AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.17 (1), January-April, 2026; https://ajemates.org

ASSESSMENT OF IMPLEMENTATION OF STRATEGIC PLAN OF STRENGTHENING TEACHER-SUPPORT AND PROVISION OF FACILITIES FOR MANAGEMENT OF PUBLIC SCHOOLS IN ANAMBRA STATE

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ABSTRACT

This study assessed the implementation of strategic plan of strengthening teacher-support and provision of facilities for management of public schools in Anambra State. Three research questions guided the study and three hypotheses were tested at 0.05 level of significance. The study adopted a descriptive survey research design. The population of the study comprised 274 public secondary school principals and 119 State Ministry of Education officials. The sample size for the study consisted 197 respondents made up of 137 principals and 60 officials of State Ministry of Education drawn through stratified random and purposive sampling techniques. Face-validated Implementation of Strategic Plan Questionnaire (ISPQ) was used for data collection. Mean and standard deviation were used to answer the research questions, while t-test was used in testing the hypotheses. The findings of the study revealed that some level of implementation was observed in strengthening teachers' support system, provision of ICT facilities and library facilities in public secondary schools in Anambra State. Based on findings, it was recommended among others that Anambra State Government through the State Ministry of Education should plan and organize capacity building workshop programmes to empower the officials of the Ministry with relevant and up-dated skills for improving the implementation of strategic plan of strengthening teacher support system.

Keywords: Strategic Plan Implementation, Teacher Support Systems Provision of School Facilities, Public School Management

Introduction

Effective school management has been a persistent challenge in many public secondary schools in Anambra State. The challenges of sub-standard school libraries, low commitment to professional development of teachers, poor state of ICT facilities, inactive community participation in school management and insufficient budgetary allocation have been shown to have negative association with the overall condition of public secondary schools in Anambra State (Eze and Okafor, 2018). In a bid to address this state of affairs

in education, Anambra State Government initiated her education sector strategic plan in 2011.

Strategic planning helps to ensure that educational development follows a well-orchestrated process that does not treat challenges in isolation but as part and an aspect of the whole educational objective. In the light of the foregoing, strategic education sector planning for a state like Anambra, is most likely to enhance the efforts of ensuring development of education and taking a long term and holistic view of the sector, especially as it relates to the public secondary schools in the State. It can be deduced from the above, that developing strategic education sector plan for Anambra State is an effort to streamline practical activities in the sector which includes the public secondary schools.

During the regime of Governor Peter Obi, one-time governor of Anambra State, it was recognized that the greatest challenge in the education sector of the State is the absence of a strategic education sector plan (SESP). To address this challenge, the Anambra State government, with support from UNICEF embarked on the development of SESP for ten years spanning 2011 to 2020. The SESP was all embracive, encompassing the following: a) situational analysis for identification of critical issues, challenges and priorities of the education sector in the State; b) policy analysis for the development of policy objectives and interventions based on root causes and the effects of challenge areas which resulted in the identification of five major challenge areas which are: i) inadequate coverage and unsatisfactory level of meaningful access, ii) poor quality and relevance, iii) infrastructural insufficiency and infrastructural decay, iv) inefficient management and system inefficiency, v) non-sustainable funding and inadequate resourcing; and c) action analysis which covers the translation of the policy objectives and interventions into actions and operational plans. It is interesting to note that strengthening of teacher-support and provision of facilities are vital for addressing each of the delineated challenge areas for effective school management (Anambra State Government, 2011).

Strengthening teachers' support system is essential for motivating teachers and equipping them with up-dated skills and knowledge for the implementation of school programmes. In Anambra State SESP, the strategic interventions for strengthening teachers' support system include: improving funding for teachers' professional development and organizing workshops on quality assurance for education personnel (Anambra State Government, 2011). In the same vein, Biasi (2021) observed that support needed by teachers include system information, use of internet connectivity, instructional strategies, emotional support, classroom management support, discipline management support- among others. These supports could boost teachers' commitment and dedication in performing their instructional roles.

When teachers are inadequately supported, it is likely to adversely affect students' academic performance. Sanga, Netsent and Egodio (2023) observed that there was implementation of strategic plan of strengthening teachers support through capacity building progrmmes such as workshops and seminars. In addition, Anambra State Government pointed out that the effect of

inadequate teachers' support system is poor learning outcome. However, to overcome poor learning outcome, school library and other teaching and learning aids that boost teachers' performance and learning outcome can be sourced through information and communication technology (ICT). Innovations of ICT in education such as e-Learning, e-Library, online teaching made easy and various ICT-enabled effective system of education made the Stage Government to incorporate provision of ICT facilities in public secondary schools as one of its priority areas.

Information and Communication Technology (ICT) is electronic device for organizing, storing, processing and retrieving information. Integrating ICT tools in teaching and learning enhances engagement of students in active learning. Nwogbo, Agogbua and Anierobi (2024) noted that ICT helps to ensure collaborative activities among students and for developing relevant skills for the current and future world realities. The ICT-enabled education has the potentials to reduce the menace of boys drop out of schools-which is one of the challenges of secondary education in Anambra State as recognized by State Education Sector strategic plan 2011. This is because, the use of ICT in schools appears to equip the students better for a successful life especially for the millennials and generation z that make up the secondary school student body.

The provision of ICT facilities in secondary schools in Anambra State also has the potential to reduce the challenges of access to education by rural dwellers and people living in riverine areas in Anambra State. This is because ICT enabled education has the capacity to engage in teaching and learning online without physical contacts that normally pose some challenges in riverine communities. Anambra State's riverine communities which face these challenges include communities that primarily reside along the Anambra River and the River Niger, with some extending into the Obibia basin. Sanga et al. (2023) noted that some challenges hindering effective implementation of the plan, notwithstanding, the strategic plan of ICT infrastructural development had been implemented in schools. Key areas faced with these challenges include Anambra East, Anambra West, Ogbaru Local government areas, and others. The needed ICT facilities include; desktop computers, printers, over-head projectors, camera, video player, laptop, tablet, scanners, photocopying machines, television sets, machines, internet services, solar energy and all forms of software among others.

Anambra State Government, through its SESP, has acknowledged the need for the adequate provision of conventional /traditional Library facilities in public secondary schools of the State. School library is a place where set of books, records and other information materials are kept for reading, studying, research, recreation and other book consultations. Brice and Gatta (2020) reported that the library facilities provided in schools are books, pictures, charts, graphs, maps, magazines, pamphlets, newspapers and dictionary among others. Going further, Agi and Uba (2020) observed that there was implementation of strategic plans to moderate extent in terms of library development through funding. The library inculcates reading culture in learners. Anambra State Government (2011) pointed out that the strategic intervention for

the adequate provision of library facilities are adequate budgetary provision and release of funds for library facilities as well as tracking and monitoring the released funds. Unfortunately, Akande and Bamise (2017) observed that provision of library facilities in most secondary schools has not received adequate attention. Library services provision in public secondary schools in Anambra State, as shown in Ezeabasili and Chukwu (2024), revealed that in spite of the Anambra State Government intervention, most secondary schools in the State are still operating libraries with only few printed materials. Furthermore, the Ezeabasili and Chukwu posited that there was a dearth of professionals to handle the school libraries. This seems to result in poor reading culture among students which is a fallout of poor strategic plan.

Once the strategic plan is developed, the next step is implementation. Larche (2025) observed that effective implementation requires clear communication, strong leadership, and ongoing support for teachers and staff as it is the duty of educational leaders to ensure that all involved parties understand their roles and responsibilities and that there are systems in place to monitor progress. Zakayo (2018) reported that there was no significant difference in the responses of principals and Government officials on implementation of strategic plan. Instructively, the state of affairs in most secondary schools in the State seems not to be satisfactory which may be as a result of lapses in the implementation of the SESP of 2011-2020. In view of the foregoing, the researcher sought to assess the implementation of strategic plan of strengthening teacher-support and provision of facilities for management of public schools in Anambra State.

Purpose of the Study

The purpose of the study was to assess the implementation of strategic plan of strengthening teacher-support and provision of facilities for management of public schools in Anambra State. Specifically, the study sought to assess:

1. The implementation of Anambra State education sector strategic plan of strengthening teachers' support system for effective management of public secondary schools in Anambra State.
2. The implementation of Anambra State education sector strategic plan of providing information and communication technology facilities for effective management of public secondary schools in Anambra State.
3. The implementation of Anambra State education sector strategic plan of providing library facilities for effective management of public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. Was the strategic plan of strengthening teachers' support system for effective management of secondary schools in Anambra State from 2011 – 2020 implemented by the Ministry of Education?
2. Was the strategic plan of providing information and communication technology facilities for effective management of secondary schools in Anambra State from

2011 – 2020 implemented by the Ministry of Education?

3. Was the strategic plan of providing library facilities for effective management of secondary schools in Anambra State from 2011 – 2020 implemented by the Ministry of Education?

Hypotheses

1. There is no significant difference in the mean ratings of principals and Ministry of Education officials on whether the Ministry of Education implemented the strategic plan of strengthening teachers' support system for effective management of secondary schools in Anambra State from 2011 – 2020.
2. There is no significant difference in the mean ratings of principals and Ministry of Education officials on whether the Ministry of Education implemented the strategic plan of providing information and communication technology facilities for effective management of secondary schools in Anambra State from 2011 – 2020.
3. There is no significant difference in the mean ratings of principals and Ministry of Education officials on whether the Ministry of Education implemented the strategic plan of providing library facilities for effective management of secondary schools in Anambra State from 2011 – 2020.

Methods

The descriptive survey design was adopted for the study. The population of the study comprised of 393 respondents, made up of 274 public secondary school principals and 119 State Ministry of Education Officials of not less than grade level seven. The sample size for the study is 197 respondents made up of 137 principals and 60 officials of State Ministry of Education. The sample size was composed using purposive and proportionate sampling techniques. The sample size which is 50% of the total population of the study is in line with Bisht (2024) who recommended that 30% to 80% of a population above 100 is an adequate representation of the entire population. Implementation of Strategic Plan Questionnaire (ISPQ)" was used for data collection. It has two versions. One version of the instrument was responded to by the principals while the other was responded to by officials of State Ministry of Education. ISPQ was developed from Anambra State Education Sector Strategic Plan, thorough review of related literature and information gathered from consultation of experts. ISPQ have three clusters namely; A, B and C which were based on the three areas of strategic plan assessed in this study: Cluster A contain nine items on strengthening teachers' support system, Cluster B centered on provision of ICT facilities with nine items; Cluster C have six items on provision of library services. ISPQ was constructed in such a manner that the participants for the study responded by choosing one of the four response categories viz: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with numerical indices of 4, 3, 2 and 1 respectively. The face-validation of ISPQ was carried out by three experts who were lecturers in Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of ISPQ was ascertained using Cronbach alpha method. This was undertaken by administering copies of ISP to 30

Public Secondary School principals and 20 officials of the State Ministry of Education in Enugu State. The internal consistencies of the items in ISPQ gave reliability coefficient values of 0.81, 0.78 and 0.77 respectively for clusters A, B and C. These values were deemed adequate to confirm the ISP as reliable as they were in tandem with the suggestion of Shrestha (2021) who posited that the adequate threshold value for Cronbach alpha should be >0.70. The researcher administered copies of the questionnaire to the respondents together with five research assistants who are secondary school teachers in Anambra State. The distribution and retrieval of the copies of the questionnaire lasted for three weeks with 88% and 95% return rate of completed questionnaire for principals and Ministry of Education officials respectively. The data was analyzed by the researcher using mean and standard deviation for answering the research questions and t-test for testing the hypotheses. In answering the research questions in this study, mean ratings that fall below 2.50 were taken as low or very low extent and any mean rating of 2.50 or above were taken to indicate very high or low extent. Standard deviation was used to ascertain the homogeneity or otherwise of the respondents' mean ratings. In testing the null hypotheses, where t-calculated is equal to or greater than t-critical at 0.05 level of significance and the appropriate degree of freedom, the null hypothesis was accepted but if otherwise, it was not accepted.

Results

Research Question One: Was the strategic plan of strengthening teachers' support system for effective management of secondary schools in Anambra State from 2011 – 2020 implemented by the Ministry of Education?

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Table 1: Mean Ratings and Standard Deviation Scores of Principals and Ministry of Education Officials on the Implementation of Strategic Plan of Strengthening Teachers' Support System for Effective School Management.

S/N	ITEMS	Principals (N=121)			Ministry of Education (N=57)		
		Mean	SD	Remark	Mean	SD	Remark
1	Oranising workshops on quality assurance for teachers	2.57	1.20	Agree	2.91	.98	Agree
2	Oranising seminars on effective teaching and learning skills for teachers	2.55	1.14	Agree	2.96	1.00	Agree
3	Re - training of teachers on innovative strategies`	2.47	1.04	Disagree	2.77	1.07	Agree
4	Organizing of orientation programme for teachers on improvisation	2.62	1.07	Agree	2.47	1.21	Disagree
5	Sponsoring teachers' conferences for them to up-date their instructional skills	2.38	1.05	Disagree	2.51	1.02	Agree
6	Providing opportunity for teachers to attend refresher courses in university	2.85	1.26	Agree	2.46	1.10	Disagree
7	Organizing of sensitization programme to teachers on implementation of curriculum innovation	2.45	1.18	Disagree	2.49	1.07	Disagree
8	Improving funding for teachers' professional development	2.33	1.09	Disagree	2.32	1.09	Disagree
9	Encouraging private sector partnership in teachers training	2.38	1.12	Disagree	2.46	1.09	Disagree
	Cluster Mean	**2.51**	**1.13**	**Agree**	**2.59**	**1.07**	**Agree**

Results in Table 1 reveal that the mean scores of principals and Ministry of Education officials for items 1 and 2 are above the cut off mean of 2.50 indicating agreement with the items as how Ministry of Education implemented the strategic plan objective of strengthening teachers' support system for effective management. This implies that how Ministry of Education implemented the strategic plan objective of strengthening teachers' support system for effective management includes organising of workshops on quality assurance for teachers and organising seminars on effective teaching and learning skills for teachers. On the other hand, mean ratings of principals for items 3 and 5 fell below the acceptable mean score of 2.50 indicating their disagreement with the items, while that of Ministry of Education officials were above 2.50 indicating agreement with the items.

The mean scores of principals and Ministry of Education officials for items 7, 8 and 9 are below the cut off mean of 2.50 indicating disagreement with the items as how Ministry of Education implemented the strategic plan objective of strengthening teachers' support system for effective management. The standard deviation scores which range between 0.98 and 1.26 for the principals and Ministry of Education officials indicate that the respondents' responses are close and homogeneous in their response. The cluster mean of 2.51 and 2.59

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for principals and Ministry of Education officials respectively which are above 2.50 indicated that Ministry of Education implemented the strategic plan of strengthening teachers' support system for effective management of secondary schools in Anambra State.

Research Question Two: Was the strategic plan of providing information and communication technology facilities for effective management of secondary schools in Anambra State from 2011 – 2020 implemented by the Ministry of Education?

Table 2: Mean Ratings and Standard Deviation Scores of Principals and Ministry of Education Officials on the Implementation of Strategic Plan of Provision of Information and Communication Technology Facilities for effective School Management

S/N	ITEMS	Principals (N=121)			Ministry of Education (N=57)		
		Mean	SD	Remark	Mean	SD	Remark
10	Release of funds for ICT	2.42	1.09	Disagree	2.37	1.22	Disagree
11	Supply of computers to school	2.82	1.08	Agree	3.09	1.15	Agree
12	Internet connectively in school	2.72	1.10	Agree	3.02	1.01	Agree
13	Procurement of photocopying machines	2.63	0.96	Agree	2.81	1.16	Agree
14	Supply of printers to school	2.53	1.20	Agree	2.56	1.25	Agree
15	Supply of laptop to school	2.63	1.18	Agree	2.96	1.10	Agree
16	Supply of scanner to school	2.43	1.13	Disagree	2.28	1.13	Disagree
17	Supply of television sets to school	2.41	1.26	Disagree	2.47	1.07	Disagree
18	Provision of overhead projector for presentation during school programmes	2.21	1.09	Disagree	2.25	1.23	Disagree
	Cluster Mean	**2.53**	**1.12**	**Agree**	**2.65**	**1.15**	**Agree**

As revealed in Table 2, items 11-15 have mean ratings above the cut off mean of 2.50 for both the principals and Ministry of Education officials and this indicates their agreement with the statements. This shows that Ministry of Education implemented the strategic plan objective of provision of information and communication facilities for effective management through; supply of computers to school, internet connectivity in school, procurement of photocopying machines, supply of printers to school and supply of laptop to school. Further analysis shows that the mean scores of principals and Ministry of Education officials for items 16, 17 and 18 are below the cut off mean of 2.50 indicating disagreement with the items. The standard deviation scores for the principals and Ministry of Education officials range from 0.96-1.26 indicating that the respondents are homogeneous in their responses. The cluster means of 2.53 and 2.65 for principals and Ministry of Education officials respectively which are above 2.50 indicated that Ministry of Education implemented the strategic plan objective of provision of information and communication facilities for effective management of secondary schools in Anambra State.

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Research Question Three: Was the strategic plan of providing library facilities for effective management of secondary schools in Anambra State from 2011 – 2020 implemented by the Ministry of Education?

Table 3: Mean Ratings and Standard Deviation Scores of Principals and Ministry of Education or Strategic Plan of Provision of Library Facilities for Effective School Management.

S/N	ITEMS	Principals (N=121)			Ministry of Education (N=57)		
		Mean	SD	Remark	Mean	SD	Remark
19	Supply of books in library	2.55	1.12	Agree	2.88	1.04	Agree
20	Provision of furniture in library	2.45	1.03	Disagree	2.55`	1.20	Agree
21	Supply of electric fittings in library	2.45	1.03	Disagree	2.37	1.13	Disagree
22	Digitization of school library	2.44	1.15	Disagree	2.16	1.16	Disagree
23	Provision of shelves in school library	2.57	1.23	Agree	2.67	1.17	Agree
24	Clocks for time management	`2.57	1.12	Agree	2.95	1.11	Agree
	Cluster Mean	**2.51**	**1.11**	**Agree**	**2.60**	**1.14**	**Agree**

Data analysis presented in Table 3 reveal that both the principals and Ministry of Education officials recorded mean scores above the cut-off mean of 2.50 for items 19, 23 and 24 indicating agreement with the items. This shows that how Ministry of Education implemented the strategic plan objective of provision of library facilities for effective management of secondary schools in Anambra State includes; supply of books in library, provision of shelves in school library and clocks for time management. The mean ratings of both the principals and Ministry of Education which are below 2.50 indicated disagreement on items 21 and 22.The standard deviation scores for principals and Ministry of Education range from 1.03-1.23 indicating that the respondents are homogeneous in their responses. The cluster mean of 2.51 and 2.60 for principals and Ministry of Education officials respectively which are above 2.50 indicated that Ministry of Education implemented the strategic plan of provision of library facilities for effective management of secondary schools in Anambra State.

Hypothesis One: There is no significant difference in the mean ratings of principals and Ministry of Education officials on whether the Ministry of Education implemented the strategic plan of strengthening teachers' support system for effective management of secondary schools in Anambra State from 2011 – 2020.

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Table 4: t-Test Analysis of the Mean Ratings of Principals and Ministry of Education Officials on Whether the Ministry of Education Implemented the Strategic Plan of strengthening Teachers' Support System for Effective Management.

Variables	N	x̄	SD	t-call	t-crit	df	∞	Remark
Principal	121	2.51	1.13	-1.13	1.96	176	0.05	Not significant
Ministry of Edu.	57	2.59	1.07					

Results presented in Table 4 reveal that the t-calculated value of -1.13 is less than t-critical value of 1.96 at 0.05 level of significance and 176 degree of freedom. Thus, the null hypothesis is not rejected. Therefore, there is no significant difference in the mean ratings of principals and Ministry of Education officials on how the Ministry of Education implemented the strategic plan objective of strengthening teachers' support system for effective management of secondary schools in Anambra State.

Hypothesis Two: There is no significant difference in the mean ratings of principals and Ministry of Education officials on whether the Ministry of Education implemented the strategic plan of providing information and communication technology facilities for effective management of secondary schools in Anambra State from 2011 – 2020.

Table 5: t-Test Analysis of the Mean Ratings of Principals and Ministry of Education Officials on Whether the Ministry of Education Implemented the Strategic Plan of Provision of Information and Communication Technology Facilities for Effective Management

Variables	N	x̄	SD	t-call	t-crit	Df	∞	Remark
Principals	121	2.53	1.12	-0.91	1.96	167	0.05	Not significant
Ministry of Edu.	57	2.65	1.15					

Results of data analysis presented on Table 5 reveal that the t-calculated value of 0.91 is less than t-critical value of 1.96 at 0.05 level of significance and 176 degree of freedom. Thus, the null hypothesis is not rejected. Therefore, the difference in the mean ratings of principals and Ministry of Education officials on how the Ministry of Education implemented the strategic plan of providing information and communication technology facilities for effective management of secondary schools in Anambra State was not significant.

Hypothesis Three: There is no significant difference in the mean ratings of principals and Ministry of Education officials on whether the

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Ministry of Education implemented the strategic plan of providing library facilities for effective management of secondary schools in Anambra State from 2011 – 2020

Table 6: t-Test Analysis of the Mean Ratings of Principals and Ministry of Education Officials on Whether the Ministry of Education Implemented the Strategic Plan of Provision of Library Facilities for Effective Management

Variables	N	$\bar{x}$	SD	t-call	t-crit	df	∞	Remark
Principals	121	2.51	1.11	-0.69	1.96	176	0.05	Not significant
Ministry of Edu.	57	2.60	1.14					

As shown in Table 6, the t-calculated value of -0.69 is less than t-critical value of 1.96 at 0.05 level of significance and 176 degree of freedom. Thus, the null hypothesis is not significant. Therefore, there is no significant difference in the mean ratings of principals and Ministry of Education officials on how the Ministry of Education implemented the strategic plan of Provision of Library Facilities for effective management of secondary schools in Anambra State.

Discussion

The finding of the study revealed that Ministry of Education officials and principals agreed that ministry of education implemented the strategic plan of strengthening teachers' support system for effective management of secondary schools in Anambra State. Organising workshops on quality assurance for teachers and organising seminars on effective teaching and learning skills for teachers are how Ministry of Education implemented the strategic plan objective of strengthening teachers' support system for effective management of secondary schools in Anambra State. This agreed with the finding of Sanga et al. (2023) which revealed that there was implementation of strategic plan of strengthening teachers support through capacity building progrmmes such as workshops and seminars. The possible explanation for the agreement in findings could be due to the fact that the two studies were conducted in countries that have recognized the need to improve the quality of teachers through supporting them. The strengthening of support for teachers helps them to acquire skills and knowledge to meet the contemporary demands of teaching profession. This enhanced teachers' mastery of their subject matters and keeps them motivated for quality instructional delivery. Further analysis showed that there is no significant difference in the mean ratings of principals and Ministry of Education officials on how the Ministry of Education implemented the strategic plan of strengthening teachers' support system for effective management of Secondary Schools in Anambra State. This is in agreement with the finding of Sanga et al. (2023) which indicated that principals and district education officials have similar views on the implementation of capacity building programme for strengthening teachers. The similarity in the findings was expected result as the two studies were conducted in Africa continent that share some common features in school.

Findings on the provision of Information and Communication for effective school management revealed that Ministry of Education officials and principals agreed that ministry of education implemented the strategic plan of provision of information and communication facilities for effective management. The Ministry of Education implemented the strategic plan of provision of information and communication technology facilities for effective management by the supply of computers to school, internet connectivity in school, procurement of photocopying machines, supply of printers to school and supply of laptops to school. This is in line with the finding of Sanga et al. (2023) when they studied the challenges of implementing strategic plans in Tanzanian schools. They found out that some challenges hindering effective implementation of the plan, notwithstanding, the strategic plan of ICT infrastructural development had been implemented in schools. These ICT facilities enhance the availability of timely, accurate and sufficient information for principals to perform their administrative duties. There has been improvement in management of school record, processing of students' result and admission, communication with members of staff in secondary schools in Anambra State as a result of strategic plan of providing ICT facilities. This in turn improves the administrative efficiency of the principals.

It was further found out that there was no significant difference in the mean ratings of principals and Ministry of Education officials on how the Ministry of Education implemented the strategic plan of providing information and communication technology facilities for effective management of secondary schools in Anambra State. This corroborated the finding of Zakayo (2018) which reported that there was no significant difference in the responses of principals and Government officials on implementation of strategic plan. The agreement between the findings could be due to the fact that the studies were conducted within the same time interval. The similarity in principals and Ministry of Education officials mean scores could indicate the true state of affairs in connection to the Ministry of Education implementation of the strategic plan objective of providing information and communication technology facilities.

Finding on the provision library facilities for effective school management showed that Ministry of Education officials and principals agreed that ministry of education implemented the strategic plan of provision of library facilities for effective management of secondary schools in Anambra State. Ministry of Education implemented the strategic plan objective of provision of library facilities for effective management of secondary schools in Anambra State through the supply of books in library, provision of shelves in school library clocks for time management. This is supported by the finding of Brice and Gatta (2020) which reported that the library facilities provided in schools are books, pictures, charts, graphs, maps, magazines, pamphlets, newspapers and dictionary among others. This further agrees with the finding of Agi and Uba (2020) who found out that there was implementation of strategic plans to moderate extent in terms of library development through funding. Students study in school libraries provided by the State Government to enhance their academic

performance. When students go to school libraries equipped with facilities, they develop and sustain in themselves the habit of reading to enrich their knowledge. This significantly contributes to the outstanding academic achievement of secondary school students in external examinations.

Furthermore, it was reported that there was no significant difference in the mean ratings of principals and Ministry of Education officials on how the Ministry of Education implemented the strategic plan objective of provision of library facilities for effective management of secondary schools in Anambra State. The similarity in principals and Ministry of Education officials mean scores could indicate the true state of affair in connection to the Ministry of Education implementation of the strategic plan objective of providing library facilities.

Conclusion

A strategic plan provides a clear direction for the organization, ensuring everyone is working towards the same goals. Evaluating a strategic plan is crucial as it assesses effectiveness, identifies areas for improvement, measures progress, and informs decision-making. Based on the findings of this study, it was concluded that the Anambra State Government has implemented some aspects of her strategic plan.

Recommendations

In line with the findings of the study, the following recommendations were made:

1. Anambra State Government through the State Ministry of Education should plan and organize capacity building workshop programmes to empower the officials of the Ministry with relevant and up-dated skills for improving the implementation of strategic plan of strengthening teacher support system.
2. The funding of education to address the gap in provision of ICT facilities should be given topmost priority in annual budgetary allocation of the State Government.
3. The State Ministry of Education should encourage and collaborate with non-governmental agencies to source funds for improvement on the implementation of strategic plan of provision of library facilities.

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