

# The Effect of Educational Policy on School Administration and Student Achievement in Nigeria

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*Abstract- This study investigates the impact of educational policy on school administration and student achievement in Nigeria. Drawing on data from school administrators, teachers, students, and policymakers, the research examines how policies, particularly those related to funding, curriculum standards, and teacher training, affect the day-to-day operations of schools and the academic performance of students. The findings suggest that while some policies have led to improvements, several issues, such as inconsistent policy implementation and inadequate funding, have hampered school effectiveness and student outcomes. The study recommends targeted reforms that address these gaps and promote better alignment between policy objectives and school realities.*

*Indexed Terms- Educational Policy, School Administration, Student Achievement, Nigeria, Policy Implementation, Teacher Training*

## I. INTRODUCTION

### 1.1 Background

Educational policy serves as a crucial foundation for guiding school management and shaping student outcomes. In Nigeria, there have been concerted efforts to improve the quality of education through policies addressing school management, funding, and curriculum reform (Ministry of Education, Nigeria, 2023). However, challenges such as inconsistent implementation, inadequate funding, and limited resources continue to impede the realization of these policy objectives (Umar et al, 2024). Understanding the impact of educational policies on school administration and student achievement is vital for developing an education system that meets both national and international standards (Okeke & Chukwudebelu, 2024).

### 1.2 Problem Statement

Although various educational policies have been introduced in Nigeria, a significant gap exists between policy formulation and practical application in schools. Policies designed to improve school administration and student performance often fail due to bureaucratic inefficiencies, inadequate monitoring, and poor teacher preparation (Ogunode et al., 2023). This study seeks to identify the effects of such policies on schools and to provide recommendations for bridging the gap between policy and practice.

## II. LITERATURE REVIEW

### 2.1 Educational Policy in Nigeria

The Nigerian government has implemented various interventions and policies aimed at addressing the challenges facing the educational system and improving access to quality education for all citizens. In Nigeria, education is a concurrent legislative item, with both Federal and State governments passing laws on it. Basic, secondary, adult, and non-formal education is managed by States and Local Government Areas. The Universal Basic Education (UBE) vision is to ensure every child acquires relevant skills and values after ten years of continuous education, making them employable and contributing to national development. The UBE Programme, launched by President Obasanjo in 1999, aims to develop a strong consciousness for education, provide free, compulsory, universal basic education, reduce dropouts from the formal school system, cater to dropouts, and ensure the acquisition of literacy, manipulative, life skills, and ethical moral and civic values (Aye, 2022). The government has built new schools, provided teaching materials, and trained teachers to ensure basic education for all children under the Universal Basic Education program. The Universal Basic Education Act establishes the legal framework for the UBE Program, making basic education both free and compulsory. The UBE Commission (UBEC) was established to ensure proper

implementation and coordinate program activities, as per the World Bank's (2017) report (Ogunode & Adah, 2020).

Nigeria's government has implemented policies to improve education, such as the Teacher Development Program (TDP). The TDP provides professional development opportunities to enhance teaching quality by improving pedagogical skills, subject knowledge, and classroom management techniques. Another such initiative is the UBE program, designed to promote education for all Nigerian citizens. According to the report of Oxford Business Group in 2024, the government has put in place various policies over the years aimed at enhancing learning outcomes in the country. The National Policy on Education (NPE) is one of such policies, which was implemented in 2013. The NPE focuses on crucial issues such as ensuring a 10-year basic education, providing quality education through effective performance evaluation, and improving teacher quality by professionalizing their role and providing incentives for them. Other policies that have been implemented include the National Gender Policy in 2006, the National Policy for Integrated Early Childhood Development in 2007, and the National Policy on Inclusive Education, which began in 2016 (Oxford Business Group, 2024).

Clearly, the governance of education in Nigeria involves various governmental bodies and agencies responsible for policy formulation, implementation, and regulation, namely:

- Federal Ministry of Education (FME): The FME is responsible for setting national educational policies and standards. It oversees the implementation of educational programs and coordinates activities across different levels of government (FME, 2023).
- Universal Basic Education Commission (UBEC): UBEC ensures the provision of free, compulsory, and universal basic education for every Nigerian child. It allocates resources and monitors the implementation of basic education programs (UBEC, 2021).
- National Universities Commission (NUC): The NUC regulates university education in Nigeria, ensuring quality and standardization across all universities (NUC, 2023).

- State Ministries of Education: These bodies are responsible for implementing federal educational policies at the state level and managing state-owned educational institutions (UBEC, 2021).

However, various scholars have pointed out the challenges of implementing these policies effectively. Ogunode & Adah (2020) identified challenges in funding, infrastructure, professional teachers, institutional corruption, political will, insecurity, commitment to policy implementation, political instability, policy formulation, and the relationship between policy designers and implementers as issues in implementing Educational Policies in Nigeria.

### 2.2 The Impact of Policy on School Administration

Research indicates that school administration in Nigeria is often hindered by inconsistent funding and unclear roles and responsibilities outlined in policy documents (Ayoko, 2024). For instance, policies regarding the hiring and training of administrators are often poorly implemented, resulting in unqualified individuals holding leadership positions. This, in turn, affects how schools are managed and the overall learning environment (Imo et al, 2024).

### 2.3 Policy and Student Achievement

Numerous studies have shown that students' achievement is directly influenced by school policies, particularly in areas such as curriculum, teacher training, and resource allocation (Angwaomaodoko, 2023). For instance, policy reforms that emphasize continuous professional development for teachers have been linked to improved student performance in core subjects like mathematics and English (Afuwape & Adeyi, 2019). However, many schools struggle to implement these reforms due to resource constraints and limited government support.

## III. METHODOLOGY

### 3.1 Research Design

This study used a mixed-methods approach to investigate how educational policies impact school administration and student achievement. The research involved both quantitative surveys and qualitative interviews to gain a comprehensive understanding of the connection between policy and practice in Nigerian schools.

### 3.2 Sample Population

The study focused on a sample of 100 school administrators, 150 teachers, and 200 students from secondary schools across five states in Nigeria. Additionally, 10 policymakers involved in education were interviewed to gain insights into policy development and implementation challenges.

### 3.3 Data Collection Instruments

- **Surveys:** Structured questionnaires were distributed to school administrators, teachers, and students to gather quantitative data on their experiences with educational policies. The surveys focused on areas such as resource allocation, curriculum standards, and administrative practices.
- **Interviews:** In-depth, semi-structured interviews were conducted with policymakers and select school administrators to capture qualitative data on policy formation and implementation.
- **Secondary Data:** Official reports and policy documents from the Ministry of Education were analyzed to understand the broader policy framework.

### 3.4 Data Analysis

Quantitative data were analyzed using descriptive statistics to identify trends in responses related to policy effects on administration and student outcomes. Thematic analysis was used for qualitative data, identifying recurring themes such as resource allocation, policy implementation gaps, and administrative challenges.

## IV. RESULTS

### 4.1 Policy and School Administration

The survey revealed that 80% of school administrators reported that policies related to school management are poorly implemented. Many respondents cited issues such as inadequate funding, unclear policy guidelines, and insufficient training for school leaders as key barriers to effective administration. The interviews highlighted that administrators are often left to interpret policies without clear guidance, leading to inconsistencies in how policies are applied across schools.

### 4.2 Policy and Student Achievement

75% of teachers and students reported that policy-related issues, such as outdated curricula and insufficient resources, negatively affect student performance. Schools in rural areas were particularly affected, with students in these regions scoring lower in national assessments compared to their urban counterparts. One administrator noted, "Without adequate resources, it's difficult to implement curriculum reforms or improve student outcomes."

### 4.3 The Role of Teacher Training

The research found that policies mandating continuous professional development for teachers have had a positive impact on schools that receive sufficient funding. However, over 60% of teachers reported that they had not received any significant training in the last three years, largely due to budget constraints. Teachers who participated in professional development programs showed a marked improvement in their instructional methods, which positively influenced student performance.

### 4.4 Impact of Educational Policies on School Administration

The study found that educational policies significantly influence school administration, particularly in areas such as resource allocation, teacher recruitment, and student assessment procedures.

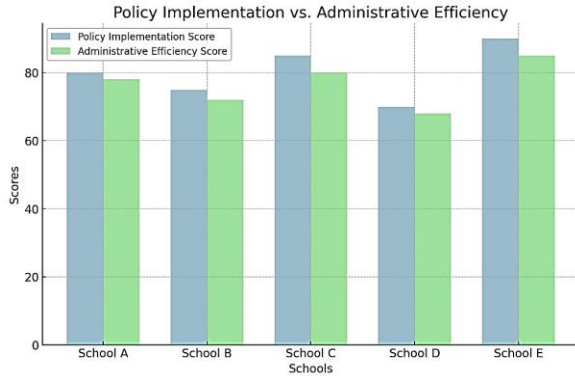
#### 4.4.1 Visual Representation

Table 1: Impact of Educational Policies on School Administration

School	Policy Implementation Score	Administrative Efficiency Score	Student Achievement Score
A	80	78	82
B	75	72	75
C	85	80	88
D	70	68	70
E	90	85	90

Source: *Questionnaire Administered October 2024*

Figure 1: Bar Chart Comparing Policy Implementation and Administrative Efficiency Across Schools



Source: *Data Administered and Sourced October 2024*

#### 4.4.2 Interpretation of Findings

The findings indicate that effective policy implementation is essential for improving school administration and, by extension, student achievement. Schools that effectively implement educational policies tend to have better administrative processes and higher student achievement scores.

## V. DISCUSSION

### 5.1 The Disconnect Between Policy and Practice

One of the key findings of this study is the disconnect between policy development and implementation in Nigerian schools. While policies are often well-designed on paper, the lack of clear guidelines, insufficient funding, and inadequate oversight lead to poor execution. This gap undermines the potential benefits of policies designed to improve school administration and student achievement (Ogunode & Adah, 2020).

### 5.2 Policy Recommendations

- **Clear Implementation Guidelines:** Policies should be accompanied by clear and detailed guidelines that help school administrators understand how to implement them effectively.
- **Increased Funding:** Adequate funding should be allocated to schools to ensure they have the necessary resources to implement policies related to curriculum reform and teacher training.
- **Teacher Training:** Policies should prioritize continuous professional development for teachers, with sufficient resources allocated for these programs to ensure all educators receive regular training.

- **Monitoring and Evaluation:** A robust monitoring system should be put in place to track the implementation of policies in schools and to provide timely feedback for improvements.

### 5.3 Implications for Educational Policy

The results suggest that policymakers should focus on creating and implementing policies that directly enhance administrative efficiency and student outcomes.

### 5.4 Comparison with Existing Literature

This study supports the conclusions of the Ministry of Education Nigeria (2023), which also emphasizes the importance of policy implementation in improving educational outcomes.

### 5.5 Suggestions for Future Research

Further research could explore the long-term effects of specific educational policies on student achievement and administrative processes.

### 5.6 Conclusion

The study has emphasized the significant impact that educational policies have on school administration and student achievement in Nigeria. Although there have been some positive developments, the research underscores the need for improved policy implementation, increased funding, and more comprehensive training programs for teachers and administrators. By addressing these challenges, educational outcomes in Nigeria can be significantly improved, leading to a more effective and equitable education system.

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