

Educational Leadership and Policy in Nigeria: A Backward And Forward Look

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Abstract: This paper examined contemporary issues on educational leadership and policy in Nigeria and the prospects of leadership and policy on Universities. The paper overviewed concepts on leadership, policy and eventually anchored on the situational leadership theory. The paper overviewed analysis of educational evolution in Nigeria, government policies and some scholarly works on the issues discussed. It further explored factors impeding effective educational leadership and policy implementation in Nigeria. The paper after overviewing concepts, discussed a historical perspective of educational leadership in Nigeria. Issues discussed include, political influences on educational leadership, inadequate funding of education, insecurity and challenges confronting educational leadership and policy implementation. Drawing on a multidisciplinary conceptual framework, the paper analyzed policy implementation issues affect effective management of university education in Nigeria. The paper therefore recommended that university stakeholders should ensure proper staff recruitment procedures, adequacy of university personnel and to avoid politicizing governance in Universities.

Keywords: Educational leadership, Educational policy, Policy implementation, Backward look, Historical perspective.

INTRODUCTION

University education as citadel of learning plays a significant role in teaching, research, and community development globally. The idea of establishing universities in Nigeria, dates back to 1948, when the colonial masters established the university college, Ibadan, as recommended by Elliot Commission (Aduba, 2016). The establishment was out of increased demands and agitations by Nigerians for quality higher education without leaving the shores of the country. The law which permitted universities establishment in Nigeria placed universities (establishment, governance and administration) on the exclusive legislative list which to be run by the federal government exclusively but overtime, the law has shifted position from exclusive to concurrent hence university education is now provided by both the Federal, States and the Private sector. Based on the concept of institutional administration, University leadership and policy are viewed from the point of view of Federal, State and Private perspectives. To ensure effective leadership and good governance of universities in Nigeria, the National Universities Commission (NUC) was established in 1962 as an advisory agency in the cabinet office. The NUC became a statutory body and had its first executive secretary, Professor Jibril Aminu in 1974 (NUC, 2009).

Educational policy in Nigeria has witnessed three significant faces, namely; precolonial, colonial and post-colonial eras (independence and post-

independence). In 1842, when Christian missionaries arrived on the coastal area of the southern part of Nigeria, western education was introduced. The missionaries' aim for education then, was basically evangelical which was to enable recipients learn to read the Holy Bible in English and the local language, as well as train local school masters, catechists and clergymen. Although the Christian missionaries' main focus of establishing schools was the propagation of Christianity, their educational framework and development of indigenous languages into writing were greatest legacies till date. As time time went on the original aim was mixed with other developments specially the partition for Africa (political) which ceded the Northern, Southern, Gold Coast and the Colony of Lagos to the British. The arrival of the colonial masters reshaped both education, its goals and of course it prospects.

Conceptual Clarifications

The following concepts will be clarified in this study;

- I. Leadership
- II. Policy

Leadership

The concept of leadership has taken the central place all over the world. Leadership can be seen in terms of its association with organisations, nations and other economic associations among others. Several people have defined leadership in the past, but this has become necessary here because, leadership defines and describes the direction of

any activity all over the world. According to Maxwell and Dornan (1997), leadership is an influence. In the book becoming a person of influence, Maxwell and Dornan (1997), explained that it is influence that makes any one to aspire to position for performance, fame or otherwise. Maxwell *et al* (1997) further explained that leadership involves personhood, people development, production, permission and position. Other aspects identified in the book involved modelling, mentorship, motivation and multiplying. While that is the opinion of Maxwell *et al* (1997), several other authors looked at leadership from several perspectives. In another paper by Abodunrin, Oshun and Mohammed (2014), on College Leadership: A case of Nigerian Universities, Abodunrin *et al* (2014) described college leadership as that which generates from the learned habit of listening to colleagues, generating a team spirit and eventually attaining university objectives. In the conclusion of Abodunrin *et al* (2014), leadership is required in the next global level that requires integrity, trust and mentorship that will develop followers who will become leaders eventually. Nigeria universities and by extension universities requires leadership. Different types of leadership have been identified heretofore. Nwankwo (1982), Adepoju (2024) identified types of leadership to include functional, charismatic, and situational leadership. Another aspect identified by them is the styles of leadership that involves autocratic, democratic, laissez faire, and the transactional leadership. Each of these styles has its own peculiarity. While autocratic is described as bossy, democratic is seen as participatory while laissez farre is more of let issues lie. Each of these styles is used depending on the situation indicating that there is no one best style.

Nigerian Universities requires the adoption of these leadership styles in the face of mounting pressures that require surmounting challenges of corruption, poor work attitudes and general morale break down in the system. How can this be achieved?

Policy

According to Bessong, Fan, Ada and Adalikwu (2009), policy are issues related to future plans which could be written or unwritten. Generally, policies guide educational administrators and planners on how to go about the execution of education laws which is quite apt to universities in Nigeria at this time. Good governance and administration in Universities is a function of good

policy formulation and implementation. Before policy implementation, there is policy formulation which takes into consideration the needs of the organization and society at such a time. The University system is founded on a number of policies. After policy formulation, we implement the policy and thereafter evaluate policy. Again, in our universities today, policies conflict especially when national policies are brought to override university policy and interest such as we have in the Treasury Single Account (TSA) Federal Government of Nigeria (FGN) policy imposed on universities. Universities require their own policies to keep them flowing (Isah, 2023). Policies are not directed at all issues but speak to the ways and means of implementing laws. While policies are not laws, they are statutory as they serve as guide to implement laws for example, the national policy on education, national health policy, national insurance policy. The simple meaning is that you cannot run education sufficiently and efficiently in Nigeria without adhering strictly to the national education policy. Therefore, a policy can be described as a document, rule, or guideline that outlines the methods of implementation of any law. Universities by their establishment require implementations policies.

Theoretical Framework

This paper is premised on the Situational Leadership Theory. The situational leadership theory was propounded by Paul Hersey and Ken Blanchard in the late 1970s. These scholars in their books *The Situational Leader* and *The One Minute Manager* respectively, developed their individual models using the situational leadership theory. These models are: Hersey – Situational Leadership Model and Blanchard – Situational Leadership Model. Collectively, their models are jointly known and addressed as Hersey – Blanchard Situational Leadership Model (Hersey & Blanchard, 1969). Situational leadership theory is based on a certain key principle that there is no particular best style of leadership. An efficient and effective leadership is task oriented, while the most successful leaders constantly adjust their style of leadership to suit the maturity of the individuals or group of people they lead or inspire. Such leaders ensure the: capacity set high but attainable goals, willingness and ability to take responsibility for the task and relevant education/experience of an individual or a group for the task (Onyeike & Atuwokiki, 2015).

According to situational leadership theory, an effective leadership varies not just in term of the person or group that is being led, but it also depends on the task or goal that needs to be accomplished. The Hersey – Blanchard Situational Leadership Model rests on two fundamental concepts: leadership styles and maturity level of the individual or group concerned. The appropriateness of situational leadership theory to this paper, is that there is no permanent leadership strategy and educational policy to address universities education challenges in Nigeria. The adoption of any efficient management strategy, as well effective educational policy implementation on the part of the federal, state and private universities leadership depends on the maturity of the individuals or group concerned.

CONCEPTUAL FRAMEWORK

Historical Perspective of Educational Leadership in Nigeria

A backward look into the historical perspective of educational leadership revealed that two educational traditions existed in Nigeria, the indigenous and Islamic education. The duo are generally refer to as informal education. Indigenous education was the earliest form of education offered within the community by the community members versed in particular skills, abilities, or knowledge on various areas of human endeavors. The operational leadership then was the father in the family or other senior members of the community who guided the male child in learning multiple ways of behaviors, skills, and vocations like palm wine taping, fishing, farming, cattle rearing, wild hunting, crafting, traditional medicines, and so on. This pre-colonial type of education is also known as conventional education. As remarked by Esu & Junaid (2012), formal

education was the process by which every society attempted to upgrade the accumulated knowledge, skills, and attitudes in its cultural setting and heritage to foster the well-being of mankind continuously. This was nurtured by traditional religions leadership. The second type of pre-colonial educational tradition was Islamic learning, and it was established in Nigeria before the arrival of the Western type of education in the 19th century (Mutiah & Badruddeen, 2023 and Fafunwa, 2004).

The British Colonial administration introduced formal education in Nigeria with the establishment of the Wesleyan Methodist in 1842 and the establishment of the first primary school at Badagry. This marked the beginning of school management and administration in Nigeria. As remarked by Abiodun-Oyebanji (2014), the development and subsequent expansion of university education in Nigeria is linked with the nationalist struggle for political autonomy which led to the establishment of the University College Ibadan in 1948. However, the University of London determined the University College Ibadan`s syllabus, examination methods, and award of degrees to graduates of the College. It was in 1963 that the university college, Ibadan attained the status of a full University of Ibadan. As at 2025, Nigeria has 74 federal, 67 state and 159 private universities, making a total of 300 universities under the supervision of National Universities Commission. University leadership therefore, involves the ability to manage human and material resources, in the process of educating students in the university system. To give a more concise understanding of the evolution of education policy, Table 1 explains how education policy evolved over time.

Table 1: Evolution of Educational Policy in Nigeria

S / N	DAT E	EVENT	REMARKS
Pre-Colonial Education Policy			
1.	Befor e 1840	Indigenous/Islamic Education	Local native education along with Islamic education held sway all over. There were popular Islamic education Cites as Timbuktu, trading routes to Fanadopo in West Africa
2.	1840	Arrival of the Missionaries	Major interest was evangelization. Arrival of the Methodists, CMS, Presbyterian, Baptists, RCM etc
3.	1840 - 1881	Establishment of Mission Schools to aid Evangelisation work	All Missions involved

Colonial Education Policy			
3.	1860	The Political Scramble for Africa	Gold Coast, Lagos Colony, Northern and Southern Protectorates fall into British Control.
4.	1880 s/1882	First Education Ordinance	Board of Education established in the Gold Coast with clear aims and objectives. Board of Education Executive Secretary, approval of schools, capitation grant, employment, promotion and discipline
5.	1887	Education ordinance	Creation of same Board in Lagos Colony with Mr. Henry Carr as first Executive Secretary
6.	1906	Education ordinance – Provinces	Creation of Board of Education in the Provinces
7.	1882 - 1906	Resistance of Western Education in the Northern Protectorate	Western Educational Expansion all over the other protectorates
8.	1910	Political solution to the problem of Northern protectorate. Deployment of Sir Lord Lugard to the area as British Rep	Laws automatically become codes due to the presence of Lugard in the area
9.	1914	Amalgamation of Northern, Southern Protectorates and the Lagos Colony into Nigeria The Administrative action at this time was called the Nigerian Council (it created the indirect rule system for Lord Lugard. It was in vogue from 1914-1921	Lugard receives more powers and commences the indirect rule system. Northern protectorate is penetrated with western education. Many mission schools have commenced in the south such as Methodist Grammar School, Kings College, CMS Grammar School among other
10.	1918	Rapid educational expansion with Americans now eye Nigeria - Phelps Stokes Commission inauguration	Commission work in progress. Rapid expansion of primary and secondary schools. Arrival of large business conglomerates requiring local staff hence agitation for higher education by Nigerians
11.	1918 - 1922	Report of the Phelps Stokes Commission The Clifford Constitution was promulgated in 1922. Sir Hugh Clifford took over Governor Generalship from Lord Lugard. Commenced limited constitutional development. Was in vogue from 1922 - 1946	Recommends scholarship for Nigerians and take particular interest in gender issues
12.	1930	Creation of the Nigerian Union of Teachers (Under the Clifford's Constitution)	Created due to the increasing numbers of schools, agitations for better teachers welfare and demand for higher education institutions
13.	1932	Establishment of the Yaba Higher College. - Clifford's Constitution	Established due to demand for education to enable Nigerians have greater share in administrative positions have higher qualifications
14.	1946	Sir Arthur Richards's Constitution. Developed much more upon the Clifford's Constitution. The constitution aimed to develop more on franchise, introduce regionalism and involvement of Nigerians in the country's political and administrative affairs. Arthur Richards Ruled from 1946-1948	University College Ibadan was established in 1948 as an annex of the University of London.
15.	1948	Sir Stuart Macpherson was appointed Governor of Nigeria in 1948 and became	During these times, higher education policy oscillated. Some constitutions had it on the

		Governor General in 1954	exclusive legislative list and others on the concurrent legislative list but at this time, higher education was on the exclusive list.
1 6.	1951	Sir Macpherson Constitution in vogue.	Regionalisation, Creation of houses of assemblies in 1955. More political and educational agitations
1 7.	1955	Regional Assemblies Commence. Thereafter Sir James Robertson takes over as governor general till 1960	Education and Higher Education commence concurrent legislative structure. Regions set to determine their educational destinies.
1 8.	1955	Western Nigeria under the Leadership of the Action Group Party (Obafemi Awolowo) promulgates free education in its territories	Education at liberty once again under the law
1 9.	1957	Eastern Regional Assembly under the NCNC also promulgates free education	Independence just a few years ahead (1960). Not fully implemented before independence.
2 0.	1959	The Eric Ashby Commission is inaugurated for educational Planning	Plans Nigeria education between 1960 and 1980. Consisted of eminent personalities and headed by Sir Eric Ashby
2 1.	1960	The Recommendations of Eric Ashby Reports	Increase number of universities to 5 introduce middle level manpower, propose some reforms in primary and secondary school curriculums.
Post Independence Educational Planning/Implementation			
2 2.	1960	University of Nigeria Nsuka (UNN) is born. 1961 (University of Lagos and ABU) while University of Ife was established in 1962.	Independence attained
2 3.	1963	Mid-west Region created	-
2 4.	1964	Towards a new national policy on education - Onabamiro Commission established	Work in progress towards actualizing the sir Eric Ashby recommendations
2 5.	1967	Civil war out break	12 states created to replace 4 Regions. Education seriously affected especially in the former Southeast Region.
2 6	1970	Civil war ends	Political Reforms commence – Reconciliation, Reconstruction and Reformation (3R). Nigeria joins the league of crude oil producers. Strategic Economic leap as finances improves away from agriculture
2 7.	1973	University of Benin Established/ Creation of the National Youth Service Corps Scheme	Significant digression from the 1960 Eric Ashby Commission Report. From 5 Universities now 6. Today, these 6 Universities are Nigeria's first-generation universities where high level technical manpower is generated.
2 8.	1975	National Universities Commission Established and Change of Government. From 12 state structure to 19 states structure.	Established to oversee universities. More industries being developed for Nigeria - Petroleum refineries, Cement factories etc requiring high level technical manpower.
3 0.	1975/ 1976	Federal Government of Nigeria creates second generation universities and the joint admissions and matriculation board (JAMB) commence operations.	Universities of Ilorin, Jos, Port Harcourt, Maiduguri, Usmanu Dan Fodio and Calabar are established
3 1.	1979	Second Republic Civilian Administration under Alhaji Shehu Shagari Commences. Heavy political agitation for higher education	National Policy on Education though complimented, yet to be launched. Agitation by states to move higher education to the

		to move to the concurrent legislative list.	concurrent legislative list. Agitation for state universities commence.
3 2.	1979/ 80	Establishment of First State University	Rivers State University of Science and Technology Established
3 3.	1981	Bendel State University, Ekpoma established (BENSU)	Professor Ambrose, Alli
		Inauguration of National Policy on Education	6-3-3-4 Education and preschool commence at a national scale in Nigeria.
3 4.	1982 - 1991	Temporary halt to establishment of state universities creation.	Creation of more Federal Universities continued (Uyo, Bayero, Bauchi among others were created during this period)
3 5.	1991	Primary Education	Moved from the Exclusive list to the Residual List in the Nigerian Constitution
3 6.	1992	Commencement of second republic political administration	Higher Education fully endorsed and planted in the concurrent legislative list leading to the creation of (Lagos State University, Ogun State University and Ondo State University). After this time, several states now commenced creation of Universities.
3 7.	1993	Second Republic Civilian Administration Terminates	Education Continues.
3 8.	1999	Democratic Civilian Administration Commence	
3 9.	2000	Universal Basic Education Replaces 6-3-3-4	Continuous establishment of Universities
4 0.	2000 - Now	National Policy on Education Reviewed Scope of NUC increased. Inclusion of the private sector in higher education supply due to increased demand	Private Schools increase greatly in Nigeria - Primary, Secondary and Tertiary

Sources: Okon, J.E. (2006). *Historical Development of Educational Administration*. Fafunwa, B.A. (1971). *History of Western Education in Nigeria*. London. Osokoya, I.O. (2003). *6-3-3-4 Education System: Issue, Challenges and Prospects*. Ibadan

ISSUES ON EDUCATIONAL LEADERSHIP IN NIGERIA

There is a direct link between educational leadership and politics. All the top decision makers on university education are been appointed by ruling political leaders. In the university context, the educational leadership functions are: job classification, staff orientation, staff development and staff supervision and assessment (Okere & Orié, 2024). The issues of educational leadership in Nigeria call for serious concern because of the importance of education for national development. Education has social, economic, political, and security benefits for every member of any society. It is not gainsaying that academics, civil society and politicians often lamented the decline and decay in the education sector: The issues of education in Nigeria have different dimensions and manifestations but this paper discusses the three issues below.

Political Influence on Educational Leadership

Political influence on recruitment can pose a significant threat to the leadership of university education. Political influence on recruitment and promotion within the university system is defined as the formal and informal rules, practices, and regularities in the universities political choices and activities. Uduak and Aniefiok. (2017) remarked that politics has been part of programme accreditation practices in Nigerian universities. Political influence on staff recruitment, promotion and appointment is a common practice that challenged the management of state-owned institutions in developing and maintaining quality (Ndukwe, Ikechukwu and Johnpaul, 2023). This could also have either positive or negative impact on the willingness of lecturers to remain in the university system or not. Ekpiken & Ifere (2015, p. 2) remarked that an increase in the budgetary allocation for educational sector to meet the UNESCO standard of 26%, training and retraining of teachers and the need for political stability and

continuity in governance had significant positive influence on successful university administration. Hence, the decision made on education by ruling party in this wise positively affect teaching professionalism.

Similarly, internal politics practiced by the faculty during lecturers' promotion assessment could make or mar productivity. Lecturers teaching commitment can be threatened by internal politics played during promotion which favour the unqualified and deprived the committed academic staff. Rupp, Cropanzano & Wrrght, (2022) argued that fairly treated employees, compared to the ones who are unfairly treated, demonstrated organizational citizenship behaviour, show higher job performance, are more committed and have fewer turnover intentions. This submission could also be the same in government-owned universities. A study conducted on politics of programme accreditation practices in Nigerian universities show that institutional politics is common phenomenal that have compromised academic standard expected in Nigeria higher education (Uduak and Aniefiok, 2017, p. 78).

Aspects of politics of accreditation identified by the scholars were: politics of funding, borrowed books to boost library stock, borrowed facilities, and window dressing of facilities. The major challenges to programme accreditation as identified by the respondents were inadequate funding, inadequate and obsolete facilities and too much paper documentation. Suggestions to remedy the challenges to accreditation included that adequate funds should be made available to universities and internal mechanism for quality assurance should be strengthened within the universities.

Inadequate Funding Influence on Educational leadership

University education in Nigeria is overseen by the ministry of education, while the institution governing council is responsibility for its implementation. This makes funding of basic, secondary and tertiary education basically a governmental affair. As a result of low budgetary allocation to education and the high level of corruption in managing available funds at all levels of education in Nigeria, effective educational leadership has become a herculean task. Inappropriate funding has led to poor infrastructure, absence of innovative teaching apparatus, and nonpayment of staff salary and allowances. This does not only led to industrial

actions but also closure institutions and massive students protests all over the country.

Insecurity Challenges witnessing by Educational leadership

University leadership is currently witnessing several security crises which if not urgently tackle will impede effective administration. Isaac, Ajayi & Haastrup (2011) posit that security challenges on the university campuses include: secret cult activities, students' unrest, militant student-unionism, kidnapping and Boko Haram crisis. The scholars further attributed educational leadership inefficiency to all the aforementioned challenges. In the same vein, Audu (2023), found that examination malpractices, menace of secret cults, low enrolment, poor performance, poor products and abandoned projects are the major crises of educational leadership in Nigeria.

Educational Policy Implementation in Nigeria

Educational policy implementation refers to the process of translating the formulated guidelines or directions of the enacted educational policy into actions. It seems policy implementation is the most difficult area of policy making, the policy will not be operational and measurable if it is not fully implemented. It will be difficult for Nigeria to meet up with other developed nations if her educational policies are not fully implemented. It must be stressed that making policies is not enough, and will be useless without adequate implementation. Therefore, this paper discusses two issues of educational policy implantation in Nigeria.

Poor Leadership

The temptation of politicizing educational leadership by the government should be resisted. In order to ensure effective policy implementation, only professionals should be involved in the planning and execution of educational policies. There will be total failure in the process of educational policy implementation if the majority of those to implement it are not properly consulted, and do not have essential inputs at the policy formulation stage. In most time, they find it difficult to comprehend such policies and its foci.

The unhealthy relationship between the educational policy makers and it implementers is also contributing to poor educational policies implementation Nigerian universities. Scholar has identified factors facing the implementation of educational policies in Nigeria as: government making over-ambitious policy goals, inadequate

personnel in some areas, lack of physical plant, problem of record keeping, inadequate fund by the government, lack of continuity of policy, lack of amenities (electricity), poor monitoring and supervision of schools, bribery and corruption in the system, incessant political changes, pressure on politicians to satisfy their constituencies in return for continued political support. (Manafa, 2011). All the aforementioned are products of poor leadership.

Inadequate Resources

Another issue of educational policy implementation in Nigerian universities is inadequate human and material resources. Academic and non-teaching staff are not adequate in some of our institutions. There are also inadequate material resources in terms of structures, facilities and instructional material in our universities. This has led to incessant industrial actions of the Academic Staff Union of Universities (ASUU). This makes policy implementation impossible. According to [reports from The Guardian Nigeria News](#) (2025), the overall student/lecture ratio in Nigerian universities is approximately 1:21. This is significantly higher than the global benchmark of 1:10 and the NUC benchmark of 1:15 for Faculties of Agricultural and Environmental Sciences,

1:10 for Medicine, among others. This high overall ratio is as a result of overpopulation of students and inadequate of lecturers, making educational policies implementation impossible in Nigeria. Similarly, Togunloju and Ajewole (2025) remark that there are many issues with student – teacher ratio in Nigerian universities, such as class overcrowding and teacher stress. The study further found that challenges facing student – teacher ratio, include inadequate funding, qualified teaching staff infrastructural facilities and lack of political will.

PROSPECTS FOR EDUCATIONAL LEADERSHIP AND POLICY IN NIGERIA

It has become obvious that the broad aims of operating university education to produce high-level manpower development is being threatened owing to the multi-facet leadership and policy issues bedeviling the university system. It is therefore necessary to look into what can be done to avert these anti-development enemies in Nigeria.

Political Sincerity

The university education stakeholders must show commitment to eradicate political influence on staff recruitment, promotion and appointment of incompetence workers in state-owned institutions. Internal politics practiced by the faculty during lecturers' promotion assessment should be vehemently discouraged by all and sundry. This could have positive impact on the willingness of lecturers to remain in the university system.

Adequate Funding

An increase in the budgetary allocation for educational sector to meet the UNESCO standard of 26%, training and retraining of teachers and the need for political stability and continuity in governance had significant positive influence on successful university administration (Ekpiken & Ifere, 2015). The university leadership should also explore internal generated revenue opportunities within their reach and utilize it judiciously.

Adequate Security Measures

There is the need for university leadership to provide enough security measures challenges of secret cult activities, students' unrest, militant student-unionism and kidnapping. These can be achieved by involving students in the institutional governance. Encouraging students' unionism and membership in the university committee will reduce if not totally eradicate students' unrest in the campuses. Additionally, university leadership must strengthen the security section by providing modern sophisticated gadgets to detect and prevents crime, thereby curb the issues of insecurity in Nigerian campuses.

Good Leadership

Good leadership begins with putting the round pegs in the round holes. The act of monitoring and supervision of instructions in the lecture rooms will help in educational policies implementation. Prevention of bribery and corruption in the system by the leadership through accountability of stewardship as contained in the university financial policy and regulation cannot be overemphasized.

Adequate Resources

University leadership must recruit adequate competent academic and non-teaching staff in our institutions. This will not only bridge the wide gap in student/lecturer ratio but also reduce dangers of over burthening lecturers in Nigerian universities. Ensuring adequate material resources in terms of structures, facilities and instructional material in our universities by all stakeholders is very

germane to effective educational policies implementation and growth.

CONCLUSION AND RECOMMENDATIONS

This paper concludes that educational leadership and policy implementation issues affect effective management of university education in Nigeria. The paper suggests that in such situations the leadership should focus more on the practices that would enhance effective university education policies and development. Therefore the following recommendations are made:

1. Recruiting appropriate and adequate personnel into the university system.
2. Avoiding politicizing lecturers' recruitment and assessment for promotion.
3. Increasing the budgetary allocation for educational sector as recommended by UNESCO standard (26%).
4. Equipping the university security unit with modern sophisticated gadgets.
5. Consulting and ensuring policy implementers' inputs at the policy formulation stage.

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