



ASSESSMENT OF IMPLEMENTATION OF ANAMBRA STATE EDUCATION STRATEGIC PLAN FOR EFFECTIVE MANAGEMENT OF SECONDARY SCHOOLS IN THE STATE

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Abstracts: *The study assessed the implementation of Anambra State strategic plan for effective management of secondary schools in the State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The study adopted a descriptive survey research design. The population of the study comprised 377 respondents made up of 258 public secondary school principals and 119 State Ministry of Education Officials. The sample size for the study consisted of 189 respondents made up of 129 principals and 60 Officials of State Ministry of Education drawn through stratified random and purposive sampling techniques. The instrument for data collection was researcher-developed questionnaire titled “Implementation of Strategic Plan Questionnaire (ISPQ)”. The instrument was validated by three experts comprising two lecturers from the Department of Educational Management and Policy, and the other a specialist in Measurement and Evaluation all from the Faculty of Education, Nnamdi Azikiwe University, Awka. Cronbach alpha was used to determine the reliability of the instrument. This yielded reliability coefficients of 0.81 and 0.77 for clusters A and B respectively. The researcher together with six research assistants collected data for the study using the direct approach method and 93% return was recorded. Mean and standard deviation were used to answer the research questions, while t-test was used in testing the hypotheses. The findings of the study revealed among others that Ministry of Education implement the strategic plan objective of provision of library facilities for effective management of secondary schools. It was also found out that there is no significant difference in the mean ratings of principals and Ministry of Education officials on how the Ministry of Education implement the strategic plan objective of strengthening teachers’ support system for effective management of secondary schools in Anambra State. Based on the findings, it was recommended among others that the funding of education to address the gap in provision of ICT facilities should be given topmost priority in annual budgetary allocation of the State Government.*

Keywords: Assessment, Implementation, Strategic Plan, Effective School Management, Teachers’ Support System, Library Facilities



Introduction

Education is a veritable vehicle for development of individuals and the society in which one lives. It houses all that it takes to transform and develop both the individual and the nation in which the person belongs to and lives in. The reason is not far-fetched as education is tool for acquisition of skills and knowledge. Agih (2015) posited that it forms the basis for literacy, skills acquisition, technological advancement as well as the ability to harness the natural resources of the environment for development. Continuous improvement of Nigerian education sector and her educational system is essential to both the individuals and the society at large. At secondary school level, principal occupies a crucial position that exerts great deal of influence in improving the quality of education. The principal is saddled with the responsibility of ensuring effective school management through monitoring and controlling the available resources in order to attain set goals and objectives.

The term ‘effective management’ has been given different definitions, but from an educational view, it conveys efficiency in attainment of school’s objectives through collaborative efforts of principals, teachers and other educator stakeholders. According to Adeyemi (2011), effective school management is concerned with ensuring efficiency and effectiveness in the use of the available human, physical and financial resources together with the ability to combat any constraints that might hamper the achievement of the objectives. In the view of Agih (2015), effective school management is more concerned with the school, its goals, policies and execution of these policies. The author added that it entails working with and through teachers, non-teaching staff or students to get things done effectively. Contextually, effective school management is efficiency in the utilization of the available resources to achieve set objectives. Effective school management could be facilitated through strategic plan.

Strategic plan has been defined differently by many scholars. Strategic plan is an organization’s process of defining its strategy or direction of making decisions on allocating its resources to pursue this strategy including its capital and people (Adeleke, Ogundele & Oyenuga, 2008; Ikediugwu & Chukwumah, 2015; Maganjo & Kavale, 2015; Mutie & Irungu, 2014). In the conceptualization of Nwankwo, Omebe and Nwogbo (2015), strategic plan is the complex process by which an organization envisions the future and develops the necessary procedures and operations to achieve that anticipated future. In this research, strategic plan is a process of deciding in advance the strategy or direction to guide the school activities towards the attainment of its goals and objectives.

Strategic Plan helps the school principals to carve out the future course of action and this will bring a higher degree of certainty and order into the school than would be present without planning. It is on this background that Anambra State Government (2011) formulated its education sector strategic plan. This is one of the most remarkable giant strides of the Anambra State government in the education sector under Governor Peter Obi’s administration. The document noted that one of the greatest challenges in the education sector has been the absence of a strategic sector plan (Anambra State Government, 2011). The State Education Sector Plan (SESP) covers a period of ten years (2011-2020) and is expected to serve as a roadmap aimed at improving the education sector with focus on quality education delivery. The objectives of the strategic plan include; significantly improve the provision of learning materials, strengthen teachers support system, significantly improve learner friendly environment, provision of library facilities, adequate provision of information and communication technology (ICT) facilities and improving community involvement in school (Anambra State Government, 2011:19-23) (See Appendix G on page 106 for relevant parts of the document). The two areas adopted for the present study are provision of library



facilities and strengthening of teachers' support system. The justification for the choice was as a result of the peculiar problems in the two areas. The peculiar problems according to Anambra State Government (2011) include that; most school libraries are sub-standard and low commitment of government to professional development of teachers.

From the Anambra State education sector strategic plan objectives, it could be understood that strengthening teachers' support system is essential for motivating teachers and equipping them with up-dated skills and knowledge for the implementation of school programmes. Anambra State Government (2011) pointed out that the strategic intervention for strengthening teachers' support system include; improving funding for teacher professional development and organising workshops on quality assurance for education personnel. In the same vein, Odelli (2010) posited that support needed by teachers include: system information, use of internet connectivity, instructional strategies, emotional support, classroom management support, discipline management support among others. These supports could boost teachers' commitment and dedication in performing their instructional roles. When teachers are inadequately supported, it is likely to adversely affect students' academic performance. Collaborating this, Anambra State Government (2011) pointed out that the effect of inadequate teachers' support system is poor learning outcome.

School library is a place where set of books, records and other information materials are kept for reading, studying, research, recreation and other consultations. The library inculcates reading culture in learners. Anambra State Government (2011) pointed out that the strategic intervention for the adequate provision of library facilities are adequate budgetary provision and release of funds for library facilities as well as tracking and monitoring the released funds. Unfortunately, Anyaegbu, Aghauche and

Okafor (2016) observed that provision of library facilities in most secondary schools in Anambra State has not received adequate attention. In the same vein, Jaigbogu, Osuchukwu, Obijiofor and Ilorah (2012) reported that inspite of the Anambra State Government intervention, most secondary schools in the State are still operating libraries with only few printed materials. Furthermore, the author posited that there was a dearth of professionals to handle the school libraries. This seems to result in poor reading culture among students. These worrisome situations triggered this study.

Statement of the Problem

Public secondary schools in Anambra State seem to face the challenges of insufficient qualified staff, inadequate funding and facilities. In the bid to address these challenges, Anambra State Government (2010) initiated her education sector strategic plan. The objectives of the strategic plan are geared toward strengthening teachers' support system, community involvement in school as well as provision of ICT and library facilities among others. However, after nine years of implementation of this strategic plan, the achievement of the objectives seems to be in serious doubt. This seems to be evident in near absence of well-equipped libraries in schools and irregular support of teachers. These worrisome trends seem to affect students' academic performance as the state has failed to regain the first position in West African Examination Council (WAEC), since 2014. This constituted a problem that made it imperative to assess the implementation of Anambra State strategic plan for effective management of secondary schools in the State.

Purpose of the Study

The main purpose of the study is to assess the implementation of Anambra State strategic plan for effective management of secondary schools in the State. Specifically, this study sought to assess the implementation of Anambra State education sector strategic plan of:



1. Strengthening teachers' support system for effective management of secondary schools in Anambra State.
2. Providing library facilities for effective management of secondary schools in Anambra State.

Research Questions

The following research questions guided the study.

1. How does the Ministry of Education implement the strategic plan of strengthening teachers' support system for effective management of secondary schools in Anambra State?
2. How does the Ministry of Education implement the strategic plan of providing library facilities for effective management of secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of principals and Ministry of Education officials on how the Ministry of Education implement the strategic plan of strengthening teachers' support system for effective management of secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of principals and Ministry of Education officials on how the Ministry of Education implement the strategic plan of providing library facilities for effective management of secondary schools in Anambra State.

Method

Descriptive survey design was adopted for this study. According to Nworgu (2015), descriptive survey is the design which aims at collecting data on, and describing in a systematic manner the characteristic features or facts about a given population. Descriptive survey design is appropriate for this study because the researcher collected data from the given population of this study for the purpose of assessing in systematic manner the implementation of Anambra State education strategic plan for effective

management of secondary schools in the State. The study was carried out in Anambra State of Nigeria.

The population of the study comprised 377 respondents made up of 258 public secondary school principals and 119 State Ministry of Education Officials. Stratified random and purposive sampling techniques were used to draw a sample size of 189 respondents made up of 129 principals and 60 Officials of State Ministry of Education. The instrument for data collection was questionnaire. It was the researchers-developed questionnaire titled "Implementation of Strategic Plan Questionnaire (ISPQ)". ISPQ has two clusters namely; A and which were based on the two areas of strategic plan assessed in this study: Cluster A contained nine items on strengthening teachers' support system and Cluster B has six items on provision of library services. The instrument contains 15 items structured on four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively.

The questionnaire was subjected to face validation using three experts who are lecturers; two in the Department of Educational Management and Policy and an expert in Measurement and Evaluation, all from Faculty of Education, Nnamdi Azikiwe University, Awka. The title, purpose of the study, research questions, hypotheses alongside a copy of the questionnaire were given to the experts to check the appropriateness of various items of the instrument in terms of relevance, clarity, appropriateness of language and response pattern in connection to the purpose of the study. As a result of their suggestions, five items were modified; four were dropped, while four were added. Cronbach alpha was used to establish the reliability of the instrument. The co-efficient for clusters A and C ISPQ were 0.81 and 0.77 respectively and the overall coefficient was 0.79.

Copies of the questionnaire were administered to the respondents by the researcher together with six research assistants who are secondary school teachers in Anambra



State. A total of 189 copies of the questionnaire were distributed and 178 were properly filled and successfully retrieved indicating 94% percent return rate. The data were analyzed using mean and standard deviation for answering the research questions and t-test for testing the hypotheses. In answering the research questions in this study, mean ratings that falls below 2.50 was taken as disagreement and any mean rating of 2.50 or above was taken to indicate agreement. Standard deviation was used to ascertain the homogeneity or otherwise of the respondents mean ratings.

In testing the null hypotheses, if t-calculated is equal to or greater than t-critical at 0.05 level of significance and the appropriate degree of freedom, the null hypothesis was rejected, but if otherwise, it was accepted.

Research Question 1: How does the Ministry of Education implement the strategic plan of strengthening teachers’ support system for effective management of secondary schools in Anambra State?

Table 1: Mean Ratings and Standard Deviation Scores of the Implementation of Strategic Plan of Strengthening Teachers’

S/N	ITEMS	Principals (N =121)			Ministry of Education (N = 57)		
		Mean	SD	Remark	Mean	SD	Remark
1	Organising workshops on quality assurance for teachers	2.57	1.20	Agree	2.91	.98	Agree
2	Organising seminars on effective teaching and learning skills for teachers	2.55	1.14	Agree	2.96	1.00	Agree
3	Re-training of teachers on innovative strategies	1.99	1.04	Disagree	2.77	1.07	Agree
4	Organsing of orientation porgramme for teachers on improvisation	2.62	1.07	Agree	2.47	1.21	Disagree
5	Sponsoring teachers conferences for them to up-date their instructional skills	2.18	1.05	Disagree	2.51	1.02	Agree
6	Providing opportunity for teachers to attend refresher courses in university	2.55	1.26	Agree	2.46	1.10	Disagree
7	Organising of sensitization programme to teachers on implementation of curriculum innovation	2.45	1.18	Disagree	2.49	1.07	Disagree
8	Improving funding for teachers’ professional development	2.33	1.09	Disagree	2.32	1.09	Disagree
9	Encouraging private sector partnership in teachers training	2.38	1.12	Disagree	2.46	1.09	Disagree

Support System for Effective School Management

Results on Table 1 reveal that the mean scores of principals and Ministry of Education officials for items 1 and 2 are above the cut off mean of 2.50 indicating agreement with

the items as how Ministry of Education implement the strategic plan objective of strengthening teachers’ support system for effective management. This implies that how



Ministry of Education implement the strategic plan objective of strengthening teachers’ support system for effective management includes; organising of workshops on quality assurance for teachers and organising seminars on effective teaching and learning skills for teachers. On the other hand, mean ratings of principals for items 3 and 5 fell below the acceptable mean score of 2.50 indicating their disagreement with the items, while that of Ministry of Education officials fell above 2.50 indicating agreement with the items.

The mean scores of principals and Ministry of Education officials for items 7, 8 and 9 are below the cut off mean of 2.50 indicating disagreement with the items as how Ministry of Education implement the strategic plan objective of strengthening teachers’ support system for effective management. This implies that there is disagreement on how Ministry of Education implement the strategic plan of strengthening teachers’ support system for effective management which include; organising of sensitization programme to teachers on implementation of curriculum innovation, improving funding for teachers’ professional development and encouraging private sector partnership in teachers training. The standard deviation scores which range between 0.98 and 1.26 for the principals and Ministry of Education officials indicate that the respondents’ responses are close and homogeneous in their response.

Research Question 2: How does the Ministry of Education implement the strategic plan of provision of library facilities for effective management of secondary schools in Anambra State?

Table 2: Mean Ratings and Standard Deviation Scores of the Implementation of Strategic Plan of Provision of Library Facilities for Effective School Manage

Data Analysis presented on Table 2 revealed that both the principals and Ministry of Education officials recorded mean scores above the cut-off mean of 2.50 for items 19, 23 and 24 indicating agreement with the items. This shows that how Ministry of Education implement the strategic plan objective of provision of library facilities for effective management of secondary schools in Anambra State includes; supply of books in library, provision of shelves in school library and clocks for time management. The mean ratings of both the principals and Ministry of Education which are below 2.50 indicated disagreement on items 21 and 22. The standard deviation scores for principals and Ministry of Education range from 1.03-1.23 indicating that the respondents are homogeneous in their responses.

H₀₁: There is no significant difference in the mean ratings of principals and Ministry of Education officials on how the Ministry of Education implement the strategic plan of strengthening teachers’ support system for effective management of secondary schools in Anambra State.

Table 3: T-Test Analysis of the Mean Ratings of Principals and Ministry of Education Officials on how the Ministry of Education Implement the Strategic Plan of Strengthening Teachers’ Support System for Effective Management

Variables	N	X̄	SD	t-cal.	t-crit.	df	∞	Remarks
Principals	121	21.64	9.82	-1.13	1.96	176	0.05	Not Significant
Ministry of Edu.	57	23.35	9.26					

Data presented on Table 3 revealed that the t-calculated value of -1.13 is less than t-critical value of 1.96 at 0.05

level of significance and 176 degree of freedom. Thus, the null hypothesis is not rejected. Therefore, there is no



significant difference in the mean ratings of principals and Ministry of Education officials on how the Ministry of Education implement the strategic plan objective of strengthening teachers' support system for effective management of secondary schools in Anambra State.

Ho₂: There is no significant difference in the mean ratings of principals and Ministry of Education officials on how the Ministry of Education implement the strategic plan of provision of library facilities for effective management of secondary schools in Anambra State.

Table 4: T-Test Analysis of the Mean Ratings of Principals And Ministry of Education Officials on how the Ministry of Education Implement the Strategic Plan of Provision of Library Facilities for Effective Management

Variables	N	\bar{X}	SD	t-cal.	t-crit.	df	∞	Remarks
Principals	121	14.83	6.51	-0.69	1.96	176	0.05	Not Significant
Ministry of Edu.	57	15.54	6.53					

As shown on Table 4, the t-calculated value of -0.69 is less than t-critical value of 1.96 at 0.05 level of significance and 176 degree of freedom. Thus, the null hypothesis is not significant. Therefore, there is no significant difference in the mean ratings of principals and Ministry of Education officials on how the Ministry of Education implement the strategic plan of Provision of Library Facilities for effective management of secondary schools in Anambra State.

Discussions

It was found out that Ministry of Education officials and principals agreed that ministry of education implement the strategic plan of strengthening teachers' support system for effective management of secondary schools in Anambra State. Organising workshops on quality assurance for teachers and organising seminars on effective teaching and learning skills for teachers are how Ministry of Education implement the strategic plan objective of strengthening teachers' support system for effective management of secondary schools in Anambra State. This agreed with the finding of Sang et al (2015) which revealed that findings of the study revealed that strategic plan of strengthening teachers through capacity building programmes such as

workshops and seminars. This possible explanation for the agreement in findings could be due to the two studies was conducted in Africa countries that have recognized the need to improve the quality of teachers in the continent through supporting them. The strengthening of support for teachers helps them to acquire skills and knowledge to contemporary demands of teaching profession. This enhanced teachers' mastery of their subject matters and keeps them motivated for quality instructional delivery.

Further analysis showed that there is no significant difference in the mean ratings of principals and Ministry of Education officials on how the Ministry of Education implement the strategic plan of strengthening teachers' support system for effective management of secondary schools in Anambra State. This is in agreement with the finding of Sang et al (2015) which indicated that principals and district education officials have similar views on the implementation of capacity building programme for strengthening teachers. The similarity in the findings was expected result as the two studies were conducted in Africa continent that share some common features in school. The result of this study showed that Ministry of Education officials and principals agreed that ministry of education



implement the strategic plan of provision of library facilities for effective management of secondary schools in Anambra State. Ministry of Education implement the strategic plan objective of provision of library facilities for effective management of secondary schools in Anambra State through; supply of books in library, provision of shelves in school library and clocks for time management. This is supported by the finding of Omera (2013) which reported that the library facilities provided in schools are books, pictures, charts, graphs, maps, magazines, pamphlets, newspapers and dictionary among others. This also agrees with the finding of Ikediugwu and Chukwumah (2015) who found out that there was implementation of strategic plans to moderate extent in terms of library development through funding. Students study in school library. When students go to school library equipped with facilities, they develop and sustain in themselves the habit of reading to enrich their knowledge. This significantly contributed to the outstanding academic achievement of secondary school students in external examinations. Furthermore, it was reported that there is no significant difference in the mean ratings of principals and Ministry of Education officials on how the Ministry of Education implement the strategic plan objective of provision of library facilities for effective management of secondary schools in Anambra State. The similarity in principals and Ministry of Education officials mean scores could indicate the true state of affair in connection to the Ministry of Education implementation of the strategic plan objective of providing library facilities

Conclusions

Based on the findings of this study, it was concluded that Anambra State Government has implemented some aspects of her strategic plan. However, Anambra State education sector strategic plan has not been adequately implemented. This may be connected to shortage of relevant facilities in secondary schools in Anambra State. Furthermore, the difference in the mean ratings of

principals and Ministry of Education officials on how the Ministry of Education implement the strategic plan for effective management of secondary schools in Anambra State was not significant.

Recommendations

Based on the findings of this study, it was recommended among others that;

1. Anambra State Government through the State Ministry of Education should plan and organize capacity building workshop programmes to empower the officials of the Ministry with relevant and up-dated skills for improving the implementation of strategic plan of strengthening teacher support system.
2. The State Ministry of Education should encourage and collaborate with Non-governmental agencies to source funds for improvement on the implementation of strategic plan of provision of library facilities.

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