

APPROPRIATENESS OF LEADERSHIP POLICIES IN THE ADMINISTRATION OF HIGHER EDUCATION IN RIVERS STATE

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ABSTRACT

The study investigated the appropriateness of leadership policies in the administration of higher education in Rivers State. The population of the study comprised of 5,090 academic staff and 8,525 non-academic staff given a total of 13,618 from Ignatius Ajuru University of Education in Rivers State. The sample comprised of 356 academic staff and 221 of non-academic staff given total of 577 using random sampling technique. Two research questions and two null hypotheses guided the study. Data was collected using the researcher's self-constructed questionnaire titled "Appropriateness of Leadership Policy in the Administration of Higher Education Questionnaire (ALPAHEQ)" from the respondents. Analytical survey design was used in the study. The instrument was validated based on face and content validity by experts from the institution. Pearson's Product Moment Correlation Coefficient (PPMC) was used and a correlation of 0.75 which shows that the instrument was consistent and reliable for the study. Data was analyzed using the mean and standard deviation to answer the two research questions while independent T-Test statistics was used to test the null hypotheses formulated at 0.05 level of significance. The findings were that political will in policies implementation has made implementation process difficult. There is no significant difference in the leadership policies administration in higher education. It was recommended that policies in the administration of higher education should be an intervention approach that should provide requisite information on the functioning (on-going) programs with the aim of improving, modifying and altering the process adopted in the implementation to yield better attainment of the institutional goals, also that leaders will formulate policies in their decision making and implement a vision for change by monitoring and evaluating the policies to ensure favorable work force to achieve set goals in higher education.

Keywords: Appropriateness, Leadership, Policies, Administration, Higher Education.

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INTRODUCTION

The appropriateness of leadership policies in the administration of higher education in Rivers State is a thing of importance. The leadership policies in higher education are more appropriate to the needs of students and the administration of academic and non-academic staff of the institutions. Policies and practices to foster quality teaching should therefore be run by this ultimate end. Sustaining quality improvement will require prioritization, consistent with the educational model and goals set by the institutions. Institutions play the key part in fostering quality teaching national regulations rarely require or prompt academics to be trained in pedagogy or to promote their educational competencies over their professional life span. Yet top-down initiatives may take on opposition from faculty that perceive it as an encroachment of academic freedom and maintenance is needed to get the proper balance between institutional leadership and managerial intrusion. Baribo (2016) opined that Leadership policies in the administration of higher education should be an intervention approach that should provide requisite information on the functioning (on-going) programs with the purpose of improving, modifying and altering the procedure adopted in the implementation to yield better attainment of the institutional goals.

Develop appropriate tools to monitor and evaluate policies (e.g. through surveys) and ensure that these are well-planned to supply useful, constructive and timely feedback to reach institutional goals. Offer resources and assure that appropriate experts are available to confirm the professional growth of staff. Leaders who are capable of successfully carrying out reforms within and across departments either because of their place of authority or because of the respect of their fellows and seek to strengthen their dedication to improving quality in higher education. Universities are mostly good at flexible working policies. Nevertheless, active implementation of them and systematic monitoring of individual work load would do much to ameliorate this. Leaders with a wider scope of professional backgrounds provide higher education institutions with fresh insights and experience, which helps them to tackle ever-evolving challenges, especially around areas such as managing reputational risk as described by Alison (2016).

Leaders are drivers for change and are clearly identified at all levels, Synergy of policies is sought as it assists the educational activity and learning improvement in higher institutions Derek, (2017). Leadership is considered by Nwafor (2000) in Ololube (2018) as an art of influencing people so that they strive willingly towards the attainment of group goals. Strong leadership role is to present unity of purpose and focusing. A process whereby an individual influence, a group of people to accomplish a common goal (Northouse, 2007). Leadership is inspiring others to go after your vision within the parameters you determine, to the extent that it becomes a shared effort, a shared vision, and a shared success (Zeitchik, 2012).

Leadership is a process of societal influence, which maximizes the efforts of others, towards the achievement of a goal (Kruse 2013). Leadership as described by Rowe (2007) is the process by which a person exerts influence over other people and inspires, motivates and direct their natural actions to help achieve institutional objectives. In leadership, leaders do not command excellence, they build excellence. Excellence is being all you can be within bounds of doing what is good for the institution to reach its common goals Bass (1990).

Statement of the Problem

Appropriateness of leadership policy administration in higher education has been a hick-up in our institutions. The researcher has noted with dismay that policies made are not implemented, follow-up by the policy making body is not consistent, no proper monitoring and evaluation on the institutional policies, programs are neglected to some extent. Over the years, the appropriateness of leadership policies and goals attainment due to inadequate implementation of the policies has become a great concern to many observers. Hence, the researcher is interested in identifying the appropriateness of higher education implementation constrain and explore the implications of poor leadership policies implementation for institutional development, following the clarification of the factors, the researcher will also advance remedial measures.

Purpose of the Study

The purpose of the study was to investigate the appropriateness of leadership policies in the administration of higher education in Ignatius Ajuru University of Education in Rivers State. The study specifically sought to:

- Determine the factors that have contributed to the implementation of leadership policies difficult in the administration of higher education in Ignatius Ajuru University of Education in Rivers State.
- Investigate the strategies that can enhance the appropriateness of leadership policies implementation in the administration of higher institution in Ignatius Ajuru University of Education in Rivers State.

Research Questions

The following research questions were posed to guide the study:

- What factors have made the implementation of appropriateness of leadership policies difficult in the administration of higher education in Ignatius Ajuru University of Education in Rivers State?
- What strategies can enhance the appropriateness of leadership policies implementation in the administration of higher education in Ignatius Ajuru University of Education in Rivers State?

Hypotheses

The following null hypotheses were tested at 0.05 alpha level guided the study:

- There is no significant difference in the factors that have made the implementation of appropriateness of leadership policies difficult in the administration of higher education in Ignatius Ajuru University of Education when analyzed based on staff position.
- There is no significant difference in the strategies that can enhance the appropriateness of leadership policies implementation in the administration of higher education in Ignatius Ajuru University of Education when analyzed based on staff position.

EXAMINING THE DIFFERENT TYPES OF LEADERSHIP STYLE

Autocratic Leadership Style: This type of leadership style is applied as the classical plan of attack. Syed (2016) explained this style as leaders that hold as much ability and decision-making authority as possible, they do not consult staff nor allow their input, staff are required to obey orders with explanation, they structure sets of rewards and penalty. This style is sometimes the most effective to use for new untrained staff where effective supervision can be offered only through detailed orders and instructions. This mode should not be used when staff become tensed, fearful, or resentful, staff expects their opinion to be found out. In this spot according to Igwe (1990) the leader resort to use of force, threats, fear, power and authority, intimidation and his personal influence to bring the followers to obey him.

Bureaucratic Leadership Style: Bapon and Syed (2016) explained that the leaders follow laid down policies, everything done is according to the operation, they impose the conventions. This mode is most effective when staff performing routine tasks over and over, staff need to understand certain standards or procedure, staff performing tasks that involve handling cash. Still, this mode is sometimes ineffective when work habits are difficult to get around especially if they are no longer useful.

Democratic Leadership Style: Bapon (2016) indicated that this leadership style is as well-known as participative leadership style. This style is most effective when leaders want to keep staff informed about issues that strike them, want staff to share in decision making and problem-solving responsibilities. This style encourages team building and participation. Thus, this style should not be employed when there is not enough time to get everyone's input, when it is more comfortable and more cost effective for the leaders, to reach a decision, cannot afford mistakes, leaders feel threatened by this style of leadership and staff safety is of vital concern. Igwe (1990) posited that democratic leaders operate an open organization of leadership as consultation, discussion and participation are the characteristic feature.

Laissez-Faire Leadership Style: This is also known as hand-off mode. This leader provides small or no guidance and gives staff as much freedom as possible. All authority and power are given to staff, they set goals, reach decisions and solve problems on their own. It is an effective style to practice when staff is highly skilled, experienced, and trained. Staff have pride in their work and the effort to do it successfully on their own. Leaders are unable to appreciate staff for their respectable work. In this way, the leader does not understand his responsibility and trusting that the staff cover for him.

Transformational Leadership Style: Syed (2017) opined that this style makes change happen in self, others, groups and the institution like our present vice chancellor professor Ndimele who has the personal magnetism, a special leader who commonly associate with all to move the institution to the adjacent stage. This trend of leadership emphasizes getting things done within the umbrella of the status quo, the leader work within the patterns and this trend is normally understood in large bureaucratic institutions.

Situational Leadership Style: This is a leadership style where the leader will change intuitively between styles according to the people and the work they are sharing with.

Servant Leadership Style: The servant-leader is servant-first. It commences with a heart inspired to "serve" first not to precede. Leadership decisions, then become inevitable and inspires the servant leader to take duty. This leader is sharply different from the other person who is a "leader first".

LEADERSHIP THEORIES

There are different leadership theories as propounded by different scholars:

- Trait Theory (Knoontz & Wehrich, 1984): This theory assumes that leaders are concentrated on identifying the personal characteristics that are responsible for effective leaders. Researchers believed that effective leaders must possess certain personal qualities that put them apart from ineffective leaders and from masses who never become leaders.
- Contingency Theory (Fred Fiedler, 1967): This theory takes account of the situation or context within which leadership occurs. Agreeing to the contingency theory, whether or not a leader is an effective leader is not the outcome of the interplay between what he is like or he does and the berth in which leadership takes place. This hypothesis proposes that whether a leader who possesses certain traits or performs certain behaviors is effective depends on or is contingent on, the situation or context.
- Path-Goal Theory (Robert House, 1970): On this theory, Robert House focused on what leaders can cause to motivate their subordinate to achieve group and institutional goals. The premise of path-goal theory is that effective leaders motivate subordinate to accomplish ends.

CONCEPT OF POLICY

A policy is a measured scheme of rules to guide decision and achieve rational outcomes. It is a statement of intent and is carried out as a procedure of protocol. Policies can assist in both subjective and objective decision making. Learning Policy Institution, (2018) explain that policies to assist in subjective decision making usually assist senior management staff with decisions that must be based on the relative merits of a number of factors, and as a result are often hard to test objectively e.g. Work-life balance policy. In contrast, policies to assist in objective decision making are usually functional in nature and can be objectively examined. The policy merely guides actions towards those that are most likely to reach a desired result. The policy may also be referred to the process of making important institutional decisions, letting in the recognition of different options such as programs, and choosing among them on the base of the impact they will experience. Policy can be understood as an administrative mechanism arranged to reach explicit goals.

Education policies consist of the principles and government policies in the educational field as well as the collection of legal philosophies and regulations that regulate the performance of training institutions. Education policies also address problems within higher education system.

Types of Policies

Originated Policy: They are mentioned as policy which starts from the management itself. These policies are directed at guiding the managers and their subsidiaries in their operations. They flow basically from the institution's objectives as determined by internal policy on training and top management. From the broad policy at the upside, other derived policies may be acquired at subsequent levels depending upon the extent of decentralization.

Appealed Policy: These are decisions given in event of appeals in exceptional cases up to management hierarchy. In event of doubt an executive refers to higher office on how he should treat the issue. The counselling that he gets is described as appealing policy and constitutes a precedent for future managerial action.

Implied Policy: These are policies which emanate from conduct. It is also originated where existing policies are not implemented. Guidelines may be provided by the decision makers unconsciously and become implied policies.

Externally Imposed Policy: Policies may be imposed externally that is from outside the institution on, such as by government control or regulation, trade association and trade union etc.

Approaches: Various approaches to policy analysis exist. Established on the findings of Manna, Paul and Patrick (2013) the analysis for policy is the fundamental approach in social scientific discipline and educational policy studies. It is connected to two different traditions of policy analysis and research frameworks. The advance of analysis for policy refers to research conducted for actual policy development, often commissioned by policy makers inside the bureaucracy (e.g. Senior civil servants) with which the policy is evolved. Analysis of policy is more of an academic exercise, led by academic researchers, professor and think tank researchers, who are often seeking to realize why a particular policy was originated at a special time and assess the effects, intended or otherwise of that policy when it was carried out.

Concept of Administration

Administration is defined as an act and a routine of organizing human and material resources and implementing rules, plans, policies and programs in order to achieve specific objectives. Specifically, institutional administration is concerned with systematically arranging available resources and prudently utilizing them and enforcing rules, plans, programs, and educational policies to achieve educational goals Peretomode (2019). Administration is the operation by which goals are achieved through collective and cooperative human efforts in a suitable environment Enohwo and Eferekeya (1989) in Kalagbor (2017). This entails that the administration is a process which involve the handling of certain operatives which is goal oriented whereby administrators are not loaded in random behavior hence there is a definite behavioral commitment to goal achievement. Collective and cooperative human effort is required in administering as opined by Obadara and Alaka (2013). This suffices that the appropriateness of leadership, policy administration in higher education is the cognitive operation of implementing educational policies, including planning, organizing, directing, monitoring and appraising at a micro-level and contribute to policy formulation process. Administration as seen by Igwe (2006) is the coordination of human and material resources towards the accomplishment of some predetermined objectives.

The words of Okeke (1985) in Kalagbor (2017) showed that the fundamental role of administration is the coordination of human and material resources towards the accomplishment of some pre-defined targets. Druck (2003) in Okoroma (2006) considered administration to be a basic resource, the most scarce and treasured resources in a given endeavor. The achievement of the goals and objectives of an institution is to a great extent dependent on the tone and effectiveness of the administrative services delivered in the system (Kalagbor 2017). Hence, administration in a clear term is concerned with the public presentation of executive directives, such as the implementation of policies, and decision to fulfill institutional purpose resulting in controlling of the day-to-day running of the establishment.

Brief Historical Development of Higher Education in Nigeria:

Nigeria is a multi-ethnic and multi-religious country. There was no review of Nigerian educational system from 1842 to 1959 which revealed that there was absolutely nothing in the Nigerian educational system that promoted national consciousness, national unity, patriotism etc, as opined by Fafunwa (1991). He likewise explained that most of the citizens were educated in the field of civics as they were intended to assist their colonial masters in some administrative duties.

The first higher education establishment in Nigeria was Yaba higher college, which was founded in 1842. The excitement of the citizens for more comprehensive higher education provision led to the constitution of the Elliot commission in 1943 and Ashby Commission on higher education in 1959 Igwe (2014). The outcome of their report gave birth to the establishment of university of Nigeria. The university college Ibadan was founded as an affiliate of the university of London in 1948. The university college continued as the only university institution in Nigeria until 1960 as described by Jubril (2003).

The Nigerian government in 1959 commissioned an inquiry known as Ashby Commission to advise it on the higher education needs of the new nation in its two decades of independence. Igwe (2014) outlined the Ashby commission proposal which states that:

- The federal government should give funding to the growth of new universities in Nigeria.
- A university should be built in the north using the previous site of Nigeria college in Zaria as its foundation.
- A university should be founded in Lagos to handle commercial enterprise, commerce and political economy.
- University college Ibadan should widen its curriculum and grow into full university.
- In the institutions there should be wider diversity and greater flexibility.
- National universities commission should be set up to unchallenged control over the personal matters of the universities particularly in terms of finance, staff and courses etc.

The governance of University of Nigeria, Nsukka and other five universities founded between 1960-1970 where known as the first-generation federal universities. Likewise, between 1975 and 1977, seven new universities were established which was to reflect the then 19 state structure and were recognized as the second-generation universities.

Framework of Higher Education

Higher education refers to post-secondary training or tertiary educational institutions other than universities. The National Policy on Education in Nigeria (FGN, 2104) defines higher education as post-secondary education comprising universities, polytechnics and colleges of education including such institutions as may be allied to them. According to Jones (2013) higher education is involved in the traditional functions of instruction, research and community service as to develop manpower and disseminate necessary knowledge needed in Industry and other sectors. Training in general and higher education in particular are fundamental to the structure of knowledge economy in the whole land.

Higher education is tertiary education leading to laurels of an academic degree. It represent levels 6, 7 and 8 of the edition of the 2011 International Standard Classification of Education structure. Higher education is important to national economies, both as an industry, in

its own right, and as a source of trained and educated personnel for the rest of the economic system (Boyce 2003).

METHODS

The study adopted analytical survey design. The population of the study consisted of academic and non-academic staff of the institution giving a total of 13,618 academic and non-academic staff in IAUE (Source: Academic Brief of Ignatius Ajuru University of Education 2008/09-2017/18, volume 1. Pp 186-187). The sample size of the study comprised of 356 academic staff and 221 non-academic staff of the institution. The study adopted simple random sampling technique. An instrument titled “Appropriateness of Leadership Policies in the Administration of higher Education Questionnaire (ALPAHEQ)” which contained two sections A and B were used for the collection of data. Section A consisted of personal data such as position, qualification, gender, years of experience while section B consisted of 12 items measuring the appropriateness of leadership policies in the administration of higher education with four point modified Likert rating scale of Strongly Agree, Agree, Disagree, and Strongly Disagree which were validated based on face and content validity by expert from the institution. The Pearson’s Product Moment Correlation Coefficient (PPMC), the reliability coefficient obtained from the (ALPAHEQ) which was 0.75. Three research assistants were involved and were guided on how to administer the instrument by face to face mode of administration and 575 copies of the administered instruments were successfully completed, retrieved and used for the study to answer the research questions. Mean and standard deviation were used to test the research questions while independent t-test statistics was used to test the hypotheses at 0.05 alpha level.

RESULTS

Research Question One: What factors have made the implementation of appropriateness of leadership policies difficult in the administration of higher education in Ignatius Ajuru University of Education?

Table 1: Mean and standard deviation on the factors that have made the implementation of appropriateness of leadership policies difficult in the administration of higher education in Ignatius Ajuru University of Education

S/N	Factors that have made the implementation of appropriateness of leadership policies difficult	SA	A	D	SD	Mean	SD	Remark
1	The leadership corruption and inaptitude affect the content and quality of policies at formulation stage.	236	214	80	47	3.11	0.93	*
2	Policies are haphazardly implemented and abandoned midway because the basis for formulating the policies was not in the first place predicated on existing data, realities or needs.	191	208	127	51	2.93	0.95	*
3	The program and policies of the leaders are unreliable due to complexities of the policies.	137	146	122	172	2.43	1.15	*
4	Sectionalism and ethnicity have mar appropriateness of leadership policies implementation in the administration of higher education.	224	168	98	87	2.92	1.08	*

5	Lack of continuity in implementation problem which arises from the policy itself when such a policy emanates from the leaders rather the target groups.	176	110	133	158	2.53	1.19	*
6	Lack of political will in policy implementation which is negatively affected by the attitude of implementers due to lack of commitment to the implementation process.	350	118	63	46	3.34	0.96	*
Grand mean						2.88	0.64	*

Key: *=Agree, **=Disagree

Table 1 shows that the mean and standard deviation on the factors have made the implementation of appropriateness of leadership policies difficult in the administration of higher education in Ignatius Ajuru University of Education was 2.88, SD=0.64. The key factor that have made the implementation of appropriateness of leadership policies difficult in the administration of higher education in Ignatius Ajuru University of Education was lack of political will: policy implementation is negative or positively affected by the attitude of implementers due to lack of commitment to the implementation process (M=3.34, SD=0.96) while the least was Lack of continuity: implementation problem can arise from the policy itself when such a policy emanate from the leaders rather the target groups (M=3.11, SD=0.93).

Research Question Two: What strategies can enhance the appropriateness of leadership policies implementation in the administration of higher education in Ignatius Ajuru University of Education?

Table 2: Mean and standard deviation on the strategies that can enhance the appropriateness of leadership policies implementation in the administration of higher education in Ignatius Ajuru University of Education

S/N	Strategies that can enhance the appropriateness of leadership policies	SA	A	D	D	Meann	SD	Remark
1	Political will should be the factor to leadership formulation strategies.	299	141	84	53	3.19	1.00	*
2	Needs of the people in the policy formulation require a good and thorough understanding of the local needs of the people.	325	107	92	53	3.22	1.02	*
3	Specific target groups, it is often better to target specific groups for better policy implementation	378	71	89	39	3.37	0.97	*
4	Provision should be put in place for adequate monitoring of projects as poorly monitored project will only yield undesired result.	271	142	103	61	3.08	1.03	*
5	There should be continuity in policies except if the policies are found not to be useful to the institution.	129	226	138	84	2.69	0.98	*
6	The culture of discontinuing a policy once there is a change in government should be discouraged because administration is continuous.	236	204	87	50	3.08	0.95	*
Grand mean						3.11	0.67	*

Key: *=Agree, **=Disagree

Table 2 shows that the mean and standard deviation on the strategies can enhance the appropriateness of leadership policies implementation in the administration of higher education in Ignatius Ajuru University of Education was 3.11, SD=0.67. The key strategy to enhance the appropriateness of leadership policies implementation in the administration of higher education in Ignatius Ajuru University of Education was Specific target groups: it is often better to target specific groups for better policy implementation (M=3.37, SD=0.97) while the least was that there should be continuity in policy except if the policy is found not to be useful to the institution (2.69, SD=0.98).

Hypothesis One: There is no significant difference in the factors that have made the implementation of appropriateness of leadership policies difficult in the administration of higher education in Ignatius Ajuru University of Education (IAUE) when analyzed based on staff position.

Table 3: Independent sample t-test on the difference in the factors that have made the implementation of appropriateness of leadership policies difficult in the administration of higher education in Ignatius Ajuru University of Education (IAUE) when analyzed based on staff position

S/N	Factors that have made the implementation of appropriateness of leadership policies difficult	Academic staff, N=356		Non-academic staff, N=221		df=577	
		Mean S A	A	Mean D	SD	t	p-value
1	The leadership corruption and inaptitude affect the content and quality of policy at formulation stage.	3.12	0.91	3.09	0.96	0.44	0.66
2	Policies are haphazardly implemented and abandoned midway because the basis for formulating the policies was not in the first place predicted on existing data, realities or needs.	2.96	0.94	2.90	0.97	0.76	0.45
3	The program of the leaders are unreliable due to complexities of the policies.	2.49	1.13	2.33	1.17	1.64	0.10
4	Sectionalism and ethnicity has mar appropriateness of leadership policies implementation in the administration of higher education.	2.98	1.07	2.81	1.07	1.88	0.06
5	Lack of continuity is implementation problem because such policies emanates from the leaders rather than target groups.	2.54	1.20	2.51	1.17	0.32	0.75
6	Lack of political will in policy implementation is negatively affected by the attitude or implementers due to lack of commitment to the implementation process.	3.33	0.97	3.35	0.94	0.30	0.77
Grand mean		2.90	0.64	2.83	0.64	1.34	0.18

Table 3 shows that the mean, standard deviation and independent sample t-test on the difference in the factors have made the implementation of appropriateness of leadership policies difficult in the administration of higher education in Ignatius Ajuru University of Education (IAUE) when analyzed based on staff position were 2.90, SD=0.64 and 2.83, SD=0.64 for academic staff and

non-academic staff respectively. The result of the independent sample t-test shows that there is no significant difference in the factors have made the implementation of appropriateness of leadership policies difficult in the administration of higher education in Ignatius Ajuru University of Education (IAUE) when analyzed based on staff position ($t=1.34$, $df=575$, $p>0.05$). The null hypothesis one was retained at 0.05 alpha level.

Hypothesis Two: There is no significant difference in strategies can enhance the appropriateness of leadership policies implementation in the administration of higher education in Ignatius Ajuru University of Education (IAUE) when analyzed based on staff position.

Table 4: Independent sample t-test on the difference in strategies that can enhance the appropriateness of leadership policies implementation in the administration of higher education in Ignatius Ajuru University of Education (IAUE) when analyzed based on staff position

S/N	Strategies that can enhance the appropriateness of leadership policies	Academic staff, N=356		Non-academic staff, N=221		df=577	
		Mean	A	Mean	SD	t	p-valuee
1	Political will should be the factor to leadership formulation strategies.	3.19	0.97	3.18	1.05	0.15	0.88
2	The policy formulators require a good and thorough understanding of the local needs of the people.	3.25	0.99	3.18	1.07	0.81	0.42
3	It is often better to target specific groups for better policy implementation	3.40	0.95	3.30	1.01	1.22	0.22
4	Provision should be put in place for adequate monitoring of projects as poorly monitored project will only yield undesired result.	3.07	1.04	3.09	1.02	0.20	0.84
5	There should be continuity in policies except if the policies are found not to be useful to the institution.	2.69	0.96	2.71	1.01	0.24	0.81
6	The culture of discontinuing a policy once there is a change in government should be discouraged because administration is continuous.	3.08	0.94	3.10	0.96	0.29	0.77
Grand mean		3.11	0.66	3.09	0.69	0.36	0.72

Table 4 shows that the mean, standard deviation and independent sample t-test on the difference in strategies that can enhance the appropriateness of leadership policies implementation in the administration of higher education in Ignatius Ajuru University of Education (IAUE) when analyzed based on staff position were 3.11, $SD=0.66$ and 3.09, $SD=0.69$ for academic staff and non-academic staff respectively. The result of the independent sample t-test shows that there is no significant difference in strategies that can enhance the appropriateness of leadership policies implementation in the administration of higher education in Ignatius Ajuru University of Education (IAUE) when analyzed based on staff position ($t=0.36$, $df=575$, $p>0.05$). The null hypothesis two was retained at 0.05 alpha level.

Summary of Findings

- The key factor that have made the implementation of appropriateness of leadership policies difficult in the administration of higher education in Ignatius Ajuru University of Education was lack of political will in policy implementation which is negatively affected by the attitude of implementers due to lack of commitment to the implementation process while the least was Lack of continuity in implementation problem which arises from the policy itself when such policies emanates from the leaders rather than the target groups.
- The key strategies to enhance the appropriateness of leadership policies implementation in the administration of higher education in Ignatius Ajuru University of Education was Specific target groups, it is often better to target specific groups for better policy implementation while the least was that there should be continuity in policies except if the policies are found not to be useful to the institution.
- There is no significant difference in the factors that have made the implementation of appropriateness of leadership policies difficult in the administration of higher education in Ignatius Ajuru University of Education (IAUE) when analyzed based on staff position ($t=1.34$, $df=577$, $p>0.05$). The null hypothesis was retained at 0.05 alpha level.
- There is no significant difference in strategies that can enhance the appropriateness of leadership policies implementation in the administration of higher education in Ignatius Ajuru University of Education (IAUE) when analyzed based on staff position ($t=0.36$, $df=577$, $p>0.05$). The null hypothesis was retained at 0.05 alpha level.

DISCUSSION AND CONCLUSION

The discussion of findings was based on the summary of the findings of the investigation. The findings of the study show lack of political will in policies implementation is negative or positively affected by the attitude of implementers due to lack of commitment to the implementation process while the least was lack of continuity as implementation problem can arise from the policies itself when such policies emanates from the leaders rather than the target groups, which means that it is often better to target specific groups for better policies implementation while the least was that there should be continuity in policies except if the policies are found not to be useful to the institution which is in agreement with the investigation that is in line with Abaribo (2016).

The findings also indicated that there is no significant difference in the factors that have made the implementation of appropriateness of leadership policies difficult in the administration of higher education in Ignatius Ajuru University of Education (IAUE) when analyzed based on staff position. The findings revealed that there is no significant difference in strategies that can enhance the appropriateness of leadership policies implementation in the administration of higher education in Ignatius Ajuru University of Education (IAUE) when analyzed based on staff position. This is also in agreement with Alison (2016) with the investigation.

Based on the findings of the study, it was concluded that the appropriateness of leadership policies in the administration of higher education can triumph over odds only in an appropriate context, when they are highly regarded socially and given the opportunities for professional development, support and can so become better policies implementers. It functions like formative evaluation or continuous assessment with which data was collected to provide

feedback for the policy makers periodically with the ultimate aim of improving the way that policies are being implemented for faster achievement in the institution.

Recommendations

The following recommendations were made based on the findings of the study:

- Policies in the administration of higher education should be an intervention approach that should provide requisite information on the functioning (on-going) programs with the aim of improving, modifying and altering the process adopted in the implementation to yield better attainment of the institutional goals.
- Sound policies should be implemented since it is very essential and appropriate to establish unity of purpose and direction that can improve higher education and to ensure the sector remains relevant in a competitive global context.
- Appropriateness of Leadership policies in the administration of higher education should be evaluated regularly to promote responsible use of technology, meet current state and federal regulations of higher education.
- Policy making body of the institution should implement policies that will spur the academic and non-academic staff of the institution to achieve institutional objectives.

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