



## **THE ROLES OF SCHOOL MANAGEMENT TEAM IN IMPLEMENTING NATIONAL POLICY ON EDUCATION IN PUBLIC PRIMARY SCHOOLS IN EBONYI STATE**

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### **Abstract**

The study investigated the roles of school management team in implementing National Policy on Education in public primary schools in Ebonyi State. Descriptive survey design was used for the study. The area of the study was Ebonyi State. Three research questions guided the study. A sample size of 278 respondents comprising 90 head teachers and 188 assistant head teachers in public primary schools in Ikwo L.G.A were drawn through the use of Multi-stage sampling techniques from a target population of 909. A 4- point rating scale questionnaire (RSMTINPE) with face validity ascertained by three experts from; easurement and Evaluation College of Education, Ikwo, Education Administration and Planning in the Faculty of Education in Alex-Ekwueme Federal University Ndufu Alike and reliability coefficient of 0.84 as a measure of internal consistency was obtained through Cronbach Alpha method. Research questions were answered using mean ratings. The result of the findings revealed that, the head teachers and the assistant head teachers generally agreed that all the identified items should be the roles school management team should play in implementing the National Policy on education's of inculcating permanent literacy, developing in the pupils the ability to adapt to the changing environment and inculcating social and moral norms in pupils of public primary schools in Ebonyi State. The study therefore recommends that the school management team should adopt the practicable roles identified in this study, take their responsibility of monitoring the teaching and learning processes in their school seriously and get more dedicated to their duties because they are the key player in the implementation of these policies. The study further recommended that government should employ only professional teachers and adequately motivate them so that they will be in their right state of mind to develop programmes and activities that can develop in the pupils the ability to adopt to changing environment. Lastly it recommends that any head or assistant head teacher of a questionable character should be removed, such ones are doing more harms than good by inculcating bad morals to the pupils.

**Keywords:** National Policy on Education, School Management Team, Permanent Literacy, Social Norm and Changing Environment.

### **Introduction**

In Nigeria, the National Policy on Education (NPE) prescribes national blueprints, guidelines and requirements for the effective administration, management and implementation of education at all levels of education. National Policy on Education is also a policy formulated by the government to promote and re- model education among people. It is also a statement of intentions, expectations, goals and standards for quality education delivery in Nigeria. Primary education is the education given to children aged 6-12 years. Which aimed at inculcating permanent literacy, numeracy,

effective communication, transmission of culture, instilling social norms and values, lay a basis for scientific, critical and reflective thinking etc (FRN, 2014).

The National Policy on education covers education from elementary school to higher institution. According to the policy, basic education is by law, compulsory for all children of school age in Nigeria. In public schools, it is provided free through the Universal Basic Education (UBE) which is backed by legislature under the 1999 Constitution (Adediran, 2015). It comprises of six years in primary school, three years in junior secondary school, three years in



senior secondary school and 4 years in the higher institution (6-3-3-4 education system).

In addition, it is generally regarded as the very foundation upon which the other stratas of the educational edifice are built on. It takes in successful beneficiaries of the former and supplies entrants into the latter. Granted that pre-primary education is a level below primary education, it is not considered as the foundation. This is because pre-primary education is available only in big towns and enjoyed by few children whose parents could afford the high fees and other charges demanded by the private proprietors. Besides, primary education is the first level of the nation 6-3-3-4 education system i.e., 6, 3, 3 and 4 years of primary education, junior primary education, senior primary education and university education, respectively. Primary education, in the Nigerian education system, is very old, and has the highest patronage and occupies a very important position.

The need for National Policy on Education arose as a result of general dissatisfaction of the people with the educational system inherited from the colonial masters. The system failed to a large extent to support, growth and development of the nation. It became very necessary for the convocation of 1969 conference to evolve educational system that would cater for the needs of the people. With the subsequent seminars and workshops, the National Policy on Education emerged. The National Policy on Education is the document of the government that contains information about the philosophy and goals of all levels of education in the educational system. It also contains the responsibilities of both the government and the stakeholders in the provision of education services. The document was first published in 1977 and revised in 1981, 1988 and 2004 (FRN, 2014).

The 2014 NPE edition was prepared in the quest to provide education services for quality education, fuelled by the nation's commitment to international goals for development as the Education For All (EFA), the Millennium Development Goals (MDGs) is a means of empowering the people for attainments of the nation's developmental plans and targets.

To meet the demands and requirements of the primary education, the objectives of primary

school as outlined in the National Policy on Education (FRN, 2014: 8&9) are as follows;

1. Inculcate permanent literacy, numeracy and the ability to communicate effectively
2. Lay a solid basis for scientific, critical and reflective thinking;
3. Promote patriotism, fairness, understanding and national unity;
4. Instill social moral norms and values in the child;
5. Develop in the child the ability to adapt to the changing environment; and.
6. Provide opportunities for the child to develop life manipulative skills that will enable the child to function effectively in the society within the limits of the child's capability.

As good as the objectives of this policy are but over the years, implementing them has been a very big challenge that has attracted the attraction of major stake holders in the educational system. Unless this policy is implemented the document is as good as nothing. Some authors like Kirthika (2022), Ibrahim (2018), Eze (2021), Onai and Ligembe (2022) have in their various lamented that if the National Policy on Education are not being implemented, quality education will continue to remain a mirage in the country. It is in the light of this background that this work seeks to examine what should be the roles of school management team in the implementation of this policy. With the aim of providing a practicable approach in the implementation of National Policy on Education in Primary Schools which lays mainly on the shoulders of their school management team and their teachers.

School Management Team is a structure with the sole function of giving leadership, guidance, direction and assistance in the teaching/learning situation (Elias, 2014). The primary school management team comprises all teachers with formal leadership positions within the school organisational structure like the head teachers and their assistants. They are responsible for quality teaching and learning in the school. (Kirthika, 2022).

Quality education is the greatest legacy any country can bequeath to its citizens. To ensure quality education, government has tried to provide the National Policy on Education that



addresses the needs and aspirations of the people. The role of school management team in implementing this National Policy on Education in public primary schools can never be over-emphasized. They play vital roles to make sure that these policies are implemented in schools and classrooms, and it is in the light of this, that this work seeks to examine what should be the role of school management team in implementing National Policy on Education in public primary schools with the aim of achieving the objectives of the policy on this level of education which is the foundation of the educational system in the country.

### Research Questions

In order to give direction to the research, the following questions will be raised to guide the study.

1. What should be the roles of school management team in implementing National Policy on Education's objective of inculcating permanent literacy in pupils of public primary school in Ebonyi State?
2. What should be the role of school management team in implementing National Policy on Education's objective of developing in the pupils the ability to adapt to changing environment in public primary schools in Ebonyi State?
3. What should be the roles of school management team in implementing

National Policy on Education's objective of instilling social moral norms in pupils in public primary schools in Ebony State?

### Methods

Descriptive survey design was used for the study and three research questions guided the study. A sample size of 278 respondents comprising 90 head teachers and 188 teachers in public primary schools in Ikwo L.G.A were drawn through the use of multi-stage sampling techniques from a target population of 909. A 4-point rating scale questionnaire (RSMTINPE) with face validity ascertained by three experts from measurement and evaluation in Science Education Department, Faculty of Education, Alex-Ekwueme Federal University Ndufu Alike. A reliability coefficient of 0.84 as a measure of internal consistency was obtained through Cronbach Alpha method. The 278 copies of questionnaires were administered through on the spot answering method. Research questions were answered using mean ratings.

### Results and Discussion

**Research question One:** What should be the roles of school management team in implementing National Policy on Education's objective of inculcating permanent literacy in pupils of public primary school in Ebonyi State?

**Table 1: Mean ratings of head teachers and assistant head teachers on what should be the roles of school management team in implementing National Policy on Education's objective of inculcating permanent literacy in pupils of public primary school in Ebonyi State**

S/ N	Items	Head Teachers (N = 90)		Assistant Teachers (N = 188)		Mean Set (N=278)		Decision
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	$\bar{X}$	SD	
1.	School management team should monitor teachers to make sure they teach their pupils how to read and write	3.63	0.92	3.52	0.66	3.5	0.79	Strongly Agree
2.	School management team should monitor the progress of each pupil's reading and writing skill	3.47	0.85	3.26	1.01	3.37	0.93	Agree
3.	School management team should monitor the continuous assessment of each pupil's reading and writing skill	3.18	0.88	3.21	0.90	3.2	0.98	Agree



4..	School management team should encourage parents to help their children with their homework	3.68	0.61	3.26	1.11	3.47	0.86	Agree
<b>Grand Mean</b>		<b>3.49</b>	<b>0.82</b>	<b>3.31</b>	<b>0.92</b>	<b>3.41</b>	<b>0.87</b>	<b>Agree</b>

Table 1 above shows that the mean values of all the items are all above the criteria mean of 2.55 and having a grand mean of 3.41. This result indicates that the head teachers and their assistants agree that all the listed items should consist of the roles of school management team in implementation National Policy on Education's objective of inculcating permanent literacy in pupils of public primary schools in Ebony State.

This finding agrees with the study of Onai and Ligembe (2022). In which they investigated challenges faced by school heads in maintaining students' academic performance in Tanga and Korogwe districts, Tanzania. Their findings revealed that the major roles of school heads among others were planning, supervising, coordinating and monitoring. Eze (2022) also

identified that the major cause of poor performance of students in our public schools is due to the negligence of school heads to adequately supervise the teaching and learning processes in public schools. Thereby leaving the children as sheep without Shepards. The school management team need to up and about these overseer functions if this all important objective of the National policy on education of inculcating permanent literacy in pupils in our primary school must be achieved.

**Research question two:** What should be the roles of school management team in implementing National Policy on Education's objectives of developing in the pupils the ability to adapt to changing environment in public primary schools in Ebony State?

**Table 2: Mean ratings of head and assistant head teachers on what should be the roles of school management team in implementing National Policy on Education's objective of developing in the pupils the ability to adapt to changing environment in public primary schools in Ebony State**

S/N	Items	Head (N = 90) $\bar{X}_1$	Teachers SD <sub>1</sub>	Assistant Teachers (N = 188) $\bar{X}_2$	SD <sub>2</sub>	Mean Set (N=278) $\bar{X}$	SD	Decision
5.	School management team should encourage teachers to incorporate discovering method in their teaching strategy	3.10	0.78	3.20	0.67	3.15	0.73	Agree
6.	School management team should organize workshops, talks and activities that focuses on building emotional resilience	3.20	1.92	3.22	1.66	3.21	1.79	Agree
7.	School management team should promote group projects that enables pupils to work together successfully	3.17	0.85	3.26	0.91	3.22	0.88	Agree
8.	School management team Should bring up projects that encourages the pupils to tackle real world challenges	3.19	1.88	3.21	1.90	3.2	1.89	Agree





9.	management team should inculcate the quest for Continuous learning the pupils	3.18	1.66	3.26	1.91	3.22	1.76	Agree
<b>Grand Mean</b>		<b>3.17</b>	<b>1.42</b>	<b>3.23</b>	<b>1.41</b>	<b>3.20</b>	<b>1.41</b>	<b>Agree</b>

The result of table 2 above shows also that all the items' means are above the criteria mean of 2.55 and that the table has grand mean of 3.20. This result clearly reveals that the respondents which are the head and assistant head teachers agreed that the listed items should be the roles of school management team in implementing National Policy on Education's objective of developing in the pupils the ability to adapt to changing environment in public primary schools in Ebony State.

The findings of this study is in agreement with the reseach of Ogunode and Ahaotu (2020) centred on Educational Policy in Nigeria: Challenges of Implementation and ways forwardll. The paper identified among others inadequate professional

teachers, poor relationship between policy designer and policy implementer as challenges preventing effective implementation of educational policies in Nigeria. It will take a good professional and well trained teacher to come up with programmes and activities that will develop in the pupils the ability to adapt and cope with changing environment. We know that the only thing that is constant is change, so the school management team should be adequately trained to carry this key function.

**Research question three:** What should be the roles of school management team in implementing National Policy on Education's objective of instilling social moral norms in pupils in public primary schools in Ebony State?

**Table 3: Mean ratings of head teachers and assistant head teachers on what should be the roles of school management team in implementing National Policy on Education's objective of instilling social moral norms in pupils in public primary schools in Ebony State**

S/N	Items	Head Teachers (N = 90)		Assistant Teachers (N = 188)		Mean Set (N=278)		Decision
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	$\bar{X}$	SD	
10.	School management team should be appreciating any good behavior displayed by the pupils.	2.95	0.64	3.17	0.96	3.06	0.8	Agree
11.	Members of school management team should be a role model for their pupils	3.66	0.85	3.56	0.91	3.61	0.88	Strongly Agree
12.	School management team should be organizing extra moral classes to teach their pupils morals and social norms.	3.30	0.88	3.17	0.90	3.24	0.89	Agree
13.	The school management team should create avenues for pupils to participate in cultural activities like drama, storytelling, debate etc.	2.68	0.61	2.76	0.94	2.72	0.78	Agree



14.	The head teacher and his team should create an atmosphere in the classroom that fosters respect, empathy and kindness	2.74	0.89	2.84	1.62	2.79	1.26	Agree
<b>Grand Mean</b>		<b>3.07</b>	<b>0.77</b>	<b>3.1</b>	<b>1.07</b>	<b>3.08</b>	<b>0.92</b>	<b>Agree</b>

The results in table 3 indicated that the mean values of the 5 items in this table are all above the mean criteria of

2.55. This result shows that the head teachers and assistant head teachers agree that the listed duties should be the roles school management team should play in implementing National Policy on Education's objective of instilling social moral norms in pupils in public primary schools in Ebony State, with item 11 which says that the members of school management team should be a role model for their pupils having the highest mean of 3.61.

This finding agrees with the adage that says that —action speaks louder than voice one can only give what he/she has. Meaning that for the school management team to be able to instill social and moral norms they themselves should first be a model that the pupils should emulate. Perhaps this is the result of the high moral decadency prevalent even in our primary schools, because the teachers saddled with this responsibility have nothing to offer by their lifestyle.

### Conclusion

Based on the findings of this study, the researched concluded that without a proper implementation of the National Policy on Education for the different levels of education, including primary education, the achieving its objectives will continue be elusive. As a way forward the research carefully examined what should be the roles of school management team in implementing three key objectives of primary education which includes inculcating permanent literacy, developing adoptive abilities in pupils and inculcating social and moral norms in them seeking the opinions of head teachers and their

assistants. They all agreed that all the listed items should constitute the roles of school management team in implementing the three identified objectives of National Policy on Education for Primary schools.

The study therefore recommends that;

1. Head teachers should adopt the practicable roles identified and take their responsibility of monitoring the teaching and learning processes in their school seriously
2. Government should employ professional teachers and adequately motivate them so that they could be creative as to develop programmes and activities that can develop the pupils 'ability to adopt to the changing environment
3. Government should also remove any head teacher or the assistant who has any questionable character. Such one cannot inculcate any good character to our pupils instead he or she will be causing more harm than good.

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