Evaluating the Extent of Effectiveness of the Implementation Process of School Access Programme in South-east Nigeria

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Abstract: The study sought to find out the extent of effectiveness of the implementation process of the school access programme in South-East Nigeria. The study investigated whether the status of the respondents (Teachers and students) has any influence on the extent to which the school access programme was implemented in South-East Nigeria. The study was carried out in South-East Nigeria which is made up of five states (Anambra, Imo, Enugu, Abia and Ebonyi State). The population of the study was 14,141 respondents. Stratified proportionate random, simple random and cluster random sampling techniques were the sampling techniques used in the study. A questionnaire was the instrument used to collect the pertinent and relevant data of the study. The scores generated from the respondents were analyzed with mean, standard deviation and student t-test. The findings of the study revealed that the school access programme in South-East Nigeria was implemented at great extent indicating that (SAP) was effectively implemented.

Key words: Evaluation, implementation, school access programme, proportionate, sampling, effectively

INTRODUCTION

The success of any programme depends on resources made available for the programme and on the effectiveness of the implementation process of the programme. Implementation is the process of converting financial, material, technical and human inputs into output Taiwo (2005). The various components of the programme should be cohesive and their heads should strive towards the achievement of the objectives of the programme. All the critical components of the programme should be properly monitored, co-ordinated and effectively implemented to achieve the objective of the sub-unit. The achievement of the objective of each component unit leads to the achievement of the main objectives of the entire programme. It is the responsibility of the programme implemented. The programme implementer could be an expert, teacher, designer or architect. The implementers of the programme depend on the type of programme in question and what is being implemented. The personnel that implements the programme should be sound, knowledgeable, dedicated to duty and above all be an expert in the field of the programme (Philip, 2014).

Furthermore, all the components identified as being critical to the success of the programme should be implemented effectively. The process of programme implementation is very critical and consists of fairly complex chains of actions, the actions exerted at the early stage of the programme determines the success of the complex part of the programme in future Potter (2006). The process component of the programme should be properly detailed and the implementation strategies carefully and properly articulated in the programme design to enhance fruitful, commensurate and adequate results. The implementation process of a programme is action-oriented and it should embrace all the strategies designed for such activities to enable the programme manager to observe, implement, coordinate and manage the programme effectively (Mounton, 2005). If the implementation process is effective the recipients of the programme will get the desired result and output from the programme. For effective implementations to take place certain critical factors must be put to consideration namely communication, resources, disposition and bureaucratic structure. The four factors operate simultaneously and they interact with each other to aid or hinder programme implementation (Mertens and Wilson, 2012).

Communication is an essential ingredient for effective implementation of programmes. Through communication orders to implement programmes are expected to be transmitted to the appropriate personnel clearly while such order must be accurate and consistent. Inadequate information can lead to misunderstanding on the part of the implementers who may be confused as to

what exactly is required of them. On this note, implementation instructions that are not transmitted that is distorted in transmission that are vague or that are inconsistent may cause serious obstacles to programme implementation. Conversely, directives that are too precise may hinder implementation by stiffing creativity and adaptability (Pawson, 2004). However, such precise directives do not have room for implementation to exercise direction and flexibility where and when the need arises. When implementation orders are clear, consistent and accurately transmitted, the absence of adequate resources will jeopardize the implementation process of the programme. Resources includes both human and material resources such as adequate number of staff who are well equipped to carry out the implementation; relevant and adequate information on implementation process; the authority to ensure that programmes are carried out as they are intended and facilities such as land equipment and buildings as may be deemed necessary for the successful implementation of the programme. Without sufficient resources, it means that laws will not be enforced and services will not be delivered.

In addition to communication and resources, disposition or attitude is another key factor that affects programme implementation. Most implementers can exercise considerable discretion in the implementation of a programme because of either their independence from their superior who formulate the programme or as a result of the complexity of the programmes itself. The way the implementers exercise their discretion depends to a large exertion their dispositions toward the programme. Therefore, the level of success depends on how the implementers see the programme as affecting their organizational and personal interest. Where a programme will result in the reduction of pay, low self-esteem or loss of position to the implementers, the attitude/d isposition of the implementers will be affected adversely. On the other hand, if a programme will enhance the status, the pay or self-esteem of the implementers, such implementers will be favourably disposed to the implementation of the programme. For example, the senior officers who enjoy the services of chauffeur-driven cars, government quarters and other benefits have not favoured the monetization policy in Nigeria. For this reason, they may sabotage the implementation of the programme and this making the implementation process of the programme to be ineffective. They will cripple the implementation process and if they aid the implementation process, they will lose their benefits, they will now buy their cars, employ their drivers, build their houses for their accommodations. If they are favourably disposed to the programme they will do everything possible to make the implementation process to be effective. Also, the effectiveness of the implementation process of the programme depends on the extent to which the implement adhered to the blueprint or design of the

programme. If the implementation of blueprint is d istorted, an implementation defect arises and makes nonsense of the implementation process of the programme in most developing nations Nigeria inclusive; implementation process is distorted and implementation in these countries often turn out to be the graveyard of programme where the intentions of the design of programmes are often undermined by a constellation of powerful forces of politics and administration in co-operation with the people. The policy and decision-makers of programmes a times pay little attention to the subject of programme implementation and once the programme is adopted the ignore its implementation and this will jeopardize the achievement of the desired results. Programmes should be effectively implemented to achieve the desired outcome. The programme implementer should adopt efficient and adequate implementation process that is activity-oriented. Such action will minimize the implementation gap which is the difference between stated souls to be achieved and the goals realized (Taiwo, 2005).

The implementation process may be efficient but yet the implementation gap still arises. If there is a sizable implementation gap, programme failure arises no matter how efficient the implementation process of the programme. What are the remote causes of the implementation gap? There could be an implementation gap from the programme itself, the program maker and programme environment. The implementation gap arises from itself when such a programme originates from the initiator of the programme (government or private sector) rather than from the target or beneficiaries of the programme. The beneficiary of the programme. The beneficiaries of the programme in many developing nations are not respected and are not consulted before planning programme for them. The implementation of such a programme will be abortive and the recipient will not co-operate with the implementations and this creates an implementation gap that leads to programme failure. It should be noted that for programmes to be successful, the programme planners should involve target groups and they should allow a participatory system whereby programme makes a plan with the people (bottom-up) rather than for the people (top-down) in meeting their felt needs (Bailey and Deen, 2002).

Implementation gap can occur, if the programme-makers fail to take into consideration the social, political, economic and administrative variables when formulating a programme. For instance, a programme that runs against the tenets of Muslim or Christian dominated community is likely to face implementation problem such programme initiator has not considered the socio-cultural variables. The same is true of economic and political variables. A programme that runs contrary to the manifesto of the government in power may suffer at the implementation stage because it

may lack support, both financial and administrative. Also, failure to consider economic variable may spell doom to programme implementation. Formulating a laudable programme without economic support and lack of such economic support will jeopardize the implementation process of the programme leading to programme failure and implementation gap. The fund to employ staff for implementation or acquire equipment for similar action may not be there. Lack of fund will result in the programme implementation not to function as they could. Even where a programme is ongoing and money fails to come up such a programme may become abandoned. The programme formulator must put into consideration the variables like environment, social, economic, political and culture in which the programme is being initiated to avoid implementation gap and programme failure. If adequate consideration is put in favour of these variables, the implementation process of the programme will be facilitated and will lead to the achievement of results and outcome (Ebutt, 2006).

Furthermore, bribery and corruption is also a major factor that contributes greatly to the failure of programme implementation in developing nations. Implementation gap may arise in a situation where a huge amount of money is earmarked for a programme but the officers in charge of implementation steal such amount or part of it. Most of the programme implementers steal such money by inflating the cost of the items used in the implementation process of the programme. The money stolen by the implementers will jeopardize the implementation process of the programme and this will result in programme failure. It is the responsibility of the programme implements to consult with the programme stakeholders to ascertain the extent to which the above bottlenecks have been taken care of by the programme-makers before the adoption of the programme.

However, programmes are established to provide services to its recipients. The school access programme was established in 2007 by universal service provision fund to function at the stated capacities: to facilitate the teaching and learning of computer education studies; to facilitate the acquisition of ICT by both teachers and students; to facilitate teacher's application of ICT in their subjects; to contribute to the internet services of schools in Nigeria and to facilitate research activities in secondary schools in Nigeria (Anonymous, 2007). The school access programme has the capacity of solving some of the problems militating against Nigerian youths such as unemployment, illiteracy and poverty. The programme, if implemented effectively will help Nigerian Youths to acquire ICT skills for self-reliant. The school access programme was designed to improve the nation's prospects for achieving sustainable educational development. The programme was introduced to keep

pace with the diversified system of education that aspires to high information and communication technology. According to Ibe, the school curriculum was redesigned to South labour market demand and benchmarking of quality of education standard with global standard. The global standard is highly sensitive to ICT utilization. The school access programme will facilitate the inculcation of ICT skills among the students and non-professional ICT teachers that are deficient in ICT skills. The programme will also help in the administration of the schools in South-East Nigeria, especially, in the area of record upkeep of student and staff biodata. According to Philip (2014), the school access programme will be a cohesive entity in addressing critically the administrative functions of the schools in Nigeria. The programme will address the administrative functions adequately, if the implementation process of the programme is effective. The implementers of the SAP should have the capacity to monitor the activities of the programme. The implementers should ensure that both teachers and students acquired the ICT skills emphasized by the programme that teachers and students participate actively in ICT raining exercise; teachers and students showed good interpersonal relationship during the ICT training exercise and that SAP inputs are effectively utilized. For about 12 years, now the school access programme has been in existence without any knowledge on the extent the implementation process of the programme is effective.

It is mandatory that the programme needs evaluation to determine: the extent to which the programme meets its stated objectives; the quality of services the school access programme offered to its clients; whether it needs improvement, expansion refocus or modification; whether the programme is operating in accordance with its design and blueprint; whether the services it offers to its chants worth its cost; whether the programme could be duplicated elsewhere; the availability of its inputs; the effectiveness of the implementation process of the programme. School access programme should be evaluated to determine the extent: the students participate in the ICT skill acquisition training exercise, the needed skills and transferred to both teachers and students the programme is effectively supervised; the recipients and periodically evaluated; discipline is maintained during the training exercise and the experts in charge of ICT training receive their pays. The evaluation of the programme will enable researchers to determine the effectiveness of the implementation process of the programme. But at present, there is no empirical evidence in the literature to show the extent teachers and students participate actively in the ICT training exercise of the programme. Lack of empirical evidence to show the extent of effectiveness of the implementation process of the programme or otherwise suggest the need for the investigation of this study.

Statement of the problem: The introduction of school access programme will enable the Nigerian workforce to compete favourably with the global workforce. The Nigerian workforce will compete competently with the global workforce, if the school access programme is properly implemented. Meanwhile, there is no empirical evidence to show the extent to which the school access programme is effectively implemented. The non-availability of empirical data to show the extent to which the implementers of the programme implement the programme effectively constitutes a critical problem which if not solved will continue to pers ist. The problem of this study is to what extent of effectiveness is the implementation process of the school access programme?

Purpose of the study: The purpose of the study is to determine the extent of effectiveness of the implementation process of SAP.

Significance of the study: Practically, the findings of the study will be beneficial educationally to government, Ministry of Education, programme planners, programme implementers, programme developers, school heads and the society at large. The findings of the study will help the government to know the extent of effectiveness of the implementation process of the school access programme in South-East Nigeria. Such information will help the government to refocus, expand, modify or duplicate the programme elsewhere. The findings of the study will help the ministry of education to determine the extent both teachers and student's actively participated in the ICT-skill training exercise. Also, the findings of the study will enable the ministry to determine the extent the ICT-skills needed by both teachers and students transferred to them. It will help the ministry to determine the level of discipline maintained during the ICT skill training exercise. It will also help the ministry to determine the extent the ICT experts supervised the implementation process of the programme. The findings of the study will help the programme planners to determine the extent to which the implementers followed the implementation process outlined in the programme plan by the programme planners. This will help the programme planners to advice the implementers appropriately on the step to take towards implementing the programme effectively. The findings of the study will enable programme implementers to determine the extent they have achieved what is expected from such information will enable them to have an assessment index of themselves. They will also put up an appropriate measure to close the gap which they identified in the ICT skill training exercise which they are offering to both teachers and students. The findings of the programme will help programme developers to determine the extent to which the implementers of the programme complied with the blueprint of the programme. Such information will enable them to advise the programme stakeholders appropriately, if there is any deviation from what was originally outlined in the design of the programme. The findings of the study will help the school heads to know the extent the ICT-skill exercise was carried out in the school such information will help him give his report to the government either in favour or against the implementers. The findings of the study will help the society to know what happened to the implementation process of the programme and how best to contribute towards the success of the programme.

Scope of the study: The content scope of the study is the evaluation of the extent of effectiveness of the implementation process of the school access programme. The geographical scope of the study in the South-East zone of Nigeria.

Research question: What are the perceptions of teachers and students on the extent of effectiveness of the implementation process of the school access programme in the South-East zone of Nigeria?

Hypothesis: There is no significant difference between the mean rating of the perception of teachers and students on the extent of effectiveness of the implementation process of SAP in the South-East zone of Nigeria.

MATERIALS AND METHODS

The study adopted an evaluation design. The evaluation design is a structure designed by an evaluator to determine the overall effectiveness of a programme by comparing the objectives achieved as against the programme objectives using an appropriate model of programme evaluation Campbell and Stanley (2004). The design was considered appropriate and suitable in addressing the problem of the study because if addressed critically the research question of the study and also it enabled the researcher to collect accurate and reliable data. The study was carried out in South-East Nigeria which is made up of five states-Abia, Anambra, Ebonyi, Enugu and the Imo states. Education is a major industry in Eastern Nigeria and it was reflected at the zeal parents ensure their children go to school and the income state governments substantially allocate to the education sector. The uniqueness of her culture and love for education compelled the researcher to carry out the study in the zone. The population of the study consists of 14,141 made up of 1945 male teachers, 2196 female teachers, 3866 SSII male students and 6134 SS II female students of 2017/2018 session that offered computer education studies in 183 secondary schools that benefited from school access programme in South-East Nigeria. The

sample size of the study was 389 respondents and Taro Yamane formula was used to determine the sample size. Stratified proportionate, random sampling, simple random sampling and cluster random sampling techniques were the sampling techniques used in this study. Stratified proportionate random sampling technique was used to draw 54 and 60 from both male and female teachers, respectively and 106 and 169 from both male and female SSII students, respectively. Stratified proportionate random sampling technique was used in the study to ensure that an adequate portion of each stratum (Teachers and students) relative to its composition in the total population was included in the sample. Slips of paper or lucky dip method of simple random sampling technique with replacement and proper reshuffling were used to draw 389 respondents. Simple random sampling technique was used because it gave each respondent an equal and independent chance of being included in the sample. Cluster random sampling technique was used to draw two states out of 5 states for the study. Cluster random sampling technique was used to ensure the bridge of the time frame and to ensure that excess waste of fund was minimized in studying the entire states.

The instrument used for the collection of pertinent and relevant data for the questionnaire titled School Access Programme Questionnaire (SAPQ). SAPQ consist of section A and B. Section A was designed to solicit for the personal characteristics of the respondent while section B which is an 8 item instrument was designed to determine the extent to which the implementation process of school access programme is effective. The instrument was rated on a four-point Likert scale of Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE). The instrument was face validated by two experts from the department of science education and one expert from the Department of Vocational Education from the University of Nigeria Nsukka. The instrument was administered to 10 SSII students who are offering computer education studies and 10 teachers in government college Ikom in Ikom local government area of Cross River State in 2017/2018 session. The scores generated from the respondents

were used to estimate the internal consistency of the instrument using the Cronbach alpha reliability method. The estimated reliability coefficient of the instrument stood at 0.891. Furthermore, the instrument was administered to 389 respondent with the help of three trained research assistants and the respondents were made to fill them within 1 week after which it was retrieved from them. The scores generated from the respondents were analyzed using mean, standard deviation and student t-test.

RESULTS AND DISCUSSION

Research question: What are the perception of teachers and students on the extent of effectiveness of the implementation process of the school access programme in South-East zone of Nigeria?

Result in Table 1 shows that items 7 and 8 had their mean value ranged from 3.54-3.63 which are within the real limit of 3.50-4.00; indicating that the extent of effectiveness to these items in the implementation process of the school access programme in South-East zone of Nigeria is to a very great extent. Meanwhile, items 1-6 had their mean values ranged from 2.81-3.48. These values were within the real limit of 2.50-3.49; indicating that the extent of effectiveness to these items in the implementation process of the school access programme in South-East zone of Nigeria is to a great extent. The cluster mean of 3.34 and 3.36 indicates that the extent of effectiveness of the implementation process of SAP is to a great extent. The standard deviations of the eight items ranged from 0.83-0.97 indicating that respondents were not far from the mean and one another in their responses.

Hypothesis: There is no significant difference between the mean ratings of the perception of teachers and students on the extent of effectiveness of the implementation process of SAP in the South-East zone of Nigeria.

Result in Table 2 shows the t-test for independent samples assuming equal variance. The results from the test shows t (387) = 4.41, p>0.05. Hence, the null

Table 1: Mean and standard deviation of teachers and students on the extent of effectiveness of the implementation process of the school access programme in the South-East zone of Nigeria

Items statement	Teachers N = 114		Students N = 275	
	Mean $(\overline{X})$	SD	Mean $(\overline{X})$	SD
Students actively participate in the ICT-skill acquisition training exercise	3.34	0.87	3.48	0.89
Teachers actively participate in the ICT skill acquisition training exercise	3.12	0.93	3.21	0.97
The training is done at least three times a week	3.48	0.89	3.38	0.91
The needed ICT skills are transferred smoothly on two way communication channels (experts-trainees)	2.95	0.86	2.81	0.89
The school access programme experts are paid as at when due	3.32	0.92	3.44	0.94
The training programme is effectively supervised to achieve the needed skills	3.41	0.86	3.39	0.88
The trainees (students and teachers) are effectively evaluated	3.57	0.88	3.54	0.93
Discipline is highly maintained during the training exercise	3.56	0.83	3.63	0.92
Cluster mean	3.34	0.88	3.36	0.92

Table 2: t-test analysis of the significant difference between the mean ratings of teachers and students on the extent of effectiveness of the implementation process of SAP in the South-East zone of Nigeria

Status	N	Mean	SD	df	t-values	Level of sig.	Sig (2-tailed)	Decision
Teachers	114	3.34	0.43	387	-0.487	0.05	0.726	Accept
Students	275	3.36	0.42	-	-	-	-	-

hypothesis of no significant difference is not rejected, since, the p-value (0.341) is <0.05 level of significance. The researchers, therefore, concludes that there is no significant difference in the mean ratings of teachers and students perception on the extent of effectiveness of the implementation process of SAP in South-East Nigeria.

The findings of SAP showed that the extent of effectiveness of the implementation process of the programme is to a great extent. The means that SAP provided a standard time table for the ICT training exercise, both teachers and students participated actively in the training exercise, the ICT skills are transferred smoothly to the recipients of the programme and effective supervision of the trainees were carried out to achieve the needed skills. The standard deviation on the extent of effectiveness of the implementation process of SAP indicates that the individual scores of the beneficiaries of the programme cluster around their mean scores. This means that the respondent generally, confirmed that the extent of effectiveness of the implementation process of SAP is at great extent. Furthermore, the hypothesis revealed that there was no significance between the score of teachers and students. This means that the status of the respondents does not affect their responses. The research of Fatima (2010) which centred on masters of Art Education Programme in Pakistan showed that the implementation process of the programme was poor. The present study contradicts the research by Fatima. The findings of the present study showed that the implementation process of the school access programme was effective and commendable.

CONCLUSION

The implementation process of School Access Programme was at great extent indicating that (SAP) was effectively implemented. The programme was effectively implemented and by implication, the knowledge and skills obtained by the recipients of the programme as a result of the effective implementation process of the programme could be employed to implement their ICT centres and their other businesses. The ICT centers should be established in other public secondary schools to enable many students and teachers to acquire ICT skills. Such skills will enable teachers to apply ICT in teaching their subjects. The students will compete favourably in the global market. The study should be carried out in other zones to determine the effectiveness of the implementation process of SAP in those zones.

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