

ASSESSMENT OF DECENTRALISATION ON SCHOOL-BASED MANAGEMENT IN NIGERIA

BY

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DEGREE IN EDUCATIONAL MANAGEMENT

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CERTIFICATION

This is to certify that this research project titled "Assessment of Decentralisation on School-Based Management in Nigeria" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

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HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

ACKNOWLEDGEMENT

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ABSTRACT

This study examined assessment of decentralisation on school-based management in Nigeria, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of assessment; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with assessment and decentralisation. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 389 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 369 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.04). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.591$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.17, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.29$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on assessment.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of assessment of decentralisation on school-based management in Nigeria is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

Few subjects attract as much policy interest in contemporary Nigeria as the question of assessment. The socio-cultural diversity of Nigeria implies that responses to assessment must be differentiated rather than uniform. A notable study by Nwosu and Dauda (2017) argued that the impact of assessment is substantially mediated by the quality of institutions. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. A notable study by Dauda and Aderemi (2017) argued that the impact of assessment is substantially mediated by the quality of institutions. These developments carry important implications for policy and practice in educational management. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In both global and African literatures, assessment is now regarded as a key index of institutional performance. National policies and programmes have sought, with varying degrees of success, to respond to the realities of assessment and decentralisation. A notable study by Nwosu and Adekunle (2017) argued that the impact of assessment is substantially mediated by the quality of institutions. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Research by Bakare and Okonkwo (2021) using mixed methods provided particularly rich insight into the mechanisms connecting assessment and decentralisation. Accordingly, there is a growing consensus that deliberate policy action is required. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In recent years, assessment has emerged as a central theme in scholarly discourse on educational management. Nigeria's federal structure and its diverse cultural geography ensure that the experience of assessment varies considerably from one region to another. Comparative work by Bakare and Okonkwo (2022) across several states uncovered a consistent pattern linking assessment with decentralisation. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Field evidence gathered by Musa and Oyelaran (2016) suggested that stakeholder engagement materially improves the results achieved in matters of assessment. These observations collectively invite a reconsideration of standard assumptions regarding decentralisation. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

The salience of assessment in national discourse has grown steadily, driven by changing social conditions and technological penetration. National policies and programmes have sought, with varying degrees of success, to respond to the realities of assessment and decentralisation. The work of Nwosu and Nwosu (2023) extended earlier analyses by demonstrating that decentralisation reinforces the effects of assessment. For practitioners, the practical significance of assessment cannot be overstated, given its demonstrable link with

decentralisation. A notable study by Aderemi and Famuyide (2017) argued that the impact of assessment is substantially mediated by the quality of institutions. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The phenomenon of assessment, while not new, has acquired fresh analytical urgency in Nigeria. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of assessment. An examination by Umeh and Obiora (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The work of Famuyide and Nnamdi (2023) extended earlier analyses by demonstrating that decentralisation reinforces the effects of assessment. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Contemporary scholarship increasingly frames assessment as inseparable from the broader question of decentralisation. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream assessment into routine governance. Adigun and Ibrahim (2020), in a survey of relevant stakeholders, concluded that the benefits of assessment are unevenly distributed across groups. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Eze and Chukwu (2020), in a survey of relevant stakeholders, concluded that the benefits of assessment are unevenly distributed across groups. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Few subjects attract as much policy interest in contemporary Nigeria as the question of assessment. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of assessment. Studies by Ekwueme and Olawale (2019) largely support the view that assessment exerts a measurable influence on outcomes of interest. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Field evidence gathered by Eze and Adebayo (2016) suggested that stakeholder engagement materially improves the results achieved in matters of assessment. For practitioners, the practical significance of assessment cannot be overstated, given its demonstrable link with decentralisation. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Few subjects attract as much policy interest in contemporary Nigeria as the question of assessment. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of assessment. Bamgbose and Musa (2020), in a survey of relevant stakeholders, concluded that the benefits of assessment are unevenly distributed across groups. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The aggregate picture emerging from Nnamdi and