



**International Journal of Economics,  
Environmental Development and Society  
(IJEEDS)**

## **THE ROLE OF INSTITUTIONAL POLICY ON PUBLIC UNIVERSITY MANAGEMENT IN RIVERS STATE**

**Olametan Sandra AINA**

Department of Education Management

Faculty of Education

Ignatius Ajuru University of Education, Nigeria

**Adaobi Lawretta ONYEKWERE**

Department of Sociology

Rivers State University, Nigeria

---

### **ABSTRACT**

This study was undertaken to ascertain the role of institutional policy in university management in River's state public universities. University management in Nigeria has been described as bi-faceted and supposedly managed externally through government agencies and internal collaboration through a management structure specific to each institution, to achieve this objective and guide the study, four research questions and hypotheses were formulated. The National Education policy is an important document with attractive plans for the educational system of the country. The education policy of the Federal Republic of Nigeria [FRN] (2014) evolved through collective and wide consultations involving the three tiers of government, development partners and all other stakeholders and it is therefore expected to be complied with by all. Rivers State Ministry of Education is tasked with the formulation of policies for promoting and realizing effective educational standards and practices in the state including but not limited to the curricula, structure, programs, and education administration. Descriptive research design was adopted for the study. Sample of three hundred (300) university teaching and non-teaching staff across three universities were selected for the study using stratification sampling technique. 276 (two hundred and seventy six) questionnaires were returned. A questionnaire based on four-point Likert-type scale was developed and administered to the staff. Data collected was entered into IBM Statistical Package for Social Sciences (SPSS) 22 for analysis pearson product moment coefficient correlation was used in analyzing the hypotheses and descriptive statistics for research questions. Cronbach's alpha reliability analysis was used to estimate the internal consistency of the survey data. The results of the analysis revealed that all the variables of institutional policy have significant relationship with university management. Based on these findings, University managers should endeavor to differentiate between the corporate-level goals and functional goals related to the university's areas of development and research in their effort to develop and implement appropriate management initiatives in accordance with the institutional policy. University management should develop effective academic staff policy as the study revealed that academic staff policy contributes significantly to school management and influence the behaviour of the academic staff. University management should develop effective non-academic staff policy as the study revealed that academic staff policy contributes significantly to school management and influence the behaviour of the no-academic staff. University management should develop adequate facility policy in other to enhance cautious use of school facilities which enhance effective university management.

**Keywords:** Institutional Policy, Education Management, University Education, Strength, Weakness, Opportunity, Threat.

Reference to this paper should be made as follows:

Aina, O. S., & Onyekwere, A. L. (2022). The role of institutional policy on public university management in Rivers State. *International Journal of Economics, Environmental Development and Society*, 3(3), 222-245.

---

Copyright © IJEEDS 2022.

## INTRODUCTION

All fields of human endeavor require principles, rules, procedures and standards to attain and sustain desired quality and to meet or exceed expectations and achieve accountability. To achieve these objectives and many more in the Nigeria education sector, an attempt was made several decades ago to formulate a National Education policy that was to specifically address the educational need of the country as a sovereign nation. The pioneering National Education Policy was a direct fallout of the 1969 national curriculum conference brought about due to a culmination of expressions of general dissatisfaction with the education system existing at the time as handed over by the colonial administrators. The colonial administrators had administered education through the use of certain education ordinances and education codes, such as the 1882, 1887, 1916, 1926, 1946 and 1926 education codes which had become irrelevant to national needs, aspirations and goals.

The national curriculum conference produced a draft document that was subsequently discussed, reviewed and finally updated to the final document now known as the National Education policy. This policy has since become the national guideline for effective administration, management and implementation of education at all tiers of government. The National Education policy is an important document with attractive plans for the educational system of the country. The education policy of the Federal Republic of Nigeria [FRN] (2014) evolved through collective and wide consultations involving the three tiers of government, development partners and all other stakeholders and it is therefore expected to be complied with by all. Rivers State Ministry of Education is tasked with the formulation of policies for promoting and realizing effective educational standards and practices in the state including but not limited to the curricula, structure, programs and education administration. State education policy is deeply rooted in the national policy, but variation may be noticed in certain aspects especially in the areas of vision, values and principles of provision.

University management in Nigeria has been described as bi-faceted and supposedly managed externally through government agencies and internally through a management structure specific to each institution. The university management structure is saddled with the responsibility of administrative functions, institutional policy formulation, staff development, general discipline, budget approval and liaison activities with the government. Internal management of universities involves the main organ regulating the internal academic activities of universities usually called the 'Senate' and headed by the 'Vice-Chancellor'. The senate of a university manages the academic and non-academic activities of the university in line with the general and specific guidelines provided by the supervising government agency. University managers at both federal and state levels are faced with myriads of problems and issues usually external and internal on a nearly daily basis.

Educational scholars such as Cooper, Fusarelli and Randall (2004), Daniel-Kalio (2018) identified some of the internal issues as inefficient core services and systems, run-down student residences, poor food services and maintenance backlogs to mention a few. The scholars demonstrated empirically that effective teaching and learning could not be delivered with badly run libraries, dilapidated computer systems, and inadequate teaching facilities. There are also external challenges usually outside the control of the university management constituting serious threats to the survival of the institutions. External influences however sometimes create opportunities for university growth. The need to comprehensively analyze and resolve existing and emerging challenges seems therefore a top priority of university managers and supervising

government agencies. Hence the need for this study to provide scrutiny on the influence of educational policy both at national and state level on management of universities in Rivers State.

### **Purpose of the Study**

Primary objectives of university education include making optimum contribution to local, state, and national development; conducting research for national developmental goals; offering science and technologically based professional courses, recruiting of qualified teachers in professional fields with industrial and professional experience and exposure etc. These objectives are not optimally achieved for possible reasons like poor or inadequate institutional policies, external and undue government interference, national and state economic outlook, inadequate university management structure and poor quality of university leaders, managers, and administrators, etc.

This study examined institutional policies of a university viz-a-viz its management with a view to determining the influence of the strengths and weaknesses of the university on the institutional policies and attendant influence on the policies due to the opportunities and threats the university is exposed to.

### **Statement of the Problem**

Universities are traditionally leaders in the field of knowledge production, research, and societal development. Universities are expected to be drivers of innovation, thereby contributing to the development of a learning society. Impediments against this expectation include lack of inadequate research and learning resources to permit the universities the freedom to carry out the basic functions of academics; erosion of university autonomy and academic freedom as guaranteed by the government of the FRN (2014); brain-drain; student unrest and constant strikes by both students and academic staff. Other potential drawbacks seemingly include poor funding, poor management, corruption, infrastructure deficit, poor working conditions, poor teachers' training and development etc. It is pertinent to know how institutional educational policies of universities in Rivers State address these issues and others such as quality intake of students; quality teaching and learning; research and development, etc.

### **Aim and Objectives of the Study**

The aim of this study is to investigate the role of institutional policy in university management in Rivers State. Specifically, the study objectives include to:

- To determine the role of institutional policy on university management in Rivers state.
- To investigate the role of facility policy on university management in Rivers state
- To examine the role of academic staff policy on university management in Rivers state
- To xray the role of non-academic staff policy on university management in Rivers state

## **Research Questions**

To guide and direct this study in line with the study objectives, the following research questions were formulated:

- To what extent does institutional policy influence university management in Rivers state?
- To what extent does facility policy enhance university management in Rivers state?
- To what extent does academic staff policy influence university management in Rivers state?
- To what extent does non-academic staff policy influence university management in Rivers state?

## **Hypotheses**

The following hypotheses were formulated to guide the study:

- There is no significant relationship between institutional policy and university management in Rivers state.
- There is no significant relationship between facility policy and university management in Rivers state.
- There is no significant relationship between academic staff policy and university management in Rivers state.
- There is no significant relationship between non-academic staff policy and university management in Rivers state.

## **Theoretical Framework**

Here we will be looking at two theories, which are: The policy theory and the educational management leadership theories.

### **Policy Theory**

The theory states that as the total of causal and other assumptions underlying a policy. It can be reconstructed and represented in several ways, for instance by means of causal hypotheses, graphs, goal trees, and decision trees. A combination of these different ways of reconstruction is possible. Comprehending educational policy necessitates a contemplation of the influence and intention of policies along the four dimensions of policy theory. The comprehension of educational policy necessitates that policymaker contemplate the influence and consequences of educational policies along these four dimensions (Cooper et al., 2004) namely, normative, structural, constitutive, and technical policy theories.

The theory is relevant to the study because it helps to enhance the use of research in policymaking, it is important to be aware of the range of individuals who might use evidence, institutions that influence their actions, the place of ideas in influencing action, the role of policy networks in advising and shaping processes.

## **Educational Management Theories**

### **Formal models**

Structural, Systems, Bureaucratic, Rational and Hierarchical models constitute the formal models of educational management (Cochran, 2015). These models assume that the structure of the organizations is hierarchical and pre-defined objectives are pursued based on a rational method. The authority and power of heads are the product of their formal positions and, these managers are responsible and accountable to sponsoring bodies for the operation and execution of agreed policies in their institutions. Formal models of educational management are linked with the managerial leadership style (Cochran, 2015).

### **Collegial Models**

The second model of educational management is the collegial model. Collegial models cover the theories which emphasize participatory and collaborative power and decision making. In these models, the organization adopts policies and decisions through discussion which leads to collective agreement (Begley, 2007). Major assumptions of these models are policy determination and formulation, decision making based on a process of discussions, agreements and consensus and sharing the power among some or all of the members of the organization who are considered to have a common perception of the organizational objectives (Begley, 2007). Collegial models are linked with three leadership styles namely, transformational leadership; participative leadership; and distributed leadership (Cochran, 2015).

### **Political Models**

The third model of educational management is the political model. Bush (2011) posited that educational policies and decisions in the institutions stem from a complicated process of bargaining and negotiation over the goals of sub-units. Specific policy objectives are pursued by interest groups through formation of alliances. These models assume that policy and decision making emerge through process of negotiation and bargaining. In addition, that conflict and differences are considered as natural; that power is in hands of the stakeholder parties rather than formal leaders (Bush, 2003, 2007). Power in educational settings encompasses positional power, personal power, and authority of expertise, control of rewards, coercive power and control of resources (Bush, 2011). Transactional leadership is seen as the most relevant leadership style to political model of educational management (Bush, 2011).

### **Subjective Models**

The fourth educational management model is the subjective model. Bush (2011) submitted that subjective models mostly emphasize perceptions of individual members in the organization rather than subgroups, units or the whole organization and thus the concept of organizational objectives is rejected based on this perspective. This approach suggested that everyone has selective mentality and perception about the organization. There are different meanings for

situations and events for the individuals in the organizations. Organizations are regarded as complex units in this theory reflecting interpretations and understandings of its members derived from their backgrounds, beliefs, values and experiences which contain various meaning and perceptions of the individuals. In this theory, organizations are social constructions which are developed from interaction of the individuals. They reflect individuals' values and beliefs rather than reflecting realities presented in the formal models (Bush, 2003, 2007). Postmodern and emotional leadership are aligned with subjective model (Bush, 2011).

### **Ambiguity Model**

Bush (2011) presented ambiguity model as the fifth educational management model in his classification which stresses on turbulence, confusion, instability and complexity of organizational life, loose coupling within the groups, uncertainty and unpredictability, sensitivity to the signals emanated from the external environment, emphasis on decentralization, lack of clarity of organizational objectives and low level of appreciation of processes due to the problematic technology utilized within the organization and a fluid participation of members in decision making process. Ambiguity models emphasized uncertainty and unpredictability in the organization. These theories assume that organizational goals are problematic, and these organizations have problem in prioritizing the goals. Decision making is done in an unpredictable environment and assumption of the ambiguity models is that unpredictability and turmoil is dominant in the organizations. There is no transparency in the field of organizational goals and their processes are incomprehensible. Ambiguity models were mostly emerged by American theorists of the 1970s (Bush, 2008). While the participation of leaders in policy making process or forsaking direct involvement in that process are regarded as two leadership strategies to deal with ambiguous situations as stated by Bush (2011), the most appropriate leadership style aligned to ambiguity model of educational management would be the contingency model of leadership.

### **Cultural Model**

The sixth model of educational management is the cultural model. Bush (2011) submitted that based on this model, some concepts such as ideas, beliefs, norms, values, attitudes, symbols, rituals, traditions, and ideologies are considered as central to organizations and the members behave and assess the behavior of other members based on them. Moreover, the model focuses on how understanding and viewpoints of members are integrated into common organizational members. The most relevant leadership style to be aligned with cultural models of educational management is moral leadership which stresses in the values, beliefs, and ethics of leaders in the organization (Bush, 2011). Some other terms have also been used by scholars to define moral or values-based leadership including ethical leadership (Begley, 2007), authentic leadership (Begley, 2007), spiritual leadership (Wali, 2018) and poetic leadership (Assien & Lawal, 2007).

The relevant of the educational management theory to this study, is to define moral, value-based leadership and understanding viewpoints of members. It helps provide a baseline upon which the study is anchored upon in terms of university management and how to adopted various institutional policies that can help enhance university management effectively and efficiently.

## CONCEPTUAL CLARIFICATION

### Policy

A policy is a statement of principles(s) with supporting rules of action, guidelines, laid down in general and specific terms that governs the achievement of goals to which a business is directed (Wali, 2018). Policy is a general guide to action that helps in management. It is the compass that directs the management in the day-to-day affairs of the institution (Daniel-Kallo, 2018). Nguyen (2016) opine that policy is the official statement by the Government on the chosen course of action and the procedures for achieving it. Ikelegbe (2006) opined that policy is the proposed course of action which government intends to implement in respect of a given problem or situation.

Cochran (2015) posited that policy comprised political decisions for implementing programs to achieve societal goals. Ozor (2004) believed policy is central to the operation and activities of both private organizations and public institutions. Ikelegbe (2006) in a more elaborate form defined policy as the integrated course and programmes of action that government has set and the framework or guide it has designed to direct action and practices in certain problem area.

### Institutional Policy

Institutional Policy defines effective and transparent criteria and processes for the day-to-day administration of the institution. Aina (2007) posited that in Nigeria, responsibility for institutional policy making and decisions resides with a University Council. FRN (2014) stated inter alia in the National Policy on Education that the traditional areas of academic freedom for the institutions are to:

- Select their students, except where the law prescribes otherwise;
- Appoint, promote and discipline their staff;
- Teach and select areas of research; and
- Determine the content of courses in line with minimum standards stipulated by regulatory agencies. Government shall continue to respect this freedom (FRN 2014; section 85b).

The above statement underscores the importance of institutional policy in line with the government supported academic freedom, to achieve National Educational policy objectives. In the area of the admission of students, Arikewuyo (2004) recalled that at the meeting of the Federal Executive Council held on September 22, 2000, the government approved admission guidelines into the nation's universities based on quota system as follows: Merit 45%; Catchment area 35%, and educationally disadvantaged states 20%. Assien and Lawal (2007) posited that admission on merit means that candidates with very high scores in the JAMB conducted examination are given first consideration for their first choice of course and institution before other candidates. A candidate in the educationally advantaged state, who scores 250 out of 400, may not get admission into the university, while his counterpart from the educationally disadvantaged state, who scores less would be admitted (Motti, 2010). Arikewuyo (2004) further observed that the Nigerian government cannot discard the politicization of admission in the

universities. The universities are relatively free on the appointment of staff which is usually the responsibility of the governing council.

Arikewuyo and Ilusanya (2010) observed that government in Nigeria does not often infringe on the power of the university councils to appoint, promote and discipline staff. However, Arikewuyo (2004) also recalled that academics in many other universities have been retired, dismissed, arrested and detained in the past without being subjected to university rules and regulations. It is in this respect that Okojie (2011) observed that because there is no absolute freedom, universities are subjected to the scrutiny of their peers through the instrumentality of the accreditation exercises. Nigerian universities could be said to have enjoyed academic freedom in the area of research. Okojie (2011) observed that universities in Nigeria have enjoyed freedom in this area because they determine what to teach, how to teach without the intervention of government. Arikewuyo (2009) contended that part of the restructuring that the Nigeria university system requires is that each university should be allowed to conduct its own admission examination without any recourse to Joint Admission and Matriculation Board (JAMB).

Finance is a major driver in actualizing the various policies of universities as well as in ensuring their smooth administration. Aina (2007) noted that government provides about 90 percent of the funds required for the administration of universities and welcomes individuals, other organizations as well as individual universities in providing the remaining 10 percent. Adedeji (2002) posited that the existing policy stance of government against levying tuition fees at undergraduate level in Federal Universities might have to change, because government's funds have become insufficient to maintain institutional performance in teaching, research and administration. Universities elsewhere in the world have sought to supplement their public funding with locally generated income most especially from tuition fees, cost – recovery business income, investment income, gifts, philanthropy, etc. (Abd-Razak et al., 2011).

In Nigeria, administrative policies are used to define the responsibilities of university administration including legal obligations and legislative requirements for the governing boards to ensure that all staff members are aware of the nature of their duties and responsibilities. Ignatius Ajuru University of Education statute (2012) indicated the 32 sundry committees through which the university is run including but not limited to: academic programmes, research and publications committee; admissions committee; faculty boards; staff welfare committee, students' welfare committee to mention a few. It is within these units that Provosts, Deans, Heads of Departments / Units must deal with the performance of their personnel management functions such as issues related to appointments, leave, promotion, regrading, training, discipline, etc. (Ajayi & Ekundayo, 2010).

## **Dimensions of institutional policy**

### **Facility Policy**

According to Aina (2007), facility policy are polices regulating the use of school structures and properties in other to ensure that students and other visitors do not make abusive use of such structure. School Facilities means only facilities necessary for instructional and related supporting purposes including, but not limited to, classrooms, libraries, media centers, laboratories, cafeterias, physical education spaces, related interior and exterior facilities, and the conduit, wiring, and powering of hardware. Facility maintenance simply means providing clean and safe environment for teaching and learning. School facility is one of the things that give



credence to the schools and its maintenance may have effect on principals' performance. School facilities improve the quality of the study environment in the school, thus improving the quality of education. For example, if the classroom layout considers the room's acoustics, then the students will be able to focus and concentrate more on their studies with teachers facing fewer distractions (Abd-Razak et al., 2011).

### **Academic Staff Policy**

Academic Policies and Procedures are defined as those policies which impact academic programs and services to students and facilitate the academic and professional life of the faculty (Abd-Razak et al., 2011). The purpose of this policy is to describe processes for new proposals and periodic maintenance for Academic Policies and Procedures. This policy applies to all faculty, staff and students seeking to establish and maintain academic policies and procedures. Academic Policies and Procedures are defined as those policies which impact academic programs and services to students and facilitate the academic and professional life of the faculty. Academic Affairs policies which come forward from the campus: (1) affect faculty and staff, (2) have academic implications and (3) require approval by the Provost or the Provost's Delegate before implementation. These policies are located in the UCM Policy Library.

Initial Proposal—the proposal originator (governance groups, individuals, ad hoc groups, committees, administrative teams, legal counsel) will forward the policy/procedure proposal with a policy development justification statement (what is purposed, who wrote the proposal, and the rationale for the proposal) to the relevant administrator. The administrator may consult with appropriate university personnel in determining the need for such a policy/procedure. If it is determined by the administrator that the proposed policy/procedure should be considered for implementation, he/she will forward the proposal and justification to the vice provost for academic programs & services (governing council ) or if not endorsed, will notify the party who submitted the proposal of the decision not to endorse (Arikewuyo, 2009).

Review and Recommendations—the governing council review the proposal and justification. If endorsed or determined to merit further discussion, the governing council may forward the proposal including the justification to the Faculty Senate (FS) Executive Committee, the Academic Council (AC) Executive Committee and/or the Provost Council (PC). If not endorsed, the governing council will notify the party who submitted the proposal of the decision not to endorse (Arikewuyo, 2009).

### **Non-Academic Staff Policy**

Okojie (2011) non-academic staff means an individual who is employed in the administrative/technical, professional/managers, or senior non-academic administrators, staff groups of the University. Non-academic personnel shall include full-time and part-time administrative, professional, support staff and other persons paid by or through the university and anyone working under university auspices, excluding academic personnel other than undergraduate and post-graduate students performing paid work. Non-academic staff policies are policies that regulate the working conditions, payments and other related activities related to non-academic staff within an institution.

## **University**

John Henry Newman, a 19th century evangelical Oxford university academic, in his writing of the “Idea of a University” stated that a university is the place to which a thousand schools make contributions, in which the intellect may safely range and speculate, sure to find it’s equal in some antagonist activity, and its judge in the tribunal of truth. It is a place where inquiry is pushed forward, and discoveries verified and perfected, and rashness rendered innocuous, and error exposed, by the collision of mind with mind, and knowledge with knowledge. It is the place where the professor becomes eloquent, and is a missionary and a preacher, displaying his science in its most complete and most winning form, pouring it forth with the zeal of enthusiasm, and lighting up his own love of it in the breasts of his hearers. It is the place where the catechist makes good his ground as he goes, treading in the truth day by day into the ready memory, and wedging and tightening it into the expanding reason. It is a place which wins the admiration of the young by its celebrity, kindles the affections of the middle-aged by its beauty, and rivets the fidelity of the old by its associations. It is a seat of wisdom, a light of the world, a minister of the faith, an Alma Mater of the rising generation. It is this and a great deal more and demands a somewhat better head and hand than mine to describe it well (Newman, 1907 as cited in Alemu 2018).

Alemu (2018) posited that a university represents both a higher learning institution and a community of scholars or persons. A university is a higher learning institution that brings men and women to a high level of intellectual development in the arts and science, and in the traditional professional disciplines, and promotes high-level research. It also signifies a community of persons engaged in study and research. A university is a source of universal knowledge and highly skilled human power for the professions. Other higher education institutions are also engaged in the training of middle class technical and vocational professional personnel. There are typically two main categories of universities in Nigeria namely, public universities and private universities.

## **Management**

Management as a term is perceived differently in meaning by management scholars. Ajayi and Ekundayo (2010) defined management as a set of activities designed to direct and promote purposeful work. Yalokwu (2006) and Ololube et al. (2016) opined that management is a process of planning, organizing, leading, and controlling the efforts of members of an organization of an organization and using all other resources to achieve set goals. Management is a series of actions and tasks relevant to highly well-organized and effectual application of resources within the organization in order to attain organizational objectives (Sapre, 2002). Resser in Begley (2007) opined that management is the utilization of physical and human resources through cooperative efforts and it is accomplished by performing the function of planning, organizing, staffing directing and controlling. Bush (2015) defined management as the guidance, leadership and control of the efforts of a group toward some common objectives. Begley (2007) and Ololube (2007) stated that management involves planning, administration and supervision.

Ololube (2018a,b) posited that effective management of human and material resources is pertinent for the achievement of institutional goals. Ajayi (2010) submitted that it is the duty of the management within the system to ensure maximum utilization of material resources to

achieve the goals and objectives which the system is established to serve or perform. Following the definitions by the education scholars, it is safe to say university managers are as a minimum expected to understand the national education policy to ensure right processes, guidelines, strategies and rules are put in place to achieving the policy objectives.

### **Review of Related Empirical Studies**

Oladejo (2015) carried out a study on institutional policies on admission; accommodation and health were investigated as correlates of university students' scholastic achievement at the University of Lagos, Nigeria. The study adopted descriptive research design with three research hypotheses formulated and tested at 0.05 level of significance to guide the study. A total number of 550 respondents, selected through random sampling technique participated in the study. A self-designed instrument titled 'Institutional Policies and Scholastic Achievement Questionnaire (IPSAQ)' was used for data collection. Inferential statistics, specifically Pearson Product-Moment Correlation Coefficient statistical tool was used to test the three hypotheses. Findings from the study showed that scholastic achievement was significantly related to admission policy ( $r=.024$ ;  $P<.05$ ); to accommodations policy ( $r=.042$ ;  $P<.05$ ) and to health policy ( $r=.063$ ;  $P<.05$ ). Based on these findings, the study recommended among others that arising from the university entrance examination experience, measure should be put in place such that admission policy would attract qualified students; students should be encouraged to stay on campus by building more hostels; and university medical center should be improved upon.

Nguyen (2016) in the study "Institutional influence on HRM practices in equitized state owned enterprises in Vietnam" examined the effect of human resource policies on employees' performance. The study attempted to answer three research questions namely: Effect of recruitment policy on employees' achievement of set targets; Effect of appraisal policy on employees' performance; and Effect of compensation policy on employees' performance. Results and findings of the study showed over half of the respondents (52%) agreed that Human Resource recruitment policy had helped in new role adjustment. In addition, majority of respondents' wit highest mean of 2.7, felt the policy had also provided opportunities for development and career progression as a motivation for achievement of targets. Moreover, findings showed 72.2% of the respondents agreed that HR appraisal policy supported employees' performance. There was general agreement that HR appraisal policy helped particularly in personal growth leading to better performance.

Data analysis specific to the non-management staff revealed that the policy had developed a learning organizational culture to enable performance improvement. HR compensation policy findings showed majority (85%) agreed that the policy enhanced an organization's competitive edge in the labour market. In addition, respondents' data with the highest mean of 2.93 showed agreement that transparency in compensation processes was crucial to building trust and commitment in the organization. The study concluded that recruitment policy influenced employees' achievement of set targets through recruitment of top talents who performed. The study also concluded that appraisal and compensation policies affected employees' performance which was attributed to having an objective appraisal system in place and strengthening of organization's learning culture. In addition, maintaining a transparent and fair compensation package which not only attracted talented individuals but also built trust and commitment among the employees leading to great performance.

Subair et al. (2012) in the work “Perceived Quality of Infrastructure in Selected Nigerian Universities” investigated the place of infrastructure in maintaining quality in Nigerian universities. Using a 20-item self-designed questionnaire and ‘Available Infrastructure Checklist’ (AIC), data were collected from a random sample of 800 final year students drawn from federal (300) and state (500) universities in the country. The data were analyzed using the t-test statistic and descriptive statistics. It was found that there was no significant difference in infrastructural development between the state and federal universities. The researchers thus recommended that government should increase funding towards development of infrastructure. The study also recommended that universities adhered to appropriate standards of infrastructure maintenance and enroll only those students for whom they have adequate facilities.

## **METHODS**

### **Research Design**

The researcher carried out the study using the approach of descriptive survey design, which was necessitated by the need to elicit unbiased data from facts and available respondents for accurate analysis.

### **Population for the study**

The population for this study consisted of all the teaching and non-teaching staff the three universities in Rivers State, Nigeria. The universities selected for the study are University of Port hacourt (Federal university); Rivers State University (State university); and Ignatius Ajuru University of Education (State university).

### **Sample and Sampling Technique**

Purposeful and stratified random sampling methods were used to select the participants for this study. Purposeful sampling was used to select participating institutions while participating staff from the universities were selected by stratification sampling technique. Participants in this survey consisted of 180 teaching staff and 120 non-teaching staff making a total of 300 staff from the three selected universities.

### **Instrument for Data Collection**

A self-designed questionnaire titled ‘*The role of Institutional Policy on University Management Questionnaire*’ (IPUMQ) was used to gather data without intervention of the researcher. The questionnaire was structured along 4-Point Likert scale namely, 4=Very high extent (VHE), 3= High extent (HE), 2= Moderate extent (ME), 1= Low extent (LE).

### **Validation of the instrument**

The IPUMQ was validated by my supervisor and two subject matter experts from the Ignatius Ajuru University of Education. One expert is from the department of Educational Management and the other expert from the department of Measurement and Evaluation. The experts examined

the inputs including the research questions, hypotheses and draft questionnaires and provided inputs. Their inputs were incorporated resulting in the validation and subsequent final research questionnaire.

### Reliability of the Instrument

Cronbach’s alpha reliability analysis was used to determine instrument reliability by measuring internal consistency of the questionnaire. The analysis revealed internal consistencies of .795, .990, .990, and .917 for the four clusters of institutional policy facility policy, academic staff policy, Nonacademic staff policy.

### Method of Data Analysis

Frequency statistics (mean and standard deviation) was used to answer the research question while Pearson product moment correlation was used to test the hypotheses on SPSS (statistical package social science) version 22. A criterion mean of  $4+3+2+1 = 12/4 = 2.5$  was arrived at using the 4-Point Likert scale for accepting and rejecting the mean source while the hypotheses level of significance was set at  $p\text{-value} < 0.05$ .

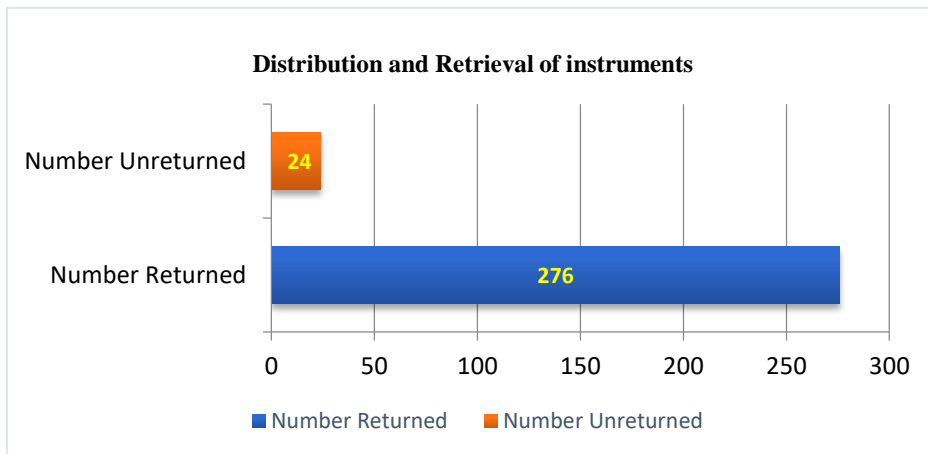


Figure 1: Pie Chart of the Distribution and Retrieval of instruments

### Demographic Information

Table 1: Gender of Respondents

Participant Gender	Frequency	Percentage (%)
Male	212	76.89
Female	64	23.19

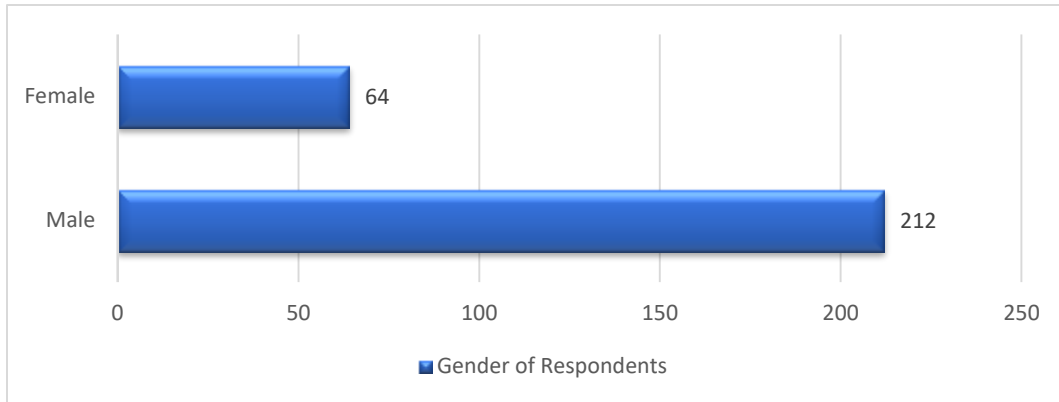


Figure 2: Column Chart of the Respondents' Gender

Table 2: Age Range of Respondents

Age	Frequency	Percentage (%)
30-39yrs	82	29.71
40-49yrs	142	51.45
50-59yrs	47	17.03
60yrs & above	5	1.81

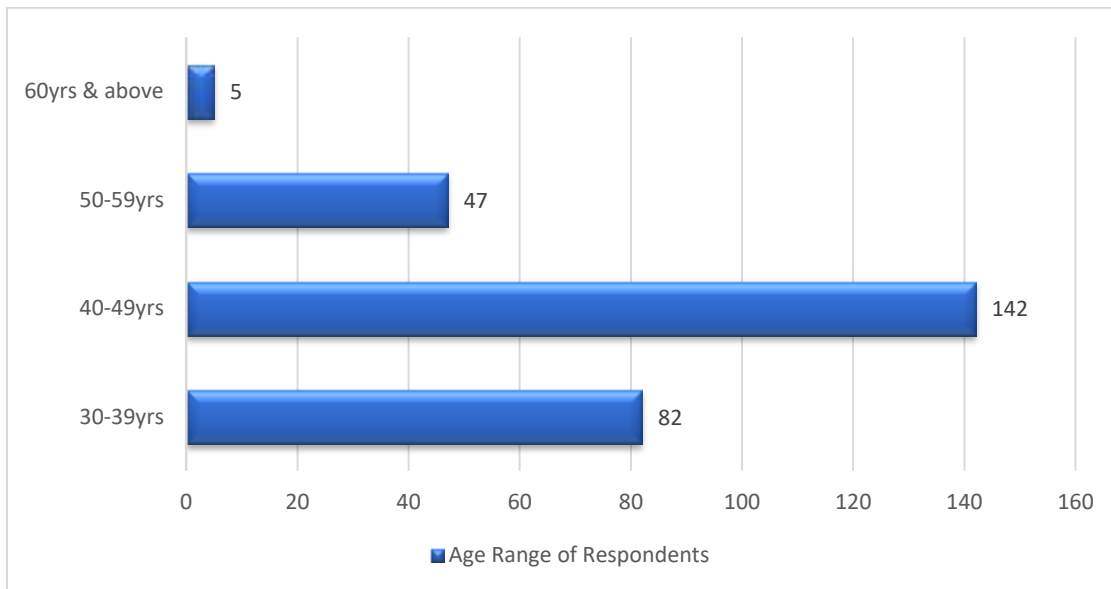


Figure 3: Column Chart of the Respondents' Age

Table 3: Academic Staff Respondents

Staff Designation	Number	Percentage (%)
Senior Lecturer	76	44.71
Associate Professor	58	34.12
Professor	36	21.18

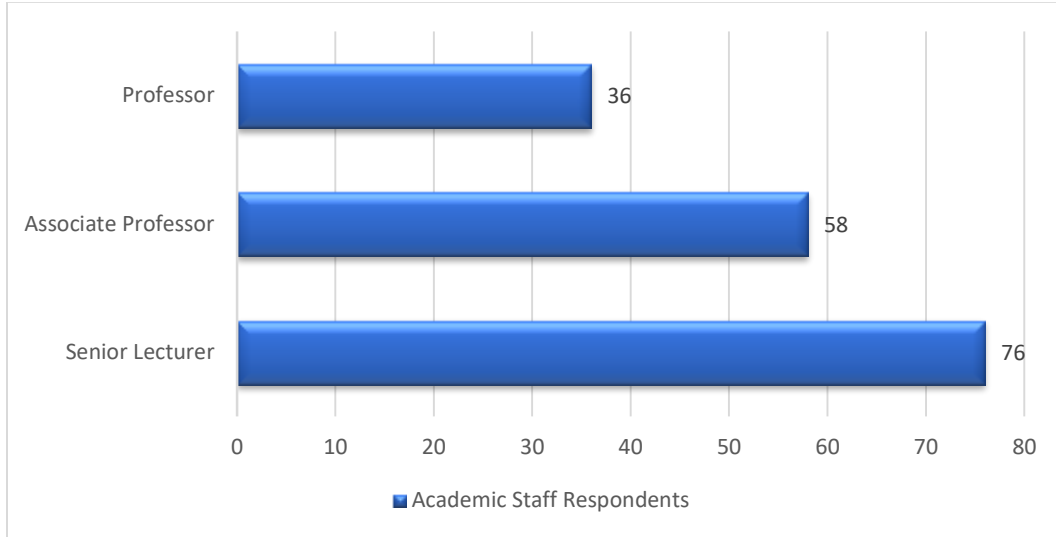


Figure 4: Column Chart of the Teaching Staff

Table 4: Non-Teaching Staff Respondents

Staff Designation	Number	Percentage (%)
Registrar's Office	45	42.45
VC's office	28	26.42
Bursary Dept.	33	31.13

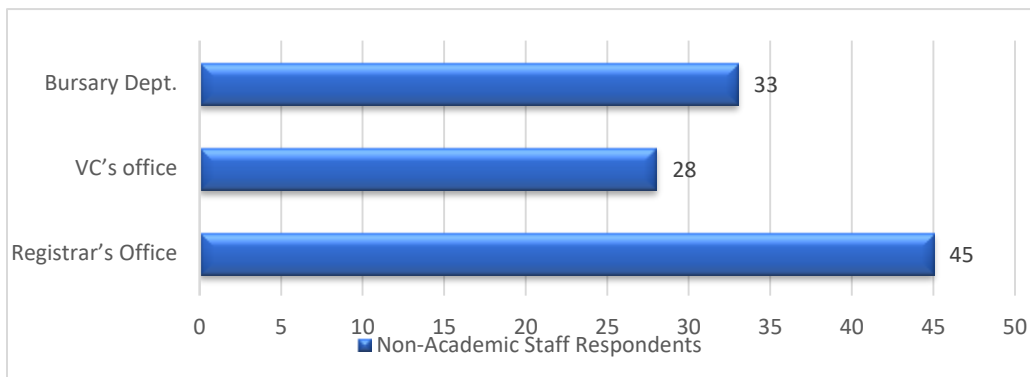


Figure 5: Column Chart of the Non-Academic Staff

## RESULTS

**Research Question One:** To what extent does institutional policy influence university management in Rivers state?

Table 5: Descriptive Statistics on institutional policy influence on university management

		<b>Generally, your institutional polices is favorable on employee</b>	<b>Your institutional policies are formulated internally</b>	<b>Your university is adequately funded</b>	<b>Your university has enough capable staff</b>
N	Valid	276	276	276	276
	Missing	0	0	0	0
Mean		3.06	2.72	3.12	2.78
Std. Error of Mean		.067	.061	.068	.066
Std. Deviation		1.115	1.015	1.129	1.096
Skewness		-.772	.015	-.841	-.213
Std. Error of Skewness		.147	.147	.147	.147
Kurtosis		-.872	-1.286	-.837	-1.344
Std. Error of Kurtosis		.292	.292	.292	.292
Minimum		1	1	1	1
Maximum		4	4	4	4
Sum		845	751	860	766

Table 5 revealed that all items on institutional policy influence on university management were accepted as they were above the criterion mean source of 2.50 which implies that all respondents agreed to the items. Generally, your institutional polices is favorable on employee have a mean source of 3.06, your institutional policies are formulated internally have a mean source of 2.72, your university is adequately funded have a mean source of 3.12, Your university has enough capable staff have a mean source of 2.78. Technically, this implies that institutional policy significantly influences university management in Rivers state to a very high extent.

**Research Question Two:** To what extent does facility policy enhance university management in Rivers State?

Table 6: Descriptive Statistics on facility policy enhance university management

		<b>Your university is strategically located to attract potential customers</b>	<b>Your university have adequate physical infrastructure compared to other universities</b>	<b>Your university is economically sound and well managed institution</b>	<b>Your university use advanced technological facilities in the teaching and learning compared to other universities</b>
N	Valid	276	276	276	276
	Missing	0	0	0	0
Mean		3.14	2.78	3.18	2.82
Std. Error of Mean		.065	.059	.068	.065



Std. Deviation	1.086	.986	1.129	1.079
Skewness	-.875	-.071	-.951	-.323
Std. Error of Skewness	.147	.147	.147	.147
Kurtosis	-.695	-1.221	-.684	-1.232
Std. Error of Kurtosis	.292	.292	.292	.292
Minimum	1	1	1	1
Maximum	4	4	4	4
Sum	868	767	877	779

Table 6 revealed that all respondents agreed to the items on facility policy enhance university management as the mean was above the criterion mean source of 2.50. Your university is strategically located to attract potential customers have a mean source of 3.14, your university have adequate physical infrastructure compared to other universities have a mean source of 2.78, your university is economically sound and well managed institution have a mean source of 3.18, your university use advanced technological facilities in the teaching and learning compared to other universities have a mean source of 2.82. Technically, this implies that facility policy positively enhances university management in Rivers state to a very high extent.

**Research Question Three:** To what extent does academic staff policy influence university management in Rivers State?

Table 7: Descriptive Statistics on academic staff policy influence university management

		<b>your academic staff policy is acceptable</b>	<b>Your academic staff policy motivates you to higher productivity</b>	<b>Your academic staff policy consider staff development programme</b>	<b>Generally, your academic staff policy trait you well</b>
N	Valid	276	276	276	276
	Missing	0	0	0	0
Mean		3.32	2.89	3.33	2.93
Std. Error of Mean		.059	.055	.063	.060
Std. Deviation		.980	.910	1.054	1.005
Skewness		-1.120	-.155	-1.245	-.489
Std. Error of Skewness		.147	.147	.147	.147
Kurtosis		-.117	-1.103	.003	-.913
Std. Error of Kurtosis		.292	.292	.292	.292
Minimum		1	1	1	1
Maximum		4	4	4	4
Sum		916	797	920	809

Table 7 revealed that all respondents agreed to the items on academic staff policy influence university management as they were above the criterion mean source of 2.50. your academic staff policy is acceptable have a mean source of 3.32, Your academic staff policy motivates you to higher productivity have a mean source of 2.89, Your academic staff policy consider staff development programme have a mean source of 3.33. Generally, your academic staff policy trait you well have a mean source of 2.93. technically, this implies that academic staff policy influence university management in Rivers state to a very high extent.

**Research Question Four:** To what extent does non-academic staff policy influence university management in Rivers State?

Table 8: Descriptive Statistics on non-academic staff policy influence university management

		<b>Your non-academic staff policy is acceptable</b>	<b>Your non-academic staff policy motivates you to higher productivity</b>	<b>Your non-academic staff policy consider staff development programe</b>	<b>Generally, your non-academic staff policy trait you well</b>
N	Valid	276	276	276	276
	Missing	0	0	0	0
Mean		3.35	2.87	3.34	2.88
Std. Error of Mean		.057	.050	.063	.057
Std. Deviation		.948	.832	1.047	.944
Skewness		-1.065	-.063	-1.207	-.438
Std. Error of Skewness		.147	.147	.147	.147
Kurtosis		-.334	-.963	-.111	-.731
Std. Error of Kurtosis		.292	.292	.292	.292
Minimum		1	1	1	1
Maximum		4	4	4	4
Sum		925	793	921	795

Table 8 revealed that all respondents agreed to the items on non-academic staff policy influence university management as they were above the criterion mean source of 2.50. Your non-academic staff policy is acceptable have a mean source of 3.35, your non-academic staff policy motivates you to higher productivity have a mean source of 2.87, your non-academic staff policy consider staff development programe have a mean source of 3.34, Generally, your non-academic staff policy trait you well have a mean source of 2.88. technically, this implies that non-academic staff policy influence university management in Rivers state to a very high extent.

### Hypotheses Testing

**Hypothesis One:** There is no significant relationship between institutional policy and university management in Rivers State.

Table 9: Institutional policy and university management

		<b>Institutional Policy</b>	<b>University Management</b>
<b>Institutional Policy</b>	Pearson Correlation	1	.831**
	Sig. (2-tailed)		.000
	N	276	276
<b>University Management</b>	Pearson Correlation	.831**	1
	Sig. (2-tailed)	.000	
	N	276	276

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**H<sub>01</sub>:** There is no significant relationship between institutional policy and university management in Rivers state (Table 9) revealed that there is a significant relationship between institutional policy and university management in Rivers state (where  $r = .831$  and  $p = 0.000$ ) and based on the decision rule of  $p < 0.05$  for null rejection; we reject the null hypothesis and restate that there is a significant relationship between institutional policy and university management in Rivers State.

**Hypothesis Two:** There is no significant relationship between facility policy and university management in Rivers State.

Table 10: Facility policy and university management

		Facility Policy	University Management
<b>Facility Policy</b>	Pearson Correlation	1	.830**
	Sig. (2-tailed)		.000
	N	276	276
<b>University Management</b>	Pearson Correlation	.830**	1
	Sig. (2-tailed)	.000	
	N	276	276

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**H<sub>02</sub>:** There is no significant relationship between facility policy and university management in Rivers state (Table 10) revealed that there is a significant relationship between facility policy and university management in Rivers state (where  $r = .830$  and  $p = 0.000$ ) and based on the decision rule of  $p < 0.05$  for null rejection; we reject the null hypothesis and restate that there is a significant relationship between facility policy and university management in Rivers State.

**Hypothesis Three:** There is no significant relationship between academic staff policy and university management in Rivers state.

Table 11: Academic staff policy and university management

		Academic Staff Policy	University Management
<b>Academic Staff Policy</b>	Pearson Correlation	1	.638**
	Sig. (2-tailed)		.000
	N	276	276
<b>University Management</b>	Pearson Correlation	.638**	1
	Sig. (2-tailed)	.000	
	N	276	276

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**H<sub>03</sub>:** There is no significant relationship between academic staff policy and university management in Rivers State (Table 11) revealed that there is a significant relationship between academic staff policy and university management in Rivers state (where  $r = .638$  and  $p = 0.000$ ) and based on the decision rule of  $p < 0.05$  for null rejection; we reject the null hypothesis and restate that there is a significant relationship between academic staff policy and university management in Rivers State.

**Hypothesis Four:** There is no significant relationship between non-academic staff policy and university management in Rivers State.

Table 12: Non-academic staff policy and university management

		<b>Non-Academic Staff Policy</b>	<b>University Management</b>
<b>Non-Academic Staff Policy</b>	Pearson Correlation	1	.692**
	Sig. (2-tailed)		.000
	N	276	276
<b>University Management</b>	Pearson Correlation	.692**	1
	Sig. (2-tailed)	.000	
	N	276	276

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Ho<sub>4</sub>:** There is no significant relationship between non-academic staff policy and university management in Rivers State (Table 12) revealed that there is a significant relationship between non-academic staff policy and university management in Rivers state (where  $r = .692$  and  $p = 0.000$ ) and based on the decision rule of  $p < 0.05$  for null rejection; we reject the null hypothesis and restate that there is a significant relationship between non-academic staff policy and university management in Rivers state.

## DISCUSSION OF RESULT

### Institutional Policy and University Management

Table 9 revealed that there is a significant relationship between institutional policy and university management in Rivers state (where  $r = .831$  and  $p = .000$ ). This finding is supported by Oladejo (2015) who asserted that institutional policy influence university students' scholastic achievement in Nigeria. Based on these findings, the study recommended among others that arising from the university entrance examination experience, measure should be put in place such that admission policy would attract qualified students; students should be encouraged to stay on campus by building more hostels; and university medical center should be improved upon.

### Facility Policy and University Management

Table 10 revealed that there is a significant relationship between facility policy and university management in Rivers state (where  $r = .830$  and  $p = .000$ ). This finding is supported by Subair et al. (2012) who undertake a study on Perceived Quality of Infrastructure in Selected Nigerian Universities. The study revealed that school facilities have a positive influence on school management however It was found that there was no significant difference in infrastructural development between the state and federal universities. The researchers thus recommended that government should increase funding towards development of infrastructure. The study also recommended that universities adhered to appropriate standards of infrastructure maintenance and enroll only those students for whom they have adequate facilities.

## **Academic Staff and University Management**

Table 11 reveals that there is a significant relationship between academic staff policy and university management in Rivers State (where  $r = .638$  and  $p = .000$ ). This finding is supported by Nguyen (2016) in the study “Institutional influence on HRM practices in equitized state owned enterprises in Vietnam” examined the effect of human resource policies on employees’ performance. Effect of recruitment policy on employees’ achievement of set targets; Effect of appraisal policy on employees’ performance; and Effect of compensation policy on employees’ performance. The study revealed that institutional policy relating to employee welfare such as compensation policy significantly influence employee performance, this implies that academic staff policy which is concern with how academic staff are been treated influence university management in Rivers state.

## **Non-Academic Staff and University Management**

Table 12 revealed that there is a significant relationship between non-academic staff policy and university management in Rivers state (where  $r = .692$  and  $p = .000$ ). this finding is supported by Nguyen (2016) in the study “Institutional influence on HRM practices in equitized state owned enterprises in Vietnam” examined the effect of human resource policies on employees’ performance. Effect of recruitment policy on employees’ achievement of set targets; Effect of appraisal policy on employees’ performance; and Effect of compensation policy on employees’ performance. The study revealed that institutional policy relating to employee welfare such as compensation policy significantly influence employee performance, this implies that non-academic staff policy which is concern with how non- academic staff are been treated influence university management in Rivers state.

## **CONCLUSION**

The study concluded that:

- Institutional policy significantly and positively influences university management in Rivers state.
- Facility policy significantly and positively influences university management in Rivers State.
- Academic staff policy significantly and positively influences university management in Rivers State.
- Non-academic policy significantly and positively influences university management in Rivers State.

This study is of immense value as it the findings of this study add to the body of knowledge and provide adequate solution to management of school as it helps in policy formulation. This knowledge will no doubt help university managers to focus attention on what is most relevant and avoid wastage of scarce resources on frivolities. University managers should endeavor to differentiate between the corporate-level goals and functional goals related to the university’s areas of development and research in their effort to develop and implement appropriate management initiative.

## Recommendations

The following recommendations were drawn from the study:

- University management should develop effective academic staff policy as the study revealed that academic staff policy contributes significantly to school management and influence the behaviour of the academic staff.
- University management should develop effective non-academic staff policy as the study revealed that academic staff policy contributes significantly to school management and influence the behaviour of the no-academic staff.
- University management should develop adequate facility policy in other to enhance cautious use of school facilities which enhance effective university management.
- University managers should endeavour to differentiate between the corporate-level goals and functional goals related to the university's areas of development and research in their effort to develop and implement appropriate management initiatives in accordance with the institutional policy.

## REFERENCES

- Abd-Razak, M. Z., Abdullah, N. A. G., Mohd-Nor, M. F. I., Usman, I. M. S., & Che-Ani, A. I. (2011). Toward a sustainable campus: Comparison of the physical development planning of research university campuses in Malaysia. *Journal of Sustainable Development*, 4(4), 210-221. <http://doi:10.5539/jsd.v4n4p210>.
- Aina, O. I. (2007). Alternative modes of financing higher education in Nigeria and implications for university governance. In J. B. Babalola & B. O. Emunemu (Eds.), *Issues in higher education: Research evidence from sub-Saharan African*. Bolabay Publications.
- Ajayi, I. A. & Ekundayo, H.T. (2010). *Contemporary issues in educational management*. Lagos: Bolabay.
- Alemu, S. (2018). Meaning, idea and history of university/higher education: brief literature review. *FIRE: Forum for International Research in Education*. doi:4.10.32865/fire20184312.
- Arikewuyo, M. O. (2004). Democracy and university education in Nigeria: Some constitutional considerations. *Higher Education Management and Policy*, 16(3), 121-133.
- Arikewuyo, M. O. (2009). Restructuring as a panacea for the sustainable development of the Nigerian university system. *Higher Education Policy*, 22, 245-257.
- Arikewuyo, M. O., & Ilusanya, G. (2010). University autonomy in a third-generation university in Nigeria. *Tertiary Education and Management*, 16(2), 81-98.
- Assien, J. E., & Lawal, Y. (2007). *Admission into tertiary institutions in Nigeria*. Paper presented at the 33rd annual conference of the International Association for Educational Assessment (IAEA), held at Baku, Azaerbaijan.
- Begley, P. T. (2007). Editorial introduction: Cross-cultural perspectives on authentic school leadership. *Educational Management Administration & Leadership*, 35(2), 163-164. Retrieved from <https://doi.org/10.1177/1741143207075386>.
- Bush, T. (2007). Educational leadership and management: Theory, policy and practice. *South African Journal of Education*, 27(3), 391-406. <https://www.ajol.info/index.php/saje/article/viewFile/25107/4321>.

- Bush, T. (2008). From management to leadership: Semantic or meaningful change. *Educational Management Administration & Leadership*, 36(2), 271-288. <https://doi.org/10.1177/1741143207087777>.
- Bush, T. (2011). *Theories of Educational Leadership and Management* (4<sup>th</sup> ed.). Los Angeles: Sage Publications
- Cochran C. L (2015). *Public policy: Perspectives and choices*, (3<sup>rd</sup> Ed). Lynne Rienner Publishers.
- Cooper, B. S., Fusarelli, L. D., & Randall, E. V. (2004). *Better policies, better schools: Theories and applications*. Allyn and Bacon Publisher.
- Daniel-Kalio, B. (2018). Policy implementation process in the management of change in education. In N.P Ololube (Ed.), *Encyclopedia of institutional leadership, policy and management* (pp. 282-308). Pearl Publishers.
- Federal Republic of Nigeria (2014). *National Policy on Education*. NERD Press.
- Ikelegbe, A. (2006). *Public policy analysis: Concepts, issues and cases*. Imprint Services.
- Moti, U. G. (2010). The challenges of access to university education. *DSM Business Review*, 2(2), 27-56.
- Nguyen, Q. N. (2016). Institutional influence on HRM practices in equitized state owned enterprises in Vietnam. Unpublished project. University Press.
- Okojie, J. A. (2011, November 18). University autonomy: Repositioning the Nigerian education system in the 21st century. <http://www.nuc.edu.ng>.
- Oladejo, M. (2015). Institutional policies and university students. *Nigerian Journal of Educational Administration and Planning*, 15(4), 1127-1142.
- Ololube N. P. (2018a). Education Law, Institutional Leadership and Management (ILM): Staff-personnel Promotion in Tertiary Education in Nigeria. In N.P Ololube (Ed.). *Encyclopedia of institutional leadership, policy and management* (pp. 344-368), Port Harcourt: Pearl Publishers.
- Ololube N. P. (2018b). Leadership use of scenarios and alternatives in policy analysis in Nigerian educational systems. In N. P. Ololube (Ed.). *Handbook on research on educational planning and policy analysis* (pp. 201-224), Pearl Publishers.
- Ololube, N. P. (2007). The relationship between funding, ICT, selection processes, administration and planning and the standard of science teacher education in Nigeria. *Asia-Pacific Forum on Science Learning and Teaching*, 8(1), 1-29.
- Ololube, N. P., Aiya, F., Uriah, O. A., & Ololube, D. (2016). Strategic planning: a universal remedy for the successful management of 21st century University Education (UE). *Management*. 6 (3), 76-88. <http://doi:10.5923/j.mm.20160603.03>.
- Ozor, E. (2004). *Public enterprises in Nigeria: A study in public policy making in changing political economy*. University Press.
- Sapre, P. (2002). Realizing the potential of education management in India. *Educational Management Administration & Leadership*, 30(1),101-108. <http://doi:10.1177/0263211X020301001>
- Subair, S. T., Okotoni, C. A., & Adebakin, A. B. (2012). Perceived quality of infrastructure in selected Nigerian universities. *Makerere Journal of Higher Education*, 4(1), 111-124. <http://dx.doi.org/10.4314/majohe.v4i1.9>.
- Wali, W. A. (2018). Impact of internally generated revenue in development of tertiary educational institutions in Rivers State. *International Journal of Innovative Finance and Economics Research*, 6(2), 84-91.

Yalokwu, P. O. (2006). *Fundamentals of management (2nd Edition)*. ATY Press.

Zakaria, Z. B., Ahmad, A. B., & Norzaidi, M. D. (2009). Determining world class university from the evaluation of service quality and students' satisfaction level: An empirical study in Malaysia. *International Journal of Scientific Research in Education*, 2(2), 59-66.