

**ACHIEVING EDUCATION OBJECTIVES IN PUBLIC SECONDARY SCHOOLS
IN OYO WEST LOCAL GOVERNMENT AREA OF OYO STATE: POLICIES
ADVOCACY APPROACH**

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Abstract

This paper investigated achieving education objectives in public secondary schools in Oyo West Local Government Area of Oyo State: By adopting the Policies Advocacy Approach. A descriptive survey research design was adopted. The population of the study was all teachers in public secondary schools in Oyo West Local Government Area of Oyo State. The study sampled out ten public secondary schools through simple random sampling technique. In each school, fifteen teachers were randomly selected. A total of 150 respondents were selected. The research instrument adopted was a self-developed questionnaire titled "Education Policy Advocacy and Implementation Questionnaire (EPAIQ)". Reliability of the instrument was carried out and coefficient of 0.85 was obtained using alpha Cronbach. Also, Pearson's Product Moment Correlation analysis as used to analyse the two hypotheses at 0.05 level of significance. The findings revealed that there was significant relationship between education policy advocacy and education policy implementation among teachers in public secondary schools ($r = 0.473$; $df = 120$; at $p < 0.05$). Also, there was significant relationship between education policy advocacy and achievement of educational objectives in public secondary schools ($r = 0.40$; $df = 118$ at $p < 0.05$). It was therefore recommended that citizen participation should be encouraged, decision-making at all levels of government and the creation of positive change for people and their environment should encouraged and need for awareness among stakeholders.

Keywords: Education policies advocacy, Education objectives, Public secondary schools, Oyo state

Introduction

In an ideal society, it is the responsibility of the government to formulate policies that would guarantee quality education which would enhance the attainment of national educational objectives. However, in the years past, the implementation of education objectives has been a matter of concern to education stakeholders. For education to play its role as an agent of development, it is expected that it must be of good quality which would bring, positive changes. Hence, education needs to be regulated and directed with good education policy.

Over the years, the quality of education offered in the secondary school classrooms appears to be a subject of concern to the public and other education stakeholders. This may be traced to some factors such as poor implementation of education policies, poor preparation of lesson, poor delivery of lesson, uses of inappropriate teaching aids, poor classroom management, poor funding, inadequate teaching staff and poor evaluation of lesson taught. This corroborates the findings of Akanbi (2014) who contends that the quality of education in Nigeria today is critical and cannot be compared favourably with what obtains globally. Still, Romina (2013) still report that there are lots of challenges facing Nigeria educational system, making it difficult for expected education objectives (quality) delivery to be realized.

Datta (2012) maintained that the main aim of policy research and advocacy is to improve organization policies by creating, assessing and communicating policy-relevant knowledge to both policymakers and civil society toward achieving organizational objectives. Meanwhile, it appears instruction offered by the teachers in the school system has not been accorded the necessary priority as expected and this has resulted in a pointed decline performance of students relative to what obtained in the past.

UNESCO (2015) reports that meeting the goals of Universal Basic Education (UBE) in Nigeria, there is need for education policies implementation. Some of the reasons adduced for this situation include the apparent declining in teacher experience, unprofessionalism, irrelevant curricula and inadequate facilities provision. For instance, the inadequate of laboratory facilities may result in poor performance in sciences and also lead to inadequate or half-baked scientists such as engineers, technologists, technicians, agriculturalists, medical doctors

just to mention but a few (Young, 2008). This has therefore, become a concern to the general public.

Similarly, evidence from student's performances in public secondary schools in Nigeria are not encouraging. Humphreys and Crawford (2015) submitted that there is no nationally institutionalized system for the regular measurement of learning outcome; those measures that do exist suggest very low learning level. The drive to improve the quality of the basic education in Nigeria has been a matter of concern particularly government. Thus, Federal Ministry of Education (2011) views that "what teachers do, or not do, are able or not able to do, are willing, or not willing to do, what they do properly or poorly determines to a great extent the effective curriculum (what pupils learn)".

Among factors to be considered in achieving education quality in the school system include preparation of instruction, contents of instruction, managing and evaluation of instruction. Steven (2013) posited that expectation of the public is that education was projected to be qualitative and relevant to the learners and the society at large but the otherwise is being experienced in recent times. The problem seems to be due to decline in the instructional quality as a result of poor implementation of educational policies. In majority of Nigerian public secondary schools, the implementation of educational objectives seems to be disgustingly done by teachers. It may stall the learning process, a situation that may militate against effectual teaching, intellectual development and attainment of educational objectives.

Based on these identified challenges limiting achievement of education, education policy advocacy is very paramount before implementation of education policies can be established. Popoola and Alabi (2019) thus pointed that the premises on which implementation of quality assurance for schools was laid is found in the National Policy on Education (FRN, 2014) in the following sections and sub sections: Section A 138 (d) stated that the Federal Ministry of Education shall be responsible for: coordinating a national quality assurance system with linkages with States Quality Assurance Agencies and Local Government Quality Assurance Units. Also, section A 139 (c) stated that State Ministry of Education and FCT Education Secretariat shall have responsibility within the state and FCT, respectively for: Inspectorate services for monitoring and improving standards; followed by sub

section (g) providing appropriate education laws and ensuring their enforcement.

However, for effectiveness of implementation of educational objectives, policy advocacy must be given necessary attention. This will definitely involve education stakeholders particularly policy makers, teachers and parents participation, often described as a procedure of empowerment, advocacy is the act of speaking out for a cause or course of action. Advocacy initiatives engross strategy, actions and solutions. Sutton (1999) agreed that the aim of advocacy is to influence decision-making at all levels of government and the creation of positive change for people and their environment. Furthermore, the information generated through policy advocacy is an input in the process of decision-making.

However, Hovland (2007) established that education policy should therefore be followed by active policy advocacy to ensure that implementation by the policymakers for the benefit of all. Need for policy advocacy in schools is very beneficial because it is solution-based. However, these education initiatives may often have relatively short-term planning horizons. Advocacy for Policy and Development (2009) admitted that teachers and policy makers are accountable to the community for the validity of their methods and the truth of their studies. However, policymakers see themselves as being accountable to the government rather than the public. This can affect education negatively. Therefore, policymakers have to consider public opinion, political climate, financial implications and the actions of interest groups in decision-making.

Statement of the Problem

The implementation of education policies in the Nigerian public secondary school classrooms appears to be a subject of concern to the education stakeholders. Attaining the education objectives may be traced to some factors such as poor implementation of education policies, poor preparation of lesson, poor delivery of lesson, uses of inappropriate teaching aids, poor classroom management, poor funding, inadequate teaching staff and poor evaluation of lesson taught. It seems that there is decline in the quality as a result of poor implementation of educational policies. In majority of Nigerian public secondary schools, the implementation of educational objectives seems

to be disgustingly done by teachers .it may stall the learning process, a situation that may militate against effectual teaching, intellectual development and attainment of educational objectives.

Previous studies focussed various approaches such as funding, technology, personnel with little emphasis on policy advocacy. Based on these identified challenges, this study identified education policy advocacy as an approach before implementation of education policies can be established. Thus, this study examined achieving education objectives in public secondary schools in Oyo West Local Government Area of Oyo State: By adopting the Policies Advocacy Approach.

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

Ho1: There is no significant relationship between education policy advocacy and education policy implementation among teachers in public secondary schools in Oyo West Local Government Area of Oyo State.

Ho2: There is no significant relationship between education policy advocacy and achievement of educational objectives in public secondary schools in Oyo West local government area of Oyo State.

Methodology

The descriptive survey research design was adopted in carrying out the study. The population of the study was secondary school teachers in public secondary schools in Oyo West Local Government Area of Oyo State.

The study sampled ten public secondary schools through simple random sampling technique. Out of average twenty five teachers in each school, fifteen teachers were randomly selected. A total of 150 respondents were selected. The research instrument adopted was a self-developed questionnaire titled "Education Policy Advocacy and Implementation Questionnaire (EPAIQ)". A context and face validity of instrument was done by the experts in Evaluation and Measurement after which correction were affected. The instrument was divided into two (2) sections. Section A comprised the respondents' personal data such as name of schools, age, sex and class. Section B consisted of 20 items on four point Likert rating scale such as Strongly Agree (SA) =4

point, Agree (A) = 3 point, Disagree (D) = 2 point and Strongly Disagree (SD) = 1 point. Also, a reliability coefficient of 0.85 was obtained using alpha Cronbach. For this study, the researcher used Pearson Product Moment Correlation analysis to analyze the two hypotheses at 0.05 level of significance.

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between education policy advocacy and education policy implementation among teachers in public secondary schools in Oyo West Local Government Area of Oyo State.

Table 1: Pearson Product-Moment Correlation between Education Policy Advocacy and Education Policy Implementation among Teachers.

Variables	N	Mean	Std. Dev.	r	Sig.	Df	Remarks
Education Policy Advocacy	120	13.22	2.46	.473	0.05	118	Sig.
Policy Implementation among teachers		25.74	1.01				

Table 1 revealed there was a significant relationship between education policy advocacy and implementation of policy by teachers in public secondary schools in Oyo West Local Government Area of Oyo State. In view of the fact that $r = 0.473$; $df = 120$; at $p < 0.05$. It means that there was significant relationship. This implies that the policy advocacy enhances teachers implementation of education policies, thus better the students' academic performance.

Hypothesis 2: There is no significant relationship between education policy advocacy and achievement of educational objectives in public secondary schools in Oyo West local government area of Oyo State.

Table 2: Pearson Product Moment Correlation between Education Policy Advocacy and Achievement of Educational Objectives

Variables	N	Mean	Std. Dev.	r	Sig.	Df	Remarks
Education Policy Advocacy Achievement of Educational Objectives	120	1.242 51.161	1.127 1.025	.365	0.05	118	Sig.

Table 5 showed there was a significant relationship between education policy advocacy and achievement of educational objectives in Oyo West Local Government Area of Oyo State. The finding revealed that $r = 0.40$; $df = 118$ at $p < 0.05$. This positive relationship implied that there was significant relationship between education policy advocacy and achievement of educational objectives. This implies that whenever there is education policy advocacy process, there is always proper teaching and learning process as we found in the area of study. This would assist in achieving educational objectives and enhancement of the academic performance of students.

Discussion of Findings

From table 1, the need for education policy advocacy toward implementation of education policy by teachers in public secondary schools in Oyo West Local Government Area of Oyo State was established. This affirmative connection implies that the education policy advocacy by both internal supervisors (School principals) and external supervisors (from Ministry of Education) enhances implementation of education policies among teachers in public secondary schools.

This is in line with the assessment of education that policy advocacy is very paramount before implementation of policies can be guarantee. That means there is for promotion of policy if implementation is to e realized. Popoola and Alabi (2019) thus pointed that the premises on which quality assurance for schools was laid is found in the National Policy on Education FRN (2014)

Also in table 5, the results show that there was significant relationship between education policy advocacy and achievement of

educational objectives in public secondary schools in Oyo West Local Government Area of Oyo State. The results revealed that education policy advocacy promotes achievement of educational objectives in public secondary schools. With the advocacy of educational stakeholders particularly the government agencies such as Ministry of Education, it is expected that education policy are complied with. Thus assist in attaining education objectives.

This study agreed with the view of Datta (2012) that the main aim of policy research and advocacy is to improve organization policies by creating, assessing and communicating policy-relevant knowledge to both policymakers and civil society toward achieving organizational objectives.

Conclusion

Policy advocacy has contributed immensely to improvement of education policies by creating, assessing and communicating policy-relevant knowledge to both policymakers and civil society toward achieving organizational objectives. Also, it is an organized initiatives that seek to change official policy or legislation, or the manner in which these regulations are applied. It has been observed policy advocacy efforts typically try to establish new policies, improve existing policies or challenge the development of policies that create a difficulty or an injustice for specific groups in society, particularly more vulnerable or disadvantaged groups in secondary schools.

Recommendations

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

1. There is need for citizen participation, so that local communities will have the opportunity to actively participate in making the policy change to e effective.
2. Decision-making at all levels of government and the creation of positive change for people and their environment should be encouraged.
3. Need for awareness among stakeholders. The information generated through policy advocacy should developed policy-based solutions to address these in a manner that creates sustainable and enduring change.

4. There is need for state government to make provision for educational facilities that would promote education policies intent for implementation in secondary schools.
5. There is need for regular monitoring by the education advocator and policy makers on the policies being introduced to the education system

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