



ASSESSING THE IMPACT OF EDUCATION POLICY IMPLEMENTATION ON QUALITY ASSURANCE IN ENUGU PUBLIC SECONDARY SCHOOLS

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Cite this article:

Enwuru, C. O. (2026),
Assessing the Impact of
Education Policy
Implementation on Quality
Assurance in Enugu Public
Secondary Schools. British
Journal of Education,
Learning and Development
Psychology 9(1), 23-35. DOI:
10.52589/BJELDP-
R2PC7CER

Manuscript History

Received: 20 Oct 2025

Accepted: 25 Nov 2025

Published: 11 Jan 2026

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ABSTRACT: *This study examined the impact of education policy implementation on quality assurance in public secondary schools in Enugu State, Nigeria. The research adopted a survey design, targeting principals, vice-principals, and teachers across the six education zones of the state. A total of 383 questionnaires were distributed, of which 378 were returned and analyzed, representing a response rate of 98.7%. Data were collected using a structured questionnaire and analyzed using descriptive statistics, specifically mean scores and standard deviations. The findings revealed that while education policies are generally well communicated, their implementation—particularly in areas such as teacher training, resource allocation, and supervision—was only moderate. Quality assurance practices, including classroom observation, performance monitoring, and adherence to curriculum standards, were present but varied across schools. Respondents further indicated that effective policy implementation positively influences teaching quality, student performance, and institutional accountability. Key challenges identified included insufficient funding, inadequate training, irregular supervision, and weak communication. The study concluded that education policy implementation plays a critical role in enhancing quality assurance and that addressing implementation gaps could significantly improve educational outcomes in public secondary schools.*

KEYWORDS: Education policy, Policy implementation, Quality assurance, Public secondary schools, Enugu State, Nigeria.



INTRODUCTION

Education policy serves as the guiding framework through which governments design, implement, and evaluate strategies aimed at improving teaching and learning outcomes in schools. Effective policy implementation is therefore fundamental to achieving quality assurance in education, which ensures that teaching standards, learning processes, and educational outcomes align with national and global expectations (UNESCO, 2022). In Nigeria, the Federal Ministry of Education (FME) emphasizes that education policy implementation plays a crucial role in maintaining quality across all levels of schooling, especially within public secondary schools where the majority of students are enrolled (Federal Ministry of Education, 2023).

However, despite Nigeria's well-articulated education policies, challenges persist in their implementation, often resulting in declining educational quality and inconsistent adherence to national standards (Okeke & Nwafor, 2022). These challenges include inadequate funding, poor monitoring and evaluation mechanisms, weak institutional capacity, and lack of accountability in school management (Adebayo, 2023). Consequently, many public secondary schools in the country struggle to meet expected benchmarks for teacher performance, curriculum delivery, and student learning outcomes (Eze & Obi, 2023).

Enugu State provides a representative example of these issues, as it continues to face difficulties in translating policy directives into effective school-level practices. Studies in the state reveal inconsistencies between the intentions of educational policies and their actual implementation, particularly in areas such as quality supervision, curriculum adaptation, and professional development for teachers (Onyema & Nnamani, 2022). The State Ministry of Education has introduced several reforms to improve quality assurance, yet the outcomes remain modest due to limited resources, inadequate monitoring structures, and insufficient administrative oversight (Iheanacho, 2023).

Furthermore, quality assurance in education goes beyond inspection or evaluation; it involves a continuous process of improvement through planning, implementation, monitoring, and feedback (Ogunleye & Adeoye, 2022). In Enugu's public secondary schools, the degree to which education policies are effectively implemented determines how far these institutions can sustain quality teaching, ensure compliance with curriculum standards, and enhance student performance. Thus, assessing the impact of education policy implementation on quality assurance becomes imperative for identifying existing gaps and proposing practical interventions that can promote educational excellence.

This study therefore assessed how education policy implementation influences the quality assurance process in public secondary schools in Enugu. It examined the extent of policy execution, the challenges encountered in the process, and the implications for educational quality. The findings of this research are expected to provide evidence-based recommendations that will guide policymakers, school administrators, and educational stakeholders in strengthening the link between policy implementation and quality assurance outcomes in Enugu State and beyond.



LITERATURE

Conceptual Review

Concept of Education Policy Implementation

Education policy implementation refers to the process through which formulated educational policies are translated into actionable programs and practices within the school system. It involves the execution of policy objectives through the coordinated efforts of government agencies, administrators, teachers, and other stakeholders in education (UNESCO, 2022). According to Anderson (2021), policy implementation is the phase where ideas and intentions embedded in educational policies are transformed into operational activities that directly influence teaching, learning, and school management. Effective implementation depends on factors such as adequate funding, strong institutional capacity, clarity of roles, and consistent monitoring and evaluation (Okeke & Nwafor, 2022).

In Nigeria, the Federal Ministry of Education (2023) defines education policy implementation as the process of ensuring that the objectives of the National Policy on Education (NPE) are realized through effective coordination among the Federal, State, and Local Government levels. However, several studies have noted that implementation challenges such as bureaucratic delays, corruption, poor supervision, and inadequate stakeholder participation have continued to hinder progress (Adebayo, 2023; Eze & Obi, 2023). Therefore, understanding how policy implementation works in practice is critical to addressing the underlying issues that affect the quality of education delivery.

Concept of Quality Assurance in Education

Quality assurance in education refers to a systematic process designed to monitor and evaluate educational inputs, processes, and outcomes to ensure that they meet predetermined standards of excellence (Ogunleye & Adeoye, 2022). It encompasses all activities undertaken to maintain and improve the quality of education, including curriculum review, teacher development, school inspection, and performance evaluation. As asserted by UNICEF (2022), quality assurance ensures that educational institutions are accountable to students, parents, and society by upholding integrity, transparency, and effectiveness in teaching and learning processes.

In the context of public secondary schools, quality assurance involves regular assessment of teaching methodologies, instructional materials, and the learning environment to ensure conformity with national standards. The Enugu State Ministry of Education (2023) emphasizes that maintaining quality assurance requires periodic supervision, teacher appraisal, and the enforcement of established benchmarks for academic performance. When properly implemented, these measures enhance the credibility of education and promote continuous improvement in school administration and student achievement.

Relationship between Education Policy Implementation and Quality Assurance

Education policy and quality assurance are closely interconnected. The effectiveness of any quality assurance system depends largely on the degree to which education policies are implemented as intended. According to Akpan and Nwachukwu (2023), successful policy implementation strengthens institutional accountability and ensures that the goals of educational reforms are realized through systematic monitoring. Conversely, when



implementation is weak or inconsistent, quality assurance mechanisms tend to lose their effectiveness, leading to poor supervision, inadequate teacher performance, and declining learning outcomes.

In Enugu State, the effectiveness of quality assurance is directly tied to the level of adherence to education policy guidelines at the school level. Onyema and Nnamani (2022) observed that schools with stronger compliance to policy directives tend to perform better in terms of curriculum delivery, student discipline, and examination outcomes. Similarly, Iheanacho (2023) reported that quality assurance units in many public secondary schools are constrained by lack of resources and inadequate training, which hinders their ability to enforce standards. This underscores the need for proper policy coordination, resource allocation, and effective supervision to improve quality assurance outcomes.

Dimensions of Education Policy Implementation

The implementation of education policy typically involves several dimensions. These include administrative coordination, resource mobilization, teacher training, curriculum enforcement, and evaluation mechanisms. Each of these dimensions plays a distinct role in ensuring that educational goals are achieved. As noted by Anderson (2021), administrative coordination ensures that there is clarity in communication and that all actors understand their responsibilities. Resource mobilization guarantees that financial, human, and material inputs are available for effective policy execution, while evaluation mechanisms provide feedback on the extent of policy achievement (UNESCO, 2022).

In Nigeria's secondary education system, poor coordination among implementing agencies and inadequate supervision have been identified as key barriers to effective policy execution (Adebayo, 2023). For instance, weak interdepartmental collaboration and insufficient training for quality assurance officers often lead to misinterpretation of policies and poor follow-up actions at the school level. Addressing these bottlenecks is essential to ensure that policies are not only implemented but are also impactful in enhancing quality assurance processes.

Indicators of Quality Assurance in Secondary Schools

Quality assurance in secondary schools can be assessed using various indicators such as teacher competence, student achievement, curriculum relevance, infrastructural adequacy, and administrative effectiveness (Ogunleye & Adeoye, 2022). The presence of qualified teachers, effective instructional supervision, and regular school inspections are crucial determinants of educational quality. According to Eze and Obi (2023), when these indicators are properly monitored, schools are more likely to sustain improvement in student outcomes and institutional performance.

Theoretical Review

Systems Theory

The Systems Theory, developed by Ludwig von Bertalanffy in 1950, provides a comprehensive framework for understanding the interrelated components within an organization or institution (Bertalanffy, 1968). The theory posits that every organization functions as a system made up of interdependent parts that work together to achieve specific goals. When applied to education,



the theory views schools as open systems that interact with their environment through inputs, processes, outputs, and feedback mechanisms (Obi & Nwosu, 2022).

In the context of educational policy implementation, Systems Theory emphasizes the need for coordination among all actors—such as policymakers, administrators, teachers, and students—to ensure the effective functioning of the education system. The successful implementation of education policy depends on the efficient flow of resources and information across these subsystems. When one subsystem fails, the entire system's output, including the quality of education, is affected (Okeke & Nwafor, 2022).

Quality assurance mechanisms can also be viewed through the lens of Systems Theory. The inputs represent the policies, resources, and teacher competencies; the processes involve classroom instruction, supervision, and monitoring; and the outputs include student performance and institutional effectiveness. Feedback mechanisms are essential in identifying system weaknesses and ensuring continuous improvement (UNESCO, 2022). Therefore, the Systems Theory supports the idea that effective education policy implementation leads to improved quality assurance outcomes, as all components of the educational system must function in harmony for sustained quality delivery.

In Enugu State's public secondary schools, the Systems Theory is particularly relevant because it explains how various policy actors—such as the State Ministry of Education, principals, teachers, and quality assurance officers—must coordinate their roles to ensure effective supervision and policy compliance. Where these relationships are weak, policy implementation becomes fragmented, and quality assurance measures lose their intended impact (Iheanacho, 2023). Thus, this theory provides a holistic framework for understanding how interconnected elements of the education system contribute to or hinder the achievement of quality standards.

Implementation Theory

Implementation Theory, popularized by scholars such as Pressman and Wildavsky (1973), examines the processes and challenges involved in translating policy decisions into actual outcomes. It asserts that policy implementation is not a straightforward process but one influenced by administrative capacity, communication networks, political commitment, and stakeholder cooperation (Anderson, 2021). The theory emphasizes that even well-designed policies may fail if implementation is poorly managed or if the necessary institutional structures are weak.

In educational settings, implementation theory provides a valuable lens for analyzing the extent to which government policies are effectively executed at the school level. It focuses on the interactions between policy formulators and implementers, the adequacy of resources allocated, and the level of compliance among schools and teachers (Adebayo, 2023). According to Akpan and Nwachukwu (2023), successful education policy implementation requires clear objectives, strong administrative structures, effective communication channels, and continuous monitoring to evaluate progress and correct deviations.

Applying implementation theory to the context of Enugu State helps explain the persistent gap between policy design and practice in public secondary schools. Although the National Policy on Education and state-level directives outline comprehensive standards for quality assurance, practical challenges such as insufficient supervision, lack of funding, and weak teacher



motivation have limited their effectiveness (Onyema & Nnamani, 2022). The theory underscores that policy outcomes depend not only on the quality of policy formulation but also on how well these policies are executed within specific local contexts.

Furthermore, implementation theory highlights the significance of accountability and feedback mechanisms in sustaining policy success. In Enugu's secondary schools, effective implementation of education policy requires regular evaluation of school performance, consistent feedback loops between schools and the Ministry of Education, and timely policy adjustments based on evidence from quality assurance evaluations. Hence, this theory reinforces the central idea that the success of education policy depends on the interplay between policy intent, administrative capacity, and stakeholder commitment to achieving measurable educational quality.

Empirical Studies

Okeke and Nwafor (2022) conducted a study titled Policy Implementation and Educational Quality in Nigerian Public Schools to examine how the execution of education policy affects quality assurance mechanisms in secondary education. Using a survey design, data were collected from 312 teachers and administrators across public secondary schools in Southeast Nigeria. The study employed multiple regression analysis to test the relationship between policy implementation indicators and measures of educational quality. The results revealed that adequate supervision, teacher training, and consistent monitoring significantly influenced the effectiveness of quality assurance practices. The researchers concluded that the lack of proper implementation strategies and irregular evaluation systems were the primary causes of declining educational quality. They recommended that state governments strengthen supervision and feedback mechanisms to bridge the gap between policy intent and outcomes.

Ogunleye and Adeoye (2022) examined quality assurance and policy compliance in Nigerian secondary education, focusing on how adherence to government policy standards influences learning outcomes. Their research adopted a mixed-method approach involving 250 teachers and education inspectors from Lagos and Oyo States. The findings indicated that schools with strong adherence to policy directives recorded better student performance and higher teacher motivation. The study also revealed that many quality assurance officers lacked sufficient training, leading to inconsistent policy enforcement. The authors emphasized that effective policy implementation requires continuous capacity building for education inspectors and the allocation of adequate resources to support monitoring activities. They concluded that education policy must be supported by an active quality assurance framework to achieve sustainable improvements in public education.

In a study conducted in Enugu State, Onyema and Nnamani (2022) explored education policy implementation and quality control in Enugu public secondary schools. The researchers used a descriptive survey design with a sample of 280 teachers and school principals across five education zones in the state. Data analysis using Pearson correlation revealed a strong positive relationship between the level of policy implementation and the effectiveness of school supervision. The study found that schools where policies were effectively implemented showed better classroom management, curriculum delivery, and student discipline. Conversely, weak implementation led to lapses in supervision and declining performance in both internal and external examinations. The study concluded that enhancing quality assurance in Enugu's public schools requires not only well-crafted policies but also strong institutional will to enforce them.



Adebayo (2023) investigated the role of government policy in promoting educational quality assurance in Nigeria, using a cross-sectional survey involving 420 respondents from 20 public secondary schools across four geopolitical zones. The study employed inferential statistics to determine the effect of policy monitoring and funding adequacy on educational quality indicators. Findings showed that insufficient budgetary allocation and poor communication of policy directives to schools were major impediments to effective quality assurance. The research also found that when policies were well communicated and supported by adequate resources, schools demonstrated improved accountability and higher student achievement. Adebayo concluded that the success of education policies depends on deliberate government investment in implementation structures and regular evaluation of policy performance.

Akpan and Nwachukwu (2023) carried out a study titled Education Policy Implementation and Institutional Accountability in Nigerian Secondary Schools, which examined the moderating effect of leadership commitment on quality assurance outcomes. The study utilized a sample of 305 participants, including teachers, principals, and education board officials from Akwa Ibom and Rivers States. Using structural equation modeling, the authors found that leadership commitment and communication clarity significantly strengthened the link between policy implementation and quality assurance. Schools with proactive leaders who regularly engaged with education boards were more likely to meet performance standards and maintain quality control. The study concluded that effective policy implementation must be complemented by strong leadership at the school level, as leaders serve as critical intermediaries between policymakers and classroom practitioners.

METHODOLOGY

Research Design

The study adopted a survey research design. This design was considered appropriate because it allows the researcher to collect data from a large population using structured instruments such as questionnaires, thereby providing an opportunity to describe, explain, and analyze existing conditions related to education policy implementation and quality assurance in public secondary schools. According to Nworgu (2021), a survey design is most suitable when the intention is to obtain factual information about a population's characteristics, attitudes, and opinions on a given phenomenon.

Through the survey design, the study sought to gather data directly from teachers, principals, and education officials who are actively involved in policy execution and quality assurance processes. This approach enabled the researcher to understand their perceptions, experiences, and challenges regarding how education policies are implemented and how such implementation affects the maintenance of quality standards in Enugu's public secondary schools. The survey design was also appropriate because it facilitated the use of quantitative data analysis, making it possible to draw valid conclusions and generalizations from the responses obtained.

Area of the Study

The area of the study is Enugu State, located in the South-East geopolitical zone of Nigeria. Enugu State was chosen because it possesses a large number of public secondary schools that



operate under the supervision of the State Ministry of Education and its quality assurance department. The state has six education zones—Enugu North, Enugu East, Nsukka, Awgu, Udi, and Agbani—each with unique administrative and infrastructural characteristics. Studying this area provides valuable insights into how education policy implementation varies across different administrative zones and how such variations influence the quality assurance system in public secondary schools.

Population of the Study

The population of the study comprised all principals, vice-principals, and teachers in public secondary schools across Enugu State. According to the Enugu State Ministry of Education (2023), there are approximately 293 public secondary schools in the state, with an estimated teaching population of about 8,700. These educational stakeholders were considered appropriate for the study because they are directly involved in implementing education policies, supervising classroom practices, and ensuring adherence to established quality standards.

Sample Size and Sampling Technique

The sample size for the study was determined using the Taro Yamane formula for finite populations at a 5% level of significance, which provided a scientifically reliable and manageable sample. From the total population, a sample of 383 respondents was selected. The respondents included principals, vice-principals, and teachers proportionally drawn from the six education zones of Enugu State. A stratified random sampling technique was used to ensure fair representation of schools across the zones and to minimize sampling bias. Each education zone was treated as a stratum, from which schools and respondents were randomly selected.

Method of Data Collection

Copies of the validated questionnaire were administered to respondents through the assistance of trained research assistants. The researcher ensured that all respondents were adequately briefed on the purpose of the study, and confidentiality of their responses was guaranteed. The completed questionnaires were retrieved immediately after completion to ensure a high return rate.

Method of Data Analysis

The data collected were analyzed using descriptive statistical methods. Specifically, mean scores and standard deviations were computed to summarize respondents' views on research questions regarding education policy implementation and quality assurance in public secondary schools. The use of mean scores allowed the researcher to determine the central tendency of respondents' perceptions, while standard deviations provided insight into the degree of variation or consensus among responses. This approach was consistent with the survey design adopted for the study and enabled the researcher to draw meaningful conclusions about the patterns and trends in the data.



RESULTS AND DISCUSSION

A total of 383 questionnaires were distributed to the selected respondents, out of which 378 were completed and returned, representing a response rate of 98.7%. The high response rate indicates a strong level of participation and ensures that the data collected are reliable and representative of the population under study.

Table 1: Mean and Standard Deviation of Education Policy Implementation

Item	Mean	Standard Deviation	Interpretation
1. Policies are clearly communicated to all staff	4.35	0.72	Respondents agree that education policies are communicated effectively, indicating clarity in policy dissemination.
2. Teachers are provided with adequate training to implement policies	3.89	0.81	On average, respondents moderately agree that training is provided, but some variability suggests uneven capacity-building across schools.
3. Adequate resources are available for policy execution	3.21	0.95	Respondents are neutral to slightly agreeing, showing that resource availability is inconsistent, which may hinder full policy implementation.
4. Supervisory visits are regularly conducted to monitor policy adherence	3.78	0.88	Moderate agreement indicates that supervision occurs but is not entirely consistent across all schools.

Table 1 shows that policy communication is relatively strong, as indicated by the high mean of 4.35. However, other aspects such as teacher training, resource allocation, and supervision are moderately implemented, suggesting that while policies are well-intentioned, their full execution faces operational challenges. The standard deviations indicate some variance in responses, particularly regarding resources, highlighting disparities between schools or zones.

Table 2: Mean and Standard Deviation of Quality Assurance Practices

Item	Mean	Standard Deviation	Interpretation
1. Regular classroom observations are conducted.	4.02	0.79	Respondents generally agree that classroom supervision is being carried out, reflecting some commitment to quality assurance.
2. Teachers' performance is evaluated periodically.	3.95	0.84	Moderate agreement suggests teacher appraisal is occurring, though frequency and thoroughness may vary.
3. Student performance is monitored and analyzed.	4.10	0.77	Indicates that schools actively track academic outcomes to support quality assurance.



4. Schools comply with national curriculum standards.	3.68	0.91	Moderate agreement shows compliance exists but may be inconsistent across schools.
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The results indicate that quality assurance practices are moderately implemented in Enugu public secondary schools. Regular classroom observations and monitoring of student performance appear relatively consistent, whereas adherence to national curriculum standards shows some gaps. The findings suggest that while quality assurance mechanisms are in place, there is room for improvement, particularly in standardizing procedures across all schools.

Table 3: Mean and Standard Deviation on Effect of Policy Implementation on Quality Assurance

Item	Mean	Standard Deviation	Interpretation
1. Effective policy implementation improves teaching quality	4.18	0.75	Respondents strongly agree that policy execution positively influences instructional quality.
2. Policy adherence enhances student learning outcomes	4.12	0.78	Indicates that respondents perceive a direct link between policy adherence and academic performance.
3. Policy implementation strengthens accountability in schools	4.05	0.81	Moderate to strong agreement reflects the belief that policies help promote administrative and professional accountability.
4. Schools with better policy execution maintain higher quality standards	4.25	0.72	Strong agreement shows a perceived correlation between implementation efficiency and quality assurance effectiveness.

The table suggests that respondents perceive a positive effect of policy implementation on quality assurance. Mean scores above 4.0 across all items indicate consensus that policy adherence enhances teaching quality, student performance, and accountability. Standard deviations are low to moderate, suggesting relatively consistent perceptions among respondents across different schools.

Table 4: Mean and Standard Deviation on Challenges in Policy Implementation and Quality Assurance

Item	Mean	Standard Deviation	Interpretation
1. Insufficient funding limits policy execution	4.28	0.74	Respondents strongly agree that financial constraints hinder effective implementation.
2. Lack of adequate teacher training affects quality assurance	4.05	0.79	Indicates that insufficient capacity building is a recognized barrier to quality maintenance.



3. Inconsistent supervision reduces policy effectiveness	3.92	0.83	Moderate agreement suggests supervision is irregular, affecting policy outcomes.
4. Poor communication of policies hinders quality assurance	3.71	0.88	Respondents moderately agree that unclear policy communication contributes to challenges in maintaining quality standards.

The results highlight key obstacles to effective policy implementation and quality assurance. Insufficient funding is the most pressing challenge, followed by gaps in training and supervision. While communication issues are less severe, they still contribute to variability in policy execution. These findings emphasize the need for targeted interventions to address these barriers for improved quality assurance in public secondary schools.

DISCUSSION OF RESULT

The findings showed that education policies in Enugu State are generally well communicated to school staff, as indicated by the high mean score for policy communication. This agrees with Okeke and Nwafor (2022), who noted that clear policy communication helps teachers and administrators understand expectations. However, other aspects of policy implementation, such as teacher training, resource availability, and supervision, were only moderately implemented. Ogunleye and Adeoye (2022) also found that gaps in training and resources can hinder effective policy execution. This suggests that while staff are aware of policies, they do not always receive sufficient support to fully implement them.

Quality assurance practices were moderately to highly observed in schools, especially in classroom supervision and monitoring student performance. This aligns with the findings of Ogunleye and Adeoye (2022), who emphasized that regular supervision is key to maintaining educational standards. However, adherence to national curriculum standards was somewhat lower, indicating that enforcement is not always consistent. Adebayo (2023) similarly noted that limited resources and irregular monitoring reduce compliance with policy standards in Nigerian schools.

Respondents perceived a positive effect of policy implementation on quality assurance. They agreed that proper execution of policies improves teaching quality, student outcomes, and accountability. This supports systems theory (Bertalanffy, 1968), which suggests that the components of an educational system—policies, teachers, administrators—must work together to achieve quality outcomes. Empirical studies by Akpan and Nwachukwu (2023) also indicate that schools with stronger policy adherence perform better academically and maintain higher standards.

The study identified several challenges to effective policy implementation, including insufficient funding, inadequate teacher training, inconsistent supervision, and weak communication. These findings are consistent with Adebayo (2023) and Ogunleye and Adeoye (2022), who highlighted that limited resources and operational gaps often prevent policies from achieving their intended effects. Implementation theory, (Pressman & Wildavsky, 1973),



explains that even well-designed policies fail if execution is weak, which is evident in the challenges reported by respondents.

CONCLUSION AND RECOMMENDATION

This study set out to assess the impact of education policy implementation on quality assurance in public secondary schools in Enugu State. The findings indicate that while education policies are generally well communicated to school staff, the implementation of these policies—particularly in areas such as teacher training, resource provision, and regular supervision—is only moderate. Quality assurance practices, including classroom observation, performance monitoring, and adherence to curriculum standards, are present but vary across schools.

Respondents also indicated that effective policy implementation positively influences teaching quality, student outcomes, and accountability, suggesting that policies have the potential to enhance overall educational quality when properly executed. However, challenges such as insufficient funding, inadequate training, irregular supervision, and weak communication limit the full realization of policy objectives. In conclusion, the study confirms that the success of education policy in improving quality assurance depends not only on policy formulation but also on effective implementation supported by adequate resources, consistent monitoring, and strong leadership. Addressing the identified gaps can significantly strengthen the quality of education in public secondary schools in Enugu State.

Recommendations

- i. The State Ministry of Education should ensure that education policies are not only well formulated but also effectively implemented at the school level, with clear guidelines, timelines, and accountability mechanisms to support consistent execution across all public secondary schools.
- ii. Regular professional development and capacity-building programs should be organized for teachers and school administrators to equip them with the skills necessary for proper policy implementation and quality assurance practices.
- iii. Government and educational authorities should allocate adequate financial, instructional, and infrastructural resources to public secondary schools, enabling them to execute policies effectively and maintain high standards of teaching and learning.
- iv. Quality assurance officers should conduct frequent and structured supervisory visits to ensure that schools comply with policy directives, providing constructive feedback to drive improvement.
- v. Education policies should be communicated clearly and consistently to all stakeholders, including teachers, principals, and support staff, through workshops, circulars, and regular staff meetings to ensure understanding and compliance.



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