Original Research Article

Factors for the Successful Implementation of Policies

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Abstract

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This paper describes factors for the effective execution of policies. Implementation of policies is the most important phase after the formulation of policies. Perhaps because of its significance, some academics refer to the phase of policy execution as the core of the policy process. Policy execution is essentially the method of translating a policy into action and presumptions into outcomes through different initiatives and policy execution determines some of the main factors for effective policy execution. In order to achieve effective policy execution, distinct scholars proposed distinct factors. The literature on effective policy implementation variables demonstrates that a range of outcomes are essential to consider when approaching the implementation of education policy, such as policy design, stakeholders and their involvement, institutional, policy, and societal context, and implementation strategy. Most individuals recognize the main factor as: the program being implemented, the individuals involved, the officials, educators and students involved, and the rganization in which they operate.

Keywords: Effective, factors, policy, implementation

INTRODUCTION

Today we are living in an age in which change becomes inevitable. It is obvious that the world is forever keen on targeting and attaining quality education, comprehensive and rapid socioeconomic development, establishing autonomous systems, and good governance, which is on the verge of its renaissance. The governance has been busy in a major attempt to put the nation on a path to improving socially, politically and economically (MoE 2010; 2002; Bekele shibiru, 2011).

In addition, the application of education policy is a purposeful and multidirectional change process aimed at putting a particular policy into practice that can influence a multi-level education system. It is purposeful to the extent that the process is supposed to alter education according to certain policy goals; it is multidirectional as it can be inflected by performers at different levels. It is multidirectional because it can be inflected by performers at different points in the education scheme; it is

contextualized in that organizations and societal shocks and trends, i.e. in culture, demography, politics and economy, influence the education system and the manner in which a phenomenon affects the education system.

It is contextualized in that organizations and societal shocks and trends, i.e. in culture, demography, politics and economy, influence the education system and how a policy is formed and translated in the education industry (Okoli and Onah, 2003; Ikelegbe, 2006; Vienne R. and B. Pont, 2017).

Farthermore, education policy implementation it is a purposeful and multidirectional change process aiming to put a specific policy into practice and which may affect an education system on several levels. It is purposeful to the extent that the process is supposed to change education according to some policy objectives; It is multidirectional because it can be inflected by actors at various points of

the education system; It is contextualized in that institutions and societal shocks and trends i.e.in culture, demography, politics and economy- affect the education system and the ways in which a policy is shaped and translates in the education sector (Okoli and Onah, 2003; Ikelegbe, 2006; Vienne, R. and B. Pont, 2017).

The main factors connected with policy execution were researched by Borman (2003) and the finding was the nature of innovation, the roles of the principal, the role of the district and the vision and empowerment, clarity of objectives, and means, is crucial, complexity relates to the difficulty of change, acceptance of innovation, perception of quality, value and practicality by individuals.

METHODS AND RESULTS

Factors for Successful Policy Implementation

There are many considerations for effective policy execution. Various scholars have suggested distinct variables in effective policy execution or the variables have to be regarded differently in effective policy execution..Some of them have been discussed in the effective policy execution chapter. Point (2017; 2834) highlighted that four main determinants in the effective execution of policy and these four aspects must be taken into consideration when approaching the execution of education policy: these are (1) policy design
(2) stakeholders and their involvement (3) institution and context (4) the implementation strategy.

Design of the policy

The policy design is the way in which a policy is discussed and framed the logic it indicates between the policy issue and the solution it provides, and the feasibility of the latter largely determines whether and how a policy can be enacted.

Policy Justifications

A policy can react to a need or perception of a need that needs to be obviously outlined to promote the solution's f ormulation, legitimacy and execution. (Emma E.O. Chuk wuemeka, 2013; Haddad and Demsky, 1995).

Policy logic

The clarity of policy objectives and their priorities in policy laws have an effect on the implementation agencies ' op erational level. Furthermore, various actors may have dist inct interpretations of policy objectives. (Emma Chukwue meka, E.O 2013).

Feasibility

Decision makers face several limitations when formulating a strategy, including the need to pass the bill, which may encourage them to concentrate more on what they can do politically than practically (Jack Rabin ; 2007, Sylvia Leung, 2013; Donaldson, G; 2015).

The Stakeholders and their Engagements

Individuals and organisations implement education strategies that make them central to the implementation process both because of their own features and because of their relationships with other determinants. Political actors such as instructional experts or engineers: (1) educators, educators, administrators, scientists and scholars; (2) economists and financial experts: costs and funding ability, effectiveness and productivity of investment in education, economic and employment related instructional objectives; (3) researchers: like research, better integration should be achieved.4) Administrators: like procedures, tasks and organisation of administrative structures ; (5) planners: a systemic vision of the education industry as a whole; (6) senior public officials, ministers of education / major educational organizations, other educational organizations, govern-ment agencies and intergovernmental bodies and onofficial actors, stakeholders,and politics.

The Institutional and Societal Context

The institutional setting comprises the formal and informal social constraints that regulate the implementation process in a given education system. The other policies in place in education and other sectors also need to be taken into account because they may facilitate or hinder the implementation process.

The Implementation Strategy

The implementation strategy refers to the operational plan that guides the process to make the policy happen in effect. In line with (Frank F.et at 2007, P: 92) confirmed that a clear separation of policy formation from policy implementation with in line model lists six criteria factors for effective policy implement-tation: (1). Policy objectives are clear and consistent (2). The program is based on a valid causal theory; (3). the implementation process is structured adequately; (4). Implementing officials are committed to the program's goals; (5). Interest groups and (executive and legislative) sovereigns are supportive; (6). There are no detrimental changes in the socioeconomic framework conditions.

Moreover, Onistain (2018) also mentioned five criteria

for successfully implementation of policy or a given program, five guidelines should be followed:

(1) Innovations designed to improve student achievement must be technically sound.

(2) Successful innovation requires change in the structure of a traditional school.

(3) Innovation must be manageable and feasible for the average teacher.

(4) Implementation of successful change efforts must be organic rather than bureaucratic;

(5) Avoid the "do something, anything" syndrome. A definite curriculum plan is needed to focus efforts, time, and money on sound, rational content and activities (Emma E.O. Chukwuemeka, 2013). what is more, Fullan, (1991) identifies six premises which are necessary for effective curriculum implementation. These premises are (1) vision building; (2) initiative taking; (3) empowering; (4)staff development or resources provision; (5) restructuring, monitoring, problem solving and (6), planning. In successful modifications these premises provide a strategy for both the tasks and approach that facilitate improvement.

Moreover, Giacchino (2002) listed successful factors of policy implementation as the following way.

(1) Effective Approach; (2) Positive Attitude , (3) Commitment A tangible and visible political and administrative will to deliver policy;

(4) Cooperation Collaborative behavior between stakeholders to a policy, characterized by goal alignment, the development of strong personal relationships, and a high willingness to share skills and information;

(5) Effective planning: the detailed organization activities;

(6)Effective Resourcing: the focused deployment of skilled and motivated resources

(7) Enthusiasm a heightened level of personal/team motivation an intrinsic belief in the policy. The presence of incentives and visible political support;

(8)Leadership the ability to develop and command a following clarity of vision and a legitimate mandate;

(9) Location of political possibility: The power emanating from the place or position that holds political ownership for the policy, and its ability to command authority over t deployment of resources;

(10) Management: the enthusiastic and optimistic behavior of management, and their ability to adapt to prevailing circumstances;

(11). Ownership: A perceived state of belongingness to, and responsibility for, a policy implementation programme;

(12) Project Team; the presence of a group of individuals with different but complimentary skills and expertise, working collaboratively towards a common goal;

(13) Role delineation: The clear demarcation of responsibility between individuals, particularly between politicians and civil servants;

(14) Skills and abilities: The capability and resourcefulness of individuals involved in abilities

implementation, characterized by qualities such as extensive experience, adequate training and qualifications, and a practical approach to policy management;

(15) Stock holders envelopment: Broad and active consultations with persons or entities likely to involvement affect, or be affected by the policy;

(16) Trust: A high degree of confidence in persons involved in the implementation initiative, characterized by the belief that individuals will not sabotage the initiative, or cause deliberate harm;

(17) Use of network: Utilizing one's personal-informal relationship with others to gain access Networks to, or control over, resources;

(18) Beliefs: People's conviction of the 'rightness' or 'goodness' of a policy initiative, because it is consistent with their personal values;

In short effective or implementation of policy indictors are many same of them are committed implementers of policy, active political support for the policy being implemented, policy coherence and stability of socioeconomic factors over time, acknowledge the impact of a well-designed policy on its own implementation, characteristics of "smarter policy statutes and when the goals established in the policy statutes are achieved and characteristics of effective implementation policy principles like consistency, clarity, precise, stable as well as flexible, fact based, optimum number, supplementary, fair and equitable, reasonable feasible, periodic revision, and written form.

From the above issue, we can summarize the factor for successful policy implementation as the following: Effective planning, good plan and design of the policy from policy it self's; policy objectives are clear and consistent; transparent institutional framework and approval at highest level; public and private partnership consultations with all stakeholders; consistency and continuity in policy; setting realistic targets and milestone supported by resources; give importance to strong economic fundamentals; strong implementation and monitoring mechanism; effective public service delivery political stability (Jack Rabin; 2007, Sylvia Leung.2013; Donaldson, G; 2015) .

It is also social acceptability; social preparation; unity purpose; understanding among stack holder and implementer, as well beneficiaries; capability of implement; presentence of critical mass supporter ,and critics, communication; commitment; coordination; clearly of purpose; efficient, effective empowerment ; suitability of surefire solution and sufficient resources and support. Organization, interpretation, applications, and coordinate resources to achieve the intended goals. Implementation entails an education policy being at least partially defined before it is carried out, but the process of implementing contributes itself to shaping the policy as perceived by the public. This is why understanding the context, the policy design itself and the human dimension of educa-

tion policy is so important when designing and carrying out the implementation strategy.

The successful implementation requires an effective administrative structure, efficient financial management, clear procedures and appropriately trained manpower. To date, substantial capacity building in planning, budgeting, and management is underway both at the central and regional levels the agreement to be reached on program objectives and targets to be achieved (Dato,2018).

CONCLUSIONS

Fundamentally, success in implementation evaluated within the context of particular problems and critical factors affecting implementation varies, and "success prone" policies are not always obvious. Effective implementation is said to be partially predetermined by good leadership that can be the significant political hidden hand that guides organized and desperate interest to converge in support of implementing policy. Effective and successful policy implementation is the key to national development.

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