

EDUCATIONAL POLICY IMPLEMENTATION IN NIGERIA: PROBLEMS AND PROSPECTS

Mustapha Adam Ishola
Department of Educational Management,
Faculty of Education,
University of Ilorin, Ilorin, Nigeria

Yusuf Suleiman
Department of Educational Management and Counselling,
Faculty of Education,
Al- Hikimah University, Ilorin, Nigeria
Corresponding mail: yusufsuleiman@alhikmah.edu.ng

Bello Zulaykha Olawepo
Department of Educational Management and Counselling,
Al-Hikmah University, Ilorin, Kwara State-Nigeria

Faruk Yusuf Abubakar
Department of Educational Foundation,
School of Education,
Kwara State College of Education, Ilorin

Abstract
The striving of Nigeria to transit from developing country to developed nation can only be actualized if her educational system is maximally developed. It is an undisputable fact that nation educational development will be more of mirage than reality without appropriate implementation of her educational policies since it is not enough just to make policies. Thus, the study examines educational policy implementation in Nigeria: problems and prospects. It scholarly looked into the concept of educational policy, policy implementation, philosophy and goal of Nigerian educational system, factors militating effective implementation of educational policy in Nigeria, prospects and strategies for effective policy implementation in

CamScanner

Nigeria educational system. The study concluded that effective implementation of educational policies is imperative to enhance educational standards. The study suggested among others that relevant stakeholders in educational system should be adequately represented and consulted in the process of policy planning, formulation and implementation, adequate fund should be provided for the implementers of educational policies to ensure their regularly meetings and set up various programmes for policy implementation. Anti-corruption agencies should be given legislative backing and mandated to check the operational arbitrariness and deficiencies of policy makers and implementers for efficacy of educational policy implementation.

Keywords: Educational Policy, Implementation, Problems and Prospects

Introduction

Education is an influential instrument for manpower and national development. This is due to the belief that all aspects of nation's social- political, economic and technology could be transformed when the citizens are adequately prepared through education (Brooks, 2021; Stonner, Freeman & Gilbert, 2019; Yusuf & Mustapha, 2020). The educational system aims at equipping all Nigerians with relevant knowledge, skills, values and competencies in order to be capable of working and contributing to human capital and national development. The government's position, as specified in the National Policy on Education, is that education is compulsory for all Nigerian citizens and it is to be qualitative, comprehensive, functional and relevant to the needs and aspirations of the society (Federal Republic of Nigeria, 2013). The government at the federal, state and local levels in the country established educational institutions in an effort towards achieving these objectives. Also, the involvement of private individuals and organisations are welcome in the establishment of educational institutions right from the basic to tertiary level. Incidentally, Nigeria is facing severe challenges in its educational system as her eagerness to join the league of advanced nations by 2020 became unrealistic and the system is likely to collapse if strict compliance with the spelt-out policies are not effectively implemented to stabilize and solidify the system (Aduwa, 2021; Yusuf, Festus & Mustapha, 2021).

Educational policy is the foundation upon which the educational system of every nation is established. This explains why some educational policies are made in Nigeria to guide how educational system should be operated. However, it has also become almost normal to articulate convincing statements and practical managerial guides for the advancement of educational objectives in Nigeria with little or no effort to implement them. This is a gross educational deception that requires analytical, diagnostic, and remedial consideration. Thus, there is a need to look into the problems and prospects of educational policy implementation in the Africa's biggest nation (Lemu, 2017; Yusuf et. al., 2021).

CamScanner

The need for educational policy in Nigeria was necessitated by the National Curriculum Conference of 1969 which was attended by a cross section of Nigerians. The conference was a culmination of expression of general dissatisfaction of Nigerians with the existing educational system which had become irrelevant to national needs, aspirants and goals. The Nigeria educational system witnessed changes in structure, contents and context based on series of complaints that were made by scholars, parents, government functionaries and artisans on the ills of the school curriculum and called for the revision of educational policies as well as the discussion of concerning the need for curriculum change. A curriculum conference was held between 8th to 12th September, 1969 in Lagos to change the colonial oriented Nigerian educational system. This was a major landmark in the history of educational development in Nigeria. The conference was sponsored by the Nigerian Educational Research and Development Council (NERDC) with emphasis on the objectives of education and content of the curriculum in light of the people needs both as an individual and as a nation (Osokoya, 2016).

After the National Curriculum Conference, a seminar of expert drawn from a wide range of interest groups within Nigeria was convened in 1973. The seminar was attended by voluntary agencies and external bodies and deliberated on what a National Policy on Education for an independent and sovereign Nigeria should be. The outcome of the seminar was a draft document which after due comments were received from the states and other interest groups was submitted to the National council on Education and ratified by the Federal Government of Nigeria as "National Policy on Education. The first edition of the NPE was published in 1977 and was successfully reviewed in 1981, 1988, 2004, 2007 and 2013 respectively in keeping with the dynamics of social change, policy innovation and the demands on education. The conference recommended nine major educational aspects, which are: National philosophy of education; Purpose of primary education; Objectives of secondary education; Purpose of tertiary education; Roles of teachers' education; Functions of science and technical education; The place of women education; Education for living and Control of public education (Federal Republic of Nigeria, 2013).

Concept of Educational Policy

Education policy can be formally understood as the actions taken by governments in relation with educational practices, and how governments address the production and delivery of education in a given system. Admittedly, some promotes a wider understanding of education policy, acknowledging the fact that private actors or others institutions such as international and non-governmental organisation can originate educational policies (Organisation for Economic Co-operation and Development, 2015). In this respect, the definition given by Lipsky (2017) education

CamScanner

policies are programmes developed by public authorities, informed by values and ideas, directed to education actors and implemented by administrators and education professionals. In the same vein, education policies cover a wide range of issues such as those targeting equity, the overall quality of learning outcomes and school and learning environments, or the capacity of the system to prepare students for the future, funding, effective governance or evaluation and assessment mechanisms, among others. Although education policies may refer to programmes affecting the education system from kindergarten to tertiary education.

Educational policy is a statement of the government regulations, anticipations, expectations, goals, requirements and standards for quality education delivery in Nigeria. Amalea (2013) remarked that educational policy is vision for an idea society anticipated to be accomplished using education as a tool. Awokoya (2016) in his own position affirms that educational policy is the determination of major objectives, selection of methods of achieving them and continuous adaptation of existing policies to the challenges facing the government. In a nutshell, it is a general statement containing the principles, regulations and rules that govern many decisions on how to educate the children, where to get them educated, how to teach them and how to finance their education. Therefore, education in Nigeria is no more a private enterprise, but a huge government venture that has witnessed a progressive evolution of government, dynamic intervention and active participation. This made the Federal Government of Nigeria to adopt education as an instrument per excellence for effecting national development.

Educational policy is the operational guide that gives the bases for carrying out the visions, activities, purposes, goals and objectives of an educational system. It is convincing statement or practical guide for the administration of schools made by lawful authorities. Educational policies are formulated to speed up the growth of every nation. This is why no policy is made without, first and foremost, identifying and capturing the overall philosophy and goals of the nation (Federal Republic of Nigeria, 2013, Oriaifo, 2016). Government or those entrusted with the responsibilities of educational administration make educational policies. Ocho (2015) remarked that educational policies are operational guidelines, which provide bases for management, staff and professionals for implementing government expectations of the school system. This shows that policy often envisages government intentions, plan, objectives and goals as well as strategies for their effectuation and implementation. Thus, the primary role of any educational policy is to control and enhance educational programmes and product.

Philosophy and Goals of Education in Nigeria

Philosophy of education in Nigeria is viewed as an instrument per excellence for effecting national development and interaction of persons and ideas. The overall

CamScanner

philosophy of Nigeria education is to live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principle of freedom, equality and justice, promote inter-African solidarity and world peace through understanding. The five main philosophy of Nigerian education as stated in the National Policy on Education (Federal Republic of Nigeria, 2013) are the building of:

A free and democratic society: freedom is a natural gift of man as a member of the world body. The United Nations Organisation in its declaration of Human rights in 1948 adopted freedom as basic socio-political and economic privileges that human being enjoys irrespective of age, race, religion, tribe and other cultural characteristics. This was entrenched in Nigerian constitution as fundamental human rights among which are: right to live, freedom of speech, movement, association, religious, right to vote and to be voted for among others.

A just and egalitarian society: this refers to a society where merit takes precedence over mediocrity and facilities and manpower are made available for each child to maximize his or her unique potentials. In an egalitarian society, everybody is treated with equality, fairness and rule of law is strictly adhering to. In a just and egalitarian society, the law is over and above everybody irrespective of the position occupied by individuals. Emphasis is laid on equal opportunities for all to education, economic, social and political participation.

A united, strong and self-reliant nation: this seems to be centre point of Nigerian philosophy, which emphasizes that unity, strength and self-reliant are the national vision of Nigeria. There is popular belief that "united we stand divided we fall'. It is further argued that unity is strength, unity, therefore give strength. Therefore, the unity and strength of any nation depends heavily on manpower development that will exploit and utilize the endowed resources. Part of the measures taken by the government to achieve this was the introduction of NYSC (National Youth Service Corps) scheme, establishment of unity schools, National festivals and National Anthem among others.

A great and dynamic economy: this means a nation whose economic resources are diversified, channeled and directed to meet both national and international contemporary demands. This calls for effective and efficient production and distribution of highly trained manpower in all areas of human endeavour as an important condition for national survival based on the dynamic nature of the society. The country is expected to develop the caliber of people that would be versed in different areas of discipline such as: food production and preservation, building design and technology, scientific discovery and technological advancement, medical

CamScanner

profession, legal practitioners, mechanical engineering, Accountants, Teachers among others.

A land of bright and full opportunities for all citizens: this is a situation where all Nigerians will be provided with ample opportunities that can be taped to fully maximize their inborn or innate potentials based on the varieties of the abundant blessed resources. It is however surprising that Nigeria as a major oil producing nation still engaging in the importation of refined petroleum products from those she sold the crude to.

Educational Policy Implementation in Nigeria

There have been increase pressures on educational development for the delivery of high-quality education due to the dynamic nature of the system, but policy makers do not necessarily grant much attention to their implementation. Education policy implementation is a complex, growing process which may result to failure of stakeholders in the sector if not well targeted. It is thus essential to fathom it, clarify its determinants and explore ways in which it can be more transparent and effective (Ebekozien, 2021; Ijoma et al., 2021).

Educational policy implementation is a complex term which has different meaning for different people. The different definitions of education policy implementation found in the literature convey specific perspectives on the policy process (Arikewuyo, 2016). Conventionally, policy makers see education policy implementation as a practical phase of the policy process in which the decision taken gets executed by the administration and educators throughout the system. Although they observe implementation.

The lack of consensus on the definition is noticeable among scholars. The term itself may convey a limited approach to the concept. Yet analysis suggests that the term may require taking into considerationa large variety of factors including the policy making process itself, in addition to context and the actual policy. Alternative terms from educationalists include delivery, change, realisation and enactment (Bell & Stevenson, 2015) Studying education policy implementation is therefore closely linked with understanding what determines education systems' ability and actors' willingness to engage and change. Moreover, these change processes take place in education systems that are increasingly complex, and require more elaborate strategies than the traditional top-down policy making (Yusuf & Mustapha, 2020).

Educational policy implementation connotes the transformation of programmes in education into specific courses of action for day-to-day execution. Policy formulation in education is not completed till such policies are effected. Policy implementation

CamScanner

appears to be the greatest challenging part of policymaking and no policy formulated is operational without implementation. Every policy on education is goal oriented and this forms its fundamental foundation. Policy implementation in educational enterprise requires periodic assessment either in the process of implementation or at the final stage to ascertain that such a policy accomplishes what it sets out to achieve. In this situation, aspects that require improvement can be strengthened for efficacy and productivity to be actualized in service delivery (Oghenetega & Ubah, 2021). Ocho (2015) advocates that the bureaucrats, administrator or public servant usually uses established guidelines in carrying out this responsibility of policy implementation.

Policy implementation encompasses key interest groups and stakeholders in education such as the Federal and State Ministries of Education, the National Universities Commission, the National Board for Technical Education, Universal Basic Education Commission, the National Commission for Colleges of Education, Nigerian Educational Research and Development Council, the Teaching Service Commission , State Universal Basic Educational Boards, the Local Government Education Authorities, the National Council for Nomadic Education and the National Business and Technical Education Board among others (Ogbonnaya, 2016). It is incumbent upon all relevant stakeholders in educational industry ranging from students, teachers, parents, traditional rulers, teaching and non-teaching staff and workforce of the several Ministries as well as educational parastatals vested with the responsibility of implementing educational policies to establish synergy with one another (Arikewuyo, 2016).

It is acknowledged that for each one naira spent on educational planning and implementation, the nation invests immeasurable amounts resources, appreciates complete enhancement in output and job opportunities, experiences substantial deterioration in criminality proportion; and begins to bliss the fulfilment of social, economic, political, scientific and technological advancement (Oriaifo, 2016). Consequently, those charged with the implementation of educational policies are bound to transform the policies into achievable blueprint via proper coordination, monitoring, assessment and review the policy guideline in connection with the stated goals to discover the softness and make recommendation for current policy improvement and modification despite the perplexing nature of planning and implementation of educational polices (Alove, 2016).

Determinants of Educational Policies

The key determinants of education policy implementation as identified by Bell and Stevenson (2015) and Romane and Beatriz (2017) are:

1. **The policy plan**: the way a policy is disputed and outlined, the rationality it

CamScanner

advocates between the policy tricky and the interpretation it offers and the possibility of the latter determine to a larger degree whether a policy can be implemented and how.

2. The stakeholder's commitment: education policies are implemented by individuals and organisations, making them dominant to the implementation process both because of their own characterisation and thanks to their interactions with other determinants.

3. The institutional, policy and societal perspective: the institutional setting encompasses the formal and informal social limits which standardize the implementation process in a given education system. The other policies domicile in education and other sectors also need to be taken into cognizance in that they may aid or impede the implementation procedure.

4. The implementation strategy: the implementation strategy refers to the operational plan which guides the process to make the policy happen in effect.

Education Policy Implementation: A Graphic Framework

Basically, the coherent implementation strategy is surrounded by the determinants that influence and shape the process. It is a central tool to stir the implementation process, but a well-designed strategy is not sufficient to guarantee effective implementation (Romane & Beatriz, 2017). While presenting a framework that is directed to policy makers, it is important to keep in mind that implementing education policy is multidirectional. The process is piloted by a group of actors close with or mandated by policy makers to reach specific objectives, but it can be influenced by actors at various points of the education system, such as schools, parents, local or regional education authorities. It must also be noted that education policy implementation always needs to be contextualized; the process' features vary because it is embedded in the structures of a given education system at a given time, with particular actors, and around a specific educational policy (Ferdinand, Bisong & Inakefe, 2021). The central role of context shows that 'there is no one-size-fits-all model' for implementing education policy. One must thus pay attention to the specificity of the policy, stakeholders and local context to analyse or make recommendations about the process. Yet a common framework can help to structure the analysis, and guide the implementation process. With a generic framework, it hopes to provide a tool that helps identify and analyze the determinants of success in education policy implementation (Romane & Beatriz, 2017). Below is the policy implementation strategy on education:

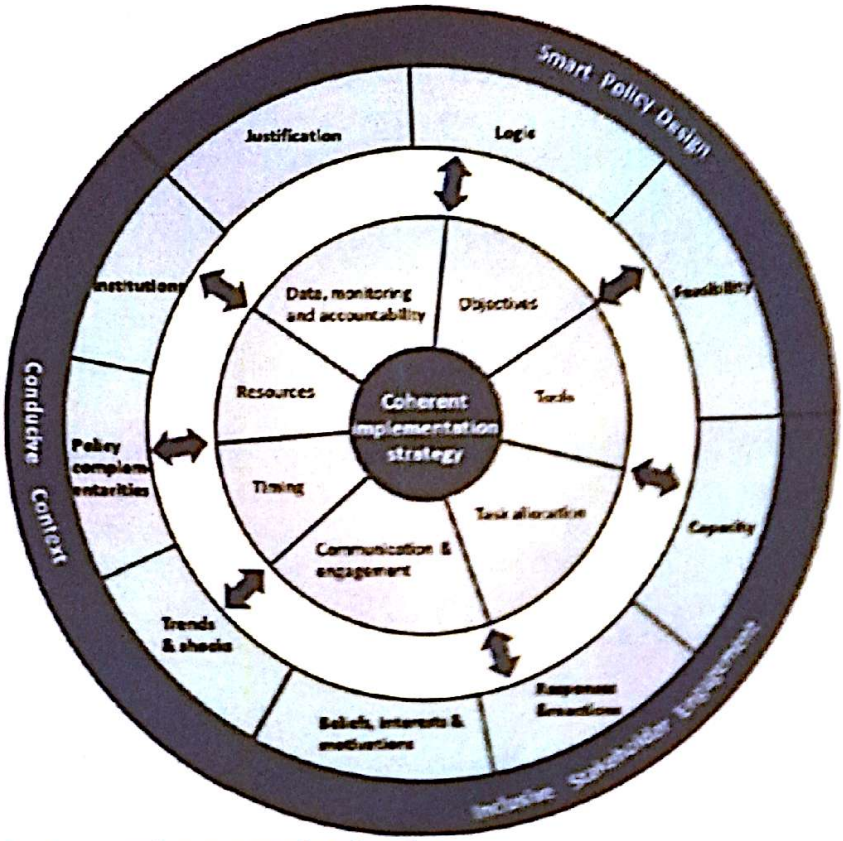


Figure 1: Policy implementation strategy in education
Source: Remane & Beatrice (2017)

Approaches to Educational Policy

The policy cycle approach: One of the most influential approaches among analysts is the policy cycle approach, which splits the policy process into discrete and chronological stages. This emphasizes the tight links between a policy and its implementation. This approach has been used in a number of frameworks (OECD, 2015) and is the one used conceptually by many policy makers and implementers to think through the policy process (Romane & Beatrize, 2017). In this traditional perspective, a policy decision necessarily comes first, before the implementation process starts. The figure below explains the cycle approach to educational policy.

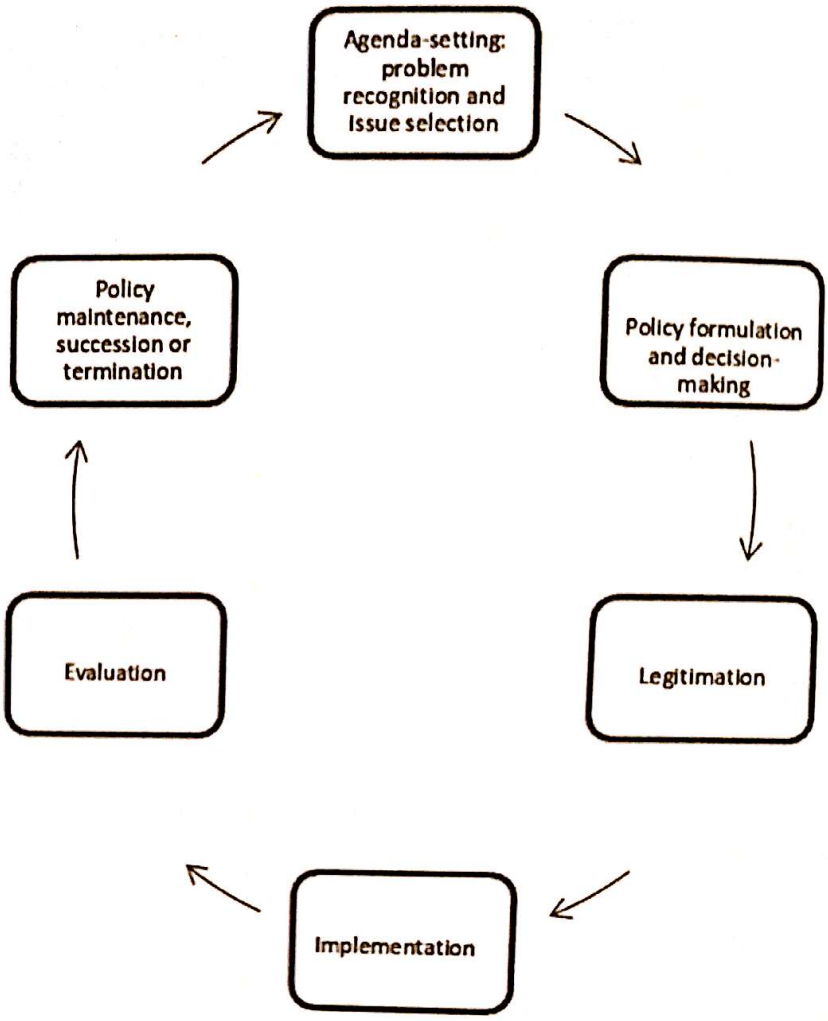


Figure 2: The cycle approach to educational policy
Source: Romane, V and Beatriz, Pont (2017)

Furthermore, the policy cycle approach remains in use –albeit with some adjustments (Hill & Hupe, 2012) because it is considered the most straight-forward way to present an analysis and recommendations to policy makers and it maybe simpler to make actionable (Werner & Wegrich, 2016).

Prime Minister Delivery Approach This is a modern top-down approach to implementation of educational policy developed during Blair's government in the United Kingdom. Delivery explicitly conveys the PMDU's top-down perspective on implementation: the Unit's primary mission was to ensure the delivery of the Prime Minister's top public service priority outcomes (Barber, 2015). The PMDU's approach to delivery is centreed on pragmatic project management methods applied to policy implementation. The delivery staff ensures that clear priorities are set, each associated with a limited number of specific, measurable and ambitious targets. The

CamScanner

implementation plan is indispensable for efficacy. However, it does not have to be on point from the beginning. It remains flexible to accommodate the lessons learnt by the implementation team throughout the process. Delivery is thus tightly linked with regular data collection, monitoring and analysis, thanks to which it informs the implementation team and decision makers (Barber, 2015).

Deliverology had some success among central policy makers, especially because it aims to diffuse management practices in public administration. The approach sees implementation as a highly iterative process, and a fully-fledged component of policymaking. It is considered top-down to the extent that it focuses mostly on central government's leadership, and on administrative performance overall. "Effective implementation" from the deliverology standpoint is implementation that "get things done", *i.e.* that achieves the government's goals (Barber, 2015).

Bottom-up Approach: This sees implementation as a process of interaction and negotiation, taking place over time, between those seeking to put policy into effect and those upon whom action depends" (Barber, 2015).The main contribution of bottom-up approaches to public policy implementation is their normative stand: what matters is not how policy makers at the top get their will implemented but the responses of those on the ground at the end of the line whose reactions shape the implementation process, and the policy itself (Lipsky, 2017). He explains that the real question in policy implementation is how to support educational personnel to meet the pressure but decrease the quality of their service to end users of the policy. The bottom-up theorists highlight the role of politics in implementation. and continuous negotiations that take place throughout the policy process. Compromising and getting actors on board with the policy does not stop with the formulation. which makes implementation just thecontinuation of political debates. However, while bottom-up scholars bring new knowledge on the power relations down the policy-making process, they do not provide clear responses on how to tackle the challenges they identify.

Synthesizing Approach: This includes a wide range of influential contributions that change an organic process to engage those on the ground. A significant approach uses the concept of networks to analyze policy implementation. Based on the concept of "mutual dependencies. The approach emphasizes the role of networks since in complex policy systems, actors do not yield resources to implement a policy by themselves (Klijn, 2018). This situation is seen especially in modern education systems, where multiple actors must interact and co-ordinate with each other, governments included. In their framework for education policy implementation analysis. The precedence of the policy decision on the implementation process call for policy enactment which shapes the policy and its outcomes, rather than implementation of the policy. From this perspective, education policy

CamScanner

implementation is understood as the web of processes through which policies are interpreted, translated and reconstructed, rather than a simple process of execution (Bell & Stevenson, 2015). The figure below explains the synthesizing approach:

Synthesizing approach

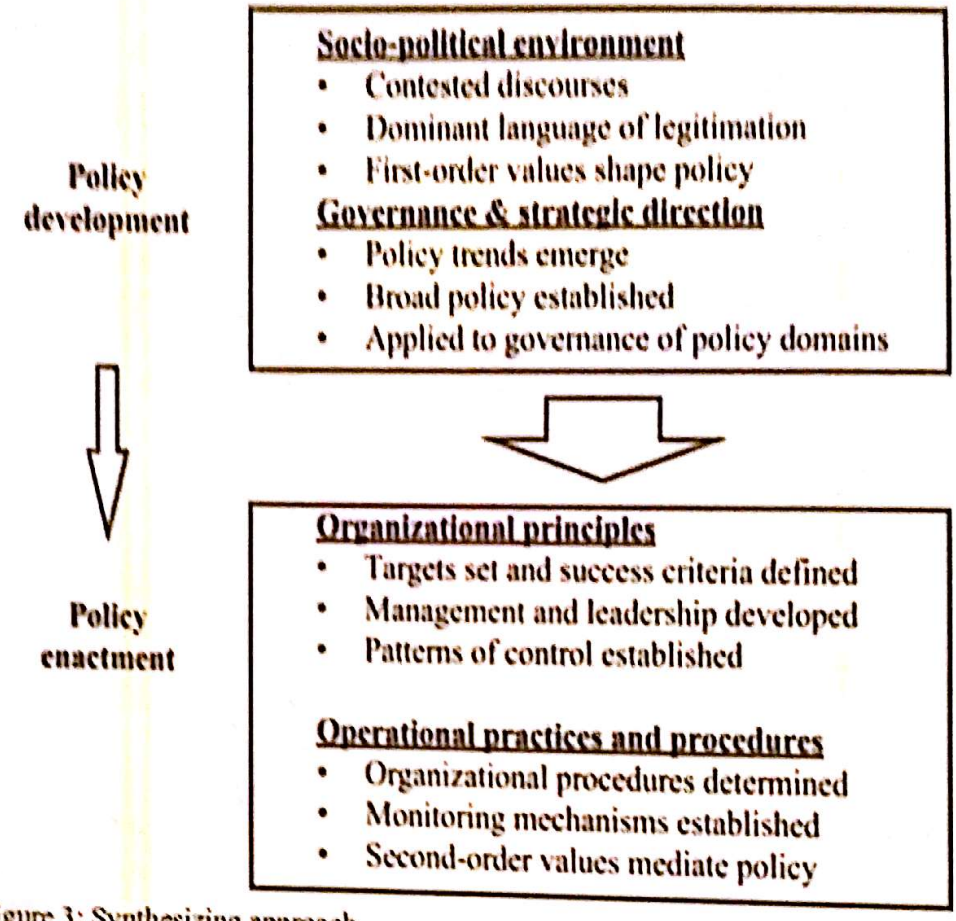


Figure 3: Synthesizing approach
Source: Bell and Stevenson (2015).

The debate between different perspectives, including top-down, bottom-up perspectives and synthetic approaches structure the study of policy implementation. Approaches such as Bell and Stevenson's synthesize the lessons learnt from top-down and bottom-up theories to get a better understanding of the implementation process. Yet, the growing complexity of education governance and its greater importance call for clear definitions and concrete tools to for policy makers to enact policy in this new policy environment.

CamScanner

Challenges Associated with Implementation of Educational Policy in Nigeria

Policy implementation is a vital facet of policy making yet it has suffered plethora of impediments in Nigeria as identified by Innocent (2016). These are:

1. Insufficient Consultation: One of the fundamental factors militating against effective educational policy implementation is the boo-boo in the policy making process. Educational policy implementation turns to a total fiasco when the substance of those to enforce educational policies are not appropriately consulted during the stage of policy formulation, they occasionally skirmish or find it problematic to understand such policies and its intention.

2. Scarce Resources: inadequacy of human and material resources require for optimal implementation of educational policy in Nigeria is another sever change that cannot be overemphasized. Academic staff are not existing in some of the educational institutions and where they are, some of them are naïve and half bake without ample skills for effecting the transformations of new policies in the school system. In the same way, there are derisory material resources regarding buildings, facilities and instructional material in educational institutions which makes it difficult for effective policy enforcement.

3. Leadership Problem: Effective implementation of educational policies needs virtuous political leadership. Political office holders lack the political wisdom and intellectual vastness for carrying out worthy educational policies in Nigeria. Leaders are occasionally ill-informed, horrendous and egocentric in nature. Certain political office holders persistently involve in indiscriminate change of educational policies as a result of their surreptitious intentions which eventually hinder the realisation of policy implementation effectiveness.

4. Paucity of Fund: Effective implementation of educational policy implementation in Nigeria also suffers serious setback due poor funding. Educational system in the country is evidently underfunded as the governments do not develop keen interest in providing sufficient financial resource require for effective implementation of educational policy. Sometimes, the fund allocated for implementation of the policies are embezzled and defrauded. The problem faced in the implementation of the policy of Universal Primary Education scheme was connected with insufficient financial resource that are indispensable for coordinating, supervising, assessing, and implementing educational policies (Ezeugbor & Nwachukwu 2017).

5. Ideological Differences: Problem of cultural integration and coherence constitute one the fundamental concerns bedeviling the effective implementation of education policies in Nigeria. Differences with respect values system affect educational policies in diverse ways in the country. Occasionally, communities and their cultural

CamScanner

associations are not taking into consideration before passing certain educational laws. It becomes extremely challenging to enforce such align policies in the affected groups. Also, in a multi- lingual society like Nigeria, it is often challenging to ensure that all ethnic groups be in accord on fundamental ideologies regarding educational policies and thus triggering in treacherous problems in the helms of policy implementation. In a federal system, the federating units in their varied groups' values, and customs unite to plan and maneuver community based policies different in a quasi federal nation like Nigeria where educational policies do not adequately incorporate several values, norms, beliefs, axioms, and interests of the people geographical bounded as Nigeria (Ishidpeshi, 2017). The administrative setting of Nigeria does not give opportunity for the subsistence and triumph of educational policies.

6. Bribery and Corruption: It is obvious that corruption among public office holders in Nigeria militate against successful implementation of educational policies in varied indirect ways. Some dissolute and indiscreet public officers manipulate the implementation of certain educational policies through misappropriation fund set aside for the implementation process. No policy thrives when the process is mischievously tempered with, recklessly manipulated or deliberately outwitted. Also, discontented and over ambitious politicians are ground preventers of public policy for oppressive purposes. The selfish politicians, for selfish reasons, refuse to pay attention to the advice and recommendations of technocrats, policy analysts and specialists which consequently leads to favoritisms, reckless spending on implementation of policies that are not beneficial to those it was designed for. For instance, some politicians truncate commendable polices and plans merely to frustrate their political or geographical enemies (Ochecha, 2017).

7. Inadequate Monitoring and Supervision: There is poor monitoring and supervision of educational policy implementation and this adds to problems militating against educational policy implementation in Nigeria. Monitoring and supervisory squad are not genuinely instituted to carry out the responsibility of overseeing effective implementation of educational policy.

8. Religious Intolerant: Diverse religious sentiments in Nigeria constitute major obstacle to policy implementation especially when they are not well considered before policy formulation. For instance, an attempt by some skeptical humanists in the Southern universities to replace Islamic Studies and Christian Religious Knowledge with Moral Education was vehemently resisted by the concerned religious leaders who saw it as a call for moral lawlessness since it raises the question of who would determine what was "moral" or "immoral" (Lemu, 2017). Also, in the recent time the Nigerian Educational Research and Development Council (NERDC), an educational agency under the Federal Ministry of Education attempted to reduce the workload of

basic school pupils from 20 to a maximum of 10 subjects merged Christian Religious Knowledge, Islamic Religious Studies, and some other subjects under a compulsory subject known as Religion and National Values (RNV). The religious leaders fervently and openly rejected the policy as it will force pupils of one faith to memorize and study the spiritual values beliefs of another faith. The fear was that if such policy enforced in the school curriculum, then Nigeria will be plunged into moral doctrine and anarchism. It is therefore imperious that policy makers should integrate the views of different religious affinities in the country while formulating educational policies.

9. Disorderliness: This is another dead end to educational policy implementation which deals with absence of self-discipline, probity and self-assessment. A wilful person holds wild character and behavioural deficiency. Lack of orderliness in behaviour among those charge with the responsibility of implementing educational policies threaten the effective implementation of policies. Disruptive behaviour from supposed agents of policy implementation embrace truancy among teachers and students, depriving female children of access to formal education by parents and guardians, inattentiveness of the various tiers of government to vital educational policies like early childhood education, negotiating uprightness by parents, teachers and relevant instructors on matters that induce to hindering policy planning and implementation among others (Osaze, 2016)

Prospects of Educational Policy Implementation in Nigeria

According to Adeyinka (2017) and Lemu (2017), the implementation of educational policy in Nigeria will go a long way to benefit the nation and relevant stakeholders in the educational system. Some of these prospects include:

1. Standard Decision: It is apparent that educational policy implementation helps to fecundate well explored, established, consistent and constructively criticized verdict. It makes decisions easier as well since the day-to-day decisions emanated from the impressions in the policy outline.

2. Educational Stability: Consistency of decisions stabilizes educational system and this is only feasible with the implementation of educational policies. In this case, the working procedures of educational system do not hinge on the administrative officials and so, a change in administration does not weaken the educational system.

3. Sense of direction: Educational policy gives a sense of direction when its implementation is in progress. Everyone in the school system knows what is expected in specific circumstances. Outcomes of activities are prearranged since practical procedures are available. All stake holders become conscious of the principles at play in every decision in the school system.

CamScanner

4. Uniformity of Action: Policy implementation guarantees orderliness in the educational system. No one behaves how he or she likes. People know their expectations are and how to execute them. In this circumstance, there is consistency of action and similar processes. This promotes orderliness and eschews misperception and lawlessness.

5. Reduction of Cost: Administrative expenditure that goes along with regular decision-making is substantially reduced when educational policy is operational and entirely effected. The administrative officials need not to assemble continually to waste precious time and financial resources on administrative decisions as some of these decisions are already enclosed in policy document. What is just required is for the administrator to look at the policy document and give their verdict in accordance with specific condition contained in the blueprint.

6. Guarantee of Fairness: Implementation of educational policies gives workers assurance that they will not be ill-treated at their places of work. Policies are there to make sure that everybody is appraised based on the policy guideline irrespective of sex, race, tribe, status or position. It does not matter whether the administrative officials like a particular teacher or not. The policy statement must be strictly adhered to by every employee and be judged by such without preferential treatment.

7. Responsibility and Control: The awareness on the subject of responsibility and sense of control is one of the assurances of educational policy implementation in Nigeria. It has been pinpointed that one of the impediments to educational development in Nigeria is the issue of responsibility and control that leads to conflicts between the Federal, State and Local Government in the management and control of several of levels of education. This idea of responsibility and control is bound to be everlastingly resolved if educational policies are well implemented as defined. Each tier of government will know its level of responsibility and control at each level of education in the country.

Conclusion

Education is a powerful tool for nation's social- political, economic and technological advancement. Undoubtedly, Nigeria is reputable for having richly articulated, seamlessly expressed, academically researched and futuristically embraced educational policies. The implementation of these policies is persistently beleaguered by prevalent incurable implementation aftermaths. As such, failed policy implementation has been consistently identified to be the readymade incubator for the large number and expressions of ills in education in Nigeria. Policies are of no use to education except if effectively implemented. Meanwhile, educational policy implementation is an important concept that cannot be glossed over. Its benefits in

any developing nation are very imperative. In all, despite the fact that implementation of educational policies in Nigeria has been besieged by lot of problems which adversely inhibit the success of such policies.

Suggestions

The following suggestions were made for effective implementation of educational policy in Nigeria:

1. All the relevant stakeholders of educational system should be adequately represented and consulted in the process of policy planning, formulation and implementation.
2. Trained and experienced personnel should be involved in the formulation and implementation of educational policy implementation.
3. Adequate fund should be provided for the implementers of educational policies to ensure they are regularly meeting and set up various programmes for policy implementation.
4. Periodical auditing should be embarked upon by experts to reduce misappropriation of the fund and ensure probity, accountability and transparency with respect to financial resource provided for educational policy implementation
5. Thorough monitoring and supervision of policy implementation should be embarked upon by monitoring team and give timely reports to appropriate authorities.
6. The anti-corruption agencies should be given legislative backing and mandated to check the operational arbitrariness and deficiencies of policy makers and implementers for efficacy of educational policy implementation.
7. Educationally Policies should be community-based, people-oriented and tailored to the ever-changing needs of the people who realistically accelerate its smooth and genuine implementation.

References

Adeyinka, A. A (2017). *Current problems of educational development in Nigeria.* Retrieved 25th August, 202 from www.unilorin.edu.ng.

Aduwa, J. (2021). Current problems facing secondary education in Nigeria: Their effects on the economy and the ways forward. *International Journal of Research in Education and Sustainable Development, 1 (6), 11, 19.*

Alove, P. (2016). *Overview of educational development in pre-colonial day to present day era.* Edo: Mait Publishers

Amalea, S. (2013). *Understanding the philosophy of education.* Ibadan: Bounty Publishers

Arikewuyo, M. O. (2016). Democracy and university education in Nigeria. *Higher Educational Policy, 16(3), 121-133*

Awokoya, S. O. (2016). *Educational policy formulation in Nigeria.* Ilorin: University of Ilorin Press.

CamScanner

Bardach, M. (2011). How to win a government so that citizens benefit and taxpayers don't go over it. Penguin Books, London.

Bell, L. & H. Stevenson (2013). Towards an analysis of the policies that shape public education: Setting the context for school leadership". *Management in Education*, Vol. 20(4), pp. 146-150. http://dx.doi.org/10.1177/0892020613495504.

Brooks, R. (2021). The construction of higher education students within national policy: a cross-European comparison. *Compare: Journal of Comparative and International Education*, 51(2), 161-180.

Ebohon, A. (2021). A qualitative approach to investigate low-cost housing policy processes in Edo State, Nigeria. *International Planning Studies*, 26(2), 165-181.

Edokpayin, A. (2017). *The challenges of Nigeria education system and the way forward*. Being a paper presented by the senior special assistant to Edo State Governor on Politics and Strategy on 25th June, 2016.

Ezeugbe, C. O. & Nwachukwu, E. A. (2017). Adopting e-learning in university education: prospects and problems. *Unizik Orient Journal of Education*, 3 (1&2), 140-151.

Federal Republic of Nigeria (2013). *National policy on education*. Lagos: NERDC Press.

Ferdinand, E. O., Bisong, B. D., & Inakefe, I. G. (2021). Bureaucracy and public policy implementation in the Nigerian public service: Some salient issues. *Journal of Good Governance and Sustainable Development in Africa*, 8(2), 30-40.

Hill, M. and P. Hupe (2002). *Implementing public policy: governance in theory and practice*. Sage, Gateshead.

Innocent, C. I. (2016). *Challenges and prospects of educational policy implementation in Nigeria: The way forward*. Retrieved 20th September, 2021 from https://www.researchgate.net/publication/340511721.

Iyama, S. I., Akinyemi, O. O., Olaniyi, A., Adekanmbi, O., & Fowotade, A. (2021). Tuberculosis infection control policy implementation among healthcare workers in secondary health facilities in Ibadan, Nigeria. *African Journal of Medicine and Medical Sciences*, 50(1), 135-143.

Kihn, S. (2008). *Beyond performance : how great organizations build ultimate competitive advantage*. Wiley, Hoboken, NJ

Lipsky, M. (2017). *Street-level bureaucracy: Dilemmas of the individual in public services*. Russell Sage Foundation, New York.

Lemu, A. (2017). *Religious education in Nigeria*. Ibadan: University Press.

OECD (2015), *Education policy outlook 2015: making reforms happen*, OECD Publishing, Paris. http://dx.doi.org/10.1787/9789264225442-en.

Ocho, L. O. (2015). *Educational policy making, implementation and analysis*. Enugu: New Generation Books.

Ogbonnaya, A. (2016). Educational policy implementation in secondary schools in Nigeria. Anambra: Rex Charles & Patrick Limited.

Ocheoha, A. O. (2017). *Synopsis of policy analysis and decision-making models*. Enugu: Amicus-Virgo Academy.

Oghenetega, E. O., & Ubah, C. B. (2021). Effectiveness of quantitative monetary policy implementation in the success of full employment in Nigeria: 1986-2018. *Asian Journal of Economics, Business and Accounting*, 38-56.

Oriaifo, S. O. (2016). *Planning and implementation of policies in Nigerian education:* Issues,

problems and prospects. Benin: Dasylva Influence Enterprises.

Osaze, F. (2016). *Africa historical change and continuity*. Delta: Ahnour Press

Osokoya, I. O. (2016). *History and policy of Nigeria education in worldwide perspective*. Ibadan: AMO Publisher.

Romane, V. & Beatriz, P. (2017). Education Policy Implementation: A Literature Review and Proposed Framework. Organisation for Economic Co-operation and Development (OEDC).

Stonner, A; Freeman, K. E & Gibert, O. (2019). *Educational policy, themes and impact*. London: Francis Publishers.

Weaner, K & Worgch. (2018), "But will it work? Implementation analysis to improve government performance", *Issues in Governance Studies*, Vol. 32(1), 2-25.

Yusuf, S., & Mustapha, I. A. (2020). Assessment of the impact of oronavirus (Covid-19) pandemic on educational system in Nigeria: Implication for stakeholders. *UMT Education Review*, *3*(2), 110-126.

Yusuf, S., Festus, M. D., & Mustapha, A. I. (2021). Perceived measures for effective implementation of universal basic education programme in Delta State, Nigeria. *Journal of Education Naresuan University*, *23*(2), 76-95.

Yusuf, S., Mustapha, A. I., Islam, K. A., & Famolu, B. F. (2021). An assessment of the first wave of covid-19 and need for strategic management of education in Kwara State, Nigeria. *The Millennium University Journal*, *6*(1), 1-10.

CamScanner