONAL MANAGEMENT**

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CERTIFICATION

We the undersigned names hereby certify that this research work was carried out by ODIKANWA CHINAZAEPERE ESTHER with Matriculation Number: EDU2009540 of the Department of Educational Management, Faculty of Education, and University of Benin, Benin City in partial fulfilment of the requirements for the Award of Bachelor Degree (B.Sc. Ed) Honors in Educational Management.

Dr. W. A. Iguodala
(Project Supervisor)
Coordinator)

Date _____

Dr (Miss). N. Obiweluzor
(Project

Date _____

Dr. W. A. Iguodala
Head of Department of Education

DEDICATION

This work is dedicated to God Almighty, my father who has shown me nothing but love and graces from the beginning of this programme to the end

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The Researchers gratitude goes to God Almighty for his profound love, infinite goodness and mercies throughout her journey in the University of Benin. She wishes to express her utmost gratitude to her project supervisor Dr. W. A. Iguodala for his assistance that led to the successful end of this project.

The Researcher's appreciation goes to her families and friends who were her support system both financially and spiritually and whose prayer and advice have been her motivation throughout this journey.

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ABSTRACT

This study investigated the responsibilities of school managers in implementing the national policy on education for school development in public senior secondary schools in Ovia North East Local Government Area, Benin City, Edo State. The study aimed at finding solutions to the challenges faced by school managers in the implementation of the National policy on education in public secondary schools of Ovia North East Local Government Area, Benin City, Edo State. To achieve the purpose of the study, three research questions and a null hypothesis were raised and tested. Adopting the descriptive survey design, data for the study were collected using an instrument which is a Questionnaire. The reliability coefficient of the Questionnaire was 0.76. The random sampling techniques was employed in the selection of 100 teachers who were randomly chosen from 20 public senior secondary schools in Ovia North East Local Government Area, Benin City, Edo State. The collected data were analyzed using the descriptive statistics (mean) and Pearson's product moment correlation formula for testing the hypotheses. It was revealed by the study that the school management experience the issue of finance which result to poor implementation of the national policy on education in public senior secondary schools in Ovia North East Local Government Area, Benin City, Edo State. The study also revealed that management practices are not adequately aligning with the objectives in the national policy on education on Education. It was recommended that government should ensure that effective supervisory function and

inspection are carried out to monitor the activities of schools. It was also recommended that experienced and qualified teachers should be employed and training and development schemes should be carried out on the less qualified teachers available.

CHAPTER ONE

INTRODUCTION

Background of the study

Education is widely acknowledged as a vital instrument for both individual and community growth as well as the cornerstone of national development. Secondary education is essential for bridging the gap between primary and university education in Nigeria. It prepares students not only for academic advancement but also for meaningful engagement in the workforce and society at large. On the other hand, the efficiency with which these policies are carried out and the policies that regulate secondary education have a substantial impact on its effectiveness.

Since 1999, the Nigerian education system has seen numerous changes such as Curriculum reforms, Universal Basic Education (UBE) program, Introduction to computer education, school infrastructural development etc. As a result of these modifications, school administrators must now research, evaluate, and apply teaching-learning outcomes in addition to reporting to the Ministry of Education on their performance. Before 1999, the key responsibilities of school managers were overseeing and managing the school's infrastructure, providing guidance and support to teachers, and cultivating good relationships between the school and the community (Hauwa, 2012). Under the new democratic regime, various responsibilities have grown, the majority of which are quantifiable.

Today, measuring teaching outcomes in schools to meet national goals, retraining staff in information and communications technology (ICT) to meet time-based national objectives, and effectively managing underfunded public schools under the direction of tough political leaders who mostly base their platforms on free education are all entrusted to the school management team, which consists of the principal, deputy principals, and heads of departments.

The Nigeria's National Policy on Education (NPE) is a comprehensive framework that directs the growth and administration of the nation's educational system. The policy delineates the aims, purposes, and approaches for education across all tiers, including primary, secondary, and postsecondary. It also addresses a number of other topics, including the creation of curricula, training programs for teachers, educational administration, and funding for education.

Nigeria's National Policy on Education (NPE) was developed and published to offer a thorough framework for the advancement of education in the nation. It describes the goals, tactics, and requirements needed to guarantee the delivery of high-quality education at all levels, including secondary school. The goal of the strategy is to support students in receiving a well-rounded, balanced education that prepares them for the demands of contemporary society by addressing both academic and practical abilities.

The NPE was updated in 2004 to adapt to changing societal needs and global trends in education. It serves as the blueprint for all educational activities in Nigeria and is a critical tool for achieving national development through education.

Effective school management, which includes principals, administrative personnel, and governing bodies, is essential to the NPE's successful execution. They have to interpret the policy, modify it to fit their particular educational setting, and make sure that every facet of it is operationalized as intended. To ensure that school operations are in line with the national educational goals, this involves allocating resources, providing teachers with training, and conducting ongoing monitoring and assessment. In order to foster an environment where students can flourish academically and psychologically and where instructors can carry out their jobs effectively, effective school management is essential. It is essential to the school's overall growth and achievement.

Effective implementation of the National Policy on Education (NPE) is crucial for aligning educational outcomes with national development goals, outlining standards for quality education, providing equal educational opportunities for all regardless of gender, location, or socioeconomic status, emphasizes the importance of teacher education and continuous professional development, advocates for a curriculum that is relevant to the needs of the country, makes provisions for regular monitoring and evaluation of the education system among others.

Notwithstanding the NPE's explicit mandate, there have been many difficulties in Nigerian secondary schools during the implementation phase. These include lack of infrastructure, poor funding, inadequate teacher preparation, and even a mismatch between policy objectives and school administration capabilities. As a result, in many instances the intended influence on school development, better student outcomes, higher academic performance, and improved school facilities have not been completely achieved.

This study aims to investigate the roles that school administration plays in implementing the NPE in secondary schools in Nigeria, looking at how these roles are carried out and identifying the obstacles that stand in the way of its implementation. The study seeks to better understand these processes in order to offer implementation-related insights that would advance secondary education in Nigeria as a whole.

Statement of the problem

The National Policy on Education (NPE) in Nigeria was formulated with the aim of offering a thorough framework for the advancement of the educational system at all levels, encompassing secondary education. The policy delineates specific goals that are intended to encourage academic excellence, facilitate skill acquisition, and guarantee that education plays a role in the country's development. Nevertheless, in spite of these well-defined objectives and the crucial role that secondary education plays in accomplishing

them, there exists a notable disparity between the creation of the policy and its efficient execution in Nigerian Secondary schools.

Principals, administrative personnel, and governing bodies comprise school administration, which bears a major portion of the responsibility for putting the NPE into practice at the school level. It is the responsibility of these stakeholders to convert national educational goals into workable plans for their schools. This entails the distribution of resources, modification of curricula, preparation of teachers, and ongoing oversight of the application of policies. However, many secondary schools continue to face substantial challenges in realizing the aims of the NPE, especially those located in underprivileged or rural areas.

A number of variables make it difficult for school administration to execute the NPE in an efficient manner. These include inadequate funding, which makes it difficult to provide the facilities and resources that are required; inadequate teacher preparation and professional development; and a mismatch between the policy's needs and the day-to-day operations of schools. The implementation process is further complicated by staff resistance to change and a lack of continuous support from relevant government bodies.

These difficulties make it difficult for many secondary schools to satisfy the NPE criteria, which results in less than ideal educational outcomes. Poor learning conditions, a lack of access to high-quality teaching resources, and little opportunity for skill development are common problems faced by students in these institutions. In addition to

undermining the NPE's objectives, this also hinders Nigeria's education sector's general growth.

Thus, the main goal of this research is to determine the degree to which school administration in Nigerian secondary schools is carrying out its duties in putting the NPE into practice. It seeks to pinpoint the precise obstacles to successful implementation and investigate how these obstacles affect the growth of schools. In doing so, the study will yield insights that can guide the formulation of strategies and the modification of policies to improve the NPE's efficacy in accomplishing its goals.

Research Questions

The following research questions were raised to guide the study.

1. How do school management practices align with the objectives outlined in the NPE for secondary schools?
2. What are the key challenges faced by school management in the implementation of the NPE?
3. What strategies have been employed by school management to overcome obstacles in the implementation of the NPE?
4. How do these challenges affect the overall development and effectiveness of secondary schools in Nigeria?

5. To what extent does effective implementation of the NPE contribute to improvements in student outcomes and school development?

Purpose of the Study

The purpose of this study is to evaluate the duties and responsibilities of school management in the implementation of the National Policy on Education (NPE) and how these responsibilities contribute to the overall development of secondary schools in Nigeria. By shedding light on the crucial role that school administration plays in converting national education policies into concrete results that support school development, this study aims to add to the body of knowledge on educational management and policy implementation. Specifically, the study intends to:

1. Identify and analyze the main duties of school management as outlined by the NPE and how these responsibilities are operationalized in the day-to-day management of secondary schools.
2. Assess the efficacy of school management in putting the National Policy on Education into practice, particularly in areas like curriculum delivery, teacher development, infrastructure management, and student welfare.

3. Evaluate the difficulties school administration has encountered in putting the NPE into practice and the ways in which these difficulties affect the growth of the school.
4. Examine the connection between the NPE's implementation and advancements in the classroom, the physical plant, and the general atmosphere of the school.
5. Provide advice on how school management can enhance the implementation of the NPE to better meet school development goals.

Significance of the Study

This study is important to a number of stakeholders in the Nigerian education system because it could contribute to the improvement of Educational Leadership. This study could offer insightful information about the crucial part school administration plays in carrying out the National Policy on Education (NPE). The study would help to improve leadership practices in schools by emphasizing the unique duties and difficulties faced by school leaders. Educational leaders could make necessary adjustments to their policy implementation strategies based on the findings to better align them with the objectives of school growth.

This report is essential to advancing reforms in Nigeria's educational system. By concentrating on the duties that school administration has while putting the NPE into practice, it not only draws attention to areas that require development but also makes

realistic suggestions that may result in improved academic results. This study is significant because it has the potential to positively impact policy frameworks at the federal, state, and local levels.

The research offers an in-depth analysis of how the NPE is being implemented at the secondary school level. The findings would be instrumental for policymakers in understanding the gaps between policy formulation and actual practice. This can lead to more informed decisions when revising the NPE or creating supplementary policies that better support school management in fulfilling their responsibilities.

Through an analysis of how well school administration performs in areas like curriculum implementation and teacher development, the study emphasizes the necessity of ongoing professional development. The outcomes can direct the establishment of focused training initiatives that improve staff and teacher competency in providing high-quality instruction, eventually advancing school growth.

Improved student learning outcomes may result from an awareness of the connection between school development and the NPE's implementation. Students should gain from improved resources, more efficient teaching strategies, and a more favorable learning environment as long as school administration does a better job of fulfilling its duties. Higher academic achievement and general student well-being are benefited by this.

Scholars and practitioners could expand on this work to investigate other facets of school management and policy implementation, thereby improving the education sector.

The conclusions and insights from this study could be used as a foundation for future research.

Scope and Delimitation of the Study

The scope of this study focuses on the evaluation of the responsibilities of school management in implementing the National Policy on Education (NPE) for public secondary school development specifically within public secondary schools in Ovia North East Local Government Area, Benin City, Edo State.

The study specifically aim at examining the strategies employed by school management in implementing the national policy on education in public secondary school.

The study investigated how the school management strategies enhances the development of public secondary schools, the challenges encountered in the implementation of the national policy on education, and the possible solutions to these challenges. The study was delimited to public secondary schools in Ovia North East Local Government Area, Edo state.

Operational Definition of Terms

School management: School management refers to the process of planning, organizing, directing, and controlling the resources, activities, and personnel within a school to achieve its educational objectives effectively.

The National Policy on Education (NPE): The National Policy on Education (NPE) In Nigeria is a comprehensive framework designed to guide the development and management of the education sector in the country.

School development: School development refers to the process of improving various aspects of a school to enhance its overall effectiveness, quality of education, and ability to meet the needs of students, staff and the community,

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is a review of related literature on the issues being investigated under the following sub-heading:

- Theoretical framework
- Concept of National policy on Education
- Concept of School management
- Concept of school development
- Roles of School Management in Implementing National Policies on Education
- Policy implementation
- Problems of Policy Implementation
- Challenges of Policy Implementation in the Management of Secondary Education
- Solutions to the Problem faced in the implementation of policies in Secondary schools

Theoretical framework:

The theoretical framework of this study was built on the Transformational Leadership theory. The concept of transformational leadership was initially introduced by James V. Downton, the first to coin the term "transformational leadership", a concept further developed by leadership expert and presidential biographer James MacGregor Burns. According to Burns, transformational leadership can be seen when "leaders and followers

make each other advance to a higher level of morality and motivation. Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions, and motivations to work towards common goals. Burns also described transformational leaders as those who can move followers up on Maslow's hierarchy, but also move them to go beyond their own interests. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals.

Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional leadership were mutually exclusive styles. Later, business researcher Bernard M. Bass expanded upon Burns' original ideas to develop what is today referred to as Bass' Transformational Leadership Theory. According to Bass, transformational leadership can be defined based on the impact that it has on followers. Transformational leaders, Bass suggested, garner trust, respect, and admiration from their followers. Democracy was central to Burns' conception of transformational leadership: voters selected their leaders and voted them out if they failed to deliver on their visions. However, this was overlooked by Bass and others who introduced the theory to the business domain.

Transformational leadership is a theory of leadership where a leader works with teams or followers beyond their immediate self-interests to identify needed change, creating a vision to guide the change through influence, inspiration, and executing the change in tandem with committed members of a group; This change in self-interests elevates the follower's levels of maturity and ideals, as well as their concerns for the achievement. It is an integral part of the Full Range Leadership Model. Transformational leadership is when leader behaviors influence followers and inspire them to perform beyond their perceived capabilities. Transformational leadership inspires people to achieve unexpected or remarkable results. It gives workers autonomy over specific jobs, as well as the authority to make decisions once they have been trained. This induces a positive change in the followers attitudes and the organization as a whole.

Transformational leaders typically perform four distinct behaviors, also known as the four I's. These behaviors are inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration.

Inspiration motivation

Inspirational motivation is when the leader inspires their followers to achieve. This leader sets high and reasonable goals for their followers and their organization. They inspire commitment and they create a shared vision for their organization. Leaders that utilize inspirational motivation motivate followers extrinsically and intrinsically, and they are

able to articulate their expectations clearly. Inspirational motivation is closely tied to productivity. Productivity leads directly to having a source of worth, and could be considered both inspirational and visionary, leading to a positive emotional impact on that leader's followers.

Idealized influence

Idealized influence is when the leader acts as a strong role model for their organization and leads by example. These types of leaders consider the needs of their followers and prioritize their needs. They typically have loads of commitment and are very ethical. Followers of these leaders typically try to emulate their leader as they tend to identify with them easily. When subordinates try to emulate their leader, emotional attachments tend to form. Although controversial, Adolf Hitler would be an example of a leader that had profound emotional impact on his subordinates.

Intellectual stimulation

Intellectual stimulation is when the leader encourages their followers to think for themselves. These leaders are creative, innovative, and are very open to new ideas. They tend to be tolerant of their followers' mistakes, and even encourage them as they believe they promote growth and improvement within the organization. These leaders create learning opportunities for their followers and abandon obsolete practices.

Individualized consideration

Individualized consideration is when the leader establishes a strong relationship with their followers. These leaders act as a caring supportive resource for their followers and their organization. They mentor their followers and allocate their time to developing their followers potential. One of the ways in which leaders can develop their followers is by delegating specific tasks that will foster an individual's development.

Overall, the transformational leadership theory is highly related to the study, as it provides a framework for understanding the need for teamwork and it also influences the overall effectiveness through proper management of resources to achieving educational goals.

Concept of National policy on Education

A national policy on education (NPE) is a collection of goals, standards, structures, tactics, and administration that a government uses to accomplish its educational objectives. It serves as a framework that guides the development and management of educational systems in Nigeria. It articulates the vision, goals, and principles for education, focusing on accessibility, quality, equity, and relevance. The policy aims to ensure that education contributes to national development, fosters social cohesion, and prepares citizens for active participation in a democratic society.

The NPE offers an educational framework that is pertinent to both societal and individual requirements.

The National Policy on Education otherwise referred to as the 6-3-3-4 approach was operationally introduced into Nigeria's education system for the first time in 1982 (Nwagwu, 1982). The basic rationale for the policy was the observed irrelevant nature of Nigeria's existing system of education. Traditionally, in Nigeria the argument has been that the education inherited from Britain was exotic, bookish and consequently insensitive to Nigeria's immediate social and community life. The curriculum at all levels of the education system was more in tune with European environment than to the African setting.

The content of subjects like Geography emphasized the studying of capes, bays, fjords and several other foreign features not experienced in the Nigerian or African landscape. History programme of study was stuffed with stories and analysis of European wars, reigns of monarchs and national treaties that had very little meaning and bearing to African mind.

The five main national goals of Nigeria as stated in the Constitution of the Federal Republic of Nigeria are the building of:

- a. A free and democratic society;
- b. A just and egalitarian society;
- c. United, strong and self-reliant nation;

- d. A great and dynamic economy; and
- e. A land full of bright opportunities for all citizens.

The main aims and objectives of Nigeria's education policy arising from the 1977, 1981 and 2004 editions are as follows:

1. The inculcation of national consciousness and national unity
2. The inculcation of the right type of values and attitudes for the survival of the individuals and the Nigeria society
3. The training of the mind in the understanding of the world around; and
4. The acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of the society.

The objectives of secondary school education are also clearly identified in the policy.

Concept of school management

School management involves leading a school towards development through optimal use of human, physical, and conceptual resources to achieve school objectives. It requires proper coordination among these elements. Good school management is characterized by being objective-based, focused on education quality, utilizing resources efficiently, and continuously improving the institution. The scope of educational management is broad, encompassing activities at various levels from schools to universities, and anything done to enhance education quality at any stage.

Scope of Management of School

The scope of school management covers a wide range of activities and responsibilities aimed at making sure the school runs smoothly and is successful. Important areas include:

- a. **Administrative Management:** Overseeing daily operations, such as scheduling, record-keeping, and following rules and regulations.
- b. **Financial Management:** Budgeting, accounting, and managing money to ensure the school operates within its financial limits and uses resources wisely.
- c. **Human Resource Management:** Recruiting, training, and supervising teachers and staff, as well as handling performance evaluations and professional development.
- d. **Academic Management:** Planning and implementing curriculum, setting academic standards, and monitoring student progress and achievement.
- e. **Facility Management:** maintaining school buildings, grounds, and equipment to provide a safe and conducive learning environment.
- f. **Student Management:** Addressing student needs, including discipline, counselling, extracurricular activities, and overall welfare.
- g. **Community Relations:** Building and maintaining relationships with parents, local businesses, and the wider community to garner support and involvement.
- h. **Policy Development and Implementation:** Creating and enforcing policies that govern school operations, behavior standards, and academic integrity.

- i. **Technology Integration:** Incorporating technology into teaching, learning, and administrative processes to enhance efficiency and educational outcomes.
- j. **Quality Assurance:** Continuously evaluating and improving school practices to meet educational standards and expectations.

School development

School development involves a strategy to improve classroom instruction and the school environment as a whole, as well as to reinforce the general operation of schools. Schools in the province engage in a regular school-level planning process designed to guide and focus a school towards the achievement of its ultimate goal - to enhance student learning.

Any school who strives to develop their school and students must have a development plan. The School Development Plan (SDP) is a strategic plan for improvement. It should bring together, in a clear and simple way, the school priorities, the main measures it will take to raise standards, the resources dedicated to these, and the key outcomes and targets it intends to achieve.

The School Development Plan is not a fixed document rather it is one that is flexible and adapts based on the needs of the school. The SDP is reviewed by senior leaders on a regular basis and updates are provide to staff to ensure that we are all aware of any outstanding actions.

Roles of School Management in Implementing National Policies on Education

Role refers to one's function, or to what a person is appointed to do, or expected to do. This definition agrees with the one given by Oxford Advanced Learners Dictionary (2003) which defines role as the function or position that somebody has or is expected to have in an organization, in society or relationship.

The dynamism in Nigerian education system require school managers to constantly adopt new roles in implementing government policies on education. Overtime, the roles of the School Management Team (SMT) were centered around instructional leadership, improvement of teachers' capacity and students' academic performance (Olibie, 2010: 85-90).

However, due to changes in school system, these basic roles have expanded to include:

1. The management of the academic and administrative affairs of the school. The SMTs are expected to effectively manage the school by planning ahead and ensure that there are enough teachers to be assigned for classes, has a hold of the school time tabling of activities, procure teaching materials, and retrain the teachers for the task ahead;
2. The SMTs are expected to monitor the performance of staff and learners of the school using the National Policy on Education as guideline. Staff are expected to contribute to the evaluation of individual in-service activities and of the overall staff development plan;

3. School Management Teams are to maintain the assets and other infrastructures of the school;
4. The school SMTs are not to task the learners for money but externally source for funds from the community and alumni body to improve school facilities.
5. School Management Teams are expected to provide continuous training and development of the teachers and non-academic staff particularly on ICT usage;
6. SMTs are expected to comply with the conditions of service for teachers and non-academic staff set by the Ministry of Education. School Management Teams are to ensure that only qualified teachers are assigned to teach in the classrooms;
7. School Management Teams are expected to strictly implement the curriculum in line with guidelines of the Ministry of Education purposely to meet specific national goals.

Policy Implementation

Policy implementation is the execution of plans made based on the plans made by all stakeholders to achieve the organizational goals be it educational or non-educational organizations. This is in line with Ogunode and Ahaotu (2020) who stated that

Implementation is the systematic way of executing programme, policies, and projects. Ogbonnanya as stated by Ogunode and Ada (2020) defines policy implementation is said to be carrying out of the policy formulated in concrete terms.

Policy implementation is the second stage in the policy-making process. That is after plans are made, the next is to go about how to implement, execute or carry out action to achieve the goals of the plans. In implementing secondary educational plans, attention should be given to how the plans were made (plans should execute step by step according to the plan), and financial and other resources should not be diverted to other means.

Problems of Policy Implementation

Problems of policy implementation are those factors that hinder the successful execution of laid down policies. Just like Weaver as stated by Constance (2016) posits that problems that arise in the implementation process make it less likely that policy objectives are achieved in many government programs including education.

Implementation problems may also damage the morale and external reputations of the agencies in charge of implementation. Although many implementation problems occur repeatedly across programs and can be predicted in advance.

The numerous issues that confront the educational sector in Nigeria are either left unattended or neglected and most often transferred to another administration compound inadvertently the whole system of education in Nigeria. Citing some of the issues,

Oluwatobi (2006), noted that indiscipline seemingly is one of the problems militating against the implementation of educational policies in the secondary school education system.

The crisis in Nigeria's educational system has led to an academic economy in search of greener pastures. Other problems as stated by Nzeako (2016) include;

- a. Lack of funding Shortage and availability of resources
- b. Non-payment of teachers' salaries and poor service condition
- c. Change in government
- d. Corruption
- e. Inadequate personnel as head of the ministry
- f. Ethnicity
- g. Employment of incompetent teachers.

Also, Adesina (2012) noted that planned implementation is constrained by the following factors;

- a. Overestimation of resources
- b. Under - implementation of cost of implementing a plan
- c. Overreliance upon external assistance and,
- d. Inaccurate statistical data

Challenges of Policy Implementation in the Management of Secondary Education

Because of all the problems listed above, the following are the problems of policy implementation in secondary schools;

1. Inadequate finance to implement the policy
2. Misappropriation of the little finance available
3. Lack of trained personnel to carry out plans for the policy
4. Policy implemented are not evaluated to check the success or the failure of the policy
5. Plans made for the implementation of educational policies in secondary schools are sometimes not followed.
6. Non-involvement of the stakeholders in the policy formulation process
7. Lack of proper strategy or methods for implementation

Solutions to the Problem faced in the implementation of policies in Secondary schools

1. Adequate finance should be made available for the implementation of educational policies
2. The finance made available, no matter how little it is should be used for what it is meant for in the policy implementation and not for personal uses.

3. Trained personnel should be provided and the old staff should be retrained from time to time so they can be updated about the whole policy-making process
4. Implemented policies should be evaluated thoroughly so management can know whether to improve, modify or stop the policy to make a new one that will suit the current educational situation
5. Activities in the policies should be executed as planned to get the desired result
Stakeholders like the teachers, should be involved in the policy making and implementation process
6. Laid-down rules should be stated on how to implement the strategies

Summary

The reviewed literature critically examined the concept of national policy on education. From the reviewed literature, National policy on education (NPE) is a collection of goals, standards, structures, tactics, and administration that a government uses to accomplish its educational objectives. It articulates the vision, goals, and principles for education, focusing on accessibility, quality, equity, and relevance.

This was followed by the discussion of the concept of school management and school development. From the reviewed literature, school management involves leading a school towards development through optimal use of human, physical, and conceptual resources to achieve school objectives with its scope covering a wide range of activities and

responsibilities aimed at making sure the school runs smoothly and is successful. School development involves a strategy to improve classroom instruction and the school environment as a whole, as well as to reinforce the general operation of schools.

The reviewed literature also examined the roles of school management in implementing national policies on education which includes the management of the academic and administrative affairs of the school, monitoring the performance of staff and learners of the school using the National Policy on Education as guideline, maintaining the assets and other infrastructures of the school, source for funds from the community and alumni body improve school facilities, provide continuous training and development of the teachers and non-academic staff particularly on ICT usage among others.

The reviewed literature examined Policy implementation. Policy implementation is the execution of plans made based on the plans made by all stakeholders to achieve the organizational goals be it educational or non-educational organizations.

The reviewed literature also examined the challenges faced in Policy Implementation in the Management of Secondary Education. They include; inadequate finance to implement the policy, misappropriation of the little finance available, lack of trained personnel to carry out plans for the policy, policy implemented are not evaluated to check the success or the failure of the policy, plans made for the implementation of educational policies in secondary schools are sometimes not followed.

Finally the reviewed literature examined solutions to the problem faced in the implementation of policies in secondary schools. The solutions includes, adequate finance should be made available for the implementation of educational policies, efficient use of finance available and not for personal use, trained personnel should be provided and the old staff should be retrained from time to time so they can be updated about the whole policy-making process.

CHAPTER 3

METHODOLOGY

This chapter is an outlined explanation on information about the research methodology adopted for the study. It was organized under the following subheadings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design adopted for this study is the descriptive survey research design. The descriptive survey is a design that is used to collect and analyze data from a sample population to describe characteristics, attitudes, or behaviors. This design is considered appropriate for this study as it aids in the collection of data to investigate on the responsibilities of school management in implementing the national policy on education for school development in Ovia North East Local Government Area of Edo state.

Population of the study

The population of the study was made up of all the 201 teachers in the 20 public senior secondary schools in Ovia North East Local Government Area of Edo state.

Sample and sampling Technique

The study's sample consisted of 100 teachers who were randomly chosen from 20 public senior secondary schools in Ovia North East Local Government Area. Five (5) teachers each were drawn from the 20 public secondary schools in the local government with the simple random sampling technique making a total sample size of 100 respondents.

Research Instrument

The instrument used for the data collection was a structured questionnaire titled "Implementation of the national policy on education by school management for the development of schools questionnaire (INPESMDSQ)". The questionnaire had two section, A and B. Section A is focused on the demographic data of the respondents and Section B included information related to the issues addressed by this research. The questionnaire consisted of 4-point Likert scale response of Strongly agree (SA), Agreed (A), Disagree (D), Strongly Disagree (SD) with the scoring of 4, 3, 2 and 1 respectively.

Validity of the Instrument

The questionnaire designed by the researcher was presented to the project supervisor to go through and examine it for content validity. The supervisor's feedback and observations were included in the instrument prior to its distribution to the respondents.

Reliability of the Instrument

The reliability of the instrument was determined by using the test re-test method. The questionnaire was administered to a group of 15 respondents which did not constitute part of the study. The instrument given to the students were filled up, data were obtained and analyzed using Pearson's Product Moment Correlation Co-efficient of 0.76 was obtained, indicating that the instrument is reliable for the study.

Method of Data Collection

The questionnaire will be distributed by the researcher to the respondents. Direct retrieval was used by the researcher in collecting the filled questionnaire from the respondents. The researcher was assisted by two trained research assistant. The respondent will be encouraged to fill and return the questionnaire immediately.

Method of Data Analysis

In analyzing the data, the researcher made use of mean score and standard deviation to compute the finding from the research. The research questions for the study were analyzed with the use of mean score and standard deviation.

CHAPTER 4

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter is concerned with presentation of result obtained from analysis of data gathered from the research instrument. The results are presented in tables according to the relevant research questions that guided the study.

Answers to research questions

(100 copies of the questionnaire were sent out but 98 were returned)

Research Question One: How do school management practices align with the objectives outlined in the NPE for public senior secondary schools?

Table 1: Mean analysis on school management practices alignment with objectives of National Policy on Education for public senior secondary schools

S/N	Items	N	Σ	\bar{X}	DECISION
1.	Trade/entrepreneurial subjects are taught well in schools	98	235	2.40	Low
2.	Instructional materials are effectively used in the classroom activities	98	237	2.42	Low
3.	A teacher is usually assigned to manage 40 students only	98	186	1.90	Low
4.	A functioning practical workshop are provided to aid teaching and learning	98	222	2.23	Low
5.	Classroom activities are carried out in a conducive and well ventilated classroom	94	232	2.47	Low
	Grand Mean			2.28	Low

The Criterion mean is 2.50

The analysis of data in Table 1 revealed the responses of the respondents on all items at a grand mean of 2.28 which was below the criterion mean of 2.50. The analysis in Table 1 above implied that school management practices did not adequately align with the objectives in the National Policy on Education for public senior secondary schools in Ovia North East, Local Government Area of Edo State.

Research Question Two: What are the challenges faced by school management in the implementation of the NPE

Table 2: Mean analysis on Challenges faced by school management in implementation of National Policy on Education for public senior secondary schools

S/N	Items	N	\bar{X}	\bar{X}	DECISION
1.	Sufficient and trained teacher are made available	98	239	2.44	Low
2.	Adequate and functioning classroom are provided for teaching and learning	98	243	2.48	Low
3.	Instructional materials and school facilities are adequately provided	98	225	2.30	Low
4.	Brain drain from teachers is never a problem in the school	98	216	2.20	Low
5.	Proper managerial skills and expertise are well exhibited by the school administrators	98	265	2.70	Low
Grand Mean				2.42	Low

The criterion mean is 2.50

The analysis of data in Table 2 revealed the responses of the respondents on all items at a grand mean of 2.42 which was below the criterion mean of 2.50. The analysis in Table 2 above implied that school management experienced challenges with finance which was supposed to be used for providing sufficient and adequate teachers and school infrastructures. School building were not sufficient enough and facilities are not provided to ventilate the buildings for public senior secondary schools in Ovia North East, Local Government Area of Edo State.

Research Question Three: How do the challenges of Implementing NPE affect the overall development and effectiveness of public senior secondary schools in Ovia North East Local Government Area of Edo state?

Table 3: Mean analysis on the effect of the challenges of the implementation of National Policy on Education towards the effectiveness and development of public senior secondary schools

S/N	Items	N	\bar{X}	\bar{X}	DECISION
1.	Evaluation of students' academic performance are always encouraging	98	297	3.03	High
2.	Goodwill and standard of the school improves each academic term	98	274	2.80	High
3.	Level of dropout or attrition rate are very slim	97	238	2.45	Low
4.	Parent/society gives satisfactory remarks about student performance and usefulness	98	278	2.84	High
5.	Teaching staffs are highly motivated to work with school management in their presence	98	218	2.22	Low

	condition of work				
	Grand Mean			2.67	High

The criterion mean is 2.50

The analysis of data in Table 3 revealed the responses of the respondents on all items at a grand mean of 2.67 which was above the criterion mean of 2.50. The analysis in Table 3 above implied that despite the challenges faced by the schools, it still had a positive impact in student academic performance and the standard of the school. The attrition rate was also favorable despite the challenges but teachers remained in their present work even when they were not motivated to work. This implied that there was high rate of unemployment in the economy and it made teachers to remain in their present place of work for public senior secondary schools in Ovia North East, Local Government Area of Edo State

Demographic data:

Table 4: Frequency and Percentages showing the gender of the respondents

Gender	Respondents	Percentages
Male	33	33.7%
Female	65	66.3%
Total	98	100

The data indicate that there were more female respondents (66.3%) than male respondents (33.7%). Though somewhat female-dominated, this distribution points to a balance of gender among the study subjects.

Table 5: Frequency and Percentages showing the years of teaching experience of the respondents

Year of Teaching Experience	Respondents	Percentages
0 - 5 years	30	30.6%
6 – 10 years	32	32.7%
11 years and above	36	36.7%
Total	98	100

The data indicated that there were 30.6% of respondents within the range of 0 – 5 years teaching experience, 32.7% of respondents within the range of 6 – 10 years teaching experience and 36.7% of respondents within the range of 11 years and above teaching experience. This distribution pointed to a balance of the various ranges of the level of teaching experience.

Discussion of findings

The main aim of the research was to assess the effectiveness of school managers in implementing the national policy on education. The findings showed that to a large

extent, school objectives did not align with the National Policy on education. Trade and entrepreneurial subjects are meant to be taught in school as the goal was to equip the student with skills which can be used after school especially for those students who would not further their education to the higher institution. Most school lacked adequate and sufficient classrooms and teachers and it resulted to overpopulation in a class. This resulted to a teacher handling more than 40 students in a classroom for standard senior secondary school setting.

The study revealed that schools lacked adequate school facilities and instructional materials. This was usually a challenge that arose from inadequate funding. The issues of inadequate funds affected the provision of the necessary school supplies needed in the school. When the available funds were not enough, it also made the management to be unable to recruit more teachers instead the available teachers that were short in supply were overworked and assigned to manage a large amount of students. This also made the classrooms to be stuffy and uncomfortable for teaching and learning.

In relation to the challenges faced by school management in the implementation of the national policy on education, the study revealed the issues of inexperienced or poor experts in managing school affairs, be it administrative staff or academic staff. Schools ended up with issues like brain drain from teachers as qualified and skilled teachers migrate to better places with better offer. The school would have to employ the available staff due to lack of funds and this could lead to employing the less qualified teachers.

The study revealed the impact of the challenges faced in implementing the national policy on education towards the overall development and effectiveness of public senior secondary schools. Despite the challenges faced in the schools, the academic performance and the standard were encouraging. This implied that the administrators were skilled and efficient in their administrative duties. The principals and teachers had good interpersonal relationship and were able to deliver well.

This study further implied that teachers were not really motivated to work and this was as a result of their work load and poor working condition and atmosphere. These workers remained in the workplace despite the uncomfortable working situation and this was as a result of the unemployment situation of the country.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study dealt on the responsibilities of school management in implementing the National Policy of Education for school development in public senior secondary schools in Ovia North East Local Government Area of Edo State. To achieve the purpose of the study, three research questions were raised and examined. The population of the study was made up of all the 201 teachers in the 20 public senior secondary schools in Ovia North East Local Government Area of Edo state. The study's sample consisted of 100 teachers which were randomly selected from 20 public senior secondary schools in Ovia North East Local Government Area. Five (5) teachers each were drawn from the 20 public secondary schools in the local government with the simple random sampling technique making a total sample size of 100 respondents. The descriptive survey research design was adopted for the study. A Data analysis was done using mean score. Criterion mean score of 2.50 was used as selection criterion.

Findings from the study include:

- That school management practices were not adequately aligned with the objectives in the National Policy on Education for public senior secondary schools in Ovia North East, Local Government Area of Edo State.

- That school management experienced challenges with finance which was supposed to be used for providing sufficient and adequate teachers and school infrastructures for public senior secondary schools in Ovia North East, Local Government Area of Edo State.
- That despite the challenges faced by the schools, it still had a positive impact in student academic performance and the standard of the school in Ovia North East, Local Government Area of Edo State.

Conclusion

The study examined the responsibilities of school management in the implementation of the national policy on education for school development in public senior secondary school in Ovia North East Local Government Area of Edo State. Based on the findings of the study, the researcher concluded that there was poor alignment of school activities with the objectives of the National Policy on Education for public senior secondary schools in Ovia North East Local Government Area of Edo State. There was also the conclusion that the challenges faced by the schools were not a yardstick for ineffectiveness but rather it left a positive impact in student academic performance and the standard of the school in Ovia North East, Local Government Area of Edo State.

Recommendations

Based on the findings and conclusion drawn, the following recommendation were proffered:

1. Government should ensure that effective supervisory function and inspection are carried out to monitor the activities of teachers.
2. Government should ensure they provide adequate infrastructure and facilities needed to facilitate the teaching and learning activities in the school
3. Experienced and qualified teachers should be employed and trainings and development schemes should be carried out on the less qualified teachers available.
4. Welfare of teachers and school managers should be considered as this serves as a motivating tool to them to perform their duties effectively and efficiently.

Suggestions for Further Studies

This study was concerned with the responsibility of school mangers in implementing the national policy on education for school development in Ovia North East, Local Government Area of Edo State. There is need for such study to be replicated in other local government areas and other senior secondary schools in Edo State.

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