

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

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Abstract: This study surveyed the impacts of the legislation of education policy on implementation in private tertiary institutions in Sokoto State, Nigeria. The research was descriptive survey research. A total of 550 members of staff from private tertiary institutions and the Department of Quality Assurance, Ministry of Education, Sokoto State serve as the population of the study. Multistage sampling techniques were used in selecting the sample size of 232. The instrument was a modified questionnaire tagged, 'Legislation of Education Policy on Implementation (LEPIQ).' It was validated by experts in education management from Shehu Shagari College of Education and Halliru Binji Polytechnic, Sokoto State. The reliability test was obtained using the Pearson Product Moment Correlation Coefficient (PPMCC) with $r = 0.72$. The data was collected through the distribution of questions by the researchers. The data collected were analysed through descriptive and inferential statistics to answer research questions and test the null hypothesis respectively. The study found a significant relationship between the legislation of education policy and implementation in private tertiary institutions in Sokoto State. It recommended that the management of private tertiary institutions should provide educational facilities, staffing, and infrastructures for the achievement of the stated policy objectives.

Keywords: Legislation, Implementation, Education Policy, Tertiary Institutions

Introduction

The legislation denotes regulation. It was conceived as a series of rules and regulations that regulate the exchange of goods and services in society (Moran & Wood in Davidovitch, 2011). It is a managerial concept of coordinating an organization under an agreeable term. In education, legislation deals with the effects of transforming knowledge into a “commodity” (Marginson, 2009). This is interpreted in terms of supervision, mediation, and control of educational institutions. The protection focuses mainly on two factors- access and funding. Access is mainly to increase the number of student enrollment and funding deals with the financing of education institutions.

The major duties of implementing the educational policy are teaching, research, and community service. These are believed to develop the individual in hard and soft skills. In tertiary education, students are expected to develop the ability and acquire the necessary skills, to think critically, solve the problem, make a decision, follow a grounded debate logically, master a course effectively to defend it and prove and analogize information. This is the reason that school is seen as an agent of innovation. Formally, the role of schools was to fully equip students with intellectual and practical skills and make the students capable of formulating, reflecting, and also being innovative in their day-to-day activities. These are believed to transform society be a better place for mankind.

Implementation from an education point of view means “delivery” (Barber, 2008), “enactment” (Bell & Stevenson, 2015), “realization” (Brennan, Kemner, Donaldson, & Brownson, 2015), or educational change (Fullan, 2015). In context, it is simply understood to be to put into action. Prince *et. al.*, (2021) conceive implementation as an act of executing a plan, a policy, or an assignment. The conception indicated for the implementation to take place; something must have been planned. Education policy implementation is the process of executing an education plan. It connotes the process of converting education policy into an identified objective.

This study was informed by System Theory. This is a theory that views an organization as a system composed of five parts (Agabi, 2002). These parts are inputs, the transformation process, outputs, feedback, and the systems’ environment. The inputs are the human, material, and non-tangible resources (like the norms, rules, and tradition) needed for the operation of the system. These inputs pass through some technical processes (like classroom instructions and control activities) and behavioural changes (transformation process) (Chineze & Olele, 2011). The feedback implies the reactions (positive or otherwise) of the environment to the outputs or services from the system. Such feedback lays the foundation for determining the subsequent input, transformation process, and hence output from the system. The system environment is the social, political, and economic forces around the system, which ultimately determines the focus, capabilities, and inhibitions of the system (Chineze & Olele, 2011).

There are several empirical studies conducted on the topic. For example, Amaje (2012) investigated the impact of public policy on the education sector in Nigeria, a case study of Kogi State from 1992 to 2011. Ex-post-facto research design was used for the study. The study found that Kogi State Government need to provide finance and facility for the implementation of the education policy to meet up with both national and global expectations. The study concluded that public policy contributed less than expected to the education sector in Kogi State due to lapses in humans, materials, money, and mind/culture.

Nweke, Ibn Abdullahi, Chukwu, Vita-Agundu, Madu, and Ezurike (2021) carried out a study and assessed the implementation of education policies in Universities in Enugu State, Nigeria. They used descriptive survey research. the population of the study was 440 members of staff of tertiary institutions in Enugu State. The instrument used was the "Assessment of Implementation of Educational Policies Questionnaire (AIEPQ)." It was validated by experts from the Department of Educational Foundations and the Department of Science Education of the University of Nigeria, Nsukka. The reliability of the instrument was 0.86. Mean and standard deviation was used in answering research questions. The study found that there was poor implementation of education policy, and the institutions lacked instructional materials and basic tools for practical teaching. The study recommended among others that instructional materials should be provided for the effective implementation of education policy in the country.

Okafor (2016) conducted a study on the implementation and challenges of Nigerian educational policy in rural grade 1-12 public schools. The study is qualitative educational ethnographic research using phone interviews to collect data. The data were transcribed and coded. The study found that the Nigerian education policy has a lot of challenges that continue to hamper effective implementation. The participants agreed that there are several gaps and lapses in the implementation of the education policy which need to be addressed. The study concluded that the successful implementation of the Nigerian education policy is largely dependent on the stakeholders.

Statement of the Problems

The legislated education policy mandated governmental agencies such as the National University Commission (NUC), the National Commission for Colleges of Education (NCCE), and the National Board for Technical Education (NBTE) to conduct routine supervision of the respective institutions to ensure implementation compliance. Yet, studies lamented the poor implementation of education policy all over the country (Ogburo, 2008). For example, Denga (2000) stated that the implementation of education policy in Nigeria is challenged by the problem of a dearth of facilities, inadequate supervision, shortage of personnel, lack of funds, incoherent implementation, and drop-out rates. This shows that the state of education at all levels in Nigeria is in deplorable conditions. Ogboru (2008) captured this problem when he stated that whenever the subject of education is raised in Nigeria, the features of thoughts that are ready before hands are; falling in standard, weakening of facilities, examination misconducts, unproductive graduates, etc. before any other thing else. Since Sokoto State is one of the states affected, this study chose private tertiary institutions to study what and how their actions and inactions have individually and collectively contributed to the implementation of education policy in their respective institutions.

Research Objectives

1. To measure the impacts of legislation education policy on the implementation process in private tertiary institutions in Sokoto State, Nigeria.
2. To analyze the factors responsible for the poor implementation of education policy in private tertiary institutions in Sokoto state, Nigeria.

Research Questions

1. What are the impacts of legislation of education policy on the implementation process in private tertiary institutions in Sokoto State, Nigeria?

2. What are the factors affecting the implementation of educational policies in private tertiary institutions in Sokoto State, Nigeria?

Null Hypotheses

H₀: There is no significant relationship between the legislation of education policy and the implementation of the policy in private tertiary institutions in Sokoto State, Nigeria.

Methodology

This study is descriptive survey research. The population of this study is 550 members of staff from private tertiary institutions and the Department of Quality Assurance, Ministry of Education Sokoto State serves as the population of the study. From the Research Advisor, a sample of 232 was estimated at a 5% Confidence Interval. To obtain the sample, a multistage sampling technique was employed. First, a stratified sampling technique was used to sample respondents from their respective 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. Second, a proportionate sampling technique was used to select respondents to participate in the study, and third, a simple random sampling technique was used in selecting individual respondents.

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 Survey, 2022

Research Instruments

The instrument for data collection was a modified questionnaire tagged, 'Legislation of Education Policy on Implementation (LEPIQ)'. It is a 4-point Likert scale: strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The number of responses was multiplied by the number of weights and added together and then divided by the number of respondents to obtain the weighty mean. The decision for acceptance (agree) or rejection (disagree) is based on a criterion mean of 2.5. An item with a score of 2.5 and above is accepted and any item with a mean less than 2.5 has disagreed. 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 instrument was validated by a panel of two senior lecturers with Ph. D. qualifications in the Department of Education, Shehu Shagari College of Education, Sokoto and three members of staff from the Halliru Binji Polytechnic, Sokoto. The copies of the developed questionnaires 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. They are to study the instrument and certify the relevance of the test, to ensure the items are capable of eliciting desired responses to measure the set of objectives of the study, to ensure items are clear and to avoid ambiguity.

The reliability of the instruments was obtained via test-retest. Pilot testing was conducted with 44 tertiary institutions lecturers, educational administrators, and quality assurance staff of the Ministry of education, Sokoto State. The questionnaires were circulated and collected. After two weeks intervals, it was then redistributed and recollected. The two opinions were collated and compared using Pearson Moment Correlation Coefficient. A reliability index of $r = 0.72$ was obtained.

Method of Data Collection

This study used a questionnaire to survey the impacts of the legislation and implementation of the education policy on 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 collected from the respondents were carefully checked and cross-checked by the researchers. The careful distribution of the survey questionnaires was managed by the researchers and the trained research assistants. In analyzing the bio-data, the data collected was presented in a tabular form, and responses were calculated in percentages and followed by detailed interpretation. Also, descriptive statistics such as mean and grand mean was used to analyze the research questions while the chi-square test of significance was used to test the two null hypotheses at a 0.05 level of significance. The test contingency table was used to measure if there is the existence of a significant association between the variables under the study. Hence, hypothesis that was greater than 5% or $p = > 0.05$ was rejected, while hypothesis with less than 5% i.e., $p = < 0.05\%$ was retained.

Results

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

Table 2: Implementation of Tertiary Education Policy

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S/N	ITEM STATEMENT	RESPONSE								
		SA	A	SD	SA	SUM	Mean	SD	Decision	
1.	The curriculum content of private tertiary institutions is comprehensively implemented	100	13	90	29	648	2.79	1.13	Agreed	
2.	There are current and relevant instructional materials available for the implementation of courses in private tertiary institutions	45	50	107	30	574	2.47	0.94	Disagreed	
3.	The learning materials are adequately provided and used	45	50	107	30	680	2.93	0.98	Agreed	
4.	The lecturers are qualified, always available, and competent to deliver the	100	20	108	4	648	2.79	1.08	Agreed	

	services.									
5.	The lecturers are well-trained, motivated, and committed to their duties	92	25	90	25	694	2.99	1.01	Agreed	
6.	There are adequate facilities and a conducive learning environment	108	24	90	10	744	3.21	1.01	Agreed	
7.	Students are committed and can persevere in the academic activities of the institutions	130	39	44	19	655	2.82	1.01	Agreed	
8.	Students cooperate in health, sport, and rules on campus	90	24	105	13	682	2.94	1.01	Agreed	
9.	Parents have a positive attitude to the education of their children	100	30	90	12	770	3.32	1.04	Agreed	
10.	There is a link between tertiary institutions and employers of labour	150	30	28	24	735	3.17	1.00	Agreed	

Source: Field Survey, 2022

Table 2 showed the response of the respondents on the impacts of the legislation of the tertiary institutions on the implementation of tertiary education policy in private tertiary institutions. The respondents agreed on all but one item on the questionnaire. The respondents agreed on item 22, 24, 25, 26, 27, 28, 29, 30, and 31. The means are 2.79, 2.93, 2.79, 2.99, 3.21, 2.82, 2.94, 3.32, and 3.17 respectively. This indicated that their mean is above the criterion mean of 2.5. Thus, the respondents agreed that legislation of tertiary institutions policy can impacts private tertiary institutions on the provision of a comprehensive curriculum, state the criteria for the qualification of the teaching staff, motivation and retraining, students' commitment to their academic standards, and establishing links between the institutions and employers of labour. However, the mean of the respondents on item 23 is 2.47 which is below the criterion mean of 2.5. Here, the respondents showed disagreement on the provision of adequate and up-to-date teaching and learning materials in private tertiary institutions.

Research Question 4: What are the factors affecting the implementation of education policy in private tertiary institutions in Sokoto State, Nigeria?

Table 3: Factors Responsible for Non-implementation of Education policies in Private Tertiary Institutions

S/N	ITEM STATEMENT	RESPONSE								
		SA	A	SD	SA	SUM	Mean	SD	Decision	
11.	Low instructional resources in private tertiary institutions affect the proper implementation of the educational policy	100	13	90	29	648	2.79	1.13	Agreed	
12.	Insufficient teaching staff	45	50	107	30	574	2.47	0.94	Disagreed	

	limits the implementation of the tertiary education policy in private tertiary institutions								
13.	Inadequate workshops affect the proper implementation of the policy in tertiary institutions	138	40	20	34	746	3.22	1.10	Agreed
14.	Insufficient laboratories and libraries affect the implementation of the tertiary education policy in tertiary institutions	138	60	20	14	762	3.28	0.97	Agreed
15.	Inadequate and effective guidance and counseling services in private affect the implementation of the policy	130	60	20	22	742	3.20	0.86	Agreed
16.	Poor remuneration of lecturers can affect the quality of instructional delivery in private tertiary institution	100	92	26	14	726	3.13	1.03	Agreed
17.	There are insufficient funds to run the educational programs	121	40	51	20	756	3.26	1.05	Agreed
18.	Corruption in academia affects the implementation of policy in private tertiary institutions	135	52	15	30	769	3.31	0.99	Agreed
19.	There are poor internal quality assurance services in private tertiary institutions	140	50	20	23	765	3.30	1.00	Agreed

Source: Field Survey, 2022

Table 3 showed the response of the respondents on the factors for the poor implementation of the tertiary education policy in private tertiary institutions. The means of the respondents ranged between 3.39 and 2.95. This indicated that the mean is above the criterion mean of 2.5. Thus, the respondents agree with all nine items on poor implementation. The respondents revealed that there was a low provision of teaching and learning facilities, the staff was not efficient, workshops were not adequately organized and attended by the academic staff, insufficient libraries and laboratories, and poor remunerations for the lecturers.

Testing Null Hypotheses

H₀: There is no significant relationship between the legislation of tertiary education policies and the quality of educational institutions in Sokoto State, Nigeria.

Table 4: Association between the legislation of education policy and the implementation in 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	0.87	0.001	Ho Rejected
Implementation of Tertiary Education Policy	232	3.18	0.91				

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.

Summary of Findings

- The legislation of tertiary institutions policy has a positive impact on the implementation of the policy of private tertiary institutions in Sokoto State. This is through the issuance of guidelines for staffing, facility, and institutional resources. Ensuring that their graduates attend National Youth Service Corp and linking the graduate with the employer of labour.
- The study found that there are factors that affect the implementation of the tertiary education policy in private tertiary institutions in Sokoto State. They are low instructional resources, inadequate workshops, insufficient laboratories, poor remunerations, and corruption in academia.

Discussion of Findings

The finding from research question one showed that the legislation of tertiary institutions policy has a positive impact on the implementation of the policy of private tertiary institutions in Sokoto State. This is through the issuance of guidelines for staffing, facility, and institutional resources. Ensuring that their graduates attend National Youth Service Corp and linking the graduate with the employer of labour. This finding is contrary to the findings of Amaje, (2012), Nweke et. al. (2021), Okafor (2016), and Prince et. al. (2021) that the government's effort toward implementation of educational policy yielded little or no dividend result due to improper implementation of policies caused by lack of basic amenities for practical teaching as well as lack of instructional materials to facilitate the effective learning process.

The finding from research question four that study found that there are factors that affect the implementation of the tertiary education policy in private tertiary institutions in Sokoto State. They are low instructional resources, inadequate workshops, insufficient laboratories, poor remunerations, and corruption in academia. This finding is contrary to the findings of Amaje, (2012), Nweke et. al. (2021), and Prince et. al. (2021) that the government's effort toward implementation of the educational policy faced numerous problems. These are the problem of poor planning as a result of political instability and poor remuneration of lecturers, among others, which are harmful to the implementation of educational policy. The findings also confirmed the findings of Okafor (2016) that the Nigerian education policy is ridden with extensive challenges that continue to hamper

effective implementation. Although the policy is good in writing, the implementation process is difficult due to the apparent lack of political willpower to realize the set objectives. However, there are several gaps and lapses in the implementation of the education policy, especially in remote areas.

Conclusion

In conclusion, the study found that the education policy is being implemented in private tertiary institutions in Sokoto State but with problems. However, some institutions are yet to implement all the educational policies in their institutions as a result of certain factors. Inadequate funding, poor managerial practice, and insufficient funds are among the factors responsible for the non-implementation of the policy. Therefore, there are a lot of follow-up activities to be conducted in such institutions for the proper monitoring of the implementation of the policy by relevant governmental agencies to achieve predetermined policy objectives.

Recommendations

The following recommendations are made based on the finding of the study:

1. The management of private tertiary institutions should ensure strict compliance with the education policy guidelines for the proper implementation of the policies in the country.
2. The management of private tertiary institutions should make ensure that the challenges of the implementation of the education policy are properly addressed for the production of quality products in society.

Recommendations for Further Research

Based on the findings and limitations of the study, the following are recommended for further research:

- i. Similar study should be replicated 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 researchers to conduct a similar study in public tertiary institutions in the state.

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