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## **Impact of Educational Reforms on Pupils' Academic Achievement in Kosofe Local Government Area, Lagos State**

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### ***Abstract***

*This study examines the impact of educational reforms on pupils' academic achievement in Kosofe Local Government Area, Lagos State; the study evaluates the effectiveness of educational reforms in improving pupils' academic achievement in Kosofe Local Government Area. It highlights successes, identifies challenges, and provides insights for policymakers to enhance education quality and accessibility for sustainable development. The study utilized a descriptive survey design to investigate the impact of educational policy reforms on pupils' academic achievements in Kosofe Local Government, Lagos State. Fifty teachers from various primary schools were selected through stratified and random sampling to ensure fair representation. Data was collected using a self-structured questionnaire titled "Impact of Educational Policy Reforms on Pupils' Academic Achievement" (IEPRPAA), which comprised sections on*

*respondents' background information and research-aligned questions. The data were analyzed using descriptive statistics for summarization and inferential methods to conclude the influence of the reforms on academic performance. The findings indicate that educational policy reforms in Kosofe Local Government Area, such as the distribution of free GCE and JAMB forms (Mean = 3.06, SD = 0.577) and the "Educare" program (Mean = 3.04, SD = 0.628), have significantly enhanced access to education and reduced barriers for students. Teachers expressed positive perceptions, with a grand mean of 3.05, noting improvements in teaching practices (Mean = 3.20), teaching experiences (Mean = 3.10), and classroom engagement (Mean = 3.06). However, challenges persist in the provision of state-of-the-art facilities (Mean = 2.69, SD = 0.613) and adequate infrastructure (Mean = 2.75, SD = 0.624), highlighting areas requiring further intervention to achieve more comprehensive educational improvements. Based on the findings it is recommended that the government should ensure funding and consistent reforms, schools should adopt diverse teaching methods, and curriculum planners should focus on building pupils' communication and collaboration skills.*

**Keywords:** *Early childhood, Education, Policy, Reforms*

## Introduction

Educational policy refers to the principles and government policies that guide the planning, administration, and evaluation of education systems. It encompasses a wide range of issues including the allocation of resources, curriculum standards, teacher qualifications, and the structure of educational institutions. Educational policies are instrumental in shaping the quality and accessibility of education, and they reflect the societal values and goals of a particular time and place. The impact of educational policy is far-reaching, affecting not only the immediate educational environment but also long-term societal outcomes. Effective educational policies can lead to improved student achievement, greater equity in education, and a more skilled workforce. Conversely, poorly designed policies can exacerbate inequalities and hinder educational progress. Policies that promote early childhood education have been shown to significantly improve cognitive and social outcomes for children,

particularly those from disadvantaged backgrounds (Heckman, 2011).

Nigeria has witnessed several educational reforms which started pre-independence. It was to the credit of Nigerians notably agitators for a self-rule that led the British colonial rulers to change the educational system in operation in 1954 from an 8-6-2-3 system that is 8year primary, 6year secondary, 2year higher school certificate and 3year university to a new system 6-5-2-3 that is 6year primary, 5year secondary, 2year higher school certificate and 3year university. The change resulted in reducing the number of years at the primary and secondary school levels. Nigerians then were more concerned about education. It is viewed as a patriotic struggle to effect a change in the educational structure for the general good of the country (Bello, 2008).

The hope in the educational reforms continued to rekindle after independence. The freedom of self-rule Nigeria was enjoying had to match with educational progress. In September 1969 there was a National Curriculum Conference held in Lagos. Participants at the conference were eager to see Nigeria chart a new course in its educational system. Such a system they reasoned will empower the country towards the path of scientific and technological development. They criticized the colonial education system as lacking in vitality and relevance. In short, the conference recommended changes in the system, from a 6-5-2-3 system to a 6-3-3-4 system; that is 6year primary, 3year junior secondary, 3year senior secondary, and 4year university education.

In Nigeria, the educational system of education has been controlled and managed by the federal, state, and local governments. The Federal Ministry of Education handles national policy formation and ensures quality control in the educational system. It is also responsible for federal higher education. The state government is responsible for the administration of secondary school education and the local government handles the basic education in their domain (Ogunode & Adah 2020).

Educational programs and policies developed by the federal government are to meet the various United Nations conventions on issues regarding educational development and access. Ogunode and Adah (2020), listed some of the educational policies and program which are; the Child act law (2003), Universal Basic Education Act (2004), National Policy on HIV and AIDS for the Education Sector in Nigeria (2005), National Gender

Policy (2006), National School Health Policy (2006), the Safe School Initiative (SSI) in Nigeria (2014), National Policy on Inclusive Education in Nigeria (2016) and National Home Grown School Feeding Programme (2016).

Since the emergence of COVID-19 to date, Nigeria's education system has suffered unprecedented setbacks, and continuously experienced the impact of COVID-19 after the long shutdown period of the schools because of the ravaging nature of the pandemic (Crawford et al., 2020). This has increased the fear and tension for the school leadership regarding the possibility of a second lockdown of the academic institutions (Samuel, 2020). The conditions of the first lockdown of schools that lasted for over six months have quadrupled the retrogressive situations of Nigeria's education, such as the high rate of teacher attrition (Alhat, 2020). School dropout percentage has risen dramatically as students do not fancy going to school to avoid the unknown outcome of the virus and its mutational potency in affecting their lives (Lee, Malcein, & Kim, 2021).

This led to the greater inclusion of technology in the teaching and learning process making it the new normal. This leads to additional policies that focus on teacher quality and professional development can enhance teacher effectiveness and student achievement (Darling-Hammond, 2017). Educational policy reforms are initiatives undertaken to improve the effectiveness, efficiency, and equity of educational systems. These reforms are designed to address emerging challenges, adapt to societal changes, and enhance educational outcomes for all students. Educational policy reforms can have profound impacts on pupils, teachers, and the broader society. Effective reforms can lead to improved student outcomes, greater equity, and a more skilled workforce.

Pupils' academic achievement refers to the extent to which pupils have achieved their educational goals, as measured by standardized tests, grades, and other performance indicators. It encompasses not only cognitive skills and knowledge but also other aspects of learning such as critical thinking, problem-solving abilities, and social skills. Academic achievement is a crucial indicator of the effectiveness of the education system and the quality of instruction provided.

Educational policy reforms play a crucial role in shaping the quality and effectiveness of the education system, with the goal of improving pupils' academic achievement. These reforms encompass a wide range of initiatives aimed at addressing various factors that influence pupils learning outcomes. One significant impact of educational policy reforms is the improvement in teaching quality. Policies that focus on teacher training and professional development have been shown to enhance educators' pedagogical skills and knowledge, leading to better pupil outcomes (Darling-Hammond, 2017).

Hattie (2009) found that effective teaching practices have a substantial impact on pupils' achievement, with highly skilled teachers producing significantly higher learning gains. Educational policy reforms often target reducing educational inequality to ensure that all pupils have equal opportunities to succeed. By addressing disparities in resources, funding, and access to quality education, these reforms aim to level the playing field for Pupils from diverse backgrounds (OECD, 2018). Reardon (2011), highlights the importance of equitable educational policies in narrowing the achievement gap between Pupils from different socio-economic backgrounds, thereby improving overall academic achievement.

Reforms focused on curriculum and instruction aim to align educational practices with current research and best practices in teaching and learning. By updating curricula to be more relevant and engaging, educational policy reforms can increase pupils' motivation and interest in learning (OECD, 2018). Studies have shown that innovative teaching methods and curriculum reforms can lead to improvements in student achievement (Hattie, 2009). Another significant impact of educational policy reforms is the promotion of student engagement in learning. Policies that emphasize student-centered approaches, project-based learning, and hands-on experiences have been shown to increase pupils' motivation and involvement in their education (OECD, 2018).

Research by Ryan and Deci (2000) underscores the importance of intrinsic motivation in driving academic achievement, with engaged pupils demonstrating higher levels of performance and persistence. Educational policy reforms play an important role in shaping the quality and effectiveness of education systems worldwide. These reforms are often driven by the need to improve educational outcomes, address inequities,

and adapt to changing societal and economic demands. In Nigeria, educational policy reforms have been implemented to enhance the quality of education and improve academic achievement among pupils. This study focuses on the impact of such reforms on pupils' academic achievement in Kosofe Local Government Area, Lagos State.

Lagos State, as one of Nigeria's most populous and economically significant states, has been at the forefront of educational reforms in terms of policy. The state government has introduced various policies aimed at improving the quality of education, such as the Lagos State Education Reform Policy (LASERP). LASERP includes initiatives like increased funding for schools, teacher training programs, curriculum updates, and the provision of educational materials and infrastructure improvements (Ogunode, 2020). Educational reforms in Lagos State also emphasize the integration of technology in education. The introduction of e-learning platforms and the provision of digital resources have been aimed at enhancing teaching and learning processes, the use of education tabs (Eko Excell), as well as the "leave no child behind policy". These initiatives are expected to bridge the digital divide and ensure that pupils are well-equipped with the necessary skills for the 21st century (Adeyemi & Uko-Aviomoh, 2020).

Despite these efforts, there are still challenges that hinder the effective implementation of educational policies. Issues such as inadequate funding, lack of trained teachers, and poor infrastructure continue to affect the quality of education in many schools. Additionally, socioeconomic factors and disparities in resource allocation between urban and rural areas contribute to variations in educational outcomes (Olaleye, 2017).

Kosofe Local Government Area, being a part of Lagos State, experiences these dynamics firsthand. The area encompasses a mix of urban and semi-urban communities, with varying levels of access to educational resources. Understanding the specific impacts of educational policy reforms in this context is essential for identifying areas of improvement and ensuring that the intended benefits of these policies are realized. Studies have shown that effective educational reforms can lead to significant improvements in pupils' academic performance. For instance, increased investment in teacher training has been associated with better

teaching practices and improved student outcomes (Hanushek & Rivkin, 2010).

Similarly, the provision of adequate learning materials and infrastructure has been linked to higher academic achievement (Glewwe *et al.*, 2011). However, the success of these reforms depends on several factors, including the level of implementation, stakeholder involvement, and continuous monitoring and evaluation. Ensuring that policies are effectively translated into practice requires collaboration between government agencies, educators, parents, and the community at large.

This study examines the impact of educational policy reforms on pupils' academic achievement in Kosofe Local Government Area, Lagos State. By analyzing data on academic performance before and after the implementation of key policies, this research seeks to provide insights into the effectiveness of these reforms and identify factors that contribute to or hinder their success.

### Statement of the Problem

Education is widely regarded as a key driver of socio-economic development, and governments across the globe continue to introduce educational reforms to improve learning outcomes and academic achievements. Despite such efforts, the success of these reforms often varies due to contextual factors, particularly in under-resourced and diverse environments. In Kosofe Local Government Area of Lagos State, Nigeria, educational challenges such as inadequate infrastructure, overcrowded classrooms, and a shortage of trained teachers persist. These challenges undermine the objectives of reforms, leaving the academic performance of pupils below desired standards (Akinyele, 2022). Furthermore, disparities in resource allocation between urban and peri-urban schools further exacerbate inequalities in educational opportunities and outcomes (Olawale, 2023).

While past studies have examined the effects of educational reforms on learning environments, there is a gap in understanding their specific impact on pupils' academic achievement within Kosofe Local Government Area. This knowledge gap is particularly pronounced in exploring how reforms address unique socio-economic and infrastructural challenges prevalent in the region. Existing literature often highlights



national or state-level outcomes but neglects the nuanced realities faced by local schools (Adebanjo, 2021). Consequently, it becomes imperative to assess whether these reforms are effectively enhancing pupils' academic performance in this locality. This study aims to bridge this gap by investigating the impact of educational reforms on pupils' academic achievement in Kosofe Local Government Area of Lagos State.

### Purpose of the Study

The purpose of the study was investigate the Impact of Educational Reforms on Pupils' Academic Achievement in Kosofe Local Government Area, Lagos State. The specific objectives were to:

- i. examine the specific educational policy reforms implemented in Kosofe Local Government Area, Lagos.
- ii. assess the extent to which these educational policy reforms have been implemented effectively in schools within Kosofe.
- iii. explore the perceptions and experiences of stakeholders, including pupils and teachers, regarding the impact of educational policy reforms on pupils' academic success.

### Research questions

The following questions guided the study:

- i. What specific educational policy reforms have been implemented in schools within Kosofe Local Government Area, Lagos State?
- ii. To what extent have these educational policy reforms been effectively implemented across schools in Kosofe Local Government Area?
- iii. How do teachers and pupils in Kosofe Local Government Area perceive the impact of these educational policy reforms on pupils' academic success?

### Methodology

The study adopted a descriptive survey design to examine the impact of educational policy reforms on pupils' academic achievements in Kosofe Local Government, Lagos State. The target population consisted of

teachers in schools within Kosofe, Lagos State. Stratified sampling was utilized to select participants from various primary schools in Kosofe Local Government. Primary schools within the local government were randomly chosen to ensure fair representation.

A total of 50 teachers were randomly selected to participate in the study. Data was collected using a self-structured questionnaire titled "Impact of Educational Policy Reforms on Pupils' Academic Achievement" (IEPRPAA). The questionnaire consisted of two sections: Section A collected background information from respondents, while Section B focused on questions directly aligned with the research objectives.

Descriptive and inferential statistical methods were employed to analyze the collected data. Descriptive statistics summarized respondents' background information, while inferential analysis facilitated drawing reliable conclusions and inferences about the impact of educational policy reforms on pupils' academic achievements in Kosofe Local Government, Lagos.

### Distribution of Teacher based on Genders

Gender	Frequency (N)	Percentage (%)
Male	24	23.5
Female	78	76.5
<b>Total</b>	<b>102</b>	<b>100.0</b>

**Table 2**

### Results

**Table 1 Gender Frequency (N) Percentage (%)**  
Male 24 23.5 Female 78 76.5 Total 102 100.0

**Table 2** Table 1 indicated that out of 102 teachers sampled for Education

Policy in Kosofe Local Government, 24(23.5%) were male teachers while 78 (76.5%) were female. This shows that female teachers who participated in the study were more than their male counterparts.

**Table 1**

*Distribution Teachers based on Highest Qualification*

Highest Qualification	Frequency (N)	Percentage (%)
NCE	12	11.8
B. ED	74	72.5
M.ED	14	13.7
PhD	2	2.0
<b>Total</b>	<b>102</b>	<b>100.0</b>

Table 2 indicated that out of 102 teachers sampled for Education Policy in Kosofe Local Government, 12(11.8%) were NCE holders; 74(72.5%) were B, ED holders; 14(13.7%) were M. ED holders while 2(2.0%) were PhD holders. This implies that majority of the biology teachers involved obtained B.ED.

### Answering Research Questions

**Research Question 1:** What specific educational policy reforms have been implemented in schools within Kosofe Local Government Area, Lagos State?

Research question 1 was answered with Table 3 below

**Table 3**

*Education reforms implemented in schools in Kosofe*

S/N	Items	Mean	SD
1	The introduction of the "Educare" program has significantly improved the quality of primary education in Kosofe Local Government Area.	3.04	.628
2	The distribution of free GCE and JAMB forms has enhanced students' access to higher education opportunities.	3.06	.577
3	The local government has provided adequate educational facilities to support effective teaching and learning in schools.	2.75	.624
4	Teachers in Kosofe Local Government Area have received sufficient training and support to implement recent educational reforms.	3.02	.580
5	The state-of-the-art facilities introduced in schools have created a conducive learning environment for students.	2.69	.613
<b>Average</b>		<b>2.912</b>	<b>0.604</b>

Table 3 above illustrates the findings suggest that the most effectively implemented reforms are the distribution of free GCE and JAMB forms (Mean = 3.06, SD = .577) and the introduction of the "Educare" program (Mean = 3.04, SD = .628). These indicate high levels of agreement among respondents about their positive impacts. On the other hand, reforms related to providing state-of-the-art facilities (Mean = 2.69, SD = .613) and adequate educational facilities (Mean = 2.75, SD = .624) show relatively lower means, suggesting room for improvement in these areas. The overall average (Mean = 2.912, SD = .604) reflects a general agreement that the reforms have been beneficial, though the standard deviation indicates some variability in respondents' opinions.

**Research Question 2:** To what extent have these educational policy reforms been effectively implemented across schools in Kosofe Local Government Area?

The research question 2 was answered with Table 4 below

**Table 4**  
*Extent education policy reforms implemented*

S/N	Items	Mean	SD
1	Educational resources provided under the policy reforms are accessible to all schools in Kosofe Local Government Area.	2.98	.613
2	Monitoring and evaluation mechanisms have been established to ensure the sustainability of these educational reforms.	2.94	.542
3	There has been consistent funding to support the implementation of the educational policy reforms.	3.02	.545
4	The reforms have successfully addressed key challenges such as overcrowded classrooms and teacher shortages.	2.96	.525
5	Stakeholders (e.g., parents, teachers, and community leaders) are actively engaged in the implementation process of the reforms.	3.00	.597
<b>Average</b>		<b>2.98</b>	<b>0.564</b>

Table 4 reveals a positive perception of the extent to which educational policy reforms have been effectively implemented in schools within Kosofe Local Government Area, with an average mean score of 2.98 and a standard deviation of 0.564. The item with the highest means (3.02, SD = 0.545) indicates that consistent funding has been relatively well-implemented, suggesting financial stability in supporting these reforms. Engagement of stakeholders (Mean = 3.00, SD = 0.597) and accessibility of educational resources (Mean = 2.98, SD = 0.613) also scored relatively high, emphasizing inclusivity and active participation. However, mechanisms for monitoring and addressing challenges like overcrowded classrooms (Mean = 2.94, SD = 0.542 and 2.96, SD = 0.525, respectively) were slightly lower, indicating areas where further effort may be required.

Overall, the data reflects an effective implementation, though some variability suggests room for improvement in certain aspects.

**Research Question 3:** What are the perceptions of teachers regarding the effectiveness of educational policy reforms in Kosofe Local Government?

**Table 5**  
*Perceptions of teachers regarding educational policy reforms*

S/N	Items	Mean	SD
1	Teachers believe the reforms have improved their teaching practices in Kosofe Local Government	3.20	.564
2	Teachers believe the reforms have improved their teaching experiences in Kosofe Local Government.	3.10	.536
3	Teachers think the reforms have been well-managed in Kosofe Local Government.	2.94	.672
4	Teachers think the reforms have made teaching more engaging in Kosofe Local Government	3.06	.611
5	Teachers believe the reforms have addressed their professional development needs in Kosofe Local Government	2.94	.577
<b>Average</b>		<b>3.048</b>	<b>0.592</b>

Table 5 above illustrates the perceptions of teachers regarding educational policy reforms as indicated by the respondents. Taking the benchmark of mean as 2.50. In analysing research question 1, the responses of the teachers in Kosofe (means) for all the five questionnaire items were above the benchmark of 2.50 mean. The average mean and standard deviation are (M = 3.05, SD = 0.564). This indicated that the perception of teachers in Kosofe regarding the effectiveness of educational policy reforms was very high.

### Discussion of Findings

The findings revealed that specific educational policy reforms implemented in schools within the Kosofe Local Government Area

include the distribution of free GCE and JAMB forms and the introduction of the "Educare" program. These reforms have been notably effective in reducing barriers to education and enhancing access for students, which aligns with research emphasizing the role of subsidized programs in improving educational participation (Afolabi, 2024). However, the implementation of reforms related to state-of-the-art facilities and the provision of adequate educational infrastructure showed lower effectiveness, indicating challenges in resource allocation and infrastructure development. As Oladele (2023) points out, the availability of modern facilities is essential for creating an environment conducive to learning yet remains a persistent issue in the Nigerian education system. These findings highlight both the successes achieved and the areas requiring targeted interventions for more holistic educational improvement.

These findings also revealed a positive perception of the extent to which educational policy reforms have been effectively implemented in schools within the Kosofe Local Government Area. Consistent funding has been identified as a key factor supporting these reforms, which corroborates the assertion by Ogunlewe (2023) that stable financial investments are essential for the success of educational initiatives. Additionally, the active engagement of stakeholders and accessibility of educational resources highlight the inclusivity of the reform process, aligning with the findings of Bilesanmi (2023), who emphasized the importance of stakeholder collaboration in achieving sustainable educational improvements. However, the relatively lower effectiveness in addressing challenges such as overcrowded classrooms and insufficient monitoring mechanisms underscores persistent issues that require attention. This observation is consistent with Bilesanmi's (2023) argument that infrastructural bottlenecks and weak evaluation frameworks often hinder the full realization of educational reform objectives.

The findings indicate that teachers in Kosofe Local Government Area perceive educational policy reforms positively, with a grand mean of 3.05. This suggests that teachers believe the reforms have enhanced their teaching practices, improved their teaching experiences, and made teaching more engaging. Additionally, the reforms are perceived to have addressed professional development needs and been relatively well-

managed. These perceptions align with the assertion by Hanushek and Rivkin (2010) that increased investment in teacher training correlates with improved teaching practices and better student outcomes. Similarly, recent studies, such as those by Ogunlewe (2023), emphasize the importance of consistent teacher training and professional development in fostering effective instructional strategies. These findings suggest that the reforms in Kosofe have been successful in enhancing the quality of teaching and learning.

### Conclusion

In conclusion, the study highlights the notable progress achieved through educational policy reforms within the Kosofe Local Government Area. Key initiatives, such as the distribution of free GCE and JAMB forms and the introduction of the "Educare" program, have significantly improved access to education and reduced barriers for students. These reforms have positively impacted teaching practices, enhanced learning experiences, and addressed professional development needs among teachers. However, challenges such as inadequate state-of-the-art facilities, insufficient infrastructure, and gaps in monitoring mechanisms were identified, signaling areas that require targeted interventions. Overall, while the reforms have been largely effective and well-received, addressing the existing challenges is crucial to ensuring sustainable and holistic educational development in Kosofe.

### Recommendation

This study recommends the following.

The government should continue to provide adequate funding and consistent implementation across all public schools in Kosofe Local Government Area of Lagos state to sustain and improve on the level of progress made.

School administrators should create a more engaging and interactive learning environment by incorporating diverse teaching methods, such as project-based learning, to maintain and increase pupils' interest and motivation during the teaching and learning process.

Curriculum planners should ensure that teachers teach pupils on how to effectively communicate, collaborate, and resolve conflicts to create a



more positive and supportive school environment that will benefit both their academic and personal growth.

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## Social Support and Support Need as Predictors of Parenting Stress of Mothers of Children with Autism Spectrum Disorder in Lagos Nigeria

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### Abstract

*Because of the particular difficulties involved in providing care, mothers of children with autism spectrum disorder (ASD) frequently endure high levels of stress. Limited access to resources and social support in Lagos, Nigeria, makes this stress worse, underscoring the need for studies on variables that can lessen these impacts. This study, conducted in Lagos, Nigeria, explored the relationship between social support, support needs, and parental stress among mothers of children with Autism Spectrum Disorder (ASD). Employing a descriptive survey design, the research involved 100 mothers of children with ASD. Data were collected using the Coping Health Inventory for Parents (CHIP), the Family Needs Questionnaire (FNQ), the Social Support Scale (SSS), and the Parenting Stress Index-Short Form (PSI). Hypotheses were tested at a 0.05 significance level, with multiple linear regression analysis and Pearson Product-Moment Correlation (PPMC) used to examine correlations and the predictive influence of the variables. The study revealed significant positive correlations between parenting stress and social support ( $r = .31$ ,*