

Impacts of Legislation of Implementation of Education Policy on the Establishment of Private Tertiary Institutions in Sokoto State, Nigeria

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Abstract: This study assessed the impacts of the legislation and implementation of education policy on the establishment of private tertiary institutions in Sokoto State, Nigeria. This is descriptive survey research. A total number of 550 are the population of the study. Multistage sampling techniques were used to draw samples. The Research Advisor, 2006 suggested 234 respondents serve as a study sample. The instrument of the study is a self-developed questionnaire tagged, "Legislation and Implementation of Education Policy Questionnaire (LITIP)." The instrument was validated by experts in education management and the staff of the Department of Quality Assurance, Ministry of Education, Sokoto. The reliability of the instrument was obtained through test-retest and the Pearson Product Moment Correlation Coefficient (PPMCC) calculated a reliability coefficient of 0.67. This showed that the instrument is reliable in measuring the variables under study. The data was collected by the researcher and the research assistants. It was analysed through descriptive and inferential statistics. The study found that there was a significant relationship between the legislation of education policy and the establishment as well as quality assurance of private tertiary institutions in Sokoto State and recommended that proper adherence to the education policy is a prerequisite for the establishment of private tertiary institutions in the state.

Keywords: Legislation, Establishment, Education Policy, Tertiary Education, Quality Assurance

Introduction

The increasing prominence of tertiary education on the public agenda and in the public limelight since the 1990s is not incidental but a development mirroring the trend of worldwide venturing into tertiary education in society (Kim & Lee, 2006). Hence, private tertiary institutions sprung alongside public counterparts. These institutions have a longstanding history (Davidovit & Iram, 2014). For example, Sophists, the pioneer travelling teachers that went around the cities providing educational services to the public on private individuals. Today, the story has not changed in many countries. In Nigeria, for example, two kinds of institutions operate- the private and the public. The ground gained by the private individuals in the establishment of tertiary institutions put Nigeria in line with the countries such as Japan, the Republic of Korea, Taiwan, Brazil, Mexico, and Peru (Altbach, in Davidovit & Iram, 2014) where private individuals dominated higher education sector in the countries. This is a welcome gesture in reducing illiteracy in society. To address the participation, the Federal Government of

Nigeria under the National Policy on Education, 2013 revised, set out the provisions for the establishment, management, and quality assurance of tertiary education in the country.

Legislation is contextually conceived as regulations for the protection of public interest (Waters & Moore in Davidovit & Iram, 2014). The concept denotes the protection of the public policies of states (King, 2007). This is important in education because it regulates the system operation for the graduation of quality products. In tertiary education, it is crucial in stabilizing national agendas (Okundare, Solaja, & Soyewo, 2013) and a key to economic competitiveness in an increasingly knowledge-driven global economy (Ozsoy, 2008). This can be the reason that Nigeria, despite its bewildering and constraining economic situation, is in top gear in producing skilled manpower capable of realizing the goals of society. Hence, education policy has been formulated to favour an increase in the number of tertiary institutions in the country (Okundare *et. al.*, 2013).

From the independence of Nigeria to 2006, it was the Federal and state governments established and managed tertiary education. Afterwards, an act of the national assembly permitted private individuals the full right to establish higher institutions in the country. This led to an increase in the number of private tertiary institutions. Some of the important positive legislative improvements in tertiary institutions include broad anti-discrimination laws to address and eradicate racism in education, access to admission, gender equity, and a host of others. Several government agencies were established to govern and regulate both private and public tertiary institutions. For example, the universities are governed by the National Universities Commission (NUC); polytechnics are managed by the National Board for Technical Education (NBTE); while the Colleges of Education are under the custody of the National Commission for Colleges of Education (NCCE).

There are several studies conducted on educational policies. For instance, Amaje (2012) researched the impact of public policy on the education sector in Nigeria taking Kogi State as a case study between 1992 and 2011. The research design used was *ex-post-facto* research. The study found that basically, the Kogi State government need to provide fund and facility for the implementation of the education policy to meet up with both national and global expectations. The study concluded that public policy on education has not been contributing to the development of the education sector in Kogi State due to lapses in humans, materials, money, and mind/culture. It was recommended that the Kogi State government needs to strengthen its efforts in the area of facilities provided to the various institutions of learning, special attractive salaries should be worked out for teachers at all levels, and additional schools should be established to decongest the existing ones and qualified teachers should be employed statewide to reduce the workload of teachers.

Bankole and Olubusuyi (2020) studied teachers' perceptions of the implementation of quality assurance on senior secondary school students' academic performance in Ilesa West Local Government Area, Osun State, Nigeria. The study was a descriptive survey where Two Hundred and fifty (250) teachers randomly drawn from secondary schools in Ilesa West Local Government Area of Osun State, Nigeria, served as the study sample. A researcher developed and validated a questionnaire titled: Quality Assurance Questionnaire (QAQ) used in the study. Data were analyzed using Statistical Package for Social Sciences (SPSS) version 25 through descriptive statistics of mean scores and standard deviation, as well as average mean analysis. Results found that participants were only aware of three out of eleven items as components of quality assurance namely: safe school and classroom environment ($x = 2.00$); school mission ($x =$

1.98); and frequent monitoring of students' success ($x = 1.87$). The results also showed that none of the quality assurance components was implemented in schools.

Chineze and Olele (2011) researched academic accountability, quality, and assessment of tertiary education in Nigeria. The study investigated quality assurance and academic accountability in ten higher education institutions in Nigeria. The researchers used an input-process-output framework developed by UNESCO for assessing the quality of education. A sample of 150 lecturers, 350 final-year students, and 200 opinion leaders from the host community was studied. Two sets of instruments were used for data collection. The study found that academic accountability, in terms of the quality of inputs and outputs, was low; the quality of the process was high, and research activities and community service in the institutions enhance the development of the communities in which the universities are located. Conversely, lack of political will to develop higher education, low students' learning readiness, and non-utilization of research findings were found to be affecting the academic accountability of the institutions. Therefore, interventions aimed at improving the quality of inputs into higher education; exposing the students to practical training; and encouraging utilization of research findings and university-community alignment is recommended.

Statement of the Problem

Tertiary education is in high demand in Sokoto State. This led to the rapid springing of many private tertiary institutions in the state. This is done to put up with societal demands. The establishment is also a response to the provision of the Federal Government of Nigeria to provide access to quality education in the country. Hence, the Federal Government of Nigeria under the National Policy set out provisions and given guidelines for the establishment and management of private tertiary institutions in the country. These favour the increase in the number of tertiary institutions all over the country. In the provision, several bills were passed on the extension of tertiary education to the hands of private individuals under the guidance and approval of different agencies. The National University Commission (NUC) takes charge of universities. The National Commission for Colleges of Education (NCCE) looks at colleges of education. The National Board for Technical Education (NBTE) oversees polytechnics. This rising trend is moving the country to one of the countries where the private sector becomes a major share of higher education institutions (Altbach, 2007). Therefore, this study intends to assess the impacts of the legislation and implementation of education policy on the establishment of private tertiary institutions in Sokoto State.

Research Objectives

1. To measure the impacts of legislation on education on the establishment of private tertiary institutions in Sokoto State, Nigeria.
2. To examine the extent to which legislation of education policy impacts quality assurance of private tertiary institutions in Sokoto State, Nigeria.

Research Questions

1. What are the impacts of legislation of education policy on the establishment of private tertiary institutions in Sokoto State, Nigeria?
2. What are the impacts of legislation of education policy on the quality assurance of private tertiary institutions in Sokoto State, Nigeria?

Null Hypothesis

HO₁: There is no significant impact between the legislation of education on the establishment and the legislation on the quality assurance of private tertiary institutions in Sokoto State, Nigeria.

Methodology

This study is descriptive survey research. It is one of the quantitative research designs applied to a large population that gives researchers room to collect data with the help of standardized questionnaires to a specified sample. The findings from the sample make generalizations about the population. The population of this study is 550 members of staff from the Department of Quality Assurance of the Ministry of Education, the lecturers, and the management of private tertiary institutions in the state.

This study employed a multistage sampling technique to sample tertiary institutions in the state. A stratified sampling technique was used to sample respondents from the five divisions of the tertiary institutions: Universities, Colleges of Education, Polytechnics, Other tertiary institutions, and Staff of the Department of Quality Assurance of the Ministry of Education in Sokoto State. A proportionate sampling technique was used to select respondents from their respective research stations. Then, simple random sampling techniques will be used to select respondents from each division. A research advisor was used to select the sample size of the respondents. From the research advisor, a population of 550 - 600 respondents are expected to have 234 samples at a 5% Confidence Interval.

Table 1: Sample of the Study

| S/N | Private Tertiary Institutions | Population | Sample |
|-----|--|------------|------------|
| 1 | Universities in Sokoto State | 00 | 00 |
| 2 | Colleges of Education in Sokoto state | 86 | 36 |
| 3 | Polytechnics in Sokoto state | 00 | 00 |
| 4 | Other Registered Tertiary Institutions in Sokoto State | 338 | 143 |
| 5 | The staff of the Quality Assurance in Sokoto State | 126 | 53 |
| | Total | 550 | 232 |

Source: Field Work, 2022

Research Instruments

The instrument of the study is a self-developed questionnaire tagged, "Legislation and Implementation of Education Policy Questionnaire (LITIP)." The response option to these was a 4-point Likert scale of strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The number of responses obtained was multiplied by the number of weights. The number of responses was added together to obtain the total weight agreement which is divided by the number of respondents to get the mean scores. The decision to accept (agree) or reject (disagree) an item in the questionnaire is based on a criterion mean of 2.5 and above for agreeing, while any item in the research instrument with less than a mean score of 2.5 disagrees. For data analysis, mean statistics was used to analyze data on the research questions while a Pearson Product Moment Correlation coefficient was used in testing the two null hypotheses.

The instruments were validated by qualified experts. These are a panel of three senior lecturers with Ph. D qualifications in the Department of Educational Management, Sokoto State University, Sokoto, Ph. D/M. Phil students at the Department of Educational Foundation, Usmanu Danfodiyo University, Sokoto, and three Educational Administrators from the

department of Quality Assurance, Ministry of Education, Sokoto. The copies of the developed were submitted to each of them to study the instrument and certify if the questions are enough to measure the variables under study in terms of content coverage, criterion measure, language, construct, and face of the instrument. This also for them to study the instrument and certify if the question is relevant to test the academic performance of the students, to ensure that each item selected for inclusion was capable of eliciting responses needed to measure the set of objectives of the study, examine whether the item is clear to avoid ambiguity, certify if they are appropriate for the level of the students under study, and check for possible errors in the instruments and suggestions for corrections.

The reliability of the instruments was obtained by pilot testing the instruments. Pilot testing was conducted with 34 lecturers and the members of staff of the Quality Assurance Department, Ministry of education, Sokoto State. The samples selected for pilot testing have similar characteristics to those for the main study in all stages. Test-re-test method was used to find the impact of legislation and implementation of the tertiary education policy. The instruments were distributed and collected. The opinion was recorded. After the interval of two weeks, it was then redistributed and recollected. The two opinions were collated and compared using Pearson Moment Correlation Coefficient. A reliability index of $r = 0.67$

Administration of the Instrument

This study used a questionnaire to survey the impacts of the legislation and implementation of the education policy on private tertiary education in Sokoto State, Nigeria. In collecting the data from the respondents, the researchers and the trained research assistants distributed questionnaires to the respondents after obtaining their consent. The questionnaires were used to record the opinion of the respondents on the variables for analysis.

Method of Data Analysis

The data researchers carefully checked and cross-checked the data collected from the respondent's careful distribution of the survey questionnaires were managed by the researchers and the trained research assistants. In analyzing the bio-data, the data collected were presented in a table, and responses were calculated in percentages and followed by detailed interpretation. Also, mean and standard deviation were used to analyze the research questions while Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the null hypotheses at a 0.05 level of significance.

Results

Table 3: Gender of the Respondents

| Gender | Number of Respondents | Percentage (%) |
|---------------|------------------------------|-----------------------|
| Males | 167 | 71.99 % |
| Females | 65 | 28.01 % |
| Total | 232 | 100 % |

Source: Field Survey, 2022

Research Question 1: What are the impacts of legislation on education policy on the establishment of private tertiary institutions in Sokoto State, Nigeria?

Table 2: Impacts of Legislation on the establishment of Private Tertiary Institutions

| S/N | Item Statement | Response | | |
|-----|---|----------|------|----------|
| | | MEAN | SD | Decision |
| 1. | The Federal Government legislates tertiary institutions can be owned by governments, corporate organizations, and private individuals for accessible higher education | 2.93 | 1.06 | Agreed |
| 2. | The National Policy on education establishes agencies for different categories of tertiary institutions to quality higher education | 3.13 | 0.95 | Agreed |
| 3. | The tertiary education agencies give licenses to private tertiary institutions for efficient operation | 3.27 | 0.90 | Agreed |
| 4. | The agency under the national policy document set Bench Marks for Academic Standards that private tertiary institutions operate | 3.39 | 0.88 | Agreed |
| 5. | The private tertiary institutions must operate under the National Policy on Education guidelines | 3.16 | 0.76 | Agreed |
| 6. | The policy mandates that access to admission is open and accessible to every student | 3.22 | 1.00 | Agreed |
| 7. | The private tertiary institutions must spell out a master plan for infrastructural and program development for a time frame | 3.21 | 1.06 | Agreed |
| 8. | There should be a well-articulated vision and mission of the institution | 3.26 | 1.08 | Agreed |
| 9. | The missions are adequate and there shall be long-range plans for sustaining them | 3.26 | 0.97 | Agreed |
| 10. | The approved private tertiary institutions can have their certificates presentable for employment and their products are eligible for the National Youth Service Corps (NYSC) | 3.31 | 0.96 | Agreed |
| 11. | For quality education, the agencies prevent the establishment of illegal campuses | 3.56 | 0.97 | Agreed |
| 12. | The agencies approved, accredit, and monitor the activities of private tertiary institutions' courses and programs for effective academic activities | 3.02 | 1.09 | Agreed |
| 13. | The agencies impose appropriate sanctions on the erring private tertiary institutions to prevent a fall in academic standard | 3.11 | 1.13 | Agreed |
| 14. | Private tertiary institutions submit an annual report to the appropriate agencies to assess their annual academic activities | 3.31 | 0.93 | Agreed |

Source: Field Survey, 2022

Table 2 showed that the means of the respondents ranged between 3.56 and 2.93. This indicated that their mean is above the average mean of 2.5. The respondents agree with all the fourteen items on the establishment of private tertiary institutions in Sokoto State. They agreed that legislation of tertiary institutions has an impact on the establishment of institutions by government and private individuals or organizations, the National Policy on Education serves as a guide, issuing a license, providing Bench Marks Academic Standard, equal admission opportunities, provision of a master plan, and institution should have a well-articulated vision and mission. Its impact also ensures that the certificates obtained are presentable for

employment, rejection of illegal campuses, accreditation, monitoring, and assessing the courses to be offered by the institutions.

Research Question 2: What are the impacts of legislation of tertiary education policy on the quality assurance of tertiary institutions in Sokoto State, Nigeria?

Table 3: Impacts of Legislation on the Quality Assurance of Private Tertiary Institutions

| S/N | Item Statement | Response | | |
|-----|---|----------|------|-----------|
| | | MEAN | SD | Decision |
| 15. | Quality assurance units of the ministry monitor teaching, learning activities, and institutional programs of private tertiary institutions for quality higher education | 3.22 | 1.10 | Agreed |
| 16. | It necessitates the inspection of teaching and learning facilities in private tertiary institutions for quality products | 3.51 | 0.80 | Agreed |
| 17. | It ensures private tertiary institutions have qualitative management and academic staff | 1.96 | 1.13 | Disagreed |
| 18. | It provides students supports and mentoring services in the private tertiary institutions | 2.44 | 0.78 | Disagreed |
| 19. | It conducts monitoring, assessment, and evaluation of private tertiary institutions' facility | 3.22 | 1.06 | Agreed |
| 20. | It monitors research outputs of private tertiary institutions | 2.94 | 0.94 | Agreed |
| 21. | Quality assurance leads to the review of the curriculum of private tertiary education curriculum to meet the global standard | 2.78 | 1.00 | Agreed |

Source: Field Survey, 2022

Table 3 showed the response of the respondents on the impacts of the legislation of the tertiary institutions on the quality assurance of the private tertiary institutions. From the table, the respondents agree with items 15, 16, 19, 20, and 21 on the mean of 3.22, 3.51, 3.22, 2.94, and 2.78 respectively. The means of these items are above the average mean of 2.5. This indicated that the respondents agreed that legislation of private tertiary institutions has positive impacts on ensuring the quality of teaching and learning, an inspection of the institutional facilities, monitoring and assessment, monitoring research, and reviewing the curriculum to reach national and international standards. However, the respondents disagreed on items 17 and 18 with the means of 2.44 and 1.96 respectively. The means are below the criterion mean of 2.5. Thus, the respondents disagreed that legislation of tertiary institution legislation impacts supporting mentoring and assessment of the institutional facility.

Testing Null Hypotheses

H₀₁: There is no significant relationship between the legislation of tertiary education policies and the quality of educational institutions in Sokoto State, Nigeria.

Table 4: Relationship between the legislation of education policy and quality assurance of private tertiary institutions in Sokoto State, Nigeria.

| Variable | N | Mean | SD | Df | r-Cal | P-value | Decision |
|---|-----|------|------|-----|-------|---------|--------------|
| Legislation of Tertiary Education Policy | 232 | 3.44 | 0.83 | 230 | 0.89 | 0.001 | Ho1 Rejected |
| Quality Assurance of Private Tertiary Institution | 232 | 3.23 | 0.90 | | | | |

Source: Field Survey, 2022

From table 4, it can be seen that the relationship between the legislation of tertiary institutions and the implementation of the tertiary education policy in the private tertiary institutions is higher with a calculated R-value of 0.89 against a p-value of 0.001 at 230 degrees of freedom. Therefore, the hypothesis is rejected. This indicates that legislation of tertiary institutions has a significant relationship with the implementation of tertiary education policies in private tertiary institutions in Sokoto State.

4.3 Summary of Findings

The finding of the study is summarized below:

- i. The legislation of tertiary institutions policy has positive impacts on the establishment of private tertiary institutions in Sokoto State. This is found in the issuance of a license, incorporating the private tertiary institutions in the National Policy on Education, providing Bench Marks for Academic Standards, equal opportunity for admission, etc.
- ii. The legislation of tertiary institutions policy has positive impacts on the quality assurance of private tertiary institutions in Sokoto State. The institutions are monitored, inspected, curriculum reviewed, and ensured that the curriculum is comprehensively implemented.

Discussion of Findings

The finding from research question one showed that the legislation of tertiary institutions policy has a positive impact on the establishment of private tertiary institutions in Sokoto State. This is found in the issuance of a license, incorporating the private tertiary institutions in the National Policy on Education, providing Bench Marks for Academic Standards, equal opportunity for admission, etc.

The findings from research question two revealed that legislation of tertiary institutions policy has a positive impact on the quality assurance of private tertiary institutions in Sokoto State. The institutions are monitored, inspected, curriculum reviewed, and ensured that the curriculum is comprehensively implemented. This finding confirmed the findings of Shuaib (2020) that surveyed the impact of quality assurance on tertiary institutions in Nigeria: evidence from selected tertiary institutions and stakeholders in Kano state. The study revealed that quality assurance practices have a significant effect on staff selection and recruitment (Input) in Nigerian tertiary institutions, are effective in the teaching and learning (process) in Nigerian tertiary institutions, and have a significant effect on the outputs (graduates' proficiency and employability) of Nigeria tertiary institution. It also has a mixture of confirmation with the findings of Chineze and Olele (2011) who assessed academic accountability, quality, and assessment of higher education in Nigeria. The findings were that academic accountability, in terms of the quality of inputs and outputs, was low; the quality of the process was high, and

research activities and community service in the institutions enhance the development of the communities in which the universities are located.

Conclusion

In conclusion, the findings of the study confirmed that there is a significant relationship between the legislation of tertiary education policy and the establishment of private tertiary institutions in Sokoto State. However, some institutions are yet to implement all the educational policies in their institutions as a result of certain factors. The factors consist of lack of planning, insufficient fund, political instability, and poor attitude of stakeholders and policymakers in education.

Recommendations

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

1. The stakeholders of private tertiary institutions should follow the education policy guidelines for the accreditation of their courses and the smooth running of their institutions.
2. The stakeholders of private tertiary institutions should make appropriate provisions to the infrastructures, facilities, and labour to ensure the quality of their services and product.

Recommendations for Further Research

The findings and limitations of the study indicated that there is a need for further studies:

- i. The researchers should replicate this study in other states for the country to have a clear picture of the legislation and implementation of education policies in private tertiary institutions.
- ii. There is a need for the replication of this study in public tertiary institutions to assess the impacts of the legislation and implementation of education policies in private tertiary institutions.

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