

Original Research Article

University Management and Policy Implementation in Rev. Fr. Moses Orshio Adasu University, Makurdi

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Abstract: The governance and management of a university is vested in the hands of key officers. For administrative convenience, the University Governing Council, the Pro-Chancellor, the Vice-Chancellor, Deputy Vice-Chancellors of Administration and Academic, Provost, Registrar, Bursar, Senate, Senate Committees, Directors of Centers, Deans of Faculties and Heads of Departments/Units are charged with policy formulation and implementation for university success. This paper examined University Management and policy implementation as a crucial tool for the efficient utilization of entrusted resources and the day-to-day administration in the pursuit of set university goals and objectives of Rev. Fr. Moses Orshio Adasu University, Makurdi, Nigeria. The descriptive survey research design was utilised, and primary data were obtained through the administration of a closed-ended questionnaire, and complemented by secondary data sources. The Taro Yamane (1967) formula was employed to determine a sample size of 400 respondents among the non-teaching staff and teaching staff in administrative capacity in the university. The study utilised the Transactional Leadership Theory of MacGregor (1978) as its theoretical framework of analysis. The study revealed that governance and policy implementation in the past were not properly looked into in the university, which affected the effective management. The research further implies that MOUAM's struggle to adopt and implement best academic standards which indicates a gap in management structures and policy enforcement. This can lead to compromised academic quality and reduced competitiveness at both national and international levels. The paper recommends, among other things, that the institution should diversify its funding sources by establishing public-private partnerships (PPPs) and launching alumni fundraising initiatives to supplement government allocations and ensure adequate funding for professional and administrative reforms, which make available funds to implement academic policies that will meet the vision and mission of the university.

Keywords: University, Management, Policy, Implementation and Rev. Fr. Moses Orshio Adasu, University.

Introduction

The history of higher education (in its modern form) in Nigeria dates back to the setting up of the Eliot Commission by the British Colonial Administration in 1943. On the basis of the Commission's recommendations, the University College, Ibadan, was established in 1948 as a college of the University of London. In like manner, the University of London was in a mentoring arrangement with the other 1948 generation of English-speaking African university colleges in Makerere in Uganda, Legon in Ghana, and Salisbury (now Harare) in Rhodesia (now Zimbabwe). Great Britain, like other colonial powers in Africa, installed a replica of its higher education system in Nigeria (Obanya, 2004). For this historical reason, the pattern of university governance (with Pro-Chancellor, Chancellor, Vice-Chancellor, Rector, Provost, Dean, etc. titles originating from the hierarchy of the Church of England and handed down to Oxford and Cambridge) has remained largely an enduring one in the country's higher institutions over the years. This is also applicable to the prevailing patterns of academic organization; the disciplines taught, their grouping into departments and faculties and, to a large extent, the content of specific disciplines, despite American's influence has been on the increase over the years.

This was in keeping with the recommendation of the Elliot Commission to the effect that all colonial territories able to support the (colleges) should have universities of their own. These should aspire from the outset to academic standards equal to those of universities and university colleges in Britain (Mellanby, 1958). Consequently, the universities in Nigeria, especially the older ones, have the vision of attaining world-class status. For example, the University of Ibadan has its vision as "To be world-class institution for academic excellence geared towards meeting societal needs" (Obanya, 2010); the vision statement of the University of Nigeria, Nsukka is "To create a functional, globally competitive and research-focused university which is not just an Ivory Tower, but responsive to the needs of the society, why delivering world-class education and knowledge" (Ugwu, 2013); and the vision of the Ahmadu Bello University, Zaria states that it "shall be a world-class university comparable to any other, engaged in imparting contemporary knowledge, using high quality facilities and multi-disciplinary approaches, to men and women of all races, as well as generating new ideas and intellectual practices relevant to the needs of its immediate community, Nigeria and the world at large" (Anyebe, 1995). Expectedly, the Committee of Vice-Chancellors of Nigerian Universities in 2011 charged Nigerian universities to be world-class universities that are engaged in the highest standards of excellence in all aspects of teaching, research, and public service (Ugwu, 2013:8).

The management of the university education system is very important and has a vital bearing on how the quality of labour and manpower of the country are developed as

well as on national economic growth (Peters, 2009). However, one can easily agree that the overall development of a nation is based on the fact that the highly skilled manpower development of any country is ultimately achieved through competitiveness, which is how one can best obtain what they want from an institution (Ekundayo and Ajayi, 2009). In light of these facts, university education in Nigeria is seen as a means of development, taking into consideration human input as an important aspect of management as well as the uniqueness of the nation's structure in general (Akinyemi and Abiddin, 2013). Likewise, in another review by Wheelen and Hunger (2011), they hypothesize that management includes the putting into practice of business objectives (such as mission and vision statements), with the purpose of realizing business gains as a result. While the marketing-led approach of privatisation and commercialisation is having a direct impact on how well an institution is run, which contradicts the intention of the government to why the university educations are established.

Meanwhile, the term 'management' means as it relates to higher education and universities, is commercial in nature. That is, when the word 'management' is applied in a setting like higher education or university, there must be an expectation of 'gains and profit', as management takes place in business for the single aim of profit survival and advancement (Wheelen and Hunger, 2011). Likewise, every business operates mainly for profitability and survival: therefore, a university as a centre of the business of human development strives to be well managed for the purpose of attaining its goals of the development and creation of relevant skills for society, as well as profitability and survival. In light of this observation, researchers such as Dauda (2010) and Smart and Paulsen (2011) have hypothesized that institutions of higher learning, including universities, are predominantly for the business of moulding people into useful skills and capacities for improvement at individual, organizational and national levels. In theory, the principles and practices of an institution of higher learning or a university are not expected to function for business gain or profit - as a matter of fact, universities are 'not for profit-making' (Oyewole, 2009). But with the invention of the market-led approach of privatisation and commercialisation, it is very difficult to hold the claim that a university is not expected to make a profit, especially those (private universities) established in the period the policy of deregulation was introduced.

It is true that the government that these institutions claim to be supporting in developing sound citizenry tends not to inject any funding into the management of these private universities, which has resulted in these universities putting up different prices as tuition fees for the students they admit. Even with some of these universities charging more than the government-owned institutions, most of these universities still struggle to pay their staff salaries, while some cannot be called a place of higher learning with the kind of structures they use.

Conceptual Review

University Management

The management concerned is the efficient utilization of entrusted resources for the pursuit of the organizational goals. It is concerned with the day-to-day administration of the entity in pursuit of set goals and objectives. In the corporate setting, management is vested on the executives who comprise the Managing Director and his team (Magagule, 2007). In the university system, according to Ajene et al. (2012), however, the management of the university is vested in the hands of key officers, namely, the Pro-Chancellor who is usually appointed by the Visitor (President in the case of Federal Universities, Governor in the case of state universities, while in the case of a privately owned university, it is the Proprietor). For the purpose of administrative convenience, it has the University Governing Council, the Vice-Chancellor, Deputy Vice-Chancellors of Administration and Academic, Provost, Registrar, Bursar, Senate, Senate Committees, Directorates of Centers, Deans of Faculties and Heads of Departments.

University Governing Council

The governing council is the supreme authority of the university, responsible for policy decisions which have financial and general managerial implications for the university, and in particular, the control of the property and expenditure of the university. The Council is headed by the Pro-Chancellor and is appointed by the Visitor to the university. This body plays important roles in running the affairs of the university (Briggs, 2013).

The Vice Chancellor and other Principal Officers

The Vice-Chancellor is the principal academic and administrative officer of the university. He chairs the Management Committee of the university, the Congregation, the Court of Governors of the College and its Committees, the Senate of the University, Matriculation and other functions. Among the main tasks of the Vice-Chancellor are to; provide leadership both academically and administratively to the university. Represent the university both within and outside of the university. He is mandated to secure a financial base which is sufficient enough to achieve the university's mission, aims and objectives. He also carries out other important ceremonial and civic duties alongside other officers of the institution, such as the Deputy Vice-Chancellor(s), Provost, Registrar, Bursar and University Librarian, which is often referred to as Principal Officers or Management Committee, as they constitute immediate support to the Vice-Chancellor in running the affairs of the university (Ekpo, 2004; Ekundayo & Adelowokun, 2009).

The Deputy Vice-Chancellor(s) work directly with the Vice-Chancellor. The Registrar is the chief administrative officer in charge of the university registry, records, seal and articles of authority, as well as other documents pertaining to the governance, administration and management of the university kept and administered. The Provost is the Chief Executive Officer of the College and is responsible to the Vice-Chancellor for the effective coordination and performance of the day-to-day administration of the College.

The Registrar also serves as the secretary to Council, Senate and Congregation. The Bursar is the chief financial officer in charge of the university treasury and manages the same on behalf of the university, while the university librarian is in charge of the university section where voluminous books are deposited for research and esthetic purposes.

Senate

The senate of the university serves as the supreme body in academic matters, which controls and organizes teaching activities in the university and promotes research. The Senate sees to the discipline of students, award of degrees, certificates, and recommends to the Council persons found worthy for the award of honorary degrees and grants fellowships and prizes. The Senate has boards and committees such as, admission, scholarship, curriculum, examination, research grants, development, timetable committees as well as such other committees like the Committee on award of honorary degrees, ceremonial committee, and board of the School of Postgraduate Studies, career board, and library board, Senate Business Committee, Committee on Ethics, among others. The Vice-Chancellor is the Chairman of Senate with all the Professors, Provost of the College, Deans of Faculties, Heads of other various academic units, Directors, and Coordinators making up its membership. He is also the chairman of several committees of the council and senate, like appointments and promotion committees (Agbowuro, 1976; Ajayi and Awe, 2008; & Adetunji, 2014).

Colleges, Schools, Faculties and Departments

These are academic units which all report to the Senate and have different levels of responsibilities for teaching, learning, and research activities of a university. Related schools and faculties make up a college, while related departments make up a faculty. A college is headed by a Provost, a school or faculty is headed by a Dean, and a department is headed by a Head. The departments are the smallest academic units where teaching, learning, and research work are carried out, usually on the basis of single subject areas in which degrees are awarded, as part of the overall portfolio of a Faculty, School or College of a University (Ekundayo and Ajayi, 2009; Owojori and Asaolu, 2010).

Rev. Fr. Moses Orshio Adasu University, Makurdi, operates the committee system in the decision-making process, in which issues are freely debated at scheduled meetings and democratically decided upon. In some cases, such decisions may need ratification by higher bodies, like the Senate on academic matters and the Council in others, before implementation (Archibong et al., 2010).

Policy implementation

Educational policies are initiatives mostly by governments that determine the direction of an educational system (Bello, 2012). According to Capano (2011), education is a distinctive way in which the society inducts its young ones into full membership. So every modern society needs some educational policies to guide it in the process of such initiation. In the view of Kerr (1997), educational policy is directed towards increasing the quality of life of the people. He believes that the objective of any policy is to satisfy

individual needs, community pressures and the degree of complexity and sophistication to which socialized personnel must be educated and trained to meet these demands. Education policy in tertiary institutions of learning can be formally understood as the actions taken by governments in relation with educational practices, and how governments address the production and delivery of education in the system. Admittedly, some promote a wider understanding of education policy –i.e. acknowledging the fact that private actors or other institutions such as international and non-governmental organizations can originate educational policies (Baguada, 2011). However, this paper focuses on the management of the implementation of educational policies generated by public authorities (be they at the central, regional or local level) for the delivery of tertiary education in Nigeria, like Rev. Fr. Moses Orshio Adasu University, Makurdi. In this respect, the definition given by Awokoya (2014) is enlightening: education policies are programmes developed by public authorities, informed by values and ideas, directed to education actors and implemented by administrators and education professionals. Education policies cover a wide range of issues such as those targeting equity, the overall quality of learning outcomes and school and learning environments, or the capacity of the system to prepare students for the future, funding, effective governance or evaluation and assessment mechanisms, among others (Best and Fudge, 1999). Although education policies may refer to programmes affecting the education system from kindergarten to tertiary education (Browne and Wildy, 2008), the analysis in this paper is limited to managing the implementation of policies at tertiary institutions education. Implementation presents similar contexts and challenges at tertiary level, while the issues differ significantly in vocational, secondary and primary education. In addition, it is important to point out that in this paper, we may use education “policy” or “reform” interchangeably; following the analysis in Chris and Gonika (2014) which elaborates on what education policy is and the differences with reform. According to some analysts, it could be just a semantic difference, as reform refers to change in the current education policy, bringing together the policy with the process of change or reform. A perspective central to this paper is to study managing the implementation of policies in Rev. Fr. Moses Orshio Adasu University as a change process, and therefore, the focus is on policies intending to bring a change in the university.

Implementation

The concept of implementation in education is not clear, as it can take on a range of meanings that include the strict concept of implementation or a much broader conceptualization that refers not only to the process but embraces those factors that surround it. Entries in both Cambridge and Oxford dictionaries define implementation as the act or process of putting a decision or plan into action, specifying it is like “starting to use something” (Cambridge English Dictionary, 2020), and a synonym of “execution of organizing elements with the purpose to use them”. Implementation thus suggests a direct object to action, be it a plan or decision. An interesting question is whether the education policy that gets implemented is the same as the one formulated by policymakers. The following distinction drawn in Daniel et al. (2010) allows for some reflection: Rhetorical policy refers to broad statements of educational goals often found in national addresses of

senior political leaders. Enacted policies are the authoritative statements, decrees, or laws that give explicit standards and direction to the education sector. Implemented policies are the enacted policies, modified or unmodified, as they are being translated into actions through systemic, programmatic, and project-level changes. If the “implemented policies” correspond to “enacted policies, modified or unmodified”, then managing the implementation process can hardly be limited to executing a decision.

Theoretical Framework

The Transactional Leadership Theory is adopted in this study as the theoretical framework of analysis. The Transactional Leadership Theory was propounded by James MacGregor Burns in 1978 in his book *Leadership*. However, the concept was further developed and popularized by Bernard M. Bass in the 1980s. Bernard Bass expanded on Burns' original ideas and is often credited with making significant contributions to the development and understanding of transactional leadership.

The Transactional Leadership Theory have relevance in explaining aspects of University Management and Policy Implementation in Rev. Fr. Adasu Moses Orshio University, Makurdi because it emphasizes clear expectations, defined roles, and structured processes. In a university setting like Rev. Fr. Moses Orshio Adasu University, where administrative tasks are diverse and complex, a transactional approach could provide a structured framework for managing routine tasks and maintaining stability. Transactional leaders set clear performance expectations and communicate specific standards for tasks. In the context of administrative management in a university, this will help in strategic planning, budgeting, defining roles, responsibilities, and performance criteria for staff, contributing to a more effective and accountable workforce.

Transactional leadership places importance on adhering to established procedures. In the administrative management of a university, where policies and procedures are crucial for smooth functioning, a transactional approach may contribute to maintaining order and consistency.

It is important to note that Transactional Leadership Theory provides a structured and task-oriented approach. It is important to recognize that effective administrative management and policy implementation often require a combination of leadership styles. A solely transactional approach may not fully address the complexity of university management and effective policy implementation. Combining transactional elements with transformational aspects that inspire and motivate employees could create a more holistic leadership approach tailored to the specific needs of Rev. Fr. Moses Orshio Adasu University, Makurdi.

Methodology

The descriptive survey research approach is adopted for this paper. This is because the study aimed at providing a descriptive opinion of staff (non-teaching and teaching staff in management positions) on the effect of university management and policy implementation in Rev. Fr. Moses Orshio Adasu University, Makurdi.

The staff of the university made up the population of the study. The University has a staff strength of one thousand, nine hundred and twenty-two (1,922) spread across twelve faculties, a college, directorates and units. Out of the total staff population of one thousand, nine hundred and twenty-two, Taro Yamane's statistical formula of 1967 was utilized to select a sample size of four hundred (400) respondents.

According to Yamane (1967), sample size can be determined using the following formula:

$$N = \frac{N}{1+n(e)^2}$$

Where:

N = Total Population,

n = Sample Size Sought,

e = expected error

1 = constant

$$n = \frac{1922}{1 + 1922(0.005)^2}$$

$$n = \frac{1922}{1 + 1,922(0.0025)}$$

$$n = \frac{1922}{4.8075}$$

$$n = 399.791 \approx 400 \text{ (approximately)}$$

Therefore, the sample size for the study is 400.

The stratified sampling technique was employed to disaggregate the university staff population into teaching and non-teaching staff. From the teaching staff category, eight-nine (89) staff (those in administrative positions like Vice-Chancellor, Deputy Vice-Chancellors, Provost, Deans, Directors, Heads of Departments and Coordinators of various units who are teaching staff were selected based on their roles in administrative management and policy implementation within the University. The stratified technique was utilized in the study because of the large population size of the respondents which may hinder the researcher from achieving his target within the stipulated time of the study. From the non-teaching staff category, three hundred and eleven staff were selected. The simple random sampling technique was used to ensure that every staff in the population had equal and likely chance of being selected in the sample.

The research made use of a questionnaire and Key Informant Interview (KII) as the main instrument for the collection of primary data. Questionnaire 5-point Likert scale ranging from 1= strongly disagree, 2=disagreed, 3=neutral, 4= agree, 5=strongly agree was used while secondary data were generated from published articles, books, thesis, visitation panel reports and other online sources to augment information from the primary sources.

Data Analysis and Discussion

Socio-Demographic Analysis of Respondents

The data generated from the research indicates that, out of the total respondents from the sampled population, 268 were males, representing 70.1%, while 114 were females, representing 29.8%. While this analysis indicated an opinion that cuts across both the male and female sexes, it has been shown that the male respondents were the majority by a wide margin in the study area.

From the data generated, it could also be seen that 89 respondents representing 23.2%, were single, 278 representing 72.7% were married, 4 respondents representing 1.3% were divorced, while 11 respondents representing 2.8% were widows/widowers. This analysis has shown that married people constituted the majority of the responding population.

Again, from the data generated, it has shown that, 205 of the respondents representing 53.7% were from the age bracket of 31-42 years, 107 of the respondents representing 28% were from 43-54 years, 55 of the respondents representing 14.4% are within the age bracket of 55 years and above while 15 respondents representing 3.9% were between the ages of 18-30 years. This analysis has indicated that the workforce in the university is ageing, as 42.4% and above of the total workforce is from 40 years of age and above which shows that the university staff are responsible enough to give their input on the questionnaires administered to them.

In addition, from the demographic analysis, it can be deduced that, 118 respondents have obtained post graduate qualification, 185 respondents obtained degrees, 25 respondents got NCE/ND, 41 respondent got secondary school certificate, 7 respondent got Primary education, while 6 respondent got other form of education which is not specified representing 30.9%, 48.4%, 6.53%, 10.7%, 1.8%, and 1.6% respectively. This analysis shows that there has been an indication that the respondents are educated, as 30.8% obtained postgraduate qualifications while 48.4% obtained first degrees, which is a good indication in the level of education of the staff in the university.

Similarly, the demographic analysis inferred that, 25 respondents from the university have served from the range of 1-10 years, 217 from 11- 20 years ranges, 98 respondents from 21-30 years, and 42 respondents from 30 and above years, representing 6.5%, 56.8%, 25.7%, and 11.0% respectively. This analysis shows that those who serve from 11-30 years are the majority and they constitute a larger portion of the staff strength, which is a good indication that they are professional and have gained experience to give vital information on the subject matter under investigation.

Lastly, the demographic analysis indicated rank of the respondents of the study as 228 of the respondents representing 59.7% were senior teaching and non-teaching staff with the university, while 159 respondents representing 40.3% were junior teaching and non-teaching staff. The responses, therefore, imply that senior staff cadre respondents dominated the study, which is a good indication that the outcome of the study finding will

be more valid due to the years of service to the university, which have accorded them such status in the university.

Evaluating the Current State of University Management and Policy Implementation in Rev. Fr. Moses Orshio Adasu University, Makurdi

Financial Management and Accountability of the University

The result gathered illustrates that 70 (18.3%) of the respondents strongly agreed that financial management and accountability in MOAUM is good, 99 (25.9%) of the respondents agreed that they are good, 9 (2.4%) of the respondents were neutral, 62 (16.2%) of the respondents disagreed with the notion that financial management and accountability in MOAUM is good while 142 (37.2%) of the respondents disagreed with the notion. This result, therefore, implies that the university's financial management is negatively administered. Poor financial accountability tends to undermine institutional trust, leading to inefficiencies, and can also discourage adherence to professional ethics and standards in the organization.

Human Resource Management System in the University

The data collected on the above shows that the respondents totaling 112 (29.3%) strongly agreed that the management of the university's human resources is good, 62 (16.2%) of the respondents agreed, 13 (3.4%) could neither agree nor disagree, 73 (19.1%) of the respondents disagreed that the management of the university's human resources is good whereas 122 (31.9%) of the respondents strongly disagreed that management of human resources in the university is good. The result, according to the majority of the respondents, shows that Human Resource Systems in the university are poorly managed. This is critical because Human Resource practices directly influence recruitment, discipline, staff morale, and ultimately, professionalism. Ineffective Human Resource management systems have the potential of fostering a toxic or unaccountable work environment, thereby affecting the organization's operations and management.

Staff training and development in the university is adequate

The study on the subject matter illustrated that 41 (10.7%) of the respondents strongly agreed with the opinion that staff training and development in the university is adequate and good, 107 (28%) of the respondents agreed, 25 (6.5%) were neutral, 59 (15.4%) of the respondents disagreed, while 150 (39.3%) of the respondents strongly disagreed. The result implies that the majority of the respondents are of the view that staff training in the university is not adequate. Professional staff development is crucial for updating skills and fostering a culture of continuous improvement. Lack of training weakens capacity, adaptability, and professionalism among university staff.

Promotion and Staff Welfare Benefits in the University

The data collected on the above reveals that 102 (26.7%) of the respondents strongly agreed that promotions and other staff benefits in the university are paid on time and also adequate to meet the needs of the staff of the university, 56 (14.7%) of the

respondents agreed, 18 (4.7%) were neutral, 62 (16.2%) of the respondents disagreed while 144 (37.7%) of the respondents strongly disagreed that the promotion of staff and welfare of staff of the university are not paid on time and not adequate to meet their needs. This result implies that promotion and welfare benefits, which are key components of professional motivation in any public organization, are rightly administered. As the majority of the respondents expressed their dissatisfaction, which may likely contribute to low morale, brain drain, and poor performance in administrative roles in the university.

Infrastructure Management Culture of the University

The study on the above reveals that 40 (10.5%) of the respondents strongly agreed that the management of infrastructure culture in the university is adequate, 91 (23.8%) of the respondents agreed, 12 (3.1%) were neutral, 80 (20.9%) of the respondents disagreed whereas 159 (41.6%) of the respondents strongly disagreed that infrastructural management culture in the university is adequate. This implies that Infrastructure management is viewed negatively by most respondents. This tends to affect the work environment, student satisfaction and performance, and also the ability to attract funding or partnerships, all of which undermine professionalism and efficient university management.

The maintenance of the infrastructure of the university is adequate and meets the academic needs of the university

From the data collected on the above, 81 (21.2%) of the respondents strongly agreed that the maintenance of infrastructure in MOAUM meets the academic needs of the university and is adequate too, 95 (24.9%) of the respondents agreed, 14 (3.7%) of the respondents were neutral, 54 (14.1%) of the respondents disagreed, while 138 (36.1%) of the respondents strongly disagreed. The result implies that there is a serious inconsistency in maintenance across the university campus. Meanwhile, neglected infrastructure hampers productivity, teaching effectiveness, and the general professionalism of the staff of an organization.

The infrastructure of the university and modern standards in contemporary teaching and learning of the University of the 21st century

Data on the above revealed that 166 (43.5%) of the respondents strongly agreed that MOAUM infrastructures meet modern standards and adequately supports teaching and learning befitting of the contemporary citadel of learning like MOAUM, 109 (28.5%) of the respondents agreed, 31 (8.1%) of the respondents were neutral, 56 (14.7%) of the respondents disagreed, while 20 (5.2%) of the respondents strongly disagreed. The result implies that due to recent investments or upgrades in the infrastructural development, like the administrative building, renovation of the Centre for Entrepreneurship, Administration and Management, Arts and Pharmaceutical Faculty buildings, Centre for Research Management, Centre for Food Technology and Research, and overhauling, among others, have upgraded the university's infrastructure. Nevertheless, without proper maintenance and usage policies, such improvements may not contribute effectively to the management and policy implementation in the university.

Interviews with the Registrar of the university on the state of university governance and policy implementation, he said:

In terms of governance, you will notice that we have been here for sometimes where Councils have come and gone. Policy-wise, they will bring their own policies and try to implement, and all of that, for some not successful, for some they are also failures, but with the present Council, everybody has noticed the direction in which they are going. They have welfare packages they want to run; they have structures that they are putting on the ground to ensure that governance in the university is stepped up to a point where we begin to operate as a universal body, since the university has a universal standard. So, what the present council is trying to do, which of course the governance rests with them, they are the policy makers, administration, now, which we call management, are policy implementers. So, they develop policy from the governance at the council level; it now comes down to management for implementation. So, I can say that the way it stands now, there is a large improvement from the way things were done before now, so I can say that structurally, things are working out much better than it used to be because of the direction the council is giving management.

With regards to academic policy implementation, it is very clear for us that the courses and faculties, three new faculties have come in and these are academic faculties, they are now in place, students have been enrolled in fact the College of Pharmaceutical Sciences as it is called is at 200 level at the moment, Architecture is just starting and the others that have come on board, the industrial and technical education is there, sciences coming on board, so I want to believe that policy wise, things are working the way the structure of the university is supposed to be, we have a development plan, we are in the fourth phase of the development plan with the ushering in of these three faculties. So academic policies are implemented in accordance with strict regulations from NUC which is our body that regulates all these policies in conjunction with other bodies like: TetFund and others who give us support even infrastructurally. So academic policies in Benue State University are run in the way they are supposed to run and we are getting results for them. If you go to the faculty of law for instance, we have been coming top at the law school and if not this kind of implementation, strict implementation of these policies, we wouldn't have been getting those results. Our graduates worldwide are recognised anywhere they go, once you see Benue State University, as it were and now Rev. Fr. Moses Orshio Adasu University as it is now, we have national and international recognition. So, I believe that the academic policies are been implemented the way they are supposed to be implemented. (Registrar, Male, 55years)

In an interview with the Senior Staff Establishment Officer, he averred that:

In terms of governance, the university had in the past have major setback in the issue of governance, particularly in the absence of Governing Council overtime so many things that were supposed to be moving on were stagnated especially issues of promotion of staff, issue of staff who are seeking to go for training, so many other issues because governing council as the highest policy making body of the university because it was no there, most of the issues that were bordering on approval of governing council were put on hold so it affected the general governance of the university, however, with the installation of the new council, under the present governor Rev. Fr. Hyacinth Alia, we have seen improvements. (Senior Staff Establishment Officer, Male, 63years)

In collaborating the views of the respondent with the interviews, the result signified that governance and policy implementation in the past were not properly looked into in the university, which affected the effective management of the university, until recently (2024), when things started returning to a better state due to the new council put in place. This result validates the findings of the data obtained from the questionnaire, though with little variance in responses.

The findings of the study on the current state of governance and policy implementation in the university revealed that the university is currently struggling to effectively implement global best academic practices.

This result implies that MOAUM's struggle to adopt and implement the best academic standards, which indicates a gap in management structures and policy enforcement. This can lead to compromised academic quality and reduced competitiveness at both national and international levels.

Conclusion

The study University Management and Policy Implementation in Rev. Fr. Moses Orshio Adasu University, Makurdi. Firstly, the study found that although the University adheres to some of the policies enacted by the NUC and JAMB, but the lack of strong mechanisms for evaluating and monitoring staff operations has defeated the efforts of the university management in implementing all its policies and decisions in the university.

Furthermore, the study revealed that the university is struggling to adopt global best practices in key operational areas such as academic management, human resource development, financial administration, and infrastructure maintenance. The poor state of these sectors is exacerbated by the university's weak maintenance culture, which threatens its ability to offer quality education and services consistently. The study also shows that critical underfunding is a central problem affecting administrative management and policy implementation in Rev. Fr. Moses Orshio Adasu University, Makurdi.

Inadequate financial resources have resulted in inequitable allocation of materials and human resources, undermining policy implementation and demotivating staff. This

financial constraint restricts the university's capacity to uphold professionalism and deliver effective administrative services, and implement policies put in place.

The study, therefore, concludes that for Rev. Fr. Moses Orshio Adasu University, Makurdi, to achieve its academic policies and administrative goals, it must embrace professionalism at all levels of management. This includes investing in monitoring systems, promoting transparent and accountable leadership, prioritising staff welfare, and adopting global best practices required in a learning environment. Equally, adequate funding must be pursued to support these reforms. Without addressing these critical issues, the university risks further declines in administrative performance and academic standards.

Recommendations

Based on the findings of the study, the following recommendations are hereby made to enhance effective administrative management and policy implementation in the University:

- i. The Management of Rev. Fr. Moses Orshio Adasu University, Makurdi, should implement mandatory professional development and ethics training programmes for all staff to reinforce institutional values, ensure compliance with procedures, and build a strong culture of professionalism in the university. Efforts must be made to adopt a strategic institutional development plan that integrates global best practices, including modern HR policies, transparent financial systems, and a sustainable infrastructure maintenance framework, to align operations with international standards. This will go a long way in repositioning the university's greatness and effectiveness in administrative management.
- ii. The institution should diversify its funding sources by establishing public-private partnerships (PPPs) and launching alumni fundraising initiatives to supplement government allocations and ensure adequate funding for administrative and policy reforms, which make available funds to implement academic policies that will meet the vision and mission of the university.

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