ADEQUACY OF STRATEGIC PLAN IMPLEMENTATION IN SECONDARY SCHOOLS' ADMINISTRATION FOR SUSTAINABLE EDUCATIONAL DEVELOPMENT IN ANAMBRA STATE, NIGERIA

Osegbue G. C.[1] & Nnubia, J. N.[2]
[1&2]Department of Educational Foundations, Faculty of Education
Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus

Abstract
The study examined the adequacy of strategic plan implementation in secondary school administration for sustainable educational development in Anambra State, Nigeria. Two research questions guided the study and two null hypotheses were tested. Descriptive survey research design was adopted for the study. The population consisted all the 262 principals in Anambra state public secondary schools. Multi stage sampling procedure was used to draw a sample of 178 principals (50 males and 128 females) for the study. A twenty-item structured questionnaire developed by the researchers was used for data collection. Cronbach Alpha coefficient was used to establish the reliability of the instrument which yielded an index of 0.82 and thus deemed appropriate. All the 178 copies of the instrument administered were properly completed, retrieved and used for data analysis. Research questions were answered using mean and standard deviation, while the null hypotheses were tested using t-test. The findings of the study revealed among others that strategic plan implementation of secondary school curriculum content in Anambra State is very adequate to drive the students to educational success for sustainable development. Based on the findings, it was recommended among others that Government should provide adequate fund for the promotion of quality education in Anambra State.

Keywords: Planning, Strategic Plan, Strategic Plan Implementation, Secondary Education and Sustainable Development

Introduction

Planning is a natural process in human societies. It is a process that involves a deliberate, systematic, rational and continuous determination of action that is aimed at optimizing the use of limited organizational resources in order to achieve organizational goals. Every educational programme be it primary, secondary or tertiary, requires adequate planning and implementation. The implementation of any educational plan begins when individual projects are taken up for execution. The planning process merges with management process to form an organizational

framework known as plan. This action plan provides focus for institutions administrative decision-making. Planning is the best step towards the achievement of organizational goals. Uzoechina (2016) observed that planning process forecasts into the future of an organization and prepares it for change by formulating future course of action. Planning according to Udeozor (2004) is a decision-making activity, requiring the process of ascertaining objectives and deciding on activities to attain these objectives. Similarly, Nkwoh (2011) asserted that planning involves studying the future and arranging the plan to provide a rational approach to achieve pre-selected objectives. The success of educational programmes is hinged on adequate strategic planning.

Strategic plan is a course of activities to be carried out, showing the steps to be followed to achieve the desired qualitative and quantitative goals. Ogbonnaya (2012) maintained that strategic plan involves examination of the many different parts of the system with a view of directing and re-directing the course of education to the services of students and the society. Strategic Plan implementation according to Abama (2015) is the act of formulating organizational strategies, implementing them and evaluating their impact based on organizational objectives. As a management tool, strategic plan implementation is the centre point of the work process of an organization. Strategic plan implementation in secondary education is affected by certain factors such as: curriculum content and school finance among others for sustainability of educational development.

Makewa and Ngussa (2015) defined curriculum as planned experiences a school provides to the learners. Dike and Eze (2009) described curriculum as an embodiment of all knowledge, skills, and attitudes which a nation, through her schools impart to her citizens. A sound and adequate curriculum content is paramount to the attainment of sound educational outcome. A good curriculum should have a sound philosophical and sociological framework within the context of the society it is meant to serve in terms of the values, habits, ideals and skills of the society. Every curriculum should therefore be designed to enable students acquire relevant knowledge, skills and attitudes to address the challenges of development and globalization in this 21st century schools.

School finance is another factor that has affected strategic plan implementation. Over the years, government has failed to adequately finance education owing to the poor annual budgetary allocation which is far less than the 26% UNESCO recommendation. Accessibility to quality, relevant and affordable secondary education has remained elusive to many Nigerian schools. The major hindrance includes high cost of access, poor infrastructural facilities due to poor funding, lack of motivation of teachers due to poor salary structure and unavailability of human and material resources due to lack of adequate finance. It is very glaring that very little can be done in the area of strategic plan implementation without adequate finance. Akpa (2012) opined that no organization can survive without adequate finance and money to keep services going. This view

is line with the contentions of Udoh and Akpa (2010) who maintained that when school budget is strategically planned and implemented, it cater for the meagre finance available.

Strategic plan implementation is the on-going planning, monitoring, analysis and assessment of all that is necessary for an educational organization to meet its goals and objectives. Babalola, (2014), asserted that strategic plan implementation involves the management of an organizations resources to achieve its goals and objectives. This study sees strategic plan implementation as the process of careful organization and putting into use both human and non-human resources for the success of education programme. Strategic plan implementation is vital for the success of secondary school which is received by children after primary and before the tertiary stage Federal Republic of Nigeria, (2013). Federal Republic of Nigeria (FRN) (2014) gave the broad goals of secondary education as the education given to prepare individuals for useful living within the society. Njoku (2015) maintained that secondary education is expected to raise a generation of people who can think creatively for themselves, respect the views and feelings of others and respect the dignity of labour. In support of this view, Osegbue (2018) opined that secondary education is important primarily because it is the level that people interface with more technology and life expectations. This stage is very crucial in the students' life because some students pursue their future career after this stage while those that are not able to attend tertiary education, make a living out of their secondary school experiences. Lack of proper strategic plan implementation in secondary school, holds back the aspiration of many youths and their families because secondary education plays a fundamental complex role in preparing youths for the labour market. This sensitive stage in the student's educational pursuit, calls for strategic planning and implementation needed for sustainable development.

Sustainable development according to World Commission on Environment and Development (1987) is defined as the development that meets the needs of the present without compromising the ability of the future generations to meet their own needs. Similarly, Adejumo and Adejumo (2014) defined sustainable development as resource exploitation at a rate that would not prove detrimental to future generations. The nature of Nigeria's development strategy has contributed to the slow pace in achieving poverty and unemployment reduction in the country and as such the country has not gone through the normal process of structural transformation. This implies that the strategic plan implementation employed by schools in Nigeria and Anambra State in particular seem not to have led to a considerable growth of productive capacities and structural transformation which is necessary for generating meaningful productive employment opportunities. Unachukwu and Nwosu (2014) are of the opinion that development can be initiated and managed properly in such a way as to give attention to continuity and

preservation as people explore explicit available resources for the enlargement of their existence.

The crux of this study therefore, is to examine the adequacy of strategic plan implementation in secondary school administration for sustainable development in Anambra State.

Statement of the Problem

Secondary education in Nigeria is aimed at providing students with opportunity for higher level of education, provide trained manpower at sub-professional grade and provide entrepreneurial, technical and vocational skills for self-reliance after graduation. Regrettably, most secondary school graduates in Anambra State have failed to bring this to bear. Some secondary school leavers can hardly defend their certificate or contribute economically to their well-being after graduation. A closer examination of secondary school leavers, revealed that they have not acquired much of the vocational skills taught in the school. Most of them who could not get opportunity for higher level of education, end up as secondary school leavers who engage in all forms of social vices. Could it be that the strategic plan implementation in secondary school administration in Anambra State is inadqeuate? It is in view of this worry, that the present study was carried out to examine the perception of principals on the adequacy of strategic plan implementation in secondary school administration for attainment of sustainable educational development in Anambra State.

Purpose of the Study

The main purpose of the study is to examine the adequacy of strategic plan implementation in secondary school administration for sustainable educational development in Anambra State. Specifically, the study sought to:

1. Examine the perception of principals on the adequacy of strategic plan implementation of secondary school curriculum contents for attainment of sustainable educational development in Anambra State.
2. Ascertain the perception of principals on the adequacy of strategic plan implementation of secondary school finance for attainment of sustainable educational development in Anambra State.

Research Questions

The following research questions guided the study

1. What is the perception of principals on the adequacy of strategic plan implementation of secondary school curriculum contents for attainment of sustainable educational development in Anambra State?

2. What is the perception of principals on the adequacy of strategic plan implementation of secondary school finance for attainment of sustainable educational development in Anambra State?

Hypotheses

The following null hypotheses and were tested at 0.05 level of significance; namely

Ho1: There is no significant difference in the mean rating of adequacy of strategic plan implementation of curriculum contents based on gender.

Ho2: There is no significant difference in the mean rating of adequacy of strategic plan implementation of school finance based on gender.

Method

The study adopted the descriptive survey research design. The population of the study consisted all the 262 principals in public secondary schools in Anambra State. Multi-stage sampling procedure was used to darw a sample of 178 principals (50 male and 128 female) for the study. The instrument for data collection was a self-developed 20-item structured questionnaire titled "Adequacy of Strategic Plan Implementation in Secondary School Administration Questionnaire (ASPISSAQ)". The questionnaire was validated by three experts, two experts in Educational Management and one expert in Measurement and Evaluation all in Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. Cronbach Alpha coefficient was used to determine the internal consistency of the instrument and this yielded an index of 0.82. All the 178 copies of the instrument administered on the respondents were properly completed, successfully retrieved and used for data analysis respectively. Data collected were analysed using mean ratings and t-test to answer the research questions and to test the hypotheses respectively. Any item with mean rating below 3.00 was regarded as inadequate, while any item with mean rating ranging of 3.00 and above was regarded as adequate. In testing the hypotheses, if the t-calculated value was less than the t-critical value at 0.05 level of significance, the hypothesis was accepted but rejected if the reverse was the case.

Results

Table 1: Mean rating of respondents on the adequacy of strategic plan implementation of secondary school curriculum contents for attainment of sustainable educational development in Anambra State.

S/N	Item Description	$\overline{X}$	Remark
1	School curriculum contents	3.3	Adequate
2	Curriculum contents are stated in clear terms	3.6	Adequate
3	School curriculum addresses societal needs	3.2	Adequate
4	Teachers comply with existing school curriculum	3.4	Adequate
5	Availability of teachers guide (Textbook for teachers)	2.1	Inadequate
6	Teachers cover school curriculum contents before students graduate	3.3	Adequate
7	Recommended textbooks are written in line with school curriculum	3.3	Adequate
8	Curriculum contents are broken down into smaller scheme of work	3.1	Adequate
9	Most students own copies of recommended textbooks	2.8	Inadequate
10	School library is furnished with enough relevant textbooks	2.3	Inadequate

The data analysis shown in Table 1 indicate that seven strategic plan implementation of secondary school contents, items 1, 2, 3, 4, 6, 7, and 8 with mean rating above 3.00 were perceived adequate for the attainment of sustainable educational development in Anambra State. However, three items 5, 9, and 10 were seen as inadequate with mean scores 2.1, 2.8 and 2.3 respectively. This indicates that secondary school curriculum contents were perceived as adequate and its implementation in Anambra State are adequately administered in seven items but inadequate in three items.

Table 2: Mean rating of respondents on the adequacy of strategic plan implementation of secondary school finance for attainment of sustainable educational development in Anambra State.

S/N	Item Description	$\overline{X}$	Remark
11	Fund for prompt payment of staff salary	2.5	Inadequate
12	Fund for regular staff development programme	1.9	Inadequate
13	Fund for provision of standard school laboratories	2.1	Inadequate
14	Fund for payment of salary arrears	1.8	Inadequate
15	School budgetary allocation	1.5	Inadequate
16	Fund for provision of standard school library	1.9	Inadequate
17	Fund for provision of stationaries in the school	2.2	Inadequate
18	Fund for provision of standard staff offices	2.1	Inadequate
19	Fund for provision of standard classrooms	2.0	Inadequate
20	Fund for payment of staff fringe benefits	1.8	Inadequate

The respondents unanimously perceived the strategic plan implementation of school finance as grossly inadequate to drive secondary school to achieve sustainable education development. This is seen by all the items S/Nos 11-20 having mean score less than 3.0 with item 15 having the least mean score of 1.5.

Hypotheses testing

Ho1: There is no significant difference in the mean rating of adequacy of strategic plan implementation of curriculum contents based on gender.

Table 3: t-test of no significant difference between the mean rating of male and female secondary school principals on the adequacy of strategic plan implementation of curriculum contents and attainment of sustainable educational development in Anambra State.

Source of Variation	**N**	$\overline{X}$	**SD**	**df**	**t-cal**	**t-crit**	**Decision**
Male Principals	50	3.30	1.10				
				176	0.55	1.96	Accepted
Female Principals	128	3.20	1.20				

The data in Table 3, reveals that the t-calculated value of 0.55 is less than t-critical value of 1.96 at 0.05 level of significance wih 176 degree of freedom. This mean that the respondents do not differ significantly in their mean ratings, regarding the adequacy of strategic plan implementation of curriculum contents and attainment of sustainable educational development in Anambra State. The null hypothesis was therefore accepted

Ho2: There is no significant difference in the mean rating of adequacy of strategic plan implementation of school finance based on gender.

Table 4: t-test of no significant difference between the mean rating of male and female secondary school principals on the adequacy of strategic plan implementation of curriculum contents and attainment of sustainable educational development in Anambra State.

Source of Variation	**N**	$\overline{X}$	**SD**	**df**	**t-cal**	**t-crit**	**Decision**
Male Principals	50	1.90	0.70				
				176	0.89	1.96	Accepted
Female Principals	128	1.80	0.60				

The data in Table 4, reveals that the t-calculated value of 0.89 is less than t-critical value of 1.96 at 0.05 level of significance and 176 degree of freedom. This mean that the respondents do not differ significantly in their mean ratings, regarding the adequacy of strategic plan implementation of school finance and attainment of sustainable educational development in Anambra State. Therefore, the null hypothesis is accepted.

Discussion of Findings

The findings of this study revealed that strategic plan implementation of secondary school curriculum content administration as perceived by principals is very adequate to drive the students to attain educational success needed for sustainable educational development in Anambra State. Ten items as contained in the questionnaire were used to authenticate this position. From the findings, it is evident that principals perceived as adequate; secondary school curriculum contents, teachers' compliance with school curriculum, ability to cover content scope of school curriculum and textbooks being in line with the school curriculum contents but revealed however that availability of teachers' guide is inadequate. This finding is in line with Akpa (2012) who noted that most secondary schools have adequate curriculum contents and that teachers' use adequate recommended text book to teach their lessons. Continuing, Akpa stated that implementation of planned curriculum contents is always a problem of most secondary school administrators. Similarly, Enebechi (2018) observed that adequacy of course content of a study is not always the problem but implementation is the bottleneck and noted that adequately planned curriculum when strategically implemented, improves students learning outcome.

Strategic plan can benefit and assist an organization in many ways because it acts as a living document that not only tracks how students learning is improved, but also tracks the parts of learning that are value the most (Babalola, 2014). The findings further support the contentions of Jombo-Umeh, Okenwa and Ekeke (2018) who maintained that the problem most set goals are not achieved is not with the adequacy of planned intensions but with implementation. To buttress this view, Onyeachu (2008) stressed that no matter how well curriculum of any subject is planned, designed and documented, implementation is very important.

The findings also revealed that secondary school finance is grossly inadequate to drive the student to achieve success needed for attainment of sustainable educational development in secondary school in Anambra State. The principals perceived as inadequate; fund for payment of staff salary, staff development, school facilities, school budgetary allocation and fringe benefits as major hindrances to strategic plan implementation of school administration. This finding also corroborates with that of Ozigi in Goodluck (2011) who asserted that no organization can survive or carry out her functions effectively without adequate finance at its disposal. Money is needed virtually for every programme in the

organization. It is needed to set up the organization and to keep it going and equally needed by human being in the organization to meet their needs. This agrees with the view of Enebechi (2018), who pointed out that a school that cannot provide the necessary instructional materials needed to boost academic excellence, cannot attain the level of development that meets global standards.

The findings of the study imply that no significant improvement can take place in the educational system, when the budgetary allocation for educational programme is grossly inadequate and unimplemented. This view is in consonance with Aka, Onoyima and Agada (2018), who noted that lack of fund allocated to schools, can reduce the ability of school administrators to fully carry out their responsibilities in ensuring that stated educational goals are achieved. Continuing, they pointed out that inadequate funding of schools' can entail a severe reduction in students' educational outcome and poor performance of students in school. The findings also corroborates Yusha'u (2014), who asserted that the funds which have been allocated by successive governments to fund educational programmes, has not been at par with the demand of the scheme to actualize its' lofty objectives and this had led to poor implementation of school curriculum and other educational programmes designed to increase students attainment of set educational goals. When schools are adequately funded, school administrators will definitely go extra mile to ensure that all programmes designed to produce knowledgeable and skilled professionals needed for national development are adequately implemented.

Furthermore, the test of the null hypotheses revealed that both male and female principals in Anambra State have similar perception on the adequacy of strategic plan implementation of secondary school curriculum contents and school finance. This implies that both male and female principals accepted that secondary school curriculum contents in Anambra State is very adequate. On the other hand, they noted that the administration and implementation of school finance is grossly inadequate

Conclusion

Adequate administration and implementation of strategic plan seem to be the answer to economic and sustainable educational development. It is a catalyst that propels efficiency and effectiveness in school system. Every goal-oriented administrator must ensure that strategic plans are adequate and that implementation is ensured. The major danger of inadequacy of strategic plan implementation is the issue of unrealistic goals and lack of focus. To avoid these pitfalls, school should ensure that they create an effective strategic planning process, build a realistic educational direction for their students and greatly improve the chances for successful implementation of the strategic plan. Finance seems to be the major hindrance to attainment of effective educational goals and thus needs urgent attention for sustainable educational development.

Recommendation

Based on the findings of the study the following recommendations were made.

1. Government should provide adequate fund for the promotion of quality education in Anambra State.
2. Scholarship should be given to students who cannot finance themselves by state government and other stakeholders.

References

Abama, E.A. (2015). *Educational supervision at the school level.* Jos: Ichejum Publications.

Adejumo, A.V. & Adejumo, O.O. (2014). Prospects for achieving sustainable development through the millennium development goals in Nigeria. *European Journal of sustainable Development,* 3(1), 33-46.

Aka C.P, Onoyima, N.S. & Agada, F.C. (2018). Universal Basic Education in Nigeria for sustainable development: Issues and challenges. *Nigerian Journal of Educational Leadership Management,* 2(1), 401-412.

Akpa, G.O. (2012). *The principalship: Theory, Nigerian practice and 21st century challenges*. Jos: Ichejum Publications.

Babalola, J.O. (2014). *Trends and issues in educational planning.* A paper presented at the Conference of Directors, Planning, Research and Statistics (DPRS). National Institute for Education. Abuja.

Dike, V.C & Eze, C.U. (2009). Status of human resource development of STM education in Nigeria secondary schools: The STM Enugu State experiences. *STAN Annual Conference,* 4(7), 22-26.

Enebechi, R.I. (2018). Innovation in science curriculum: A strategy for attainment of sustainable development goals in Nigeria. *Nigerian Journal of Educational Leadership and Management*, 2(1), 69-89

Federal Government of Nigeria (2013). *Report on vision 2020.*

Federal Government of Nigeria (2014). *National policy on education.* Abuja: NERDC.

Goodluck, R (2011). Budgeting for knowledge management in organization. *An International Electronic Journal,* 2(4), 23-32.

Jombo-Umeh, N.O., Okenwa, G.N. & Ekeke, O.G. (2018). Strategic planning implementation in university administration: A pathway for the attainment of sustainable development in Nigeria. *Nigerian Journal of Educational Leadership and Management (NJELM)*, 2(1), 12-21.

Lomak, P.P. (2012). *Curriculum planning and supervision. Educational administrational and planning in Nigerian secondary school.* Jos: Inspiration Publication.

Makewa, L.N. & Ngussa, B.M. (2015). Curriculum implementation and teacher motivation: A theoretical framework. In N. P. Olulube, P.J., Kpolovie &, L.N.Makewa (Eds.). *Handbook of research on enhancing teacher*

education with advanced institution technologies (pp 244-258) Pennsylvania: 191 Global.

Njoku, D.I. (2015). Re-orientation of value system in Nigeria. A critic. *Global Journal of Arts, Humanities and social science*, 3(11), 25-32.

Nkwoh, K. (2011). Analysis of administrative roles of principals in private secondary school in Aba education zone of Abia State. *Continental Journal of Education Research*, 4(1), 18-27.

Ogbonnaya, N.I. (2012). *Major concept in educational administration.* Enugu: Cape Publishers International Limited.

Onyeachu, K.N. (2008). *Educational planning in Nigeria: Issues, problems and strategies.* Owerri: Owele Press.

Osegbue, G.C. (2018). Evaluation of secondary school teachers' knowledge of soft skills: An imperative for students' career development. *COOU Journal of Educational Research,* 4(1), 119-127.

Udeozor, R.K. (2004). *Educational administration: Perspectives and implications.* Nimo: Rex Charles and Patrick Limited.

Udoh, S.U. & Akpa, G.O. (2010). *Educational administration in Nigeria: Theory and practice (Revised Edition)*. Jos: M.P. Ginac Concepts Ltd.

Unachukwu, G.C. & Nwosu, K.C. (2014). Teachers and 21st century skills: A critical look at teacher education in Nigeria, 2(1), 25-37.

Uzoechina, G.O. (2016). *Management in the education system*. Onitsha: West and Solomon Publishing Company Ltd.

World Commission on Environment and Development (1987). *The Brundt land commission on environment. Report*. New York: The United Nations.

Yusha'u, A.I. (2014). Fifteen years after, has UBE achieved it's objectives? *Daily Trust. Abuja Nigeria.*