

**IMPLEMENTATION OF EDUCATION POLICIES FOR SOCIO-ECONOMIC
AND POLITICAL EMANCIPATION IN PUBLIC SECONDARY SCHOOLS IN
AKURE SOUTH LOCAL GOVERNMENT AREA OF ONDO STATE**

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Abstract

This paper examined the implementation of education policies for socio-economic and political emancipation in public secondary schools in Akure South Local Government Area of Ondo State. Descriptive survey research design was adapted for the study. The study population consisted of all teachers and principals in public secondary schools in Akure South Local Government Area of Ondo State. Multi-stage sampling procedure was adopted to sample respondents. From each of the two education zones, ten public secondary schools were randomly selected. From each school, ten teachers and a principal were randomly selected using simple random sampling and purposive sampling techniques. A total of 20 public secondary schools, 200 teachers and 20 principals were sampled for the study. A self-developed instrument titled "Implementation of Education Policies for Emancipation Questionnaire" (IEPEQ) was developed and the instrument was validated by experts at the Institute of Education, University of Ibadan. Cronbach Alpha method was used to establish the reliability of the instrument, which yielded coefficient of 0.78. The collated data were subjected to simple percentages in answering the three research questions. The findings revealed that: 74.0% and 26.0% of respondents agreed and disagreed that execution of education policies enhanced achievement of social emancipation among students respectively. Also, it was found that 47.0% respondents agreed that execution of education policies promoted achievement of economic emancipation, while 53.0% of the respondents disagreed with the view. More so, 90.50% and 0.50% agreed and disagreed that implementation of education policies promote the political emancipation respectively. Recommendations were made that the state government should

provide appropriate monitoring and additional educational facilities for education policies implementation toward attainment of secondary educational objectives.

Keywords: *Implementation, Education policies, Socio-economic and political emancipation, Ondo State*

Introduction

Education is commonly perceived as the most powerful weapon in alleviating poverty, producing skilled human resources, creating a healthy and enlightened social environment and creating self-sufficient nation. It is an instrument for national development, social change and a vehicle for developing skills, competencies and imparting knowledge, it is believed that without education, various socio-economic activities in the society will remain stagnant and the society will continue to wallow in ignorance (Osuji and Koko, 2018). Education is described as the totality of life experiences that people acquire, and which enables them to cope with, derive satisfaction, achieve social competence and optimum individual development from living in the world (Obayan, 2007; Shulman, 2008).

It is on this premise that it is believed that the quality of a nation's education is proportional to the level of her prosperity. Economically, advanced nations of the world are distinguished by the excellence of their educational system (Ezeobata, 2007). The essence of education policies for socio-economic and political emancipation in Nigeria has been for a long time even before independence. According to Alan (1967), he submitted that Nigeria was shaped in a mold cast by colonial conquest rather than by indigenous historical and traditional factors. He pointed that the use of a common language in government and business, promote the development of trade and the creation of trans-tribal administrative units tended to expand political identifications.

However, other features of colonial rule tended to delimit the development of a national consciousness as broad as the political boundaries of the country. First, regardless of the over-all administrative form adopted by Britain, there were separate government structures for the Northern and the Southern Provinces from 1900 to 1922, and for the Northern, Eastern and Western Regions

from 1922 until the present. Secondly, an effect of indirect rule, by which Britain governed through tractable traditional rulers, under a reign of peace, was the perpetuation of traditional tribal cultures, especially in the North, where the Hausa-Fulani tribal leadership resisted western education. The extent to which education has been used for the purpose of national integration is an important indicator of the desire and willingness of politically dominant Nigerians to create one Nigeria. It is self-evident that the schools cannot reflect a nationalism which does not exist. Schools do not usually create beliefs, attitudes, or values, they communicate them from sources outside the school (Alan, 1967).

Thus, Nigerian secondary education policies are expected to build students for the realization of secondary educational goals to be realized in order to produce citizens who are not only socio-economically empowered but those who have the ability to live and take responsibility in the emerging world community, who relates and adapts to the human society and whose actions contribute to the building of the community values and practices (Osuji, 2018). Educational policies are government initiatives which determine the direction of an educational system (Okoroma, 2000) in Awolola (2017). Nigeria has five national education objectives drawn from the main national goals of Nigeria as stated in the Nigerian National Policy on Education (FRN, 2014). They are the building of:

- a free and democratic society*
- a just and egalitarian society*
- a united strong and self-reliant nation*
- a great and dynamic economy*
- a land of bright and full opportunities for all citizens .*

The national curriculum conference culminated into the National Policy on Education which was first published in 1977. Though the policy was revised in 1981, 1998, 2004, 2008 and 2013, the implementation strategies were not properly monitored, especially in this time that technology has taken over education all over the world - processes, production, input, and output. Okebukola (2015) in Akanbi and Jekayinfa, (2019) lamented that Nigeria keeps advancing in post-independence age, yet largely stunted in the education delivery system. He observed further that after 55 years of independence, (even up till

now) the education sector is parlous with its report card laden with red marks with a sprinkle of blue. This is the reason the need for frequent overhauling of education, which was left undone for several years, both in content and process as no society is static and it has affected the education development negatively.

Akanbi and Jekayinfa (2019) capitulated the inappropriate of the reforms that have been done were tagged reforming without impactful reforms because they have been driven largely by politics and lack of consistency. Most nations have focused on the acquisition of technological skills for their citizens, especially in the area of making available goods and services that would enhance a more comfortable life. This has eaten deep into the economy and has therefore made it imperative for the government to embark on campaigning for the patronage of made in Nigeria goods. They added that this can only work out if there is adequate provision of necessary infrastructure, proper monitoring of the implementation of policies to conform to global best practices with necessary skills taught and acquired from our schools, colleges and universities.

Osuji and Koko (2018) submitted that secondary education in Nigeria is a post basic and career development education given to children to prepare them for the world of work and to help them contribute positively to the society. Secondary education is very important as it gives the youths the right to acquire necessary skills, knowledge, attitudes and values which enable them to lead live and become productive individuals and discharge their social duties as global citizens. Socio-economic emancipation has to do with the youths having the ability/freedom and power to determine their own social and political rights and determine their own financial position and future. Anderson (2013) and Fagbemi (2014) believed that emancipation encompasses self-independent or freeing from reliant, that is one emerging a sense of autonomy and self-confidence. Ajibola (2008) corroborated that students emancipation has failed over years due to several problems facing secondary education in Nigeria. Thus, the emancipation which is expected to empower the students economically, socially and politically after receiving basic secondary education especially in the area of earning a sustainable means of living is yet to be realized. .

It is improvement of youths lifestyle through improved and effective education delivery services which impacts on their income, skills development and employment opportunities and empowers them to be global citizen. Koko (2014) noted that education enhances individual's choices in life. In socially, economically, religiously and culturally diverse nation like Nigeria, secondary education is a central mechanism that trains young people to be skilled and be able to raise the declining social and economic infrastructure of the country upon graduation. The demand for Secondary education has been on the increase in recent times due to the high demand of students to acquire quality education.

However, Nigeria having realized that education as a powerful instrument for national progress and development adjusted her secondary educational system to encompass diversified curriculum that integrates academic with technical and vocational subjects with a view of empowering the individual for self-employment and socio-economic emancipation. Nigerian philosophy of education is based on sets of beliefs that education maximizes the creative potential and skills of her citizens for self-fulfillment and the general development of the society (Akanbi and Jekayinfa, 2019).

The roles of secondary education as stipulated in the Nigerian National Policy on Education (FRN, 2014) consist amongst others:

1. Provide holders of the basic education certificate with the opportunity for higher level irrespective of gender, social status, religious or ethnic background.
2. Offer diversified curriculum to cater for the differences in talents, dispositions, opportunities and future roles.
3. Provide trained manpower in the applied science, technology and commerce at sub-professional grades.
4. Provide entrepreneurial skills, technical and vocational jobs, specific skills for self-reliance and for agricultural, industrial, commercial and economic development.
5. Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage.
6. Foster patriotism, national unity and security education and with emphasis in the community in spite of our diversity, and

7. Raise morally upright and well-adjusted individuals who can think independently and nationally, respect the views, feelings of others and appreciate dignity of labour.

From above, it is perceived that functional education is focused on acquired skills, adapting to it and acting to influence it thereby contributing to its development. The later functions require specific skills which education should seek to inculcate. Education has increasingly become important to the success of both individuals and nations. Previous evidence demonstrates that, among all educational resources, teachers abilities are especially critical contributors to students' learning and consequently the success of a nation to advance in its economic, social and political spheres (Darling-Hammond, 2006).

The poor implementation appears even worse due to the entrenched corruption in Nigerian society today. A recent study conducted by Okoroma (2003) in Awolola (2017) to assess the effective implementation of the Universal Basic Education(UBE) programme revealed significant inadequacy in the implementation efforts. Among the constraints that impede effective education policies implementation are: inadequate qualified teachers, insufficiency of funds, inadequate teaching and learning facilities, poor motivation of teachers, and lack of guidance and counseling services. These problems are the same as those that handicapped the implementation of the Universal Primary Education (UPE).

This indicates that the re-launching of the U.P.E. with the new nomenclature of U.B.E. did not result from any lesson that was learnt from the failure of the U.P.E. According to Obanya (2004), the notion of functional skills education has already been applied to the various aspects of education. In basic literacy programmes, it refers to the application of reading and writing to solving day-to-day problems, including the improvement of one's living conditions. In the training of students therefore, it means the aptitudes and abilities needed to promote learning and advancement of skills such to get the best out of learners socially, politically and economically.

Statement of the Problem

Over years, poor implementation of education policies have affected the realization of national educational objectives in secondary schools.

It appears these education policies which were to maximize the creative potential and skills of her citizens are not yet attained. More so, self-actualization of students concerned and the general development of the society seem to be unaccomplished as a result of poor policies implementation in the school setting. Thus, need for this study. This research, therefore, examined implementation of education policies for socio-economic and political emancipation among students in public secondary schools in Akure South Local Government Area of Ondo State.

Research Questions

The following research questions were answered in this study:

1. Does execution of education policies enhance the achievement of social emancipation among students in public secondary schools?
2. In what ways do implementation of education policies support the economic emancipation among students in public secondary schools?
3. What are the consequences of implementation of education policies in promoting the political emancipation among students in public secondary schools?

Methodology

A descriptive survey research design was adopted for the study. The population of the study were all teachers in public secondary schools in Akure South Local Government Area of Ondo State. Multi-stage sampling procedure was adopted for this study. From each of the two Local Education Zones/ Authority (LEA) ten public secondary schools were randomly sampled. From each school, ten teachers were randomly sampled. A total of 20 public secondary schools and 200 teachers were sampled. A total of 200 respondents were selected. A self-developed instrument labeled "Implementation of Education Policies for Students' Emancipation Questionnaire (IEPSEQ)" was used. The instrument was validated by experts in the Department of Educational Management and Institute of Education, University of Ibadan. It has two sections. Section A addressed the respondents Bio-data while section B consisted of 30 items with 3 sections: (1) execution of education policies and achievement of social emancipation (ii) execution of education policies and economic and (iii) execution of

education policies and political emancipation. Also, a reliability of 0.78 was obtained using alpha Cronbach. The collated data were subjected to simple percentages in answering the three research questions.

Findings and Discussion

Research Question 1: Does the execution of education policies enhance the achievement of social emancipation among students in public secondary schools?

Tale 1: Execution of Education Policies and Achievement of Social Emancipation

| Items | N | Frequency of Responses | | Percentage of responses | | Total |
|-----------|-----|------------------------|---------|-------------------------|-----------|-------|
| | | (SA+A) | (SD +D) | (SA +A)% | (SD + D)% | |
| Section A | | | | | | |
| 1-10 | 200 | 148 | 52 | 74.0% | 26.0% | 100% |

Table 1 displays the responses of respondents on execution of education policies and achievement of social emancipation among students in public secondary schools. It was revealed that 148 (74.0%) respondents strongly agreed and agreed on the statement that execution of education policies in school enhanced the achievement of social emancipation among students while 52 (26.0%) respondents strongly disagreed and disagreed.

Research Question Two: Does implementation of education policies support the economic emancipation among students?

Tale 2: Execution of Education Policies and Achievement of Economic Emancipation

| Items | N | Frequency of Responses | | Percentage of Responses | | Total |
|-----------|-----|------------------------|---------|-------------------------|-----------|-------|
| | | (SA+A) | (SD +D) | (SA +A)% | (SD + D)% | |
| Section B | | | | | | |
| 11- 20 | 200 | 94 | 106 | 47.0% | 53.0 | 100% |

Table 2 shows the responses of sampled respondents on execution of education policies and achievement of common economic emancipation. It was revealed that 94 (47.0%) strongly agreed and agreed on the statement that implementation of education policies supported the economic liberation among students while 106 (53.0%) strongly disagreed and disagreed.

Research Question 3: What are the implications of implementation of education policies in promoting the political emancipation among students?

Table 3: Implementation of Education Policies in Promoting the Political Emancipation

| Items | N | Frequency of Responses | | Percentage of Responses | | Total |
|-----------|-----|------------------------|---------|-------------------------|-----------|-------|
| | | (SA+A) | (SD +D) | (SA +A)% | (SD + D)% | |
| Section C | | | | | | |
| 21-30 | 200 | 181 | 19 | 90.50 | 9.50 | 100% |

Table 3 presents the responses of respondents on execution of education policies and achievement of political emancipation. It was revealed that 181 (90.50%) strongly agreed and agreed on the statement that implementation of education policies promote the political emancipation among students while 19 (9.50%) strongly disagreed and disagreed on the statement. This implied that students have been exposed to political issues.

Discussion of findings

Table 1 shows the responses of respondents on execution of education policies and achievement of social emancipation among students in public secondary schools. It was revealed that 148 (74.0%) respondents strongly agreed and agreed that education policies and achievement of social emancipation among students while 52(26.0%) respondents strongly disagreed and disagreed with the statement.

This is in line with findings of Osuji and Koko (2018) who observed that Nigeria have realized that the effectiveness of education is a powerful instrument for national progress and development and

she adjusted her secondary educational system to encompass diversified curriculum that integrates academic with technical and vocational subjects with a view of empowering the individual for self-employment and socio-economic emancipation. They added that without education, various socio-economic activities in the society will remain stagnant and the society will continue to wallow in ignorance.

Table 2 shows the responses of respondents on execution of education policies and achievement of common economic emancipation. It was revealed that 94 (47.0%) respondents strongly agreed and agreed that execution of education policies and achievement of economic emancipation while, 106 (53.0%) respondents strongly disagreed and disagreed on the statement. It dictates that execution of education policies and achievement of economic emancipation among students in the study area.

This study supports the opinion of Ajibola (2008) who agreed that students emancipation has failed over years due to several problems facing secondary education in Nigeria. Thus, the emancipation which is expected to empower the students economically, socially and politically after receiving basic secondary education especially on the area of earning a sustainable means of living is yet to be realized. .

However, on the contrary, the FRN (2014) stated education policies provide entrepreneurial skills, technical and vocational jobs, specific skills for self-reliance and for agricultural, industrial, commercial and economic development. Also, Koko (2001) noted that education enhances individuals choices in life. In socially, economically, religiously and culturally diverse nations like Nigeria, secondary education is a central mechanism that trains young people to be skilled and be able to raise the declining social and economic infrastructure of the country upon graduation.

Table 3 presents the responses of respondents on execution of education policies and achievement of political emancipation. It was revealed that 181 (90.50%) and 19 (9.50%) respondents agreed and disagreed respectively that execution of education policies promotes achievement of political liberation among students in the study area.

This study corroborated the findings of Alan (1967) that the extent to which education has been used for the purpose of national integration is an important indicator to create one Nigeria. In addition,

Osuji and Koko (2018) submitted that secondary education in Nigeria is a post basic and career development education given to children to prepare them for the world of work and to help them contribute positively to the society.

Conclusion

The quality of a nation depends upon the quality of her citizens. The goals of the secondary education policy in Nigeria have not been thoroughly accomplished due to ineffective implementation. Previous studies have shown that the current Nigeria secondary education policies hasn't taken into cognizance of the ever-changing needs of the students and society. Nigerian youths are yet to acquire necessary skills, knowledge, attitudes and values which enable them to lead live and become productive individuals and discharge their social duties as global citizens. Thus, the policy makers and governments at all levels should take into consideration contents of the curricula to suit the 21st century global standard. This would enhance manifestation of implementation of education policies for socio - economic and political emancipation among students in public secondary schools.

Recommendations

Based on the following findings of this study, recommendations were made:

- There is need for State Ministry of Education to reform or review the current secondary education policies to conform with the global best practices.
- Teachers as the interpreters and implementers of education policies need periodical training and workshops toward the implementation of education policies. This would expose them to the highest quality of preparation. This would enhance smooth interpretation and implementation.
- Education policy makers should uphold regular execution of secondary education policies to achieve economic emancipation among students.
- Also, the Ministry of Education should uphold regular execution of secondary education policies to achieve political and economic emancipation among students.

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