Managing policy implementation and effective practice of secondary education in Nigeria

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Abstract

Secondary schools in Nigeria operate in an extremely challenging environment with shoddy facilities and inadequate financing, which have historically led to subpar educational achievement. The primary objective of this research was to analyze the connection between managing policy implementation and the effective practice of secondary education. Due to poor policy implementation, Nigeria's education sector has performed poorly, which is quite concerning and has drawn the attention of many observers. A descriptive research design was adopted for the study. A sample of 320, participants was selected randomly from the sampled public senior secondary schools in the North-central zone, Nigeria. The hypotheses were tested using Pearson product-moment correlation coefficient and linear regression analysis. The result showed a positive and strong correlation between accountability and consensus and effective practice of secondary education. Also, the finding revealed that managing policy implementation positively influences the effective practice of secondary education. In light of this, it was recommended that school managers continue to be accountable for every single available resource to help in the protection of public or school property from abuse. Also, school managers should continue to give room for broad consensus to encourage cooperation of parents with the school managers with the school, provide a sense of belonging, enhance, mutual care and support as well and give way for opportunities to make a unique contribution towards the effective practice of secondary education.

Keywords: Accountability, consensus, policy management, staff motivation

Introduction

Around the world, education is viewed as the foundation of development. It serves as the foundation for learning, developing skills, advancing technology and using the environment's natural resources for development. In Nigeria, secondary schools operate in an extremely challenging environment with few competent teachers, inadequate infrastructure, and erratic funding which has historically led to poor learning outcomes for learners in secondary education. Against this backdrop, (Yakwan and Alagi, 2015, as cited in Aja et al, 2018) claimed that Nigerian politics during a period of democratic rule has hampered a comprehensive policy implementation model for the collective interest of Nigeria and observed that major education stakeholders are not involved in the formulation of education policies but are left to implement the policy without the needed resources. Additionally, it was stated that corruption at all levels and burdening politicians with the task of developing education policies despite their lack of experience or competence in the field has had a negative impact on the effective implementation of secondary education policies and programs in Nigeria.

Nigeria has had several distinct governments, both military and civilian, since gaining independence in 1960. Up until this point, there have been numerous, unforeseen power struggles. Consistent civilian rule has been in place since 1990, yet it hasn't improved the situation. Politics and policy in Nigeria have remained characterized by the desire for wealth, status, and power. The 1999 constitution serves as the foundation for the current governmental and political organization. Education policies, whether they are in the planning or implementation stages, are subject to the whims and caprices of the political players at different times. The National Policy on Education, which recognizes the statutory system of public education and calls for a minimum of 4 years of tertiary education, is what guides Nigeria's educational system in the meantime. This policy outlines the country's educational goals, which call for 9 years of basic education and 3 years of senior secondary school. The education that children acquire following their basic education but before the university level is referred to as secondary education. This stage comes after basic junior secondary stage certification. It is typically for pupils who are at least 14 years old and lasts for three (3) years. This level includes the Normal Senior Secondary School and the Science Senior Secondary School, both of which provide a core curriculum intended to enhance the students' knowledge and outlook. The topics are broken down into three main categories: core subjects, vocational electives, and non-vocational electives.

Goals of secondary education include, in general, preparing students for useful living in society, providing skilled labour in sub-professional levels of applied science, technology, and commerce; motivating national cohesion by highlighting the ties that bind us in our diversity; raising a generation capable of independent thought; and dignity of the individual. A lot of people are particularly concerned about the underwhelming performance of Nigeria's education system, which has been attributed to the ineffective implementation of policy formulation. Several studies have been carried out on the policy and management of education. Achugbulam and Amopho (2021) conducted research on managing change and successfully implementing policies in universities. To choose the 879 participants, a straightforward random selection procedure was used. The results demonstrated that changing policies and procedures improve how smoothly policies are implemented in institutions. Principal leadership approaches and school effectiveness were the subject of a study by Omubuguhim Salman Umar (2021). The study used a sample of 448 school administrators. The results showed that secondary schools are more productive when school managers are held accountable. Amadi (2019) researched administrative efficiency and reforms to educational policy. In senior secondary schools, Omirin (2015) evaluated how well

educational policies were being implemented. Cohen et al. (2019) focused on policy implementation and the primary strategic action in enhancing teaching effectiveness in middle schools in New York City. However, none of the authors cited in this study specifically addressed how to manage policy implementation for effective secondary education practice. Both accountability and consensus were not emphasized in earlier studies as important factors to measure managing policy implementation. The fact that the area and region of the aforementioned existing research greatly differed from the study is another apparent gap that inspired this analysis. Therefore, this study aims to close any gaps left by earlier researchers.

Research objectives

The following goals have been created to direct the course of the study as it aims to:
  a. Examine the relationship between accountability and effective practice of secondary education in Nigeria.
  b. Examine the relationship between consensus and effective practice of secondary education in Nigeria.
  c. Examine the relationship between accountability, consensus, and effective practice of secondary education in Nigeria.

Research hypotheses

The following hypotheses were formed and tested:
  1. There is no significant relationship between accountability and effective practice of secondary education in the North-central zone, Nigeria.
  2. There is no significant relationship between consensus and effective practice of secondary education in the North-central zone, Nigeria.
  3. There is no significant relationship between managing policy implementation and effective practice of secondary education in the North-central zone, Nigeria.

Review of related literature

Managing policy implementation

Management can be defined as the act of coordinating an organization's material and human resources through planning, organizing, directing, and controlling in order to achieve organizational goals (Nimota Jibola Kadir Abdullahi, 2019). In order to accomplish the stated educational objectives, it is necessary to connect with students and manage the environment in a methodical and effective way.

In relation to this study, managing policy implementation refers to the act of making resources available and maximizing their use through appropriate accountability and widespread consensus in order to achieve effective secondary education practice. The government is responsible for formulating and carrying out public policies in accordance with its interpretation of the general public's sentiment at any given time. It is the entire process of implementing the desired policy objectives (Oyadiran et al., 2015). The process of gathering resources (both human and non-human), allocating resources, and utilizing resources in order to accomplish policy objectives is known as policy implementation.

Implementation is the process of gathering the resources required to mobilize and carry out duties through the planning of specific program designs, the use of legislation and the transformation of it into specific regulations, the organization of staff and the development of suitable routines, and the provision of benefits and services to intended recipients (Nimota

Jibola Kadir Abdullahi, 2022). This suggests that in order to accomplish policy goals, a difficult planning, organizing, coordinating, and promoting process is required.

Accountability is described as the ability or willingness to provide an explanation or defense to pertinent stakeholders for one's judgment, intentions, acts, and omissions when required to do so. It involves being open to having one's actions judged by others and, when appropriate, accepting responsibility for mistakes, poor judgment, and neglect as well as receiving credit for one's abilities, diligence, greatness, and wisdom (Aniagboso, 2019).

Accountability in education is a gauge of how well a system's resources are being utilized to increase productivity and efficiency (Nimota Jibola Kadir Abdullahi, 2019). This involves the obligation to answer to those who have an interest in education and to evaluate institutional performance in light of the accomplishment of specified objectives.

Consensus is a democratic and dynamic strategy for creating a learning community in the classroom (Fetalvero, 2017). To build a more democratic, sustainable, and intelligent society, is an acceptance and approval of each individual's point of view and manner of operation within the organization (Marta et al, 2021). Consensus decision-making only comes to an end when everyone involved has agreed to support the effective and successful implementation of the stated educational aims and objectives.

Effective practice of secondary education

In order to effectively implement secondary education, certain academic tasks that are essential for effective teaching and learning in a certain context must be organized (Adzongo & Olaitan, 2019). According to Nimota Jibola Kadir Abdullahi (2022), effective secondary education practices include setting up the physical environment, establishing rules and procedures, keeping students' attention on the lesson and engaged in activities, and maintaining a learning environment that is conducive to effective instruction in order to achieve the stated goals and objectives.

Effective practice of secondary education involves organizing certain academic duties that are necessary for efficient teaching and learning in a particular environment (Adzongo & Olaitan, 2019). Effective practice of secondary education as stated by Nimota Jibola Kadir Abdullahi and Adedayo Yusuf Abdulkareem (2015) refers to arrangement of the physical environment, establish rules and procedures, keeping learners' attention on lessons and engagement in activities as well as motivating teachers to good instruction so as to achieve the stated goals and objectives. Effective practice of secondary education in this study refers to the act of providing quality teaching and staff motivation.

Staff motivation is the complex drives, wants, or tools for launching and sustaining voluntary engagement aimed at personal and organizational targets (Nwankwo, 2014, as cited in Martins & Temitope, 2019). Any school system is driven to reach its full potential by the motivation of its teachers. Insufficient teacher motivation in the school system has an impact on academic performance, and the effectiveness of the school system, and the apparent decline in educational standards. Different incentives can be utilized to encourage teachers to produce high-quality teaching. These include financial incentives, salary increases, house benefits, national honors, material gifts, and a wide range of other things, each of the aforementioned prizes has varying degrees of strength in terms of its ability to encourage goal-directed behavior for exceptional performance in teaching and learning (Igbacha, 2014, as cited in Philomena & Temitipe, 2019). Staff motivation is key to an organization's success because goals for the school can be efficiently achieved and it boosts teacher morale and performance.

Theoretical framework

The theoretical contribution of this study was based on good governance theory. The good governance theory developed by the (World Bank, 1992, as cited in Ekundayo, 2017), serves as the theoretical foundation for this study. According to the theory of good governance, the government should be well-run, there should be an impartial judiciary and legal system to uphold agreements, and public needs should be responsibly managed. The theory lays out a few fundamental precepts, outlining accountability, responsiveness, control, transparency, public participation, efficiency, and the fight against corruption as crucial components required for economic growth.

Figure 1

Good Governance Theory
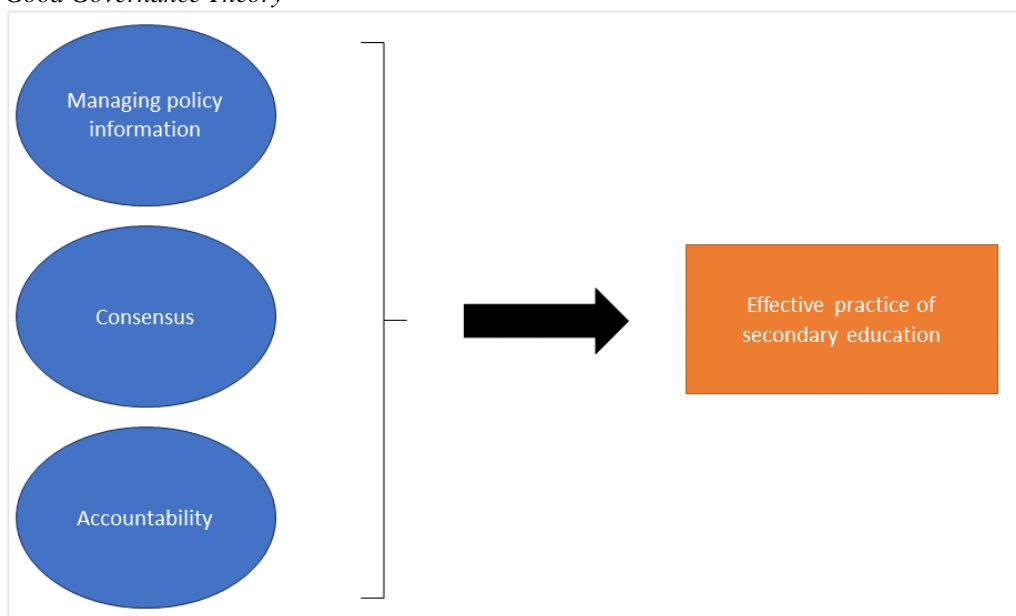
The goal of this study, which is based on the good governance idea, is to advance efficiency and effectiveness through public service institutions, as well as stable, predictable economic growth and societal development. In order to improve successful practice within an organization, it also aims to modify and re-modulate public service (secondary education).

The theory is extremely pertinent to this study, making it so that Nigerian policy implementation management for secondary education practices continues to be a major concern. As a result, the concepts of consensus, accountability, and similar concepts from the good governance theory can be used to ensure efficiency in public service delivery and reforms.

Methodology

Research approach

In order to examine the connection between managing policy implementation and effective practice of secondary education, a descriptive research approach was used in the study. It was selected because having a single source of data to categorize features and create a descriptive, objective, and statistically valid model makes it easier to discover social truths (Bell et al., 2019; Cohen et al., 2000; Creswell, 2015; Dillman et al., 2014).

Population and sampling procedure

The population of this study includes 1,857 principals of senior secondary public schools in Nigeria's North-central region. The sample, which consisted of 320 principals across the seven States, was chosen using the Research Advisor (2006) table of selecting the sample size of a known population with a Confidence level = 95% and margin of Error = 5%. A sample of 320 principals from the population were chosen using the proportional random selection method, as shown in Table 1. In order to give each person a fair chance at being chosen, the participants were chosen using stratified random selection techniques.

Table 1

Population Sample of Principals in Senior Secondary Schools

S/N	North-central states	Number of secondary schools	Selected principals
1	Benue	345	60
2	FCT	62	11
3	Kogi	274	47
4	Kwara	349	60
5	Nasarawa	268	46
6	Niger	275	47
7	Plateau	284	49
	Total	1,857	320

Demographic information of the participants

This section uses simple percentages to discuss the demographic data of the participants.

Table 2

Demographic Information of the Participants

		$N = 320$	Percentage (%)
Gender	Male	266	83
	Female	54	17
		320	100
Age	41 – 50	145	45
	51 above	175	55

		320	100
Years of teaching experience	11 - 20 years	142	44
	21years and above	178	56
		320	100
Level of education	Bachelor's degree	309	96
	Master's degree	11	4
		320	100

According to Table 2, there are 266 males and 54 females among the study's participants, with males making up 83% of the total participants. Based on age, 175 (55%) of the participants are between the ages of 51 and above, making up the majority of the participants, (45%) who are between the ages of 41 to 50. On the years of experience, 178 individuals (56%) have 21 and above years of expertise, whereas 142 people (44%) have 11 to 20 years of experience. Among those with a bachelor's degree, 309 (96%) are in the majority, while only 11 (4%) hold a master's degree.

Instrumentation

The instrument used in this study was a combination of two tested questionnaires, including the "Managing Policy Implementation Questionnaire" (MPIQ) that was adapted from Nimota Jibola Kadir Abdullahi (2019) on accountability and, Sabas and Mokaya (2016) on consensus and the "Effective Practice of Secondary Education Questionnaire" (EPSEQ). Two sub-scales, accountability with six items, consensus with eight items, and managing policy implementation as a whole with twelve items, were used in this study. The surveys for effective secondary education practice were created by Nimota Jibola Kadir Abdullahi (2022) on quality teaching with five items and Ombuguhim Salman Umar et al. (2021) on staff motivation with seven items. Four Likert scale questions were given to participants, with 1 denoting "Strongly Disagree" and 4 denoting "Strongly Agree." The criterion mean reveals that any response that is greater than or equal to the criterion mean value of 2.50 is accepted by the participants. However, there is disagreement over any item that falls below the criterion mean value. It was determined that responding on a 4-point Likert scale was more expedient and simpler than responding on a 5- to 7-point range (Allen & Christopher, 2007; Bergkvist & Rossiter, 2007; Bond, 2015) Drafts of the instrument were sent to two test and measurement professionals and two educational management experts for assessment in order to assess its validity. Based on suggestions and opinions from experts, the questionnaire was updated and adjusted. Additionally, 20 copies were given to sample participants so that they could evaluate the questionnaire's language, scale, and instruction for clarity as well as see whether they had any issues completing it. As shown in Table 2, instrument reliability was evaluated using Cronbach's Alpha.

Table 3

Reliability Test of MPIQ and EPSEQ

Variable	Sub-construct	N	Cronbach's alpha	Decision
	Accountability	6	0.924	All items are appropriate and dependable

Managing policy implementation	Consensus	8	0.906	All items are appropriate and dependable
Effective practice of secondary education	Quality teaching	7	0.875	All items are appropriate and dependable
	Staff motivation	5	0.866	All items are appropriate and dependable

Internal consistency metric Cronbach's Alpha was used to evaluate the reliability of several or many survey questions using the Likert scale. As a general rule, consider alpha values of 0.9 (Excellent), 0.9 > 0.8 (Good), 0.8 > 0.7 (Acceptable), 0.7 > 0.6 (Questionable), 0.6 > (Poor), and 0.5 >. (Unacceptable). The accountability and consensus reliability tests for Managing Policy Implementation (MPIQ) are shown in Table 2. The sub-variable construct's alpha values are 0.924 for accountability with six items, and 0.906 for consensus with (8 items). Additionally, the Cronbach's alpha for the sub-construct of effective secondary education effective practice of secondary education variables is 0.875 for quality instruction with 7 items and 0.866 for staff motivation with (5 items). Values above 0.70 are thought to be appropriate and dependable (Ary et al., 2010; Diamantopoulos et al., 2012; Gay et al., 2012).

Data collection technique

The survey, which was carried out from June 12 to July 4, 2022, received responses from a total of 350 participants. To ensure a high return rate, three research assistants and the researcher administered the questionnaire to participants in the sample senior secondary schools. The researcher and study helpers were forced to collect questionnaires in a few days in a few schools due to a variety of factors, including the lack of time or the unavailability of principals. Additionally, 324 questions were retrieved and correctly completed. The data obtained was in accordance with the research advisor's recommendation with number of 320 participants were used in this study. Additionally, in order to conform to ethical consideration and participant safety as advised by Hesse-Biber and Leavy (2011), and Leedy and Ormrod (2005), the researcher followed the ethical protocol and obtained participants' agreement before having them complete the questionnaire.

Data analysis

The information collected for this study was assembled and put through statistical analysis. The study's statistical methods included both descriptive and inferential ones. A vast amount of data can be summarized using descriptive statistics, which are asset of data that demonstrate a general trend and include the mean, median, variance, standard deviation, skewness, and count of minimum and maximum values into data that can be used by educational managers to guide decision. The process of transforming raw data into an easily understandable format and producing insightful information is known as descriptive analysis. Good and quality data are those that are reliable and easily accessible and that are accurate, comprehensive, pertinent, and consistent. To establish the purpose of the study, the mean and standard deviation were used to examine the data collected. Inferential statistics, such as Pearson product moment correlation and linear multiple regression analysis, were used to analyze the hypotheses and decide whether or not they were accepted or rejected at (0.5) significant level (Gay et al., 2012; Mayers, 2013; Patton, 2015).

Accountability

This section reveals the results on the responses of participants on variables.

Table 4 shows the participants responses on accountability.

Table 4

Mean and Standard Deviation of Items on Accountability

S/N	Accountability	Mean	Standard deviation
1	Helps in the protection of public or school property from abuse.	2.86	0.926
2	Gives room for systematic analysis of education activities.	2.94	0.956
3	Enhance check and balance in education system.	2.88	0.958
4	Gives room for sanction and correct any conformity.	3.36	0.961
5	Helps to protect public fund and facilities from misuse.	3.24	0.978
6	Fostering a committed pursuit of educational goals.	3.12	0.956
	Overall mean	3.07	0.956

Table 4 shows that the overall perception of participants on accountability is "Agreed" ($M = 3.07$, $SD = 0.956$). This demonstrates that participants believe accountability would improve effective practice of secondary education in Nigeria. Additionally, the mean value of each response exceeded the criteria mean value of 2.50. It is evident from this that the participants accept that accountability i) helps in the protection of public or school property from abuse ($M = 2.86$, $SD = 0.926$), ii) gives room for systematic analysis of education activities ($M = 2.94$, $SD = 0.956$), iii) Enhance check and balance in education system ($M = 2.88$, $SD = 0.958$), iv) gives room for sanction and correct any conformity ($M = 3.36$, $SD = 0.961$), v) Helps to protect public fund and facilities from misuse ($M = 3.24$, $SD = 0.978$)., vi) Fostering a committed pursuit of educational goals ($M = 3.12$, $SD = 0.956$).

Consensus

Table 5 reveals participants responses on consensus

Table 5

Mean and Standard Deviation of Items on Consensus

S/N	Consensus	Mean	Standard deviation
7	Encourage cooperation of parents with the school.	2.84	0.966
8	Helps to create a sense of personal responsibility.	2.86	0.922
9	Enhances relationship with the community in order to win their backing for the realization of educational goals.	2.92	0.954
10	Encourages an awareness of the whole educational system or situation.	2.86	0.926

11	Enhances higher quality outcomes that give the group or community the ability to advance and co-create their future.	2.93	0.968
12	Provides a sense of belonging.	3.26	0.966
13	Enhances mutual care and support.	2.94	0.958
14	Gives room for opportunity to make one's unique contribution.	3.22	0.986
	Overall mean	2.98	0.956

Table 5 reveals that the overall perception of participants on consensus is "Agreed" ($M = 2.98$, $SD = 0.956$). This reveals that participants accept that consensus bring about effective practice of secondary education in Nigeria. In addition, all of the responses had mean value higher than the criterion mean value of 2.50. This shows that participants agreed that consensus i) encourages cooperation of parents with the school ($M = 2.84$, $SD = 0.966$), ii) Helps to create a sense of personal responsibility ($M = 2.86$, $SD = 0.922$), iii) enhances with the community in order to win their backing for the realization of educational goals ($M = 2.92$, $SD = 0.954$), iv) Encourages an awareness of the whole educational system or situation ($M = 2.86$, $SD = 0.926$), v) Enhances higher quality outcomes that give the group or community the ability to advance and co-create their future ($M = 2.93$, $SD = 0.968$), vi) provides a sense of belonging ($M = 3.26$, $SD = 0.966$), vii) enhances mutual care and support ($M = 2.94$, $SD = 0.958$), viii) Gives room for opportunity to make one's unique contribution ($M = 3.22$, $SD = 0.986$).

Pearson correlation

According to Creswell and Creswell (2017), Pearson's *R* might be between -1 and +1. Positive Pearson correlation denotes that two variables are rising at the same time, whereas negative Pearson correlation denotes that one variable is rising while the other is falling.

H_{01}: There is no significant relationship between accountability and effective practice of secondary education in North-central zone, Nigeria.

Table 6

Pearson Correlation of Accountability and Effective Practice of Secondary Education

		Accountability	Effective practice of secondary education
Accountability	Pearson correlation	1	.764**
	Sig. (2-tailed)		.000
	N	320	320
Effective practice of secondary education	Pearson correlation	.764**	1
	Sig. (2-tailed)	.000	
	N	320	320

Accountability and effective practice of secondary education have a substantial and positive link, as shown in Table 6 Pearson correlation ($r = 0.764$, $n = 320$, $p = .000$). A close level of link and support are indicated by the Highly significant $p = 0.01$ correlation, which suggests

a high level of confidence in the correlation (Mugenda & Mugenda, 2013; Timmermans & Tavory, 2012).

H₀₂: There is no significant relationship between consensus and effective practice of secondary education in North-central zone, Nigeria.

Table 7

Pearson Correlation of Consensus and Effective Practice of Secondary Education

		Consensus	Effective practice of secondary education
Consensus	Pearson correlation	1	.706
	Sig. (2-tailed)		.000
	N	320	320
Effective practice of secondary education	Pearson correlation	.706	1
	Sig. (2-tailed)	.000	
	N	320	320

The Pearson correlation in Table 7 ($r = 0.706$, $n = 320$; $p = .000$) demonstrates a strong and favorable link between consensus and effective practice of secondary education. A high level of connectivity and support are shown by the Extremely significant $p = 0.01$ correlation, which suggests a high level of trust in the relationship (Miller et al., 2011; Neuman, 2013).

Linear regression analysis

This part shows the linear regression analysis on managing policy implementation and effective practice of secondary education in North-central zone, Nigeria.

Table 8

Linear Regression of Managing Policy Implementation and Effective Practice of Secondary Education

Model	*R*	*R* square	Adjusted *R* square	Std. error of the estimate
1	.509	.259	.432	.414

Note. Predictors: (constants), accountability and consensus

Table 8 reveals that managing policy implementation has significant impact on effective practice of secondary education with 0.259 of *R* square value.

Table 9

Linear Regression Coefficient for Managing Policy Implementation and Effective Practice of Secondary Education

Model	Unstandardized coefficient B	Std. error	Standardized coefficient Beta	*t*	Sig.
(Constant)	.524	.218		6.531	.000
Accountability	.345	.373	.291	3.426	.000

Consensus	.337	.264	.361	4.421	.000

Note. Dependent variable: Effective practice of secondary education

The standard regression weight of the beta coefficients value for managing policy implementation was .524, which shows that they improve effective practice of secondary education, according to Table 9's results of a running linear regression model. Additionally, it demonstrated the undeniable connection between managing policy implementation and effective practice of secondary education. Also, the *t*-test result of 6.531 had a statistically high *p*-value of 0.000. As a result, when compared, accountability (Beta = 0.345) has the most positive effects, and consensus (Beta = 0.337). In conclusion, the results of this study on multiple linear regression show that effective practice of secondary education in Nigeria's North-central Zone is positively and strongly associated to accountability and consensus.

Findings and discussions

The findings in Table 4 shows that accountability improves effective practice of secondary education in Nigeria such that it helps in the protection of public or school property from abuse, gives room for systematic analysis of education activities, enhances check and balance in education system, gives room for sanction and correct any conformity, helps to protect public fund and facilities from misuse as well as fostering a committed pursuit of educational goals. Results from hypothesis one reveals that there is strong and positive relationship between accountability and effective practice of secondary education in Nigeria. The finding concurred with Uko (2015) effective school practice is positively influenced by the school managers accountability. Also, agreed with Aniagboso (2019) that accountability is one of the tools for efficient and effectiveness in educational goal attainment.

The findings in Table 5 reveals that consensus brings about effective practice of secondary education in Nigeria. Consequently, it encourages cooperation of parents with the school, helps to create a sense of personal responsibility, enhances relationship with the community in order to win their backing for the realization of educational goals, encourages an awareness of the whole educational system or situation, enhances higher quality outcomes that give the group or community the ability to advance and co-create their future, provides a sense of belonging, enhances mutual care and support as well as gives room for opportunity to make one's unique contribution. Research from hypothesis two reveals that there is positive and close correlation between consensus and effective practice of secondary education. The finding agreed with Blinne (2013), Christian (2013), Fetalvero (2017), Hartnett (2012) and MacDougall (2013) that consensus in education enhances more democratic egalitarian learning environment which provide effective practice and better student outcome. In addition, the findings concurred with Franco et al. (2016) that poor consensus has not given room for effective implementation of educational policy due to the fact that successive government always wanted to be identified with new policies thereby abandoning the existing ones.

The results of regression analysis shows that there is strong relationship between managing policy implementation and effective practice of secondary education in Nigeria. The findings agreed with Achugbulam and Amopho (2021), (Adie et al. 2015, as cited in Aja et al, 2018), Amadi (2019), and Omirin (2015) that politicization of education funding in Nigeria has seriously affected the effective management of educational policy and quality of secondary education in terms of quality teaching and staff motivation. In addition, the finding concurred with Cohen et al. (2019) management of policy implementation improve teaching effectiveness.

Limitation and implication of the study

This study not only emphasized the significance of managing policy implementation in the effective practice of secondary education. Also, pointed out a few research limitations that have to be taken into account in subsequent investigations. In addition to the variables employed in this study, other variables that may be used in a similar study to measure managing policy implementation. The government and educational administrators will benefit from these discoveries by being able to use various cutting-edge techniques of policy implementation to improve effective practice of secondary education. Additionally, this study's findings are anticipated to add to existing literature on managing policy implementation and effective practice of secondary education both conceptually and practically. This result can serve as a starting point for upcoming studies in education.

Conclusions and recommendations

This study examines how effective practice of secondary education in Nigeria, specifically in north-central public senior secondary schools, is affected by managing policy implementation variables which include accountability and consensus. The study's foundation was based on (World Bank's good governance theory 1992, as cited in Ekundayo, 2017). Participants agreed, according to the study's findings, that managing policy implementation variables (accountability & consensus) are crucial determinants of effective practice of secondary education. The findings of this study support the theoretical foundation of good governance theory in assisting managers, educators, and the government. As managing policy implementation is very important in effective practice of secondary education towards accomplishing the stated educational goals, this study emphasizes practical consequences for the people managing such public secondary schools. In order to promote successful practice of education, public school administrators should become familiar with this recent study by developing effective management of education.

School managers should continue to be accountable for every single available resources so as to help in the protection of public or school property from abuse, give room for systematic analysis of education activities, enhance check and balance in education system, give room for sanction and correct any conformity, help to protect public fund and facilities from misuse as well as fostering a committed pursuit of educational goals. Also, school managers should continue to give room for broad consensus in order to encourage cooperation of parents with the school, help to create a sense of personal responsibility, enhance enhances relationship with the community in order to win their backing for the realization of educational goals, encourage an awareness of the whole educational system or situation, enhance enhances higher quality outcomes that give the group or community the ability to advance and co-create their future, provide a sense of belonging, enhances mutual care and support as well as give room for opportunity to make one's unique contribution towards effective practice of secondary education.

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