



## Impact of administrative constraints on educational policy implementation in day secondary schools in Bauchi state, Nigeria

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### Abstract

This research work focused on the impact of administrative constraints and solutions to effective implementation of educational policies in Day Secondary School in Bauchi State. Three research questions and three null hypotheses were formulated for the study. A 34-item questionnaire titled; impact of administrative constraints on educational policy implementation in Day Secondary Schools (IACEPIDSS) was developed by the researcher. The population size of 66 principals and 132 vice principals, and administered to the sample size of 59 principals and 103 vice principals in Day Secondary School in Bauchi State using Krejcie and Morgan Table. A descriptive survey research design was employed. The data collected for this study were analyzed using mean scores and standard deviation. The reliability of the questionnaire was tested using Cronbach's alpha above 0.7 score. T- test, test of independence t sample was used in testing null hypotheses. The findings of this study uncovered a lot of problems which constitute hindrances to effective implementation of educational policies in Day Secondary School in Bauchi State. No significant differences were recorded between the opinion of the principals and vice principals on the constraints at  $p > 0.05$ . These constraints include: incessant political changes, bribery and corruptions, poor monitoring and supervision of schools, lack of amenities, lack of continuity in commitment to policy, inadequate fund, problem of record- keeping, lack of physical infrastructures, inadequate personnel and over-ambitious policy goals. Having identified the constraints, recommendations were further made to help in solving these constraints. The researcher recommended that government should provide adequate fund, regular maintenance of school structures, the state government to provide necessary facilities for adequate supervision and monitoring of schools, provide materials and equipment in adequate quantity and in time, posting of permanent teachers to schools, motivation of teachers in order to excellently contribute to the achievement of the objectives of educational policies.

**Keyword:** Administrative, constraints, educational, policy and implementation

### Introduction

It is important to understand the meaning of the word "Education". Education is considered as the regulated and socially organized process of continuous transference of socially significant knowledge from previous to next generations. What is education? The proper way to acquire an education is to take a course of training educational institutions system (Naziev, 2017) [8]. Education is a process of getting skills, acquiring relevant knowledge and aptitudes in order to survive in the society (Adunola, 2010) [1]. This cannot be achieved without effective implementation of educational policies. Policy is considered as a programme of action (McConnell and Hart, 2019) [6]. Policy is a set of inter-related decisions by political actors or group of actors concerning the selection of goals and the means of achieving them within a specific situation where those decisions would in principle be within the powers of those actors to achieve (McConnell and Hart, 2019) [6]. This means that decision makers are fully aware of the choice of goals and the means to achieve them.

Educational policy refers to specific goals arrived at that must be pursued through educational policies (Ogbonnanya, 2010). It can refer to a proposal or an on-going programme, or the goals of a programme, or major decisions. Educational policy concerns the formulation of a decision, its implementation and evaluation. Educational policies are National Policy on Education, National curriculum

conference and Universal Basic Education (UBE) (Eneji, Eneji, Undeshi, Bisong, Emanghe, Bassey and Etokobe, 2009) [4].

This study is concerned with the policy implementation. Implementation means carrying out an assigned task. The policy implementation stage is the stage where the preparations made earlier, the plans, the designs and analyses proposed are tested to see how really they are (McConnell and Hart, 2019) [6]. Policy implementation is said to be carrying out of the policy formulated in concrete terms. Implementation becomes possible when resources have been committed to it. Policy implementation depends on some factors which includes knowing what you want to do and the availability of the require resources (Omeregie, 2013) [13]. Implementation becomes possible when resources have been committed to it. Policy implementation depends on some factors which according to (Eyiche, 2012) [5] include knowing what you want to do and the availability of the required resources.

### Methodology

This chapter contains the following contents as presented under the following sub- headings: Research design of the study; Area of the Study; Population of the study, sample and sampling Techniques; Instrument for Data Collection; Validation of the Instrument; Reliability of the Instrument; Method of Data Collection; and Method of Data Analysis

### Area of the Study

The study was conducted in Bauchi State in the following local governments: Alkaleri, Bauchi, Bogoro, Darazo, Gamawa, Misau, Ningi, Tafawa-Balewa, Toro, Warji and Zaki. Bauchi State is one of the states in the North-East geopolitical region of Nigeria, bordered with states like Kano and Jigawa to the north, Taraba and Plateau to the south, Kaduna to the west and Gombe and Yobe to the east. The state became a state in 1976 when the former North-Eastern State was split. Bauchi is the fifth largest in area and seventh in terms of population with an estimated population of over 6,530,000 as of 2016 among the 36 states. The state is divided between the drier, semi-desert Saheliansavanna in the north to the West Sudaniansavanna in the south and with a small part of the montane Jos Plateau in the southwest (Blench, 2019)<sup>[3]</sup>.

### Research Design

The design for this study was a descriptive survey in order to uncover the perceptions of the respondents on administrative constraints. It sought to investigate the administrative constraints to policy implementation in Day Secondary School in Bauchi State. This is in line with Ali (1996) who stated that descriptive survey design is mainly concerned with describing events as they are without any manipulation of what is being observed. This involves data collection on a representative population of the target audience, used to make generalization.

The area of the study covered some Day Secondary Schools in Bauchi State. The researcher chose this area because of the poor results associated with Government Day Schools which contribute to the overall poor performance of students in the whole state. A descriptive survey was employed to get the summary of the opinions for the respondents.

### Population of the Study

The population of the study was made up of 66 principals and 132 vice principals. This was sourced from the 66 junior secondary schools in Bauchi State in the following local governments: Alkaleri, Bauchi, Bogoro, Darazo, Gamawa, Misau, Ningi, Tafawa-Balewa, Toro, Warji and Zaki.

### Sampling and Sampling Technique

The researcher made use of 59 day secondary schools for the study. Simple random sampling technique was used to pick five nine (59) schools to avoid bias. Krejcie and Morgan Table was used to determine the number of staff used. The principals and vice principals are used for the study because they are the major implementers of the educational policies. A total number of 162 (one sixty two) staff used in total.

### Instrument for Data Collection

Questionnaire was the instrument to be used for data collection. The questionnaire was titled "Impact of administrative constraints on educational policy implementation in Day Secondary Schools (IACEPIDSS). The questionnaire was developed by the researcher. The questionnaire was made in two parts. Part A and B. Part A contained the personal data of the respondent, while part B was made in three clusters – A, B and C. Cluster A deal with problems hindering the effective implementation of educational policies in Day Secondary Schools in Bauchi State. Cluster B deal with the perceived effect of constraints

on administration of Bauchi State. Cluster C deal with the measures that will be used in solving the administrative constraint in Bauchi State. The instrument was built on a four point rating scales. The instrument is made up of 34 items.

**Table 1:** Instruments Rating Scales

S/N	Ratings	Scale
1	Strongly Agree (SA)	4 points
2	Agree (A)	3 points
3	Disagree (D)	2 points
4	Strongly Disagree (SD)	1 point

### Validation of Instrument

The instrument for data collection was validated based on their construct, content and their language by three professionals at the Abubakar Tafawa Balewa University and Abubakar Tafari Ali Polytechnic. Two experts in Educational Administration and Planning and one expert in Measurement and Evaluation respectively. These professionals studied the items, assessed the suitability of the language, adequacy and relevance of the items in addressing the research questions, bearing in mind the purpose of the study. See appendix for the corrected copy of the instrument.

### Reliability of the Instrument

In order to ensure the reliability of the instrument, a trial test exercise was carried out with the principal and 2 vice principals of a selected Day Secondary School in Gombe, Gombe State (Government Day Secondary School Pilot Gomber). Cronbach's alpha was used to determine the internal consistency of the instrument which was above 0.7 score.

### Method of Data Collection

The procedure that was adopted for data collection was the direct delivery and retrieval method. The administration of the questionnaire to the respondents involved the researcher and two trained research assistants who were properly trained by the researcher on the content of the questionnaire and on how to distribute copies of the questionnaire. The trained two research assistants from the state zonal office were used because they are the ones in close and constant contact with the principals and vice principals because of school issues that always brings them to the zonal office. The trained assistants gave the questionnaires to the respondent and were told to later come to the respondent's home or school for the instrument while others that are residing in the state capital answered on the spot. The time frame of obtaining the answered questionnaires ranges from some answering on the spot to few days (3 to 5) while others reached up to a month or two before the questionnaire were answered. No any ethical issues were observed because the trained assistants introduced the researcher to the respondents and asked them to help the researcher in other to conduct the researchers study.

### Method of Data Analysis

For the data analysis, the researcher used mean scores and standard deviation to answer the research questions. The cut-off point was 2.5 which in variably means that a mean score of 2.5 and above was acceptable. While any item whose mean was less than 2.5 was considered rejected. The

T – test for independent sample was used to test the significance of the difference between principals and vice principals responses obtained using SPSS. The null hypotheses were tested at 0.05 level of significance.

**Results**

**Research Question One**

What are the problems hindering the effective implementation of educational polices in Day Secondary Schools in Bauchi State?

The data that answered the research question are presented in Table 2 below:

The mean ratings of principals and vice principals on the hindering the effective implementation of educational policies in Day Secondary Schools in Bauchi State ranges from 2.50 to 3.57. The eighteen items were rated 3.57, 3.57, 3.29, 2.63, 3.29, 3.48, 3.56, 2.50, 2.50, 3.18, 2.71, 3.18, 2.57, 2.57, 3.21, 2.75, 3.46 and 3.5 in a four point rating scale; with standard deviation of 0.495, 0.495, 0.0452, 0.50, 0.453, 0.50, 0.499, 0.499, 0.50, 0.498, 0.50, 0.498, 0.50, 0.478, 0.456, 0.50, 0.461 and 0.450 respectively.

It is therefore the opinions of principals and vice principals that the problems hindering the effective implementation of educational policies in Day Secondary Schools in Bauchi State include: Government makes over-ambitious policy goals, inadequate personnel in some areas, lack of physical plant that is classrooms, laboratories, libraries and ICT units, problem of record-keeping especially in continuous assessment programme, Inadequate funding by the government, lack of continuity in commitment to policy, lack of amenities (Electricity) no constant electricity, poor monitoring and supervision of schools by supervisors from ministry of education, bribery and corruption in the system, incessant political changes lead to no steady policy, pressure on politicians to satisfy their constituencies in return for continued political support, complete neglect of teaching profession, over population of Day Secondary Schools, lack of commitment to duty among teachers, inadequate provision of instructional materials, mismanagement of funds, inadequate provision of science laboratories, equipment and facilities and lack of adequate motivation of teachers. The respondents high ratings of the items are indicated further by the cluster mean of 3.08 on a four point rating scale.

**Hypothesis One:** There was no significant difference between the mean ratings ( $p < 0.05$ ) principals and vice principals regarding the problems hindering the effective implementation of Educational Policies in Day Secondary School in Bauchi State.

**Table 2:** The T-test analysis of the difference between the mean ratings of principals and vice principals regarding the problems hindering the effective implementation of Educational Policies in Day Secondary School in Bauchi State.

Variables	N	$\bar{X}$	S.D. DF	P-value	Decision
Principals	18	3.19	0.475	0.123	Not significant
			17		
Vice principals	18	3.02	0.471		

From the above Table, it was observed that the calculated t-value was 0.123 which indicated that there was no significant difference between the mean ratings of principals and vice principals in relation to the problems hindering the

effective implementation of Educational Policies in Day Secondary School in Bauchi State ( $p > 0.05$ ). The hypothesis was accepted.

**Research Question Two**

What are the perceived impacts of the constraints on the administration of day secondary school in Bauchi State?

The Table below (table 3) contains the data that answered the above research question.

From the data presented above, the mean ratings of principals and vice principals on the perceived impacts of the constraints on the administration of day secondary school in Bauchi State from 2.5 to 3.25. The six items were rated 3.25, 3.04, 2.5, 3.0, 2.9 and 2.85 in a four point rating scale. With standard deviations of 0.51, 0.50, 0.499, 0.489, 0.470 and 0.41. The principals and vice principals therefore collectively agreed that the perceived impacts of the constraints on the administration of day secondary school in Bauchi State: Inadequate personnel leads to inadequate science practical lessons, inadequate personnel in some areas brings about dearth of teaching staff, lack of effective teaching and learning, poor maintenance of physical structures, insufficient office accommodation for teachers and inadequate personnel leads to lack of supportive staff in ICT training unit. The respondents high rating of the items are proved further by the cluster mean of 2.92 in a four rating scale.

**Hypothesis two:** There is no significant difference between the mean ratings of principals and vice principals regarding the perceived impacts of the constraints on the administration of Day Secondary Schools in Bauchi State.

**Table 3:** The T-test analysis of the differences between the mean ratings of principals and vice principals regarding the perceived impacts of the constraints on the administration of Day Secondary Schools in Bauchi State.

Variables	N	$\bar{X}$	S.D. DF	P-Value	Decision
Principals	6	3.22	0.460	0.483	Not significant
			5		
Vice Principals	6	3.21	0.444		

The above table summaries all the calculated values for all the items. The t – value recorded was 0.483 which indicated there was no significant ( $p > 0.05$ ) difference between the opinions of the principals and the vice principals regarding the perceived impacts of the constraints on the administration of Day Secondary School in Bauchi State. The hypothesis was accepted.

**Research Question Three**

What are the measures to be taken in solving the administrative constraints to policy implementation in Day Secondary Schools in Bauchi State?

The data in respect to the above question are presented in Table 4.

The mean rating as presented in the above table off principals and vice principals on the measures to be taken in solving the administrative constraints to policy implementation in Day Secondary Schools in Bauchi State range from 2.5 to 3.64. The ten items in the cluster were rated 3.36, 3.29, 3.11, 3.43, 3.11, 3.04, 2.96, 2.5, 3.19 and 3.64 in a four rating scale with standard deviation of 0.498, 0.5, 0.47, 0.495, 0.309, 0.51, 0.467, 0.433, 0.383 and 0.51.

The principals and vice principals are of the opinion that the measures to be taken in solving the administrative constraints to policy implementation in Day Secondary Schools in Bauchi State include: Provision of adequate fund by the State Government, regular maintenance of school plant, providing adequate materials and equipment on time, the State Government should provide necessary facilities for adequate supervision and monitoring of schools, day Secondary Schools should be provided with steady electricity supply, posting of permanent teachers to schools, uninterrupted democracy rule in State and Nigeria at large, reduction of in-take of students to avoid over population, using the “mismanagement of fund act” on defaulting staff and motivation of teachers accordingly. The respondents high ratings of the items are an indicated further by the cluster mean of 3.16 in a four point rating scale.

**Hypothesis Three:** There is no significant difference between the mean ratings ( $p < 0.05$ ) principals and vice principals regarding the measures to be taken in solving the constraints to policy implementation in Day Secondary School in Bauchi State.

**Table 4:** The T-test analysis of the differences between principals and vice principals. regarding the measures to be taken in solving the constraints to policy implementation in Day Secondary School in Bauchi State.

Variables	N	$\bar{X}$	S.D. DF	P-Value	Decision
Principals	10	3.15	0.437	0.389	Not Significant
			9		
Vice Principals	10	3.18	0.456		

The above table summaries all the calculated values for all the items. The t – value recorded was 0.389 which indicated there was no significant ( $p > 0.05$ ) difference between the opinions of the principals and the vice principals regarding the measures to be taken in solving the constraints to policy implementation in Day Secondary School in Bauchi State. The hypothesis was accepted.

**Discussion of findings**

What are the problems hindering the effective implementation of educational polices in Day Secondary Schools in Bauchi State?

The respondents collectively agreed that there are a lot of problems which negatively affect the effective implementation of educational polices in Day Secondary Schools in Bauchi State. These observed problems based on the respondents include; government makes over-ambitious policy goals, inadequate personnel in some areas, lack of physical plant that is classrooms, laboratories, libraries and ICT units, problem of record-keeping especially in continuous assessment programme, Inadequate funding by the government, lack of continuity in commitment to policy, lack of amenities (Electricity) no constant electricity, poor monitoring and supervision of schools by supervisors from ministry of education, bribery and corruption in the system, incessant political changes lead to no steady policy, pressure on politicians to satisfy their constituencies in return for continued political support, complete neglect of teaching profession, over population of Day Secondary Schools, lack of commitment to duty among teachers, inadequate provision of instructional materials, mismanagement of funds, inadequate provision of science laboratories,

equipment and facilities and lack of adequate motivation of teachers.

These findings is in conformity to the findings of (Moja, 2000; Osarenren-Osaghae and Irabor, 2018) [14] that inadequate funding, planning as well as inadequate monitoring process are some of the major problems that negatively affects the implementation of educational policies in Nigeria as a whole. Similarly Odukoya (2011) [9] also viewed that frequent change of government and politics affects National policy on Education implementation negatively. According to him the instability in the system of governance, that leads to constant changes of commissioners and ministers led to the current level of national crises on education and the nature of educational policies practices.

What are the perceived impacts of the constraints on the administration of day secondary school in Bauchi State?

With reference to the second research question, most of the respondents share the view that the effects of the constraints on the administration of day secondary school in Bauchi State include: Inadequate personnel leads to inadequate science practical lessons, inadequate personnel in some areas brings about dearth of teaching staff, lack of effective teaching and learning, poor maintenance of physical structures, insufficient office accommodation for teachers and inadequate personnel leads to lack of supportive staff in ICT training unit.

This findings is in line with the views of Adunola (2010) [11] who opined that inadequate skilled personnel in some special subjects, insufficient number of qualified teachers and poor physical structures due to lack of proper maintenance. Ogunode & Adah (2020) [12] also identified inadequate funding, inadequate infrastructural facilities, inadequate professional teachers, lack of political will, lack of continuity in commitment to policy implementation, political instability, poor relationship between policy designer and policy implementer as challenges preventing effective implementation of educational policies in Nigeria. What are the measures to be taken in solving the administrative constraints to policy implementation in Day Secondary Schools in Bauchi State?

With regards to the research question number three of this study, the respondents virtually agreed on the measures needed to be taken in addressing the administrative constraints to policy implementation in Day Secondary Schools in Bauchi State. These measures according to the respondents includes: Provision of adequate fund by the State Government, regular maintenance of school plant, providing adequate materials and equipment on time, the State Government should provide necessary facilities for adequate supervision and monitoring of schools, Day Secondary Schools should be provided with steady electricity supply, posting of permanent teachers to schools, uninterrupted democracy rule in State and Nigeria at large, reduction of in-take of students to avoid over population, using the “mismanagement of fund act” on defaulting staff and motivation of teachers accordingly.

This finding too is in conformity with the findings of Moja (2000) [7] that the needed amount of funding required to build new facilities is high and the estimated cost for renovating the existing ones is even higher. He also suggested that increasing the capacity of human resources is critically needed in the education sector.

Similarly, this confirms the observations of Arop (2018) <sup>[2]</sup> that proper computation is needed for running the financial aspect of running the educational policies. He also opined that the rapid growth has not being matched with an increase in the funding of educational institutions.

### Conclusion

From the results obtained from this study, the following findings were drawn.

1. There are a lot of constraints affecting the implementation of education related policies in Day Secondary Schools in Bauchi State.
2. The major constraint affecting the implementation of educational policies in Day Secondary Schools in Bauchi State is poor funding for the provision of sufficient amount of materials needed, as well as hindered employment and the impeded employment of human resources.
3. These constraints affect education by hindering effective teaching and learning and poor maintenance of physical structures.
4. The respondents collectively agreed on the measures needed to reduce these constraints affecting the implementation of educational policies in Day Secondary Schools in Bauchi State. These measures include provision for needed funds to motivate teachers, maintain physical facilities and proper monitoring of teaching and learning activities.

### Recommendations

1. The State Government should try to provide stable leadership in the education sector to avoid unsteady educational policies and their implementation, by appointing commissioners within the ministry.

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