INVESTIGATING THE CONSEQUENCES AND IMPLICATIONS OF REFORMING TRADITIONAL EDUCATIONAL PRACTICES ON NATIONAL EDUCATION POLICY IN OWERRI EDUCATION ZONE ONE, IMO STATE

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ABSTRACT

This study is on Consequences and Implications of Reforming Traditional Educational Practices on National Education Policy in Owerri Education Zone One, Imo State. The study was guided by three research questions. Owerri Education Zone One is comprised of three Local Government Areas which are; Owerri Municipal, Owerri North and Owerri West. The population of this study is comprised of all secondary school teachers in Public Secondary Schools in Owerri Education Zone One, Imo State. The population of teachers in Public Secondary Schools in Owerri Zone 1 is comprised of 1102 teachers. Purposive sampling technique was used to select 4 schools of both Junior Secondary Schools and Senior Secondary Schools from each Local Government Area in Owerri Zone 1. The sample comprised of 300 teachers in Owerri Zone One. Simple proportionate random sampling technique was used in selecting 75 teachers from each of the LGA. The instrument for data collection was a structured questionnaire titled **"Reforming Traditional Educational Practices on National Education Policy Questionnaire (RTENEPQ)."** The reliability of the instrument was established using Cronbach alpha coefficient which yielded an index of 0.86. Data collected was and analysed using mean and standard deviation. The findings in Table 1 provide strong evidence that reformed educational practices are influencing student learning outcomes in a positive way in Owerri Education Zone One. The data suggests that these reforms are promoting critical thinking, deeper understanding, and increased engagement and motivation among students, ultimately leading to improved academic achievement. The study recommended that Policymakers should prioritize increased funding and resource allocation to support the implementation of reformed educational practices in Owerri Education Zone One. This will help address the challenges of inadequate infrastructure, technology, and instructional materials.

Introduction

Education occurs in both formal and informal institutions. Primary education and higher secondary schools are examples of formal education. Family, community, and cultural institutions provide informal education (Debrah, Vidal & Dinis, 2021). Access to education is a basic human right and a pre-requisite for the exercise of other human rights (Claude, 2004). Education is the foundation for an individual's development as well as the development of a society. Knowledgeable, intelligent, skilled, creative, and socially aware individuals ensure the development of a healthy society (Wong, 2024). Education acts as a tool to improve the socio-economic status of individuals and ensures a better living (Burchi, 2006). Education is the most important instrument of change and development of a nation. According to Simsir and Dilmac (2020), individuals develop self-discipline, knowledge, and skills through education that helps a nation to sustain pace with international developments in different fields.

Education acts as an instrument to maintain peace, tranquility, and equality in society (Ali, 2023). On the contrary, illiteracy, ignorance, and lack of knowledge are the root causes for conflicts, inequalities, and injustice in modern society. Nations aspire to develop education systems that guarantee equality, justice, empowerment, and socio-economic and political development of all people irrespective of class, colour, religion, gender, and geography. Nigeria's education system evolved from informal, missionary, and colonial eras into its current formal structure, which features a 9-year basic education (primary and junior secondary) followed by senior secondary and tertiary levels. The earliest form of education was informal, focusing on character, skills, and spiritual development tailored to community needs, with children learning vocational skills through family and social structures. Before western education breached Nigerian borders, children according to Evgeniou (2022) were taught two different kinds of education across the country which are;

Religious Education: Northern Nigeria was prominently taught purely Islamic religious education before the British occupation in the 1840s. Each Muslim community in Nigeria had a mallam who taught children as early as 5 years old the teachings of the Qur'an and the Arabic alphabet. In larger cities, communities set up schools that also taught science and maths. By 1913, almost all Islamic schools were built in the north, save for a few exceptions, and were approximately 19,073 in total, with over 143,000 students enrolled.

Indigenous Education: The indigenous form of education was the second form of education that existed in Nigeria before the 1840s. In this system, children were taught practical skills that were necessary depending on the needs of the local community and general society within a certain area. Children as young as two to three years old belonged to an age group, and each age group was assigned specific duties around their village, such as clearing brush or sweeping lanes. As the children grew older, they were given specific tasks depending on their sex; boys were taught farming or more-specialized tasks, such as drumming and wood carving, whereas girls were also taught domestic skills. The boys would also enter into apprentice-style relationships with master craftsmen, and this style of education is also still practiced in Nigeria today.

Hence, Religious education and Indigenous education hold significant importance in Nigeria's educational landscape, imparting moral values and preserving cultural heritage crucial for identity. In Owerri Education Zone One, Imo State, these elements may shape learner worldviews and contextual relevance. Integration of such aspects may enrich curriculum meaning and local engagement. Balancing these with modern educational goals requires careful policy navigation reflecting Nigeria's pluralism. Effectiveness of these reforms necessitates stakeholder dialogue involving religious and community leaders for contextual fit. Harmonizing traditional, religious, and contemporary education may foster holistic development aligned with national policy objectives (Adebowale & Oluwole, 2006).

Reforming traditional education by shifting from rote learning to holistic, skills-based approaches impacts national education policy by fostering skilled workforces, promoting socio-economic growth, ensuring national security, and creating a more inclusive society (Masudi, 2024). However, implementation faces challenges such as inadequate funding, political instability, inconsistent policies, and resistance to change from stakeholders, requiting innovative solutions like public-private partnerships, technology integration, and curriculum revisions to succeed (Brown, Gallagher-Mackay, & Parekh, 2020). Muhammad, Ardi, and Fakulta, (2024) in their findings found out that the implementation of curriculum reforms faced significant challenges, including inadequate teacher training, logistical difficulties, and resource constraints. The authors further found out that teachers struggled to adapt to new content and methods with minimal preparation, while administrators highlighted the scarcity of resources, such as updated textbooks and modern classroom technologies. Additionally, resistance to change from teachers and challenges for students in adapting to independent learning and project-based assessments hindered the smooth implementation of the reforms

Traditional education is characterized by teacher-centered instruction, where educators impart knowledge to students through lectures and demonstrations. This approach often emphasizes rote memorization and

standardized testing to assess learning outcomes. Alessa and Hussein (2023) supported that traditional teaching is described as a deductive approach where teachers provide rules followed by examples, and students passively receive information in a linear flow from general to specific concepts. This method often features minimal technology use, such as slides for lectures, and focuses on direct instruction with limited student engagement or interaction. Muhammad, Ardi, and Fakulta, (2024) found out that stakeholders, including teachers, administrators, and students, had varied perceptions of curriculum reforms based on their roles and involvement. Teachers and administrators expressed concerns about implementation challenges, such as inadequate training and resources, while acknowledging the reforms' potential benefits. Students had mixed reactions, appreciating the more interactive learning environment but finding the increased emphasis on independent learning and critical thinking demanding

Traditional education curriculum is typically structured around core subjects like mathematics, science, and literature, with a focus on transmitting foundational knowledge (Amirova, 2025). Classroom settings are usually formal, with students expected to adhere to strict rules and disciplinary norms, such as raising hands to speak, respecting teacher authority, and following established protocols for behavior and interaction. According to (Bhardwaj, Zhang, Tan & Pandey, 2025) Teaching methods prioritize direct instruction, where the teacher is the primary source of information. Student engagement is often limited to listening and note-taking, with less emphasis on interactive or collaborative learning. Assessment methods rely heavily on written exams and grades to evaluate student performance, typically through multiple-choice questions, short answer questions, or essay prompts that assess knowledge retention, comprehension, analytical thinking, and the ability to articulate ideas effectively (Bremner, Sakata & Cameron, 2022).

The traditional model according Almulla (2023), assumes a one-size-fits-all approach, with limited flexibility to accommodate diverse learning needs resulting in several challenges, including: Lack of Personalization, Uniform Teaching Methods, Fixed Assessment Criteria, Limited Flexibility in Learning Pace and Struggles of Diverse Learners. This approach may undermine creativity, critical thinking, and problem-solving skills, as it prioritizes memorization and standardization over individualized learning experiences. This system has been effective in preserving cultural heritage and foundational knowledge but may lack adaptability to modern educational demands. Critics argue that it can stifle creativity and critical thinking skills in students (Alsaleh, 2020). Despite its limitations, traditional education remains prevalent in many parts of the world, serving as a foundation for more contemporary educational approaches. Its structured nature provides a sense of stability and consistency in the learning process, which is crucial for students' academic growth and development. However, according to UOTP Marketing (2023), reforming traditional educational practices under national education policies like India's National

Education Policy (NEP) 2020 and Nigeria's recent reforms aims to address limitations of the traditional model.

Reforming traditional educational practices has profound consequences and implications for national education policy, particularly in the Nigerian context like Owerri Education Zone One. According to Abdulganeey, Abu, Awah, Akande, Koranteng, and Umekwe, (2025), the shift towards more inclusive, competency-based, and technology-integrated learning environments challenges conventional teaching methodologies prevalent in many Nigerian schools. Haruthaithanasan (2018) found out that the administration reform significantly enhanced the learning sources reform and the teacher reform, and then the latter reforms significantly enhanced the instruction reform; that is, the implementation of administration reform was the key factor to increasing the implementation of all other school reform policies, such as learning sources reform, teacher reform, and instruction reform.

This reform necessitates a reevaluation of curriculum design, assessment strategies, and teacher training programs to align with modern educational needs (Haleem, Javaid, Qadri, & Suman, 2022). National policies must adapt to support these changes, ensuring equitable access to quality education across diverse regions. The reform's success hinges on addressing infrastructural deficits, particularly in rural areas, to facilitate effective technology integration (Rachid & Igbida, 2022). Moreover, cultural sensitivities and contextual relevance are crucial for the successful implementation of reformed practices. According to Eden, Onyebuchi, and Adeniyi, (2024), Policymakers must balance global best practices with local realities to foster meaningful educational transformation. Historical precedents show that successful reforms require sustained political will and stakeholder engagement (Patrinos, 2014). The Nigerian National Education Policy can serve as a guiding framework for harmonizing reforms with national development goals. Effective reform implementation can lead to improved learning outcomes and better-prepared graduates for the workforce. Monitoring and evaluation mechanisms are essential to assess reform impact and inform future policy adjustments. The reform process also presents opportunities for public-private partnerships to supplement government efforts. Ultimately, reformed educational practices can contribute significantly to Nigeria's socio-economic development and global competitiveness.

The implications of reforming traditional educational practices extend beyond the classroom, influencing broader societal and economic outcomes in Imo State and Nigeria at large. According to Kilag, Andrin, Abellanosa, Villaver Jr, Uy, and Sasan, (2024), a well-implemented reform can foster a more skilled and adaptable workforce, driving economic growth and innovation in sectors relevant to Nigeria's development needs. Muhammad, Ardi, and Fakulta, (2024) found out that the curriculum reforms had a mixed impact on student development and learning outcomes, with noticeable improvements in student

engagement and motivation, particularly in interactive and hands-on learning environments. The authors above further found out that some students struggled with the shift to independent learning and critical thinking, highlighting a gap in preparedness and support. Administrators were optimistic about the long-term benefits of the reforms, believing they would prepare students for future challenges by developing valuable skills such as problem-solving and critical thinking.

The long-term consequences of educational reform on national policy will depend on the effectiveness of implementation and adaptability to evolving needs in Owerri Education Zone One and beyond. Successful reforms can lead to a more educated and skilled populace, contributing to sustainable development and global competitiveness for Nigeria. However, challenges such as resource constraints, cultural resistance, and infrastructural deficits must be addressed proactively (Adeleke, Adeleke, & Umoren, 2025). Historical experiences show that sustained commitment and flexibility are keys to overcoming implementation hurdles. The reform process offers opportunities for interdisciplinary collaboration and innovation in teaching-learning (Gassol, 2025). According to Kalita (2024), National education policy must prioritize inclusivity; ensuring reforms benefit all learners regardless of background; National education policy must prioritize inclusivity; ensuring reforms benefit all learners regardless of background, by: Addressing Diverse Needs, Culturally Responsive Curriculum, Teacher Training and Continuous Feedback. This approach may foster a more equitable and effective education system, promoting social mobility and individual growth. Hence, government's role in providing supportive policy frameworks and resources is crucial for reform sustainability. By learning from past (traditional) reform efforts, Nigeria can design more effective and contextually relevant educational policies. The future of Nigeria's education system hinges on the success of these reforms and their ability to adapt to future challenges.

The global shift towards reforming traditional educational practices has led to significant changes in teaching methodologies, curriculum design, and assessment strategies. In Nigeria, particularly in Owerri Education Zone One, Imo State, these reforms aim to enhance learning outcomes, promote critical thinking, and align education with national development goals. This study explores the consequences and implications of these reforms on national education policy. While existing research has examined the impact of educational reforms in various contexts, there is a notable gap in understanding the specific implications of these reforms in Owerri Education Zone One. Previous studies have focused on broader national or international perspectives, leaving a knowledge gap at the local level. This study aims to fill this gap by investigating the experiences and perceptions of stakeholders in Owerri Education Zone One. By examining the consequences of reforms on national education policy, this research will provide valuable insights into the effectiveness of current policies and identify areas for improvement.

Statement of the Problem

Despite efforts to reform traditional educational practices, the implementation of educational reforms in Owerri Education Zone One, Imo State, Nigeria, faces significant challenges that may undermine their effectiveness. Despite efforts to enhance learning outcomes and promote critical thinking, inadequate teacher training, resource constraints, and resistance from stakeholders persist. These challenges impact student learning outcomes and the overall quality of education. There is a notable gap in understanding the specific consequences and implications of these reforms on national education policy in the local context. The lack of research on local implementation experiences hinders policymakers' ability to address specific challenges. As a result, reforms may not be tailored to meet the unique needs of Owerri Education Zone One. In this context, the researchers aim to investigate the consequences and implications of reforming traditional educational practices on national education policy.

Purpose of the Study

The general purpose of the study is to investigate the Consequences and Implications of Reforming Traditional Educational Practices on National Education Policy in Owerri Education Zone One, Imo State, Nigeria. Specifically, the study seeks to find out;

1. evaluate the extent reformed educational practices influence student learning outcomes in Owerri Education Zone On
2. Examine the perceptions of key stakeholders toward the reforms on the consequences and implication for national educational policy.
3. Identify the major challenges faced by educators and policymakers in implementing reformed practices.

Research Questions

The following Research Questions guided the study:

1. To what extent do reformed educational practices influence student learning outcomes in Owerri Education Zone One?
2. What is the perception of key stakeholders toward the reforms on the consequences and implication for national educational policy in Owerri Education Zone One?
3. What are the major challenges faced by educators and policymakers in implementing reformed educational practices in Owerri Education Zone One?

Methods

The design adopted for this study was descriptive survey design. According to Nworgu (2015) descriptive survey as a research design aim at collecting data and describing in a systematic manner, the characteristics, features or facts about a given population. Owerri Education Zone One comprised of three Local Government Areas which are; Owerri Municipal, Owerri North and Owerri West. The population of this study is comprised of all secondary school teachers in Public Secondary Schools in Owerri Education Zone One, Imo State. The population of teachers in Public Secondary Schools in Owerri Zone One is comprised of 1102 teachers. Purposive sampling technique was used to select 4 schools of both Junior Secondary Schools and Senior Secondary Schools from each Local Government Area in Owerri Zone One. The sample comprised of 300 teachers in Owerri Zone One. Simple proportionate random sampling technique was used in selecting 75 teachers from each of the LGA. The sampling is as follows;

In Owerri Municipal, Boys Secondary School New Owerri ten (10) teachers, Comprehensive Development Secondary School Douglas Road Owerri twenty (20) teachers, Owerri City School twenty-five (25) teachers, and Urban Development Secondary School twenty (20) teachers.

In Owerri North, all the sampled schools have Junior Secondary and Senior Secondary School. Cassita Maria Secondary School, Emekuku twenty-five (25) teachers, Community Secondary School, Emekuku twenty (20) teachers, Comprehensive Secondary School, Agbala fifteen (15) teachers, Comprehensive Secondary School, Emekuku fifteen (15) teachers.

Finally, in Owerri West, all the sampled schools have Junior Secondary and Senior Secondary School. Amakohia UBI Secondary School have twenty-five (25) teachers, ARA Secondary School twenty (20) teachers, Army Day Secondary School, Obinze fifteen (15) teachers, Comprehensive Secondary School Umualum Nekede fifteen (15) teachers.

Instrumentation

The instrument for data collection was a structured questionnaire developed by the researchers titled "Reforming Traditional Educational Practices on National Education Policy Questionnaire (RTENEPQ)" The instrument was based on four-point Likert scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) for RQ 1 and Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) for RQ 2 and 3 respectively. To ascertain the reliability of the instrument, a trial test was carried out. The instrument was administered to 20 public secondary school teachers of Community Secondary School, Orogwe in Owerri West LGA. The data collected was tested using Cronbach Alpha coefficients which yielded an index 0.86 which is considered reliable for the study. Data obtained from the field trip was analysed using Mean and Standard Deviation. Considering the four-point

Likert scale instrument adopted, a mean cut-off point of 2.50 was used for decision making on the outcome of the analysis.

Results

To what extent do reformed educational practices influence student learning outcomes in Owerri Education Zone One?

Table 1: Means scores on the extent reformed educational practices influence student learning outcomes in Owerri Education Zone One

S/N	Items	VHE	HE	LE	VLE	N	$\bar{x}$	STD	Decision
1	Reformed educational practices enhance students' critical thinking skills.	174	87	28	11	300	3	0.81	Positive
2	The new curriculum promotes deeper understanding and application of subject matter.	166	83	31	20	300	3	0.91	Positive
3	Students exhibit increased engagement and motivation in learning activities.	207	58	29	6	300	4	0.75	Positive
4	Reformed practices lead to improved academic achievement and grades.	211	66	19	4	300	4	0.67	Positive
5	The emphasis on project-based learning develops students' problem-solving skills.	182	77	32	9	300	3	0.8	Positive
6	Students demonstrate better retention and recall of information learned through reformed practices.	191	62	33	14	300	3	0.87	Positive
7	The reformed educational practices will foster a more collaborative and interactive learning environment.	186	66	39	9	300	3	0.83	Positive

The results presented in Table 1 indicate that teachers in Owerri Zone One perceive a significant impact of reformed traditional educational practices on students' learning outcomes. Specifically, items 3 and 4, with mean scores of 3.6, suggest that the reformed practices are associated with enhanced student engagement and motivation (M = 3.6) and improved academic achievement and grades (M = 3.6). These findings imply that the adoption of reformed traditional educational practices may yield positive outcomes for students in the study area.

What is the perception of key stakeholders toward the reforms on the consequences and implications for national educational policy in Owerri Education Zone One?

Table 2: Means scores on perceptions of key stakeholders toward the reforms on the consequences and implication for national educational policy.

S/N	Items	SA	A	D	SD	N	x̄	STD	Decision
1	The educational reforms will lead to improved student outcomes and better preparation for the workforce.	207	65	28	-	300	3.6	0.66	Positive
2	The reforms will result in a more equitable distribution of educational resources across the country.	212	46	22	12	300	3.5	0.803	Positive
3	The changes in traditional educational policy will enhance the overall quality of education in the nation.	207	68	23	2	300	3.6	0.659	Positive
4	The reforms will lead to increased accountability and transparency in the education system.	226	47	23	2	300	3.7	0.68	Positive
5	The new policies will result in a more relevant and effective curriculum that prepares students for the challenges of the 21st century.	197	89	14	-	300	3.6	0.576	Positive

6	The reforms will have a positive impact on the nation's economic growth and development.	188	78	22	12	300	3.5	0.799	Positive
7	The changes in national educational policy will lead to increased access to quality education for marginalized and disadvantaged groups	168	73	33	37	300	3.2	1.036	Positive

The findings in Table 2 reveal that teachers in Owerri Zone One perceive significant implications of educational reforms on national policy. With mean scores ranging around 3.6, the respondents generally agree that these reforms will yield positive outcomes, including enhanced student performance, better workforce preparation, and improved educational quality. Furthermore, the teachers believe that policy changes will lead to a more effective and relevant curriculum, as well as increased accountability and transparency in the education system. These perceptions underscore the potential benefits of reforming traditional educational policies to meet the demands of the 21st century.

What are the major challenges faced by educators and policymakers in implementing reformed educational practices in Owerri Education Zone One?

Table 3: Means scores on major challenges faced by educators and policymakers in implementing reformed practices.

S/N	Items	SA	A	D	SD	N	$\bar{x}$	STD	Decision
1	Inadequate funding and resources are a significant challenge in implementing reformed educational practices in our zone.	212	66	22	-	300	3.6	0.616	Positive
2	Lack of teacher training and professional development opportunities hinders the effective implementation of reformed practices.	206	69	20	5	300	3.6	0.691	Positive
3	Resistance to change from teachers, administrators, or the community is a major obstacle in implementing reformed educational practices.	197	57	34	12	300	3.5	0.847	Positive
4	Insufficient infrastructure and technology infrastructure (e.g., classrooms, ICT facilities) poses a challenge to implementing reformed practices.	189	107	4	-	300	3.6	0.514	Positive
5	The large class sizes and teacher workload in our zone make it difficult	172	73	38	17	300	3.3	0.904	Positive

	to effectively implement reformed educational practices.							
6	The lack of clear guidelines and support from policymakers and education authorities hinders the implementation of reformed practices.	169	104	12	15	300	3.4	0.791	Positive
7	The assessment and evaluation methods used in our zone are not aligned with the reformed educational practices, creating challenges for teachers and students.	192	102	6	-	300	3.6	0.526	Positive

The findings presented in Table 3 reveal that teachers in Owerri Zone One acknowledge substantial challenges in reforming traditional educational practices within the national education policy framework. Notably, the mean scores ranging from 3.6 in items 1, 2, 4, and 7 indicate a generally positive perception of the impact of these reforms.

Summary of Findings

From the analyses of this study, the following major findings were made:

1. Teachers in Owerri Zone One perceive reformed traditional educational practices as having a significant positive impact on students' learning outcomes, particularly in enhancing engagement and academic achievement.

2. Teachers in Owerri Zone One perceive educational reforms as having significant positive implications for national policy, yielding enhanced student performance, better workforce preparation, and improved educational quality.

3. Teachers in Owerri Zone One acknowledge challenges in reforming traditional educational practices but generally perceive the impact of these reforms positively.

Discussion

The findings in Table 1 provide strong evidence that reformed educational practices are influencing student learning outcomes in a positive way in Owerri Education Zone One. The data suggests that these reforms are promoting critical thinking, deeper understanding, and increased engagement and motivation among students, ultimately leading to improved academic achievement. These findings have important implications for educational policy and practice, and highlight the need for continued support for reformed educational practices that prioritize student-centered learning and deeper understanding of subject matter. The finding of Haruthaithanasan (2018) is in line with the present day study. The author found out that the administration reform significantly enhanced the learning sources reform and the

teacher reform, and then the latter reforms significantly enhanced the instruction reform; that is, the implementation of administration reform was the key factor to increasing the implementation of all other school reform policies, such as learning sources reform, teacher reform, and instruction reform. Muhammad, Ardi, and Fakulta, (2024) also found out that the curriculum reforms had a mixed impact on student development and learning outcomes, with noticeable improvements in student engagement and motivation, particularly in interactive and hands-on learning environments.

The findings in Table 2 provide strong evidence that key stakeholders in Owerri Education Zone One perceive the reforms as having a positive impact on national educational policy. The data suggests that stakeholders believe the reforms will lead to improved student outcomes, more equitable distribution of resources, and enhanced quality of education. These findings have important implications for policy implementation and highlight the need for continued stakeholder engagement and support. The findings of Muhammad, Ardi, and Fakulta, (2024) corroborates with the present day findings. The authors found out that the curriculum reforms had a mixed impact on student development and learning outcomes, with noticeable improvements in student engagement and motivation, particularly in interactive and hands-on learning environments. The authors above further found out that some students struggled with the shift to independent learning and critical thinking, highlighting a gap in preparedness and support. Administrators were optimistic about the long-term benefits of the reforms, believing they would prepare students for future challenges by developing valuable skills such as problem-solving and critical thinking.

The findings in Table 3 provide a comprehensive understanding of the major challenges faced by educators and policymakers in implementing reformed educational practices in Owerri Education Zone One. The data suggests that addressing these challenges will require a concerted effort from policymakers, educators, and the community to ensure the successful implementation of these reforms. The findings of Muhammad, Ardi, and Fakulta, (2024) corroborates with the present day study. Their findings revealed that implementation of curriculum reforms faced significant challenges, including inadequate teacher training, logistical difficulties, and resource constraints. The authors further found out that teachers struggled to adapt to new content and methods with minimal preparation, while administrators highlighted the scarcity of resources, such as updated textbooks and modern classroom technologies. Additionally, resistance to change from teachers and challenges for students in adapting to independent learning and project-based assessments hindered the smooth implementation of the reforms

Conclusion

The study reveals that reformed educational practices have a positive impact on student learning outcomes in Owerri Education Zone One. Teachers perceive these reforms as enhancing critical thinking,

engagement, and academic achievement. Stakeholders also believe that the reforms will lead to improved student outcomes, increased accountability, and a more relevant curriculum. However, educators and policymakers face significant challenges, including inadequate funding, lack of teacher training, and insufficient infrastructure. Despite these challenges, the findings suggest that the reforms have the potential to improve the quality of education in the zone. The study highlights the need for policymakers to address the identified challenges to ensure successful implementation. Overall, the reforms are perceived as a step in the right direction. With proper support and resources, educators can effectively implement these reforms. The study's findings have implications for educational policy and practice in Owerri Education Zone One. The reforms can lead to improved educational outcomes and better-prepared students.

Recommendations

1. Policymakers should prioritize increased funding and resource allocation to support the implementation of reformed educational practices in Owerri Education Zone One. This will help address the challenges of inadequate infrastructure, technology, and instructional materials.

2. Educational authorities should provide regular training and professional development opportunities for teachers to enhance their capacity to implement reformed practices effectively. This will help address the challenge of lack of teacher training and ensure that teachers are equipped to deliver high-quality education.

3. Policymakers and educational authorities should develop clear guidelines and support systems to facilitate the implementation of reformed educational practices. This should include providing support for teachers, establishing effective assessment and evaluation methods, and promoting a culture of transparency and accountability in the education system.

Data availability

No datasets were generated or analyzed during the current study.

Declarations
Ethics approval and consent to participate
The author(s) declare that it is not applicable.

Consent for publication

The author(s) declare that this is not applicable.

Competing interests

The author(s) declare that they have no competing interests.

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