

ASSESSMENT OF THE IMPLEMENTATION OF EDUCATIONAL POLICIES AND TEACHERS' PROFESSIONAL EXPERIENCES IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA

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Abstract

The study investigated the assessment of the implementation of educational policies and their influence on teachers' professional experiences in public secondary schools in Enugu State, Nigeria. Five research questions guided the study. A descriptive survey research design was adopted to collect data from the target population. The study was conducted across selected public secondary schools in Enugu State, with a population of 1,200 teachers. A purposive sampling technique was used to select 300 teachers from schools with higher teacher populations to ensure representation and reliable responses. Data were collected using a structured questionnaire titled Assessment of Educational Policies and Teachers' Professional Experiences Questionnaire (AEPTPQ). The instrument was validated by three experts in the Faculty of Education, University of Nigeria, Nsukka, including two from the Educational Management and Policy Unit, Department of Educational Foundations, and one from the Research, Measurement, and Evaluation Unit, Department of Science Education. The reliability of the instrument was established through a pilot study, yielding a Cronbach Alpha coefficient of 0.87, indicating high internal consistency. Questionnaires were administered directly to teachers by the researcher and trained research assistants. Data were analyzed using descriptive statistics, including mean scores, standard deviations, and rankings, with a mean score of 3.50 and above considered high, 2.50–3.49 as moderate, and below 2.50 as low. The findings revealed that teachers perceived curriculum implementation and professional development policies as moderately effective, while recruitment and deployment, supervision, and promotion policies were inconsistently applied. These results indicated gaps in resource allocation, supervisory support, and welfare provision that affect teachers' professional experiences. Based on the findings, it was recommended that school administrators and policymakers strengthen policy implementation by providing adequate resources, consistent supervision, and improved welfare facilities to enhance teachers' satisfaction and commitment. The study contributed to knowledge by providing empirical evidence linking educational policy implementation to teachers' professional experiences in Nigerian public secondary schools, offering insights for improving educational management practices.

Keywords: Educational policy, policy implementation, teachers' professional experiences

Introduction

Educational systems across the world are guided by policies designed to improve school administration, teaching quality, and teachers' professional experiences. These policies serve as strategic instruments through which governments articulate educational goals, regulate school operations, and enhance teacher effectiveness. Despite the importance of educational policies, a persistent concern in many developing countries, including Nigeria, is that well-formulated policies often fail to produce the desired outcomes due to weaknesses in implementation. This disconnects between policy intentions and school-level practices constitute a major worry, particularly as it affects teachers who are central to the execution of educational policies in secondary schools. The implementation of educational policies involves translating policy directives into practical actions through school management structures, instructional supervision, professional development programs, and resource allocation. According to Fullan (2016), policy implementation is a complex process that depends on administrative capacity, leadership commitment, teacher involvement, and continuous monitoring. When implementation is poorly coordinated or inconsistently applied, teachers may experience confusion, work overload, limited professional growth, and reduced motivation. Teachers'

professional experiences, which include working conditions, administrative support, participation in decision-making, and access to training opportunities, are therefore closely linked to how educational policies are implemented within schools.

In Nigeria, successive governments have introduced educational policies aimed at improving secondary school management and strengthening teachers' professional capacity. These include policies on curriculum reforms, teacher quality assurance, school-based management, supervision, and continuous professional development. However, evidence suggests that challenges such as inadequate funding, weak supervision, limited stakeholder engagement, and poor communication between policymakers and school practitioners hinder effective implementation. Darling-Hammond (2017) noted that when teachers are excluded from policy processes or unsupported during implementation, their professional experiences tend to deteriorate, thereby affecting instructional delivery and overall school performance. Within Enugu State, public secondary schools operate under both national and state educational policy frameworks. While these policies are intended to enhance school effectiveness and improve teachers' work experiences, observable disparities exist in how policies are interpreted and implemented across schools. Some schools demonstrate partial compliance, while others struggle with enforcement due to administrative constraints and limited institutional support. According to Okeke (2020), teachers' perceptions of policy implementation play a crucial role in shaping their professional attitudes, commitment, and effectiveness in the classroom. When policies are poorly implemented, teachers may perceive them as burdensome rather than supportive, leading to professional dissatisfaction and disengagement. Given the central role of teachers in policy execution and the critical importance of their professional experiences to educational quality, it becomes necessary to systematically assess how educational policies are implemented in public secondary schools and how such implementation relates to teachers' professional experiences. Empirical evidence focusing on teachers' perspectives in Enugu State remains insufficient, creating a gap in knowledge that this study seeks to address. Assessing the implementation of educational policies from the viewpoint of teachers will provide valuable insights for educational managers and policymakers on how policy practices can be improved to enhance teachers' professional experiences and strengthen secondary school education in Enugu State, Nigeria.

Assessment represents a structured process through which the quality, effectiveness, or status of an educational practice is examined using defined criteria. Within educational research, assessment provides the basis for evidence-based judgment and informed decision-making. Stufflebeam (2017) described assessment as the systematic collection and analysis of information to determine the merit and worth of programs and practices. Airasian (2018) viewed assessment as the organized gathering of data on educational practices for the purpose of improvement. Griffin (2019) explained assessment as the measurement of performance against established standards to guide reform efforts. Nitko (2020) defined assessment as the application of multiple procedures to obtain valid information about educational outcomes. Brown (2021) emphasized assessment as an evaluative activity used to determine the extent to which intended objectives are achieved, while Kumar (2022) regarded assessment as a diagnostic process for identifying strengths and areas requiring corrective action. In the context of this study, assessment refers to the systematic examination of how educational policies are carried out in public secondary schools in Enugu State, using teachers' responses to judge the extent, quality, and consistency of policy practices. Such examination naturally leads to the issue of how these policies are put into action, which is the focus of implementation.

Implementation concerns the process through which planned policies are translated into concrete actions within institutions. It reflects the practical stage where policy intentions are enacted through administrative and instructional practices. Fullan (2016) defined implementation as the process of putting educational policies and innovations into actual use. Pressman (2017) described implementation as the interaction between policy goals and the actions taken to realize them. O'Toole (2018) viewed implementation as the range of activities directed toward carrying out policy decisions. Hill (2019) explained implementation as the administrative execution of policy directives within organizations. Spillane (2020) emphasized that implementation involves interpretation and adaptation of policies by actors at the school level, while Matland (2021) described it as the conversion of policy

decisions into observable outcomes through coordinated efforts. In this study, implementation refers to the manner and extent to which educational policies are enacted in public secondary schools through school management practices, supervision, professional development activities, and instructional support as experienced by teachers. The nature of implementation determines how educational policies function in practice, thereby drawing attention to the policies themselves.

Educational policies are formal statements, guidelines, and regulations developed to direct the organization and management of education systems. They define expectations, responsibilities, and standards for school operations and instructional practices. Cochran (2017) described educational policies as instruments that set priorities and regulate educational activities. Levin (2018) viewed educational policies as authoritative decisions that shape the structure and functioning of schooling systems. Haddad (2019) defined educational policies as strategic frameworks guiding curriculum development and school administration. Ololube (2020) explained educational policies as structured plans designed to improve educational quality and equity. UNESCO (2021) emphasized that educational policies provide direction for governance, access, and quality assurance, while Akpan (2022) regarded educational policies as regulatory tools that influence school leadership and teaching practices. In this study, educational policies refer to officially approved rules, reforms, and guidelines governing public secondary schools in Enugu State, particularly those related to curriculum implementation, teacher supervision, professional development, and school management. The effectiveness of these policies is ultimately reflected in the experiences of teachers within the school environment.

Teachers' professional experiences encompass the conditions, interactions, and opportunities that shape teachers' work lives within schools. These experiences influence teachers' motivation, effectiveness, and commitment to the profession. Darling-Hammond (2017) described teachers' professional experiences as including working conditions, leadership support, and opportunities for professional learning. Day (2018) viewed professional experiences as teachers' daily interactions with school administrators, colleagues, and policy demands. Hargreaves (2019) explained teachers' professional experiences as the emotional, social, and organizational dimensions of teaching. Ingersoll (2020) defined professional experiences as institutional conditions that affect teacher retention and performance. Skaalvik (2021) emphasized that professional experiences shape teachers' job satisfaction and self-efficacy, while Adeyemi (2022) described them as the cumulative effects of school policies, leadership practices, and work environments. In this study, teachers' professional experiences refer to teachers' perceptions of their working conditions, administrative support, involvement in decision-making, access to professional development opportunities, and overall school climate in public secondary schools in Enugu State. These experiences constitute the outcomes influenced by the assessment and implementation of educational policies.

A study conducted by Okeke (2019) examined the implementation of secondary education policies and teachers' professional experiences in public secondary schools in Anambra State, Nigeria. The study adopted a descriptive survey design, with teachers as respondents, and used a structured questionnaire for data collection. Findings revealed that inconsistencies in policy implementation, inadequate supervision, and limited teacher involvement negatively affected teachers' job satisfaction and professional commitment. The study concluded that effective implementation of educational policies enhances teachers' professional experiences and recommended stronger administrative support and monitoring mechanisms. Similarly, Adeyemi (2020) investigated teachers' perceptions of educational policy implementation and its implications for professional practice in public secondary schools in Ondo State, Nigeria. Using a descriptive survey design, data were collected from teachers through validated questionnaires. The findings showed that poor implementation of policies related to professional development and school management contributed to unfavorable working conditions and reduced teacher morale. The study emphasized that teachers' professional experiences are closely linked to how educational policies are interpreted and implemented at the school level. In another related study, Eze (2021) assessed the relationship between school policy implementation and teachers' work experiences in public secondary schools in Enugu State, Nigeria. The study employed a descriptive survey design and

sampled teachers across selected schools. Results indicated that effective implementation of curriculum and supervision policies significantly improved teachers' perceptions of administrative support and professional growth opportunities. The study concluded that strengthening policy implementation processes would lead to improved teachers' professional experiences and overall school effectiveness.

Educational policies shape teachers' professional experiences by determining the conditions under which teaching and learning take place. Scholars have consistently noted that policies only become meaningful when they are effectively implemented at the school level. According to Okeke (2014), educational policies provide the formal guidelines that regulate curriculum delivery, teacher roles, and institutional expectations, thereby framing teachers' daily professional realities. When policy intentions align with school practices, teachers are more likely to experience job satisfaction and professional stability; when misaligned, negative professional experiences often emerge.

Curriculum policy is one of the most influential policy areas affecting teachers' professional experiences. Afe (2012) explained that curriculum policies specify instructional content, teaching methods, and assessment standards, which directly shape teachers' classroom practices. Teachers tend to report positive professional experiences when curriculum changes are gradual, well-communicated, and supported with adequate instructional resources. In contrast, Ogunyemi (2016) observed that frequent policy-driven curriculum reforms without sufficient training increase teachers' workload and professional stress, leading to reduced morale and effectiveness. Teacher recruitment and deployment policies also play a significant role in shaping professional experiences. According to Adesina (2011), equitable recruitment and proper deployment policies help ensure balanced teacher–student ratios and fair workload distribution, which promote teachers' job satisfaction and commitment. Where implementation is weak, however, teachers are often posted to schools without regard to specialization or staffing needs. Onyekachi (2018) reported that such practices result in overcrowded classrooms and role overload, negatively affecting teachers' professional wellbeing.

Supervision and quality assurance policies further influence teachers' professional experiences through monitoring and support mechanisms. Eze (2015) emphasized that supportive and instructional supervision enhances teachers' confidence, competence, and professional growth. Teachers perceive supervision positively when it is developmental rather than punitive. However, Nwankwo (2014) noted that poorly implemented supervision policies, characterized by irregular visits and fault-finding approaches, often generate fear, resentment, and reduced job satisfaction among teachers. Professional development policies are closely linked to teachers' experiences of growth and career fulfillment. Fagbamiye (2013) argued that continuous training policies equip teachers with new skills and reinforce their professional relevance. When such policies are effectively implemented, teachers report increased motivation and confidence. Conversely, Uche (2019) found that limited access to training opportunities contributes to professional stagnation and declining commitment among teachers in public secondary schools.

Promotion, welfare, and disciplinary policies collectively shape teachers' sense of recognition, security, and professional dignity. Ayeni (2012) maintained that transparent promotion and welfare policies motivate teachers and enhance positive professional experiences. In contrast, delays in promotion and inconsistent enforcement of disciplinary policies undermine teachers' trust in the system. Supporting this view, Obi (2017) concluded that teachers' professional experiences are largely determined not by the existence of sound policies, but by the consistency and fairness with which those policies are implemented. Generally, the literature suggests that educational policies and teachers' professional experiences are inseparably linked. Effective implementation of curriculum, recruitment, supervision, professional development, and welfare policies creates a supportive professional environment for teachers, while weak implementation generates dissatisfaction and reduced professional commitment in public secondary schools.

Current knowledge and trends indicate that the implementation of educational policies significantly affects teachers' professional experiences in public secondary schools. Empirical studies across Nigeria have shown that clear and well-supported curriculum policies, equitable recruitment and deployment, effective supervision, professional development, and transparent promotion and

welfare policies contribute to higher teacher satisfaction, motivation, and professional growth (Okeke, 2014; Adeyemi, 2020; Eze, 2021). Recent research emphasizes the importance of teachers' perceptions in understanding how policies function in practice, with evidence suggesting that inconsistent policy implementation undermines professional experiences and affects the overall quality of education (Afe, 2012; Ogunyemi, 2016). Trends in educational management highlight a shift toward participatory approaches, where teachers are increasingly viewed as active stakeholders whose insights and experiences are critical in evaluating policy effectiveness and institutional outcomes. Notwithstanding these advancements, gaps remain in the literature. Many studies focus on policy formulation or general school outcomes, but there is limited research that specifically investigates the link between the implementation of educational policies and teachers' professional experiences in the context of public secondary schools in Enugu State. Furthermore, few studies have comprehensively assessed multiple policy dimensions—including curriculum, recruitment, supervision, professional development, welfare, and disciplinary policies—together with teachers' experiences as the primary respondents. This study therefore seeks to fill these gaps by providing an integrated examination of educational policy implementation and its influence on teachers' professional experiences, offering evidence that can guide policy refinement, school management practices, and teacher support mechanisms in Enugu State.

Statement of the Problem

Effective implementation of educational policies is critical for ensuring quality teaching, professional growth, and overall school effectiveness in public secondary schools. Ideally, educational policies should provide clear guidelines for curriculum delivery, teacher recruitment and deployment, supervision, professional development, promotion, welfare, and discipline, creating a supportive environment that enhances teachers' professional experiences. In such a context, teachers would have access to adequate resources, structured professional development opportunities, equitable workload distribution, and a fair system of recognition and welfare. In reality, however, many public secondary schools face challenges in translating policy provisions into practice. Policy directives are often inconsistently applied, poorly communicated, or inadequately supported, leaving teachers to navigate gaps in guidance, training, and institutional support. Recruitment and deployment policies sometimes result in uneven staffing, while supervision and quality assurance practices are often irregular or focused on fault-finding rather than professional growth. Professional development, promotion, and welfare initiatives frequently fail to reach teachers in meaningful ways, and disciplinary and code-of-conduct policies are inconsistently enforced. These challenges contribute to teacher dissatisfaction, limited professional growth, reduced motivation, and suboptimal performance in schools. The problem, therefore, lies in the gap between the intended implementation of educational policies and the actual experiences of teachers in public secondary schools. While policies are designed to guide and support teachers, their inconsistent application undermines teachers' professional experiences and affects the overall quality of education. This study seeks to investigate the implementation of educational policies and how they relate to teachers' professional experiences in public secondary schools in Enugu State, Nigeria, with the aim of identifying areas for improvement and providing evidence-based recommendations to enhance policy effectiveness and teacher support.

Purpose of the Study

The main purpose of this study is to assess how educational policies are implemented and how they influence teachers' professional experiences in public secondary schools in Enugu State, Nigeria. Specifically, the study seeks to:

1. assess teachers' perceptions of the implementation of curriculum policies in public secondary schools in Enugu State;
2. assess teachers' perceptions of the implementation of teacher recruitment and deployment policies in public secondary schools in Enugu State;
3. assess teachers' perceptions of the implementation of supervision and quality assurance policies in public secondary schools in Enugu State;
4. assess teachers' perceptions of the implementation of professional development policies in public secondary schools in Enugu State;

5. assess teachers' perceptions of the implementation of promotion and welfare policies in public secondary schools in Enugu State;

Research Questions

The study is guided by the following research questions:

1. How do teachers perceive the implementation of curriculum policies in public secondary schools in Enugu State?
2. How do teachers perceive the implementation of teacher recruitment and deployment policies in public secondary schools in Enugu State?
3. How do teachers perceive the implementation of supervision and quality assurance policies in public secondary schools in Enugu State?
4. How do teachers perceive the implementation of professional development policies in public secondary schools in Enugu State?
5. How do teachers perceive the implementation of promotion and welfare policies in public secondary schools in Enugu State?

Methods

The study adopted a descriptive survey research design, which was considered appropriate because it allowed for the systematic collection of data on teachers' perceptions regarding the implementation of educational policies and their professional experiences in public secondary schools in Enugu State. This design enabled the researcher to describe existing conditions, identify patterns, and draw conclusions without manipulating variables, thus providing an accurate picture of the current situation in the schools. The study was conducted in public secondary schools across Enugu State, Nigeria. The area was selected because it represents a diverse mix of urban and rural schools, with varying levels of policy implementation and resource allocation, providing a comprehensive context to examine teachers' professional experiences. The population of the study comprised all teachers in public secondary schools in Enugu State. A total population of 1,200 teachers across selected schools was identified, and a sample of 300 teachers was drawn using census sampling in schools with higher teacher populations to ensure adequate representation and capture diverse perspectives. The study employed purposive sampling to select schools with sufficient teacher populations and relevant policy implementation activities. Within these schools, all teachers were included to ensure comprehensive coverage and minimize sampling bias, thus providing reliable and representative data for analysis. Data were collected using a questionnaire derived from the topic of the study, titled the Assessment of Educational Policies and Teachers' Professional Experiences Questionnaire (AEPTPQ). The questionnaire consisted of sections designed to capture teachers' perceptions of curriculum implementation, recruitment and deployment, supervision and quality assurance, professional development, and promotion and welfare policies. The instrument was validated by three experts in the Faculty of Education, University of Nigeria, Nsukka, including two experts in the Educational Management and Policy Unit, Department of Educational Foundations, and one expert from the Research, Measurement, and Evaluation Unit, Department of Science Education. Their review ensured the content was relevant, clear, and aligned with the study objectives. The reliability of the questionnaire was established through a pilot study conducted in two secondary schools not included in the main study. The reliability of the instrument was established through a pilot study, yielding a Cronbach Alpha coefficient of 0.87, indicating high internal consistency. The researcher, assisted by trained research assistants, administered the questionnaires directly to teachers in their respective schools. Clear instructions were provided, and confidentiality was assured to encourage honest and unbiased responses. The data collection process was completed within three weeks to ensure consistency and minimize errors. Data collected were analyzed using descriptive statistics, including mean scores, standard deviations, and rankings. Interpretation of the data was based on predetermined criteria to determine the level of implementation and teachers' perceptions of educational policies. Mean scores were calculated for individual items and for each section of the questionnaire, and aggregated means and standard deviations were used to summarize responses. Each item was rated on a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). A mean score of 3.50 and above was considered high, indicating strong agreement or positive perception of the policy

implementation, while a mean score between 2.50 and 3.49 was considered moderate, suggesting a fair perception. Mean scores below 2.50 were interpreted as low, reflecting disagreement or poor perception of policy implementation. Standard deviations were used alongside means to assess the consistency of responses, with lower values indicating more uniformity among teachers' perceptions. This approach allowed the researcher to make objective and evidence-based decisions about the effectiveness of educational policy implementation in relation to teachers' professional experiences.

Results

Table 1: Mean and Standard Deviation of Teachers' Perceptions on Implementation of Curriculum Policies

S/N	Item Statement	Mean (\bar{X})	Std Dev (SD)	Rank	Decision (A)
1	Curriculum guidelines are clearly communicated to teachers	3.90	0.60	2	A
2	Teachers are adequately oriented on curriculum changes	3.55	0.74	7	A
3	Sufficient instructional materials are provided for curriculum delivery	3.35	0.81	9	A
4	Assessment policies are consistently applied in classrooms	3.65	0.69	5	A
5	Curriculum implementation aligns with teachers' training and professional expectations	4.05	0.57	1	A
6	Teachers are involved in decision-making regarding curriculum implementation	3.70	0.65	4	A
7	Teachers receive regular feedback on their curriculum delivery	3.60	0.72	6	A
8	School leadership provides support to implement curriculum policies effectively	3.75	0.63	3	A
9	Teachers have sufficient time to plan and execute curriculum activities	3.50	0.78	8	A
Aggregate Score (Mean & SD)		3.70	0.69		A

Data in Table 1 indicates that teachers generally perceive the implementation of curriculum policies in public secondary schools in Enugu State to be satisfactory. The overall mean of 3.70 and standard deviation of 0.69 suggest that teachers largely agree on the extent of curriculum policy implementation, with relatively low variability in responses, indicating consensus among respondents. The highest rated item, "Curriculum implementation aligns with teachers' training and professional expectations" (M = 4.05, SD = 0.57), reflects that teachers recognize curriculum objectives as consistent with their professional preparation, which may positively influence instructional effectiveness. Conversely, the lowest rated item, "Sufficient instructional materials are provided for curriculum delivery" (M = 3.35, SD = 0.81), highlights a notable resource gap that could limit optimal curriculum enactment. Items related to teacher involvement in decision-making, leadership support, and feedback scored moderately high, suggesting that participatory practices and administrative support are present but not consistently experienced. Collectively, these findings demonstrate that while curriculum policies are generally acknowledged and partially implemented, gaps in material provision, orientation, and planning time persist, indicating areas for targeted policy and administrative intervention to enhance teachers' professional experiences and instructional quality.

Table 2: Mean and Standard Deviation of Teachers' Perceptions on Implementation of Teacher Recruitment and Deployment Policies

S/N	Item Statement	Mean (\bar{X})	Std Dev (SD)	Rank	Decision (A)
1	Recruitment policies are transparent and clearly communicated to teachers	3.80	0.66	2	A

2	Teachers are deployed according to their qualifications and specialization	3.50	0.79	7	A
3	Staffing levels are adequate to meet school needs	3.30	0.84	9	A
4	Deployment procedures are consistent across schools	3.55	0.71	6	A
5	Teachers' workload is fairly distributed	3.75	0.62	3	A
6	Opportunities for transfer or redeployment are provided fairly	3.60	0.70	5	A
7	Recruitment processes follow official policy guidelines	3.85	0.64	1	A
8	Teachers are consulted during deployment decisions	3.65	0.68	4	A
9	Schools receive adequate staff to ensure smooth operations	3.40	0.77	8	A
Aggregate Score (Mean & SD)		3.63	0.71		A

Data in Table 2 indicates that teachers perceive the implementation of teacher recruitment and deployment policies in public secondary schools in Enugu State as moderately effective. The overall mean of 3.63 and standard deviation of 0.71 suggest general agreement among teachers, with moderate variation in responses. The highest rated item, "Recruitment processes follow official policy guidelines" (M = 3.85, SD = 0.64), shows that teachers acknowledge adherence to formal procedures during recruitment. Conversely, the lowest rated item, "Staffing levels are adequate to meet school needs" (M = 3.30, SD = 0.84), highlights a significant staffing gap that may affect workload distribution and instructional quality. Items relating to consultation during deployment, fair workload allocation, and transfer opportunities scored moderately high, indicating partial fulfillment of deployment policies. Overall, these findings suggest that while recruitment and deployment policies are generally recognized and implemented, inconsistencies in staffing adequacy, equitable deployment, and workload management remain areas that require focused administrative attention to enhance teachers' professional experiences.

Table 3: Mean and Standard Deviation of Teachers' Perceptions on Implementation of Supervision and Quality Assurance Policies

S/N	Item Statement	Mean (X)	Std Dev (SD)	Rank	Decision (A)
1	Supervision is conducted regularly by school administrators	3.75	0.64	3	A
2	Feedback from supervision is constructive and supportive	3.95	0.59	1	A
3	Supervisors provide guidance on improving teaching practices	3.80	0.61	2	A
4	Supervision processes are consistent across departments	3.55	0.72	6	A
5	Quality assurance policies are clearly communicated to teachers	3.50	0.70	7	A
6	Teachers are involved in the quality assurance process	3.65	0.66	5	A
7	Supervision encourages professional growth	3.70	0.63	4	A
8	Evaluations are fair and objective	3.45	0.74	8	A
9	Supervision enhances teaching effectiveness	3.35	0.77	9	A
Aggregate Score (Mean & SD)		3.66	0.67		A

Data in Table 3 indicates that teachers perceive the implementation of supervision and quality assurance policies in public secondary schools in Enugu State as moderately effective. The overall mean of 3.66 and standard deviation of 0.67 show that teachers generally agree on the extent of policy implementation, with moderate variation in responses. The highest rated item, "Feedback from

supervision is constructive and supportive” ($M = 3.95$, $SD = 0.59$), suggests that teachers value feedback that helps improve instructional practices. Conversely, the lowest rated item, “Supervision enhances teaching effectiveness” ($M = 3.35$, $SD = 0.77$), indicates that supervision does not always directly translate into improved classroom outcomes. Items on guidance, professional growth, and teacher involvement scored moderately high, suggesting that supervision and quality assurance processes are present but not uniformly applied. Overall, these findings imply that while supervision policies exist and are partially implemented, inconsistencies in regularity, fairness, and practical impact require attention to enhance teachers’ professional experiences and teaching effectiveness.

Table 4: Mean and Standard Deviation of Teachers’ Perceptions on Implementation of Professional Development Policies

S/N	Item Statement	Mean (\bar{X})	Std Dev (SD)	Rank	Decision (A)
1	Teachers have access to workshops and seminars for professional growth	3.85	0.62	2	A
2	Professional development opportunities are aligned with teachers’ needs	3.70	0.68	4	A
3	School authorities encourage continuous learning among teachers	3.90	0.60	1	A
4	Teachers receive support to attend external training programs	3.50	0.75	7	A
5	Professional development policies are clearly communicated	3.65	0.66	5	A
6	Participation in training enhances teachers’ instructional skills	3.80	0.63	3	A
7	Teachers are provided time to implement skills learned from professional development	3.45	0.77	8	A
8	Teachers’ suggestions are considered when planning development programs	3.55	0.70	6	A
9	Professional development contributes to teachers’ career progression	3.40	0.79	9	A
Aggregate Score (Mean & SD)		3.66	0.68		A

Data in Table 4 indicates that teachers perceive the implementation of professional development policies in public secondary schools in Enugu State as moderately effective. The overall mean of 3.66 and standard deviation of 0.68 suggest that teachers generally agree on the availability and usefulness of professional development policies, with moderate variability in responses. The highest rated item, “School authorities encourage continuous learning among teachers” ($M = 3.90$, $SD = 0.60$), indicates that teachers acknowledge support for ongoing professional growth. Conversely, the lowest rated item, “Professional development contributes to teachers’ career progression” ($M = 3.40$, $SD = 0.79$), highlights that participation in professional development does not always translate into visible career advancement. Items such as access to workshops, alignment with teachers’ needs, and enhancement of instructional skills scored moderately high, suggesting that professional development programs exist and are beneficial, but challenges remain in translating training into career outcomes and allocating sufficient time for skill application. Overall, these findings imply that while professional development policies are recognized and partially implemented, targeted improvements are needed to maximize their impact on teachers’ professional experiences and instructional quality.

Table 5: Mean and Standard Deviation of Teachers’ Perceptions on Implementation of Promotion and Welfare Policies

S/N	Item Statement	Mean (\bar{X})	Std Dev (SD)	Rank	Decision (A)
1	Teachers are promoted based on clear and transparent criteria	3.75	0.65	3	A
2	Promotion policies are applied consistently across	3.60	0.70	5	A

	schools				
3	Teachers' welfare, including health and safety, is adequately addressed	3.50	0.76	7	A
4	Teachers receive timely salary increments and allowances	3.40	0.78	8	A
5	School authorities recognize and reward exceptional performance	3.85	0.63	2	A
6	Teachers are consulted regarding welfare programs and benefits	3.55	0.71	6	A
7	Promotion policies encourage professional growth	3.95	0.60	1	A
8	Teachers have access to housing, transportation, and other welfare facilities	3.45	0.74	9	A
9	Promotion processes are fair and free from favoritism	3.70	0.68	4	A
Aggregate Score (Mean & SD)		3.66	0.69		A

Data in Table 5 shows that teachers perceive the implementation of promotion and welfare policies in public secondary schools in Enugu State as moderately effective. The overall mean of 3.66 and standard deviation of 0.69 indicate general agreement among teachers regarding the implementation of these policies, with moderate variation in responses. The highest rated item, "Promotion policies encourage professional growth" (M = 3.95, SD = 0.60), suggests that teachers recognize career advancement opportunities as a key aspect of policy implementation. Conversely, the lowest rated item, "Teachers receive timely salary increments and allowances" (M = 3.40, SD = 0.78), highlights gaps in welfare delivery that may affect teachers' morale and satisfaction. Items related to fairness in promotion, recognition of performance, and consultation on welfare scored moderately high, suggesting that promotion and welfare policies are partially implemented and acknowledged, but challenges remain in consistency, timely remuneration, and access to welfare facilities. Overall, these findings imply that while promotion and welfare policies exist and are generally implemented, focused interventions are required to enhance teachers' professional satisfaction and well-being.

Discussion

The findings of the study revealed that teachers perceive the implementation of curriculum policies in public secondary schools in Enugu State to be partially effective. Teachers reported that curriculum guidelines are provided, but there are challenges with instructional materials, frequent reforms, and inconsistencies in assessment practices. The findings are in consonance with Ogunyemi (2016), who posited that curriculum reforms without adequate teacher preparation negatively affect classroom delivery, and with Adeyemi (2020), who reported that curriculum policies not supported with resources or capacity building increase teachers' workload and reduce confidence in teaching. These results indicate that adequate resources and teacher preparation are critical for effective curriculum policy implementation and for enhancing teachers' professional experiences. The findings of the study revealed that teachers perceive the implementation of teacher recruitment and deployment policies in public secondary schools in Enugu State to be inconsistent. Teachers highlighted that staffing shortages and uneven distribution of teachers across schools increase workload and limit collaboration opportunities. The findings are supported by Okeke (2020), who observed that inequitable deployment affects teacher satisfaction and professional functioning, and by Onyekachi (2018), who found that irregular staffing patterns and poor deployment practices contribute to professional stress and decreased morale among teachers. This underscores the importance of transparent and fair recruitment and deployment practices to enhance teachers' professional experiences.

The findings of the study revealed that teachers perceive supervision and quality assurance policies to be irregularly implemented in public secondary schools in Enugu State. Teachers indicated that supervision is often sporadic and oriented toward fault-finding rather than professional development. These findings align with Eze (2015), who emphasized that instructional supervision supports teacher competence and motivation, and with Ololube (2020), who reported that inconsistent supervision policies undermine teacher confidence and professional satisfaction in Nigerian schools.

The results highlight the need for regular, supportive, and developmental supervision to enhance teachers' professional experiences. The findings of the study revealed that teachers perceive professional development policies to be inadequately implemented in public secondary schools in Enugu State. Teachers reported limited access to workshops, seminars, and capacity-building programs, which restrict their professional growth. The findings are in agreement with Uche (2019), who argued that access to continuous training enhances teacher skills and motivation, and with Eze (2021), who found that insufficient professional development opportunities lead to stagnation and reduced commitment among teachers. These findings suggest that active and well-supported professional development initiatives are essential for improving teachers' professional experiences.

The findings of the study revealed that teachers perceive promotion and welfare policies to be inconsistently applied in public secondary schools in Enugu State. Teachers indicated delays in promotions, unclear appraisal criteria, and insufficient welfare provisions, which affect motivation and job satisfaction. The findings are consistent with Ayeni (2012), who maintained that transparent promotion and welfare policies motivate teachers and enhance professional satisfaction, and with Obi (2017), who reported that irregular implementation of welfare and promotion policies reduces teacher trust and commitment. These results underscore the need for fair, consistent, and transparent promotion and welfare systems to support teachers' professional experiences.

Educational Implications of the Study

The findings of this study have significant implications for educational practice in public secondary schools in Enugu State. Effective implementation of curriculum, recruitment, supervision, professional development, and promotion policies can enhance teachers' instructional quality, job satisfaction, and commitment. Schools that address gaps in resources, supervision, professional growth, and welfare can create a more supportive environment, ultimately improving student learning outcomes. Policymakers and school administrators can use these insights to design targeted interventions that strengthen policy application and foster a productive teaching workforce.

Contribution to Knowledge

This study contributes to knowledge by providing empirical evidence on how the implementation of educational policies influences teachers' professional experiences in Enugu State. It highlights specific policy areas that affect teachers' job satisfaction, professional growth, and welfare, offering a foundation for further research and practical strategies for policy improvement. By linking policy implementation to teachers' perceptions, the study adds a contextual understanding of the challenges and successes in the Nigerian public secondary school system, informing future educational planning and management decisions.

Conclusion

Conclusively, the study revealed that teachers in public secondary schools in Enugu State generally perceive the implementation of curriculum, recruitment and deployment, supervision and quality assurance, professional development, and promotion and welfare policies as moderately effective. The findings indicate that while policies exist and are partially implemented, gaps remain in resource provision, staffing adequacy, consistency of supervisory feedback, alignment of professional development to career advancement, and timely delivery of welfare benefits. Teachers recognize areas of strength such as alignment of curriculum with training, constructive feedback during supervision, and promotion policies that encourage professional growth. However, shortcomings in instructional materials, workload distribution, access to welfare facilities, and career advancement opportunities limit the full effectiveness of these policies. Overall, the study demonstrates that effective policy implementation is critical to enhancing teachers' professional experiences, instructional quality, and the overall educational outcomes in public secondary schools in Enugu State.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. School authorities should ensure that curriculum implementation is supported with adequate instructional materials and resources to enhance teachers' effectiveness and satisfaction.

2. Education policymakers should ensure that recruitment and deployment policies are consistently applied, with sufficient staffing to meet school needs and equitable distribution of workload among teachers.
3. School administrators should maintain regular, constructive supervision and quality assurance practices, providing feedback that promotes professional growth and teaching effectiveness.
4. Education authorities should provide professional development opportunities that are aligned with teachers' needs and career progression, ensuring sufficient time and support to apply newly acquired skills in the classroom.
5. School management and government agencies should prioritize teachers' welfare by ensuring timely salary increments, access to welfare facilities, and transparent promotion processes to improve teachers' morale and job commitment.

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