

CHALLENGES OF ADMINISTRATIVE OFFICERS IN THE IMPLEMENTATION OF EDUCATIONAL POLICIES IN PUBLIC JUNIOR SECONDARY SCHOOLS IN RIVERS STATE

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Abstract

This study investigated the challenges of administrative officers in the implementation of educational policies in public junior secondary schools in Rivers State. Three research questions and three null hypotheses were used for the study. A descriptive research design was adopted for this study. The population for the study consisted of all the principals and vice principals in the 379 male and female principals (235 and 144 respectively) from the three hundred and seventy-nine (379) public junior secondary schools in Rivers State. Sample size of 234 was used representing 61% of the total population of male and female principals from the 379 public junior secondary schools in Rivers State. The stratified and simple random sampling technique was used for the study. The reliability of the instrument was established using Pearson's Product Moment Correlation (PPMC) and it yielded a reliability coefficient of 0.86. Data was analyzed using Mean and Standard Deviation to answer the research questions, while the null hypotheses were analyzed using t-test statistics. The findings of the study revealed that to a high extent that funding influences the hiring of qualified staff, maintaining of facilities, procuring of educational materials and the limited access of instructional resources for the implementation of educational policies in public junior secondary schools in Rivers State. The study also found out that to a high extent that classroom facility, office spaces, ICT facilities, school furniture and school building influences the implementation of educational policies in public junior secondary schools in Rivers State. Furthermore, the study found out that to a high extent that shortage of qualified teaching staff, lack of cooperation among teaching and non-teaching staff, inadequate training and professional development opportunities for staff, and staff absenteeism and lateness influence the implementation of educational policies in public junior secondary schools in Rivers State. The study concluded that without substantial improvements in the areas of financial support, infrastructural development, and staff capacity, the successful implementation of educational policies will remain constrained. The study recommended that principals should provide opportunities for teachers to undergo regular on the job training and The Ministry of Education should prioritize the hiring of adequate support staff, including administrative assistants, clerical workers, and technical staff, to ensure that schools are better equipped to implement educational policies effectively.

Keywords: Challenges of Administrative Officers, Implementation of Educational Policies.

I. Introduction

The Nigerian educational system is structured to deliver quality education that empowers citizens and contributes to the socio-economic development of the nation. This system encompasses various levels of education, from primary to tertiary, each serving distinct roles in the educational trajectory of students. Public junior secondary schools represent a crucial transitional phase between primary education and higher secondary education. At this stage, students acquire fundamental skills and knowledge that prepare them for more specialized subjects and vocational training. The effectiveness of educational policies at the junior secondary level is vital not only for the individual development of students but also for the broader aspirations of national development and economic growth (Umar & Eze, 2023).

In Nigeria, the government has established a framework of educational policies aimed at improving the quality of education, ensuring equity, and fostering access to education for all children. These policies include initiatives to enhance curriculum standards, improve teacher training, and provide adequate learning resources. However, the successful execution of these policies heavily relies on the ability of administrative officers to implement them effectively. Administrative officers, including school principals, vice principals, and education administrators, are tasked with the responsibility of translating these policies into actionable programs within schools. They play a pivotal role in coordinating school activities, managing resources, and ensuring compliance with governmental directives (Adebayo, 2021).

Despite the critical role of administrative officers in educational policy implementation, various challenges impede their efforts. Research has identified several barriers that hinder the effective execution of educational policies, including inadequate funding, poor infrastructure, and insufficient staff personnel. For instance, Ogunode (2022) points out that many public junior secondary schools operate under significant financial constraints, limiting their ability to procure necessary teaching materials and maintain facilities. Furthermore, the lack of adequate infrastructure can hinder the learning environment, making it difficult for students to engage meaningfully in their education (Nworgu, 2021). In addition, the challenges related to staff personnel, such as inadequate training and high turnover rates, further exacerbate the difficulties faced by administrative officers in implementing educational policies (Ikpe, 2022).

The complexities of these challenges suggest a pressing need for a comprehensive understanding of the factors that affect the implementation of educational policies in public junior secondary schools. Addressing these challenges is essential for enhancing the effectiveness of educational practices and ensuring that students receive the quality education they deserve. Thus, this study seeks to explore the specific challenges faced by administrative officers in Rivers State, providing insights that can inform future educational reforms and policy adjustments aimed at improving educational outcomes.

II. Statement of the Problem

The effective implementation of educational policies is essential for achieving the goals of quality education, particularly in public junior secondary schools, which form the foundation for higher education in Nigeria. Administrative officers play a central role in this process by managing resources, coordinating activities, and ensuring compliance with policies at the school level. However, in Rivers State, the ability of administrative officers to implement these policies has been significantly hampered by various challenges.

Foremost among these challenges is inadequate funding, which restricts the availability of essential resources needed to fulfill policy mandates. Without sufficient financial resources, schools struggle to hire qualified personnel, maintain infrastructure, and procure necessary instructional materials, all of which are critical for effective teaching and learning (Ogunode, 2022). Furthermore, poor infrastructure in many public junior secondary schools exacerbates these difficulties. Overcrowded classrooms, insufficient laboratory facilities, and a lack of basic teaching aids make it difficult for schools to meet the demands of educational policies, particularly those related to curriculum delivery and student engagement (Adebayo, 2021).

Additionally, staff personnel shortages pose another significant challenge. Many schools lack the necessary number of qualified teachers and administrative staff to manage the growing student population and implement educational reforms effectively. This shortage leads to increased workloads, burnout, and diminished morale among existing staff, further compromising the quality of education and the effectiveness of policy implementation (Smith, 2021).

The combination of these challenges—funding constraints, inadequate infrastructure, and staff shortages—creates a significant gap between the expectations of educational policies and the realities on the ground in public junior secondary schools in Rivers State. If

these issues are not addressed, the potential for educational advancement in the region may remain unrealized, and students' prospects for a quality education will continue to be compromised.

Aim and Objectives of the Study

This study aims to investigate challenges of administrative officers in the implementation of educational policies in public junior secondary schools in Rivers State. Specifically, the research sought to:

Examine the influence of funding as a challenge of administrative officers in the implementation of educational policies in public junior secondary schools in Rivers State.

Determine the influence of infrastructure as a challenge of administrative officers in the implementation of educational policies in public junior secondary schools in rivers state

Verify the influence of staff personnel as a challenge of administrative officers in the implementation of educational policies in public junior secondary schools in Rivers State.

Research Questions

The following research questions were raised to guide this study:

To what extent does funding as a challenge of administrative officers influence the implementation of educational policies in public junior secondary schools in Rivers State?

To what extent does infrastructure as a challenge of administrative officers influence the implementation of educational policies in public junior secondary schools in Rivers State?

To what extent does staff personnel as a challenge of administrative officers influence the implementation of educational policies in public junior secondary schools in Rivers State?

Hypotheses

To guide this study, the following null hypotheses were postulated and statistically tested at 0.05 level of significance:

H01: There is no significant difference between the mean ratings of male and female administrative officers on the influence of funding as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State.

H02: There is no significant difference between the mean ratings of male and female administrative officers on the influence of infrastructure as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State.

H03: There is no significant difference between the mean ratings of male and female administrative officers on the influence of staff personnel as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State.

III. Theoretical Framework

This study was based on Ludwig von Bertalanffy Systems Theory of (1968).

Systems Theory

Systems Theory, as developed by Ludwig von Bertalanffy (1968), posits that an organization, including a school system, functions as an interrelated set of components working together to achieve a common goal. In the context of educational policy implementation, schools are seen as systems that rely on various subsystems—such as funding, infrastructure, and personnel—to function efficiently. These components are interconnected, meaning that a deficiency in one area can negatively affect the entire system.

For instance, inadequate funding (a subsystem) will lead to poor infrastructure and the inability to recruit sufficient staff, which, in turn, hinders the successful implementation of educational policies. If one part of the system fails, the entire organizational efficiency is compromised, making it difficult for administrative officers to execute their duties effectively. Systems Theory provides a comprehensive view of the school as a dynamic entity where each challenge is linked to another, making it relevant for understanding how these challenges collectively impede policy implementation.

Conceptual Review

Educational Policy Implementation

Educational policy implementation refers to the multifaceted process through which formulated policies are translated into actionable practices within educational institutions. This process is not linear; rather, it involves a dynamic interplay among various stakeholders, including government agencies, school administrators, teachers, students, and the community (Mok, 2019). Each stakeholder plays a crucial role in shaping the outcomes of policy implementation. For instance, while policymakers are responsible for creating policies, school administrators are tasked with interpreting these policies and integrating them into the daily operations of schools. The active involvement of teachers and the community is equally vital, as they contribute to the practical application of policies in the classroom and broader educational settings.

The complexity of educational policy implementation often leads to numerous challenges that impede effective execution. Fullan (2016) emphasizes that the successful implementation of educational policies requires a clear understanding of the context within which these policies are enacted. Factors such as the political environment, cultural context, and existing educational structures can significantly influence the implementation process. Moreover, a lack of alignment between policy intentions and the realities faced by educational institutions can create barriers to effective policy execution.

Challenges in Educational Policy Implementation

Numerous studies have highlighted common challenges faced by educational administrators in the implementation of policies. One of the primary barriers identified is inadequate funding. Ogunode (2022) notes that insufficient financial resources significantly hinder the effective implementation of educational policies, as schools often struggle to acquire essential teaching materials, infrastructure, and staff development programs. Funding constraints can lead to a reliance on outdated resources, which ultimately impacts the quality of education provided to students.

Another critical challenge is poor infrastructure. Ogbemudia and Eghafona (2017) emphasize that inadequate facilities such as classrooms, laboratories, and libraries can severely hinder the execution of educational policies. Schools lacking necessary infrastructure may not be able to implement curriculum changes or adopt new teaching methodologies effectively. This inadequacy not only affects the physical learning environment but also diminishes the morale of both teachers and students, leading to a disengaged educational atmosphere.

Additionally, resistance to change from various stakeholders can complicate the policy implementation process. Teachers may feel overwhelmed by new policies, particularly if they are not adequately trained to implement them. Furthermore, community stakeholders may resist policy changes if they perceive them as misaligned with local needs or values (González, 2022). This resistance can slow down or entirely obstruct the effective execution of educational policies.

Role of Administrative Officers

Administrative officers are pivotal to the successful implementation of educational policies within schools. They are responsible for coordinating various activities, managing resources, and facilitating communication among stakeholders, which are all critical functions for ensuring that educational policies are effectively enacted (Jansen & van der Veen, 2021). These officers serve as the bridge between policymakers and the school community, translating policy directives into practical strategies that can be executed at the school level.

However, the role of administrative officers is fraught with challenges that can impact their effectiveness. High workloads, coupled with limited resources, often result in administrative officers struggling to meet the demands of their positions. Additionally, they may lack adequate training and professional development opportunities, which are essential for keeping up with changing educational policies and practices (Nworgu, 2021). These challenges can lead to frustration and burnout, ultimately affecting their ability to implement policies successfully.

Moreover, the bureaucratic structures within educational institutions can also stifle the initiatives of administrative officers. When institutional policies and procedures are overly rigid, it can limit the ability of these officers to adapt and respond to the unique needs of their schools (Snyder & Mitchell, 2020). As a result, while administrative officers play a crucial role in policy implementation, the systemic challenges they face can hinder their effectiveness and the overall success of educational reforms.

Funding Challenges

Funding is a fundamental pillar of educational policy implementation. Adequate financial resources are essential for schools to deliver quality education and fulfill the requirements set by educational policies. Without sufficient funding, schools struggle to provide vital services such as hiring qualified staff, maintaining facilities, and procuring necessary educational materials (Alhassan, 2020). For instance, budget constraints can result in larger class sizes, insufficient teaching materials, and outdated technology, all of which negatively impact the learning environment.

Research has consistently demonstrated a direct correlation between inadequate funding and diminished educational quality. According to Okonkwo and Nwankwo (2022), schools that lack adequate financial support are unable to implement educational policies effectively, resulting in a gap between policy expectations and actual practices. This inadequacy can manifest in various forms, including insufficient training opportunities for teachers, limited access to instructional resources, and reduced extracurricular activities that are crucial for holistic student development. Moreover, schools facing funding shortages often rely on ad hoc measures, such as fundraising or community contributions, which can lead to inconsistencies in educational delivery (Bishop & He, 2023). Ultimately, without a stable and sufficient funding structure, the successful implementation of educational policies becomes increasingly challenging, compromising the quality of education that students receive.

Infrastructure Challenges

Infrastructure is another critical factor influencing the effectiveness of educational policy implementation. The physical environment of schools, including the quality of classrooms, laboratories, and teaching aids, significantly impacts students' learning experiences. Poor infrastructure characterized by overcrowded classrooms, lack of essential facilities, and inadequate teaching resources hinders the execution of educational policies aimed at improving teaching and learning outcomes (Adebayo, 2021). For instance, schools without adequate laboratory facilities may struggle to implement science curricula effectively, limiting students' hands-on learning experiences.

Studies indicate that schools with well-maintained and sufficient infrastructure are more likely to achieve better educational outcomes (Nworgu, 2021). Such schools are better equipped to facilitate engaging learning environments, support diverse teaching methodologies, and provide necessary resources for both teachers and students. Conversely, the absence of proper infrastructure can lead to low student engagement, high dropout rates, and overall poor academic performance (Musa, 2022). Therefore, addressing infrastructure challenges is paramount for enhancing the implementation of educational policies and ensuring that schools can deliver quality education that meets students' needs.

Staff Personnel Challenges

The availability of qualified staff personnel is critical for the successful implementation of educational policies. Administrative officers and educational leaders depend on a well-trained and motivated workforce to carry out policy directives effectively. Insufficient staff, whether due to shortages or high turnover rates, can lead to increased workloads for existing employees, decreased morale, and ultimately, negative educational outcomes (Ikpe, 2022). Research indicates that schools with well-trained and adequately supported staff are better positioned to implement educational policies successfully, as they are more likely to adapt to new changes and challenges (Smith, 2021).

Additionally, professional development opportunities are essential for equipping staff with the skills necessary for effective policy implementation. Schools that invest in continuous training and support for their personnel are more likely to foster a culture of excellence and innovation in teaching (Adebayo & Eze, 2023). Conversely, a lack of investment in staff development can lead to stagnation in teaching practices and an inability to meet the evolving demands of educational policies. Thus, addressing the challenges related to staff personnel is crucial for enhancing the capacity of schools to implement educational policies effectively and improve overall student performance.

IV. Methodology

Descriptive research design was used for the study. The total population of the study was three hundred and seventy-nine (379) male and female principals (235 and 144 respectively) from the three hundred and seventy-nine (379) public junior secondary schools in Rivers State (Office of Universal Basic Education, UBE, 2023). A sample size of 291 was used representing 76% of the total population of male and female principals from the 379 public junior secondary schools in Rivers State which comprised of male principals (164), and female principals (127). The stratified and simple random sampling technique was used. The face and content validity were used by two experts from the Departments of Educational Management and Educational Psychology, Guidance and Counselling, (Measurement and Evaluation). A self-structured questionnaire was developed by the researcher for the basis of data analysis. The questionnaire was entitled: "Challenges of Administrative Officers in the Implementation of Educational Policies in Public Junior Secondary Schools Questionnaire (CAOIEPPJSSQ)". The questionnaire had two Sections "A" and "B". Section "A" contained the demographic data of the respondents while section "B" contained 3 clusters (sections) with a total of 15 items. 234 copies of questionnaire were retrieved out of the 291 copies distributed giving a retrieval rate of 80%. The reliability of the instrument was established using Pearson's Product Moment Correlation (PPMC) and it yielded a reliability coefficient of 0.86. Data was analyzed using Mean and Standard Deviation to answer the research questions, while the null hypotheses were analyzed using t-test statistics. Decision was taken on the basis that any mean score above 2.50 was accepted and any mean score below 2.50 was rejected while the null hypotheses was accepted if the t-critical was greater than the t-calculated and rejected if the t-critical was lesser than t-calculated.

Research Question One: To what extent does funding as a challenge of administrative officers influence the implementation of educational policies in public junior secondary schools in Rivers State?

Table 1: Mean ratings and standard deviation on the extent funding as a challenge of administrative officers influence the implementation of educational policies in public junior secondary schools in Rivers State?

RQ1	The extent funding influences the implementation of educational policies in public junior secondary schools in Rivers State	\bar{X}	D	Decision
	Funding influences the hiring of qualified staff for the implementation of educational policies in public junior secondary schools in Rivers State	86	0.95	High Extent
	Funding influences the maintaining of facilities for the implementation of educational policies in public junior secondary schools in Rivers State	2. 65	0.85	High Extent
3.	Funding influences the procuring of educational materials for the implementation of educational policies in public junior secondary schools in Rivers State	2. 76	0.88	High Extent

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4.	Funding influences the training opportunities for teachers for the implementation of educational policies in public junior secondary schools in Rivers State	1. 61	0.63	Low Extent
5.	Funding influences the limited access of instructional resources for the implementation of educational policies in public junior secondary schools in Rivers State	2. 89	0.95	High Extent
Average Mean/Standard Deviation		2. 55	0. 85	High Extent

Legends:

\bar{X} : Mean

S.D: Standard Deviation

n : Number

Scales:

1.00 - 2.49: Low Extent

2.50 - 4.00: High Extent

Table 1 above shows the mean rating and standard deviation on the extent funding as a challenge of administrative officer's influence the implementation of educational policies in public junior secondary schools in Rivers State. The data shows that item 1, 2, 3, and 5 had mean scores above the criterion mean of 2.50. While item 4 had a mean score below the criterion mean of 2.50. Item 1 had a mean and standard deviation score of 2.86 and 0.95 respectively. This implies that the respondents agree to a high extent that funding influences the hiring of qualified staff for the implementation of educational policies in public junior secondary schools in Rivers State. Item 2 had a mean and standard deviation score of 2.65 and 0.85 respectively. This implies that the respondents agree to a high extent that funding influences the maintaining of facilities for the implementation of educational policies in public junior secondary schools in Rivers State. Item 3 had a mean and standard deviation score of 2.76 and 0.88 respectively. This implies that the respondents agree to a high extent that funding influences the procuring of educational materials for the implementation of educational policies in public junior secondary schools in Rivers State. and Item 5 had a mean and standard deviation score of 2.89 and 0.95 respectively. This implies that the respondents agree to a high extent that Funding influences the limited access of instructional resources for the implementation of educational policies in public junior secondary schools in Rivers State. But item 4 had a mean and standard deviation score of 1.61 and 0.63 respectively. This implies that the respondents agree to a low extent that Funding influences the training opportunities for teachers for the implementation of educational policies in public junior secondary schools in Rivers State. Therefore, from the table above, the grand (average) mean and standard deviation score are 2.55 and 0.85 respectively. Hence, the answer to the research question one is that to a high extent, funding as a challenge of administrative officer's influence the implementation of educational policies in public junior secondary schools in Rivers State.

Research Question Two: To what extent does infrastructure a as a challenge of administrative officers influence the implementation of educational policies in public junior secondary schools in Rivers State?

Table 2: Mean ratings and standard deviation on the extent infrastructure a as a challenge of administrative officers influence the implementation of educational policies in public junior secondary schools in Rivers State?

RQ2	The extent infrastructure influences the implementation of educational policies in public junior secondary schools in Rivers State	\bar{X}	S. D	Decision
6	Classroom facilities influence the implementation of educational policies in public junior secondary schools in Rivers State	2. 61	0. 97	High Extent
7	Office spaces influence the implementation of	2. 50	1. 04	High Extent

	educational policies in public junior secondary schools in Rivers State			
8	ICT facilities influence the implementation of educational policies in public junior secondary schools in Rivers State	2. 98	1. 01	High Extent
9	School furniture influences the implementation of educational policies in public junior secondary schools in Rivers State	2. 99	0. 72	High Extent
10	School building influences the implementation of educational policies in public junior secondary schools in Rivers State	2. 77	1. 10	High Extent
Average Mean/Standard Deviation		2. 77	0. 97	High Extent

Legends on Table 1 Apply

Table 2 above shows the mean rating and standard deviation on the extent infrastructure as a challenge of administrative officers influence the implementation of educational policies in public junior secondary schools in Rivers State. The data shows that all the items 6, 7, 8, 9, and 10 had mean scores above the criterion mean of 2.50. Item 6 had a mean and standard deviation score of 2.61 and 0.97 respectively. This implies that the respondents agree to a high extent that classroom facilities influence the implementation of educational policies in public junior secondary schools in Rivers State. Item 7 had a mean and standard deviation score of 2.50 and 1.04 respectively. This implies that the respondents agree to a high extent that office spaces influence the implementation of educational policies in public junior secondary schools in Rivers State. Item 8 had a mean and standard deviation score of 2.98 and 1.01 respectively. This implies that the respondents agree to a high extent that ICT facilities influence the implementation of educational policies in public junior secondary schools in Rivers State. Item 9 had a mean and standard deviation score of 2.99 and 0.72 respectively. This implies that the respondents agree to a high extent that school furniture influences the implementation of educational policies in public junior secondary schools in Rivers State while item 10 had a mean and standard deviation score of 2.77 and 1.10 respectively. This implies that the respondents agree to a high extent that school building influences the implementation of educational policies in public junior secondary schools in Rivers State. Therefore, from the table above, the grand (average) mean and standard deviation score are 2.77 and 0.97 respectively. Hence, the answer to the research question two is that to a high extent, infrastructure as a challenge of administrative officers influences the implementation of educational policies in public junior secondary schools in Rivers State.

Research Question Three: To what extent does staff personnel as a challenge of administrative officers influence the implementation of educational policies in public junior secondary schools in Rivers State?

Table 3: Mean ratings and standard deviation on the extent staff personnel as a challenge of administrative officers influence the implementation of educational policies in public junior secondary schools in Rivers State?

RQ3	The extent staff personnel influence the implementation of educational policies in public junior secondary schools in Rivers State	\bar{X}	S. D	Decision
11	Shortage of qualified teaching staff influences the implementation of educational policies in public junior secondary schools in Rivers State	2. 67	0. 99	High Extent
12	Lack of cooperation among teaching and non-teaching staff influences the	2. 96	0. 81	High Extent

	implementation of educational policies in public junior secondary schools in Rivers State			
13	Inadequate training and professional development opportunities for staff influences the implementation of educational policies in public junior secondary schools in Rivers State	2. 66	0. 89	High Extent
14	Staff absenteeism and lateness influence the implementation of educational policies in public junior secondary schools in Rivers State	2. 60	1. 15	High Extent
15	Inability to recruit additional support staff influence the implementation of educational policies in public junior secondary schools in Rivers State	2. 35	1. 11	Low Extent
Average Mean/Standard Deviation		2. 65	0. 99	High Extent

Legends:

\bar{X} : Mean

S.D: Standard Deviation

n : Number

Scales:

1.00 - 2.49: Low Extent

2.50 - 4.00: High Extent

Table 3 above shows the mean rating and standard deviation on the extent staff personnel as a challenge of administrative officers influence the implementation of educational policies in public junior secondary schools in Rivers State. The data shows that item 11, 12, 13, and 14 had mean scores above the criterion mean of 2.50. While item 15 had a mean score below the criterion mean of 2.50. Item 11 had a mean and standard deviation score of 2.67 and 0.99 respectively. This implies that the respondents agree to a high extent that shortage of qualified teaching staff influences the implementation of educational policies in public junior secondary schools in Rivers State. Item 12 had a mean and standard deviation score of 2.96 and 0.81 respectively. This implies that the respondents agree to a high extent that lack of cooperation among teaching and non-teaching staff influences the implementation of educational policies in public junior secondary schools in Rivers State. Item 13 had a mean and standard deviation score of 2.66 and 0.89 respectively. This implies that the respondents agree to a high extent that inadequate training and professional development opportunities for staff influences the implementation of educational policies in public junior secondary schools in Rivers State and Item 14 had a mean and standard deviation score of 2.60 and 1.15 respectively. This implies that the respondents agree to a high extent that staff absenteeism and lateness influence the implementation of educational policies in public junior secondary schools in Rivers State. But item 15 had a mean and standard deviation score of 2.35 and 1.11 respectively. This implies that the respondents agree to a low extent that Inability to recruit additional support staff influence the implementation of educational policies in public junior secondary schools in Rivers State. Therefore, from the table above, the grand (average) mean and standard deviation score are 2.65 and 0.99 respectively. Hence, the answer to the research question three is that to a high extent, staff personnel as a challenge of administrative officers influence the implementation of educational policies in public junior secondary schools in Rivers State.

Test of Hypotheses

Hypothesis 1: There is no significant difference between the mean ratings of male and female administrative officers on the influence of funding as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State.

Table 4: Summary of t-test analysis of mean ratings of male and female administrative officers on the influence of funding as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State.

Groups	N	\bar{x}	S. D	Df	Sig 2- (tailed)	P-value	Decision
Male Principals	128	2.62	0.41	232	0.007	0.05	Rejected
Female Principals	106	2.48	0.38				Significant
N=	234						

Legends: Level of significance = 0.05

n : Number of respondents

\bar{x} : Mean

S.D : Standard Deviation

df : Degrees of freedom

Table 4 illustrates the mean evaluations of male and female administrative officers on the influence of funding as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State. The group means are statistically significant because the value for equal variance assumed in the Sig. (2-tailed) row is less than 0.05 that is ($P = 0.007 < 0.05$), df (232). Therefore, the null hypothesis of no significant difference in male and female administrative officers on the influence of funding as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State is rejected. This means there is a significant difference between male and female administrative officers on the influence of funding as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State.

Hypothesis 2: There is no significant difference between the mean ratings of male and female administrative officers on the influence of infrastructure as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State.

Table 5: Summary of t-test analysis of mean ratings of male and female administrative officers on the influence of infrastructure as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State.

Groups	N	\bar{x}	S. D	Df	Sig 2- (tailed)	P-value	Decision
Male Principals	128	2.64	0.64	232	0.000	0.05	Rejected
Female Principals	106	2.93	0.43				Significant
N=	234						

Legends: Level of significance = 0.05

Table 5 illustrates the mean evaluations of male and female administrative officers on the influence of infrastructure as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State. The group means are statistically significant because the value for equal variance assumed in the Sig.(2-tailed) row is less than 0.05 that is ($P = 0.000 < 0.05$), df (232). Therefore, the null hypothesis of no significant difference in male and female administrative officers on the influence of infrastructure as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State is rejected. This means there is a significant difference between male and female administrative officers on the influence of infrastructure as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State.

Hypothesis 3: There is no significant difference between the mean ratings of male and female administrative officers on the influence of staff personnel as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State.

Table 6: Summary of t-test analysis of mean ratings of male and female administrative officers on the influence of staff personnel as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State.

Groups	N	\bar{x}	S. D	Df	Sig 2- (tailed)	P-value	Decision
Male Principals	128	2.68	0.37	232	0.213	0.05	Accepted
Female Principals	106	2.61	0.51				Not Significant
N=	234						

Legends on Table 4 Apply Level of significance = 0.05

Table 6 illustrates the mean evaluations of male and female administrative officers on the influence of staff personnel as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State. The group means are statistically significant because the value for equal variance assumed in the Sig.(2-tailed) row is greater than 0.05 that is ($P = 0.213 > 0.05$), df (232). Therefore, the null hypothesis of no significant difference in male and female administrative officers on the influence of staff personnel as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State is accepted. This means there is no significant difference between male and female administrative officers on the influence of staff personnel as a challenge in the implementation of educational policies in public junior secondary schools in Rivers State.

Discussions of Findings

The Extent Funding as a Challenge of Administrative Officers Influence the Implementation of Educational Policies in Public Junior Secondary Schools in Rivers State

The findings of the study revealed that to a high extent that funding influences the hiring of qualified staff, maintaining of facilities, procuring of educational materials and the limited access of instructional resources for the implementation of educational policies in public junior secondary schools in Rivers State.

The finding is in harmony with Alhassan (2020) who stated that funding is a fundamental pillar of educational policy implementation, adequate financial resources are essential for schools to deliver quality education and fulfill the requirements set by educational policies and without sufficient funding, schools struggle to provide vital services such as hiring qualified staff, maintaining facilities, and procuring necessary educational materials.

In the same vein, Okonkwo and Nwankwo (2022), agreed with the finding of the study when they found out that schools that lack adequate financial support are unable to implement educational policies effectively, resulting in a gap between policy expectations and actual practices. This inadequacy can manifest in various forms, including insufficient training opportunities for teachers, limited access to instructional resources, and reduced extracurricular activities that are crucial for holistic student development. Moreover, schools facing funding shortages often rely on ad hoc measures, such as fundraising or community contributions, which can lead to inconsistencies in educational delivery (Bishop & He, 2023). Ultimately, without a stable and sufficient funding structure, the successful implementation of educational policies becomes increasingly challenging, compromising the quality of education that students receive.

The Extent Infrastructure as a Challenge of Administrative Officers Influence the Implementation of Educational Policies in Public Junior Secondary Schools in Rivers State
The findings of the study revealed that to a high extent that classroom facility, office spaces, ICT facilities, school furniture and school building influences the implementation of educational policies in public junior secondary schools in Rivers State.

In line with the finding, Adebayo (2021) noted that the physical environment of schools, including the quality of classrooms, laboratories, and teaching aids, significantly

impacts students' learning experiences. Poor infrastructure characterized by overcrowded classrooms, lack of essential facilities, and inadequate teaching resources hinders the execution of educational policies aimed at improving teaching and learning outcomes. For instance, schools without adequate laboratory facilities may struggle to implement science curricula effectively, limiting students' hands-on learning experiences.

In the same vein, Nworgu (2021), indicated that schools with well-maintained and sufficient infrastructure are more likely to achieve better educational outcomes. Such schools are better equipped to facilitate engaging learning environments, support diverse teaching methodologies, and provide necessary resources for both teachers and students. Conversely, the absence of proper infrastructure can lead to low student engagement, high dropout rates, and overall poor academic performance (Musa, 2022).

The Extent Staff Personnel Challenges as a Challenge of Administrative Officers Influence the Implementation of Educational Policies in Public Junior Secondary Schools in Rivers State

The findings of the study revealed that to a high extent that shortage of qualified teaching staff, lack of cooperation among teaching and non-teaching staff, Inadequate training and professional development opportunities for staff, and staff absenteeism and lateness influence the implementation of educational policies in public junior secondary schools in Rivers State.

The finding of this study is in line with Ikpe (2022) who stated that the availability of qualified staff personnel is critical for the successful implementation of educational policies. Administrative officers and educational leaders depend on a well-trained and motivated workforce to carry out policy directives effectively. Insufficient staff, whether due to shortages or high turnover rates, can lead to increased workloads for existing employees, decreased morale, and ultimately, negative educational outcomes. Also, schools with well-trained and adequately supported staff are better positioned to implement educational policies successfully, as they are more likely to adapt to new changes and challenges (Smith, 2021). Furthermore, Adebayo and Eze (2023), also agreed with the findings of this by stating that professional development opportunities are essential for equipping staff with the skills necessary for effective policy implementation. Schools that invest in continuous training and support for their personnel are more likely to foster a culture of excellence and innovation in teaching. Conversely, a lack of investment in staff development can lead to stagnation in teaching practices and an inability to meet the evolving demands of educational policies.

V. Conclusion

The study investigated challenges of administrative officers in the implementation of educational policies in public junior secondary schools in Rivers State. This study has established the extent funding, infrastructure and staff personnel as challenges of administrative officers influence the implementation of educational policies in public junior secondary schools in Rivers State. The findings of the study revealed that to a high extent that funding influences the hiring of qualified staff, maintaining of facilities, procuring of educational materials and the limited access of instructional resources for the implementation of educational policies in public junior secondary schools in Rivers State. The study also found out that to a high extent that classroom facility, office spaces, ICT facilities, school furniture and school building influences the implementation of educational policies in public junior secondary schools in Rivers State. Furthermore, the study found out that to a high extent that shortage of qualified teaching staff, lack of cooperation among teaching and non-teaching staff, Inadequate training and professional development opportunities for staff, and staff absenteeism and lateness influence the implementation of educational policies in public junior secondary schools in Rivers State.

Furthermore, the study also found out there was a significant difference between the mean ratings of male and female administrative officers on funding, and infrastructure as challenges of administrative officers that influences the implementation of educational policies in public junior secondary schools in Rivers State while there was no significant

difference between the mean ratings of male and female administrative officers on staff personnel as a challenge of administrative officers that influences the implementation of educational policies in public junior secondary schools in Rivers State. The study concluded that without substantial improvements in the areas of financial support, infrastructural development, and staff capacity, the successful implementation of educational policies will remain constrained. The findings underscore the importance of prioritizing these areas to enhance the overall quality of education in public junior secondary schools in Rivers State.

Recommendations

Based on the summary of the findings, the following are recommended:

The principals should provide opportunities for teachers to undergo regular on the job training for the effective implementation of educational policies in public junior secondary schools in Rivers State.

The Ministry of Education should prioritize the hiring of adequate support staff, including administrative assistants, clerical workers, and technical staff, to ensure that schools are better equipped to implement educational policies effectively. This will help alleviate the workload on administrative officers and improve overall operational efficiency in school.

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Appendix I:

Letter to Respondents
Department of Educational Management,
Faculty of Education,
Ignatius Ajuru University of Education,
Rumuolumeni,
Rivers State.
5th September, 2024

Dear Respondent,

I am a post-graduate student in the Department of Educational Management, Ignatius Ajuru University of Education, Rumuolumeni, Rivers State. I am currently conducting research on Challenges of Administrative Officers in the Implementation of Educational Policies in Public Junior Secondary Schools in Rivers State.

You have been selected as one who could provide the researcher with the relevant information to effectively carryout the study. The researcher therefore, humbly request your sincere opinion in completing the attached questionnaire. You are assured that the information supplied by you will be treated in strict confidentiality and used for the purpose of this study.

Thank you for your anticipated cooperation.

Yours faithfully,

Ayesuwa, Oluwatoyin
IAUE/2022/EDM/Ph.D/0058

Researcher

Appendix II

Research Questionnaire

SECTION A: DEMOGRAPHIC INFORMATION

Instruction: Kindly fill the blank spaces and tick (✓) where appropriate.

1. Gender: Male Principals () Female Principals ()

Section B: Questionnaire Variables

Instruction: Below are the items to respond to. Please tick (✓) in the appropriate box against each item as it applies to your school.

Key: Very High Extent (VHE), High Extent (HE), Low Extent (LE), Very Low Extent (VLE)

Challenges of Administrative Officers in the Implementation of Educational Policies in Public Junior Secondary Schools Questionnaire (CAOIEPPJSSQ)

S/N	Questionnaire Items	Scale			
RQ1	The extent funding influences the implementation of educational policies in public junior secondary schools in Rivers State	VHE 4	HE 3	LE 2	VLE 1
	Funding influences the hiring of qualified staff for implementation of educational policies in public junior secondary schools in Rivers State				
	Funding influences the maintaining of facilities for the implementation of educational policies in public junior secondary schools in Rivers State				
	Funding influences the procuring necessary educational materials for the implementation of educational policies in public junior secondary schools in Rivers State				
	Funding influences the training opportunities for teachers for the implementation of educational policies in public junior secondary schools in Rivers State				
	Funding influences the limited access of instructional resources for the implementation of educational policies in public junior secondary schools in Rivers State				
RQ2	The extent infrastructure influences the implementation of educational policies in public junior secondary schools in Rivers State	VHE 4	HE 3	LE 2	VLE 1
	Classroom facilities influence the implementation of educational policies in public junior secondary schools in Rivers State				
	Office spaces influence the implementation of educational policies in public junior secondary schools in Rivers State				
	ICT facilities influence the implementation of educational policies in public junior secondary schools in Rivers State				
	School furniture influences the implementation of educational policies in public junior secondary schools in Rivers State				
	School building influences the implementation of educational policies in public junior secondary schools in Rivers State				
RQ3	The extent staff personnel influence the implementation of educational policies in public junior secondary schools in Rivers State	VHE 4	HE 3	LE 2	VLE 1

	Shortage of qualified teaching staff influences the implementation of educational policies in public junior secondary schools in Rivers State				
	Lack of cooperation among teaching and non-teaching staff influences the implementation of educational policies in public junior secondary schools in Rivers State				
	Inadequate training and professional development opportunities for staff influences the implementation of educational policies in public junior secondary schools in Rivers State				
	Staff absenteeism and lateness influence the implementation of educational policies in public junior secondary schools in Rivers State				
	Inability to recruit additional support staff influence the implementation of educational policies in public junior secondary schools in Rivers State				

Appendix B

Population of the Study

S/N	ITEMS	Total Number of Male	Total Number of Female	Total
	Public Junior Secondary Schools in Rivers State	-----	-----	379
	Principals in Public Junior Secondary Schools in Rivers State	235	144	379
	Teachers in Public Junior Secondary Schools in Rivers State	3304	4444	7748