ASSESSMENT OF POLICY IMPLEMENTATION IN PRIVATE

UNIVERSITIES IN KWARA STATE

Dr. Olaolu Paul AKINNUBI

Department of Educational Management and Counselling,
Faculty of Education,
Al-Hikmah University, Ilorin, Kwara State
+2348167659879, akinnubiopaul@gmail.com

Abstract

Private universities are statutorily charged with the responsibility of producing high level manpower which can be achieved through effective implementation of policies put in place in the institutions. This paper examines policy implementation in private universities in Kwara State. A descriptive survey design was used in the study. Twenty administrators (Registrars, Deans and HODs) and 80 lecturers were randomly selected as participants from Al-Hikmah University, Ilorin and Landmark University, Omuaran. A researcher-designed instrument titled: "Policy Implementation Questionnaire'' (PIQ) was used to elicit data from the participants. Two experts in the area of Education Management validated the instrument. Test re-test method was employed which gave a reliability coefficient value of 0.91. Descriptive statistics of mean rating and rank ordering were used to answer the research questions raised in the study, while t-test statistic was used to test the research hypothesis at 0.05 level of significance. The findings of the study showed that students' admission policy was ranked number one with 98 points. The level of policy implementation was moderate with overall mean of 2.61.There was no significant difference between the administrators' and the lecturers' assessment of the level of policy implementation in private universities in Kwara State. Based on the findings of the study, it was recommended, among others, that private university admission committee should lay more emphasis on admitting only qualified students.

Keywords: Policy implementation, Private universities, Kwara State

Introduction

Education is an important instrument for the development of the individual and the society. It is a weapon against poverty, illiteracy and diseases such as Ebola and HIV/AIDS. Butts (1955) cited in Akinnubi (2010) explained that education is a deliberate plan, conscious and directed process whereby people can learn their culture and participate in it effectively. As a process, education involves the development of the individual at various levels of educational institutions or formal school system. Education is associated with several value-literacy, knowledge, good moral upbringing or behaviour and good citizen.

In Nigeria, the importance of education in the development of the individual and the nation is highly recognized according to the Federal Republic of Nigeria National Policy on Education

(2013). Education is an instrument per excellence for effecting nationalgrowth and development. Parents are desirously of giving qualitative education to their children/ward by ensuring that they receive university education due to the erroneous belief that it is only University degree that can guarantee a good future (Utile, 2008).

Universities, as the highest educational institutions are statutorily charged with the responsibility of producing high level manpower and this can be achieved through effective implement of policies put in place in the institutions. Rules and regulations are meant to guide the operation of private universities in Nigeria, especially in the areas of students' admission, staff promotion and development. The demand for university education is expanding couple with the consequent population growth in the institution. The universities need to be expanded to the demand instead of the expansion to meet the demand (Braimah, 2015). The National Universities Commission (NUC), at a time came up with what is known as carrying capacity. The NUC inspected some universities and found many over-populated and the available facilities were over stretched. The carrying capacity means that student are admitted based on the available facilities. These facilities include adequate lecture rooms, well-stock libraries. Good student/staff ratio, accommodation and so on (Bingila and Etale, 2014).

The paradoxical disparity between education philosophy and objectives on the one hand and the practice on the other, inadequate or lack of effective planning and implementation of plans, paucity of academic staff as well as poor infrastructural facilities are factors militating against efficient and effective management of Nigerian private universities, especially in the area of policy implementation. Poor implementation of policies in most private universities in Nigeria affects lecturers and retention rate as most lecturers often move from private institution to the government-owned institutions for better condition of service (Brimah,2015; Akinnubi, 2014). Two major problems university in Nigeria face in the last 30 years include incessant strikes by teaching and non-teaching staff. The agitation has been for better condition of service and improved infrastructure over the years (Fatunde, 1995). Over the years, the relatively poor university salary structure caused some of the best candidates from the university to drift to industries and the university had no option than to recruit or incorporate less brilliant but qualified applicants at their disposal. Furthermore, the passion for choice of lecturing as a career in the university by the best/first class graduates in the past has been eroded by the love for money which is now widely embraced the country (Utile, 2008 &Ogu, 2008).

It is observed by the researcher that private universities admit students that are not qualified in a bid to increase enrolment. Staff promotion has been a major issue which has greatly affected staff retention rate in the private universities. Funds are adequately available to these universities thereby preventing them from sponsoring their academic staff on international conferences. There is no gain saying the fact that policies are well implemented in public university than private university as school fees serve as a major source of income to effectively run the private institution. Hence, this study examined police implementation in private universities in Kwara State.

Research Questions

1. What are the policies put in place in private universities in Kwara, Nigeria?

2. What is the level of policy implementation in private universities in Kwara State, Nigeria?

Research Hypothesis

Ho: There is no significant difference between the administrators' and the lecturers' assessment of the level of policy implementation in private universities in Kwara State, Nigeria.

Methodology

A descriptive survey of correlation type was used in this study. This research design is germane because it allowed the researcher to record situation as they existed on the study variables- student admission, staff promotion and staff development policies. A sample of 20 administrators (Registrars, Deans and HODs) and 80 lecturers were randomly selected as respondents from Al-HikmahUniversity, Ilorin and Landmark University, Omuaran.A researcher-designed instrument titled: "Policy Implementation Questionnaire'' (PIQ) was used to elicit data from the participants. Two experts in the area of Education Management validated the instrument. Test re-test method was employed which gave a reliability coefficient value of 0.91. Descriptive statistics of mean rating and rank ordering were used to answer the research questions raised in the study, while t-test statistic was used to test the research hypothesis at 0.05 level of significance.

Results

The result of the analysed data were presented in Tables 1, 2 and 3.
Descriptive Analysis
Research Question one
What are the policies put in place in private universities Kwara, Nigerian?
Table 1
Policies put in place in private university in Kwara State

Items	Frequency	Rank
Student's admission policy	98	1
Staff promotion policy	75	3
Staff development policy	87	2

Table 1 shows that student's admission, staff promotion and staff development policies were put in place in the sampled private universities. Student 's admission policy was most popular among the participants and it was ranked number one with 98 points. Staff development policy was the least ranked number 3 with 75 points, while staff promotion policy was ranked number two with 87 points.

Research Question Two:

What is the level of policy implementation in private universities in Kwara State, Nigeria?

Table 2
Level of implementation in private universities in Kwara State

N	ITEMS	SA	A	D	SD	MEAN
	Student Admission Policy (SAP).					
1	The University Admission Committee (UAC) oversees student's admission with strict compliance to lay down regulations.	43	53	3	1	3.38
2	The UAC considers Science/Arts/Humanities ratio in the selection of students for admission	16	54	16	14	2.72
3	The UAC gives preference for direct entry candidates over and above UTME candidates in the selection of students for admission.	5	21	64	10	2.21
4	The UAC considers disparity in gender in the selection of students for admission.	6	12	43	39	1.85
5	Only students that sat for UTME are admitted into 100 level in the university.	8	32	48	12	2.36
	Staff Promotion Policy (SPP)					
6	The Appointment and Promotion Committee (A&PC) adhere strictly to the university guidelines in discharging their statutory responsibility.	32	51	10	7	3.08
7	The bureaucratic procedure characterized the promotion exercise often leads to frustration for the academic staff and thus affects their productivity.	23	48	20	9	2.85
8	Academic staff are promoted promptly with all benefits attached to the promotion and arrears are paid where necessary.	10	34	48	8	2.46
9	There is a feedback mechanism put in place for academic staff that is unsuccessful in the promotion exercise.	13	34	39	14	2.46
10	Student's assessment is one of the basis for lecturers' promotion.	23	45	21	2	2.89
	Staff Development Policy (SDP)					
11	Academic staff embark on knowledge and research-based exchange programmes in oversee countries.	23	66	6	5	3.07
12	The university releases academic staff for professional growth-related employment either on sabbatical or leave of absence.	3	2	56	39	1.69
13	Funds are made available for lecturers in order to enhance their professional development.	29	54	12	5	3.07
14	There is adequate provision for additional qualification for lecturers without Ph.D.	23	53	11	13	2.86
15	Workshops are often organized for lecturers in order to enhance their teaching, research and community services.	8	19	54	19	2.16
	Overall Mean					**2.61**

NB: Mean: 0.00-1.99=Low, 2:00-2.99=Moderate, > 2.99=High

From Table 2, the overall mean of 2.61 makes the level of policy implementation moderate. Thus, the policy implementation in the areas of students' admission, staff promotion and staff development weremoderatein the sampled private Universities in Kwara State.

Hypothesis Testing

Ho: There is no significant difference between the administrators' and the lecturers' assessment of the level of policy implementation in private universities in Kwara State, Nigeria.

Table 3

Administrators' and the lecturers' assessment of the level of policy implementation

Respondent	Number of cases	Mean	SD	df	Calculated t-value	Calculated p-value	Decision
Administrators	20	2.11	1.02				
				99	.98	0.13	Not significant
Lecturers	80	3.08	1.93				

 *Set p-value =0.05

Table 3 indicates that the calculated p-value (0.13) is greater than the set p-value (0.05) and for 99 degrees of freedom. Hence, the null hypothesis is accepted. This implies that there was no significant difference between administrators' and lecturers' assessment of the level of policy implementation in private universities in Kwara State, Nigeria.

Discussion

It can be inferred from Table 1 that policies are put in place in Al-Hikmah and Landmark Universities in Kwara State. Private universities were established to bridge the gap in student admission into Nigerian public universities. Policies are set up to guide in the area of staff promotion and staff development. Opportunity to advance in status and increase in knowledge serve as inducement for lectures in private university to remain in the institutions (Makanjuola, 2008). The most important roles of the university system in any society apart from teaching are development of new knowledge, research work and community service. This cannot be achieved without proper planning of human resources development. Job demands and employees' capabilities must be balanced through appropriate human resource development (Bingila & Etale, 2014).

There was no significance difference between administrators' and lecturers' assessment of level of policy implementation as show in Table 3. A policy is a deliberates system of principles to guide decision and achieve rational outcomes. It is a statement of intent and is implemented as a procedure or protocol. This finding corroborated Levinson's (2008) that functional policies are tools that could propel private universities to attain their vision and mission statements at any given time.

Conclusion

Policy formulation and implementation are essential in any organization, especially private university. It can be concluded that policies implementation in private universities was moderate and there was no significance difference between administrators' and lecturers' assessment of the level of policy implementation in the sampled private universities. Adequate welfare service for both staff and students would go a long way in achieving private university goals and objectives (Akinnubi and Kayode, 2012).

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Private University Admission Committee (UAC) should lay more emphasis on admitting only qualified students into their institutions.

2. Adequate reform should be carried out in the areas of staff promotion and development in private universities.

3. Private universities management should give opportunity to lecturers in their institution to go on sabbatical or leave of absence like their colleagues in public universities.

References

Akinnubi, O. P. & Kayode. D.J. (2012). Personnel services and students' behaviour in University of Ilorin, Ilorin. *Global Journal of Applied, Management and Social Sciences (GOJAMSS),* 3, 78-84.

Akinnubi, O. P. (2010). *Strategic plan implementation, resource utilization and internal efficiency in Nigerian Universities.* Unpublished Ph.D. Thesis,University of Ilorin, Ilorin.

Akinnubi, O. P. (2014). Perception of the role of security personnel in effective administration of tertiary education institutions in Kwara State. *Journal of Science, Technology, Mathematics and Education (JOSTMED),* 10(3), 197-202. A Publication of the Department of Science Education, Federal University of Technology, Minna, Nigeria

Bingila, P.F &Etale, L. M. (2014). The impact of human resources development of performance of academic staff in Nigerian University: A study of selected universities in Bayelsa State of Nigeria. *Development Country Studies*, 4, (24), 82-87.

Brimah, D. (2015). *From empowerment to transformation: A capacity building model for academic in distance higher education institution in Africa*. Universities of South Africa, June 2015.

Fatunde, T. (1995). *Nigerian striker' salaries stopped*. Retrieved on 01/05/2018 at htt:www.timeshighereducation.uk/serve.asp?storycode=98969&

Federal Republic of Nigeria (2013). *National policy on education (revised)*. Abuja: Federal Government press.

Levinsion, H. (2008). *Addressing Nigeria's brain drain*. htt://news.co.uk/1/hi/sci/teach/7322365.stm.

Makanjuola, R.O. (2008). What use are politicians to university. A Nigerian case study, www.acu.ac.uk/aboutacos/belfast/talkpdf/spkr29-10663032995.pdf.

Ogu. E. (2008). *Challenges facing Nigerian universities*. Retrieved on 15/04/16 at http:nigeriaword.com/article/2008/sep300.stm.

Utile, T. (2008). *University autonomy and the brain drain syndrome in Nigeria*. PaperPresented at the 3rd conference of the ACU'S human resource managementNetwork 23rd-25th may, 2008, Trinidad & Tobago, West Indies.