

ADMINISTRATIVE POLICY NEED STRATEGY AND SUSTAINABILITY OF GOVERNMENT-OWNED UNIVERSITIES IN SOUTH-SOUTH, NIGERIA

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ABSTRACT

This paper surveyed Administrative Policy Need Strategy and Sustainability of Government-owned Universities in South-South, Nigeria. The concept of Administrative Policy Need Strategy considered those things that are important in implementing policy especially in universities. Policy implementation must consider the benefit of the policy, what contribution of the need to the university and the society. The study anchored in the Social Network Theory by Barnes, 1954. The Positivism philosophical foundation was adopted. This is because the study is about the organization. The research survey was the Cross-Sectional Survey. Using the Cross-Sectional Survey provided room the use structured design questionnaire to collect data from the respondents. Descriptive statistics was used to describe the nominal data or the demographic details of the respondents. The population is the study comprised of seventeen (17) government-owned universities in South-South, Nigeria. A total of two hundred and eighty-nine (255) respondents were drawn from the population members, thus, the sample size for the study was 255. The study used structured and close-ended questionnaire as the instrument for data collection. The data retrieved was analyzed using the Spearman Rank Order Correlations with the help of SPSS version 24. The findings showed that there is a positive relationship between Administrative Policy Need Strategy and Sustainability of Government-owned Universities in South-South, Nigeria. Therefore, it was concluded that Administrative Policy Need Strategy enhanced Sustainability of Government-owned Universities in South-South, Nigeria. We therefore recommend that the Universities that are seeking to achieve sustainability in terms of Programme Quality, Gown-town Content and Solution Index should integrate Administrative Policy Need Strategy. This strategy can also be applied in similar organizations to achieve sustainability.

Keywords: Administrative, Policy, Need, Sustainability, Programme, Content

INTRODUCTION

Administrative policy need implementation strategy is plan and actions taken to ensure that policies are effectively communicated, adopted, and enforced within the organization (Elenwa, 2020). In spite of the numerous programmes run by our universities, we have not been able to solve the impending problem surrounding the social, political and economic system. Sustainability means providing for the need for today without depriving the future need. Over the years, government and organizations have been focusing how to solve the the immediate and in the cost of that destroying the future. These are some of the causes of climate change, environmental pollution, and other social vices. Policy is a priority in every organization setting like the university institution (Elenwa, 2020). Administrative policy need has been defined by many scholars from various perspectives. Administrative policy need is an important stage of the policy making process. It means the execution of the law in which various stakeholders, organizations, procedures, and techniques to put polices into effect with a view to attaining policy goals (Stewart, Hedge & Lester, 2008). Policy need is viewed as a process, an output and it involves a number of actors, organizations and techniques of control. It is the process of the interactions between setting goals and the actions directed towards achieving them. Unfortunately, the higher institution in South-South, Nigeria has not taken this so important part of policy need seriously.

Administrative policies are developed from the public policies; these include rules, guidelines, principles, or methods created by government agencies with regulatory authority for higher institution programme development and services. They are policies rules or practices established within an agency or organization. Administrative policy need is established to deliver quality product and services for the society. These include setting of goals, directions, organization, employees, customers' impact and benefit and community involvement.

Administrative policy need involved critical appraisal of educational policy, highlighting the possible benefits of programmes to society.. It is a practice that changed slowly and incrementally or they may be transformed intentionally. Intentional efforts to change administrative policy by transforming the structure, processes, management of public sector organizations defined an active administrative policy. Administrative policy need is not only essential for effective institutional management, but also for ensuring sustainability of all the systems and institutional transformation (Akilagpa, 1992).

Conceptual Framework

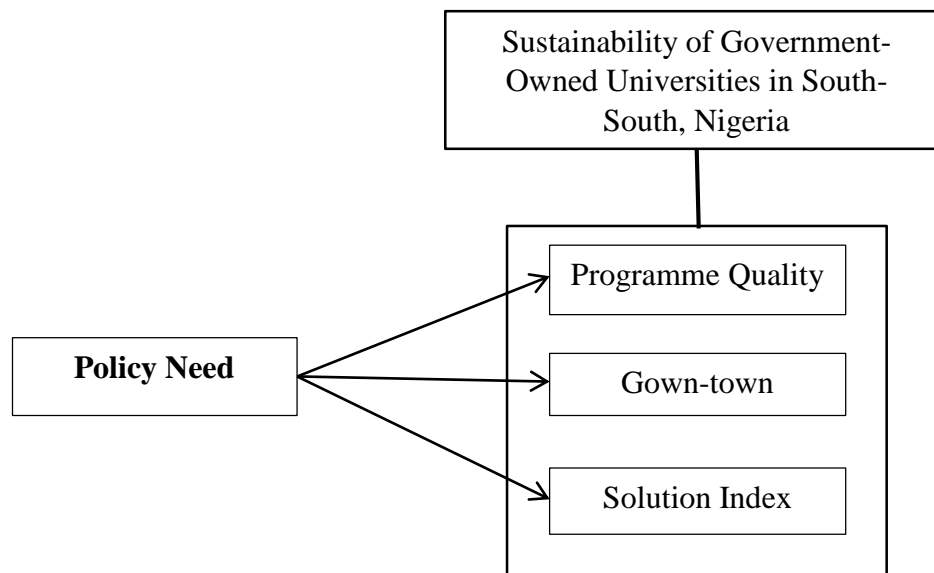


Figure 1.1: Conceptual framework of Administrative Policy Need Strategy and Sustainability of Government-owned Universities in South-South, Nigeria.

THEORETICAL FRAMEWORK

This study anchored on the Social Network Theory was propounded by Barnes in 1954. Barnes in 1950 later conducted research on social relationships in a small Parish in Norway to provide understanding of network of ties across a social class system, and in 1954 the research outcome culminated into a full fledge theory that is known today social network with contribution from other scholars and field of knowledge. Scott (1991) summarized that there are three lines of research that contributed to the theory's early development; (1) The socio-metric analysis tradition, which relies on graph theory methods from mathematics (2) The interpersonal relations tradition, which focuses on the formation of cliques and interactions among a group of individuals (3) An anthropology tradition that explores the structure of community relations in less developed societies. On the other hand, according to Malinowski (2000), social network theory came into being as a result of several research carried out from sociology, anthropology, psychology, organizational management and political science specifically to explain the importance of interactions and human relationship to achieving organizational goals. Fubara (2019) explained that, social networks and its analysis is an inherent interdisciplinary academic field which emerged from disciplines such as psychology, sociology, Anthropology, mathematics, organizational politics etc.

LITERATURE REVIEW

Administrative Policy Need Strategy

Administrative policy need strategy is plans that identifies, priorities, and addresses the organizational need and societal requirements for effective policy management. It ensures that policies are developed, implemented, and maintained to support the organizational and societal goals (Rahman, Wahab, Latiff, 2022). It assigned policy need organizational goal to the employees of the organization, it is not what the employees or individual in the organization voluntarily adopt (Kolev & McNamara, 2022). Achieving organizational goal is the focus of any profit and non-profit organizations, the policy needs the pathway to achieving these goals. The study of goals achievement is a rich theoretical and empirical enterprise in research, must research has directed their focus towards goals that are personalized in the sense of either explicitly referring to personal goals or implicitly assuming some level of personal control over goal adoption and pursuit (Brandstätter & Bernecker, 2022). Today we are living in an age where change is inevitable. The demand and change in technology have drastically changed the way organizations operates especially in government owned institutions in South-South Nigeria. Right from time, tertiary institution is a place of knowledge building, the aim of any government is to establish tertiary institution that will create values in the life of its citizens through research and development. To achieve these objectives, administrative policy needs are established to guide the administrators and employees to follow the vision of its stakeholders.

Universities received input from the external and internal environment (stakeholder's engagement), the stakeholders are very important in policy implementation; their contribution in policy implementation has greater effect on the sustainability. The role of individuals, groups of people, or organizations that might influence sustainable development is fundamental. Each organization has its unique stakeholders, who influence it and at the same time are affected by its actions and decisions. Therefore, it is necessary to identify the types of stakeholders, their needs and expectations, create a dialogue with them and manage stakeholder relations (Van Huijstee, Francken & Leroy, 2007). Understanding their contribution in administrative policy needs in a broad sense might have a positive effect on the organization (Van Huijstee, Francken & Leroy, 2007). Information gathered from stakeholders and managing their interests can be a valuable source of knowledge and lead to value creation in universities (Harrison & Wicks, 2015). Administrative policy needs are keen on targeting and attaining quality, comprehensive education and achieving rapid socioeconomic development, establishing autonomous systems, and good governance. Good governance is always busy in a major attempt to put the nation on the path of improving social political and economically shift to the new paradigm (Arundhathi, Bakisanani, Thatsoyomodino, 2016). Administrative policy needs are purposeful and multidirectional process aimed at putting stakeholder's policy into practice so as to influence a multi-level education system and its environment (Rehaf, 2019).

Nigerian as a country gives much credence to tertiary instructions as the mean source for social and economic mobility, social transformation, as well as the major platform for higher level workforce development, managerial and technology growth (Egbebi, Keston & Magaji, 2021). Administrative policy needs documentation informed the management and employees of the organization on the purpose of establishment and how to work towards the actualization of the set goal (FRN, 2014). According to the Federal Republic of Nigeria policies (FRN, 2014), the goal of tertiary institution includes to contribute to national development through high level relevant manpower training, inculcate values for survival of the individual and society, developed the individual capability to understand and appreciate the local and external environment, to acquire both physical and intellectual skills, which will enable the individuals

to be self-reliant and useful members of the society, to promote and cement national unity, and international understanding and interaction (Ekpiken, & Ifere, 2015). Therefore, there is a link between public or government policy and administrative. While government establishes public policies, administrative policy needs relates to phases of applied problem solving (Pilato, Law, Moore, Hay, & Narushima, 2022). Administrative policy need identifies the problems, the agenda set, the policy that has been formulated and the policy decisions (Mavrogordato & White, 2020).

At this point, policy decisions made are put into practice (Howlett, Ramesh, & Perl, 2009). For the effective policy need implementation, there are other factors that need to be considered. Tezera (2019) suggested four factors that positively influenced implementation success which include incentives for implementation, assembly, compliance and incentives of the policy actors involved in overseeing its implementation. Howlett, Ramesh and Perl (2009) agreed that the actors and activities involved in policy implementation can either help or hinder its implementation and thus, are important to examine. The tertiary institution is founded by the government that established them; therefore, administrative policy is directed towards achieving stakeholder's objectives (Rehaf, 2019). It is actually implementing the philosophy of stakeholder; it is a means of finding solution to society struggling with high poverty rate, political and socioeconomic setback (Rehaf, 2019). Administrative policy needs guides against copying strategy or programmes that may not have direct impact on the immediate environment. Guide against generalizing university programme, or implementing policies that does not considered the vision of the stakeholders (society problem) will be a waste of resource. Recently, the National University Commission (NUC) has directed universities in Nigeria to run programmes that have direct bearing on the immediate environment, now the Core Curriculum and Minimum Academic Standards (CCMAS) for Nigerian Universities. It sets the boundaries on what the universities operate, the type of courses to be offered in the universities, level of academic and non-academic staff, how to about their lawful activities within the universities so as to generate quality that will have positive impact on the local and global society (Frank, Millar & Sidney, 2007).

Therefore, administrative policy needs identify the problems of the environment or society, the needs of the individual and how to direct the organizational towards achieving organizational and individual objective. Administrative policy needs are social cultural paradigm; this is because no organization can operate without considering the environmental needs. Administrative policy needs affect the internal and external environment of the organization (Aboytes, & Beltran, 2020). Therefore, formulating administrative policy, the key elements that need to be considered includes; implementing policies that will promotes healthy working relationship, policies that will enables the organization to achieve individual, organizational and societal benefits. The formation desired must be very clear to understanding, explaining the direction of the organization (Aboytes, & Beltran, 2020). Tertiary institution is a place to acquire knowledge that will be integrated into the organization and the society, therefore the administrative policy needs of the institution should be based on core need of it society at large (Pilato, Law, Moore, Hay, & Narushima, 2022).

The concept of policy needs in education takes 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's like "starting to use something" (Cambridge English Dictionary, 2020), and 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 policy makers. The following distinction drawn in Daniel (2010) allows for some reflection. Rhetorical policy refers to broad statements of educational goals often found on papers, addresses senior political leaders etc. 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, administrative policy needs are policy statement translated into actions.

The government under the second Obasanjo administration (2003 till 2007) embarked on a comprehensive economic reform program based on a home-grown strategy, known as the National Economic Empowerment and Development Strategy (NEEDS). Thus, Nigeria's Poverty Reduction Strategy was translated into the National Economic Empowerment and Development Strategy (NEEDS 2004-2007) which was launched in May 2004 was specifically designed to lay a solid foundation for sustainable poverty reduction, employment generation, wealth creation and value-on economy (Obasanjo, 2004). The NEEDS program which was modeled from the International Monetary Fund (IMF) Poverty Reduction and Growth Facility (Adogamhe, 2007),

This, unemployment, amid growth has attracted so much attention to academics, analysts, governmental, non-governmental organizations and international agencies. According to Gaba and Joseph (2013), all the jobs creation intervention initiatives in Nigeria since independence have yielded very little fruit. He claims that the programs were mostly not designed to alleviate poverty, they lacked clearly defined policy frameworks with proper guidelines for job creation, they suffered from political instability, interference, policy, and macroeconomic dislocations, they lacked continuity, and they are riddled with corruption,

Sustainability of Government owned Universities in South-South, Nigeria.

Sustainability scholars have utilized different theoretical frameworks such as institutional theory among others to understand why and how sustainability initiatives emerge (Delmas, 2002; Hoffman, 2001) and how such efforts lead to different environmental, financial and market performance outcomes at the organizational level (Chatterji & Toffel, 2010; Flammer, 2013). Institutional theory is based on the concept that organizations are influenced by their 'invisible' institutional environment and are required to conform to the collective norms. Sustainability is a multidimensional process based on efficiency and effectiveness, it focuses on results, knowledge, capacity building, networks of partners, and products and services. This means that an organization's operations and production, strategy, and management have to keep incorporating and integrating sustainability issues. It is essentially a component of corporate social responsibility, which begins with a fair understanding of environmental factors, economic and social components, and the accountability of their public reporting. In 1969, the US government passed the National Environmental Policy Act (NEPA) to assure a balanced judgment between technological, economic, ecological, social, and other considerations in the public's interest. Corporate Environmental Responsibility (CER) is another unbiased concept that provides a manufacturing organization with greater sensitivity in its approach to implementing sustainability (Seliger, Kim, Kernbaum, & Zettl, 2008).

There is no gain in saying that basic education has become inadequate to meet the challenges of the growing world not only in Nigeria but also in the entire global village. The demand for higher education has, therefore, become imperative and is rapidly increasing geometrically (Fabiya & Oladipo, 2008). The global perception agrees that for economic and social development to be derived there is need for advancement and the application of the right

knowledge. The World Bank/UNICEF (1996) reported that education in general, and university. Education in particular, is fundamental to the construction of the knowledge economy and society in all nations. The report also identified the fact that the potential of higher education systems in developing countries to fulfill this responsibility is frequently thwarted by long standing problems of finance, efficiency, equity, quality and governance. These challenges are linked to the growing role of knowledge in economic development, rapid changes in telecommunications and technology and the globalization of trade and labour markets (Saint, Hartnett & Strassner, 2004).

However, Zelvys (2004) perceived that the concept of quality has been one of the most important concepts in contemporary educational terminology. Many educationists have attempted to define the quality of education and educational assurance. Alele-Williams (2004) defines quality assurance in any educational institution as that which indicates the pre-eminence and special features that make the institution distinct from other forms of institutions. Oderinde (2004) enumerated two aspects of quality in education, which are both internal and external. The internal aspect is the implementations of the school objectives while the external aspect deals with the implementation of national objectives which are pre-requisites to the achievement of quality in any educational institution. Middlehurst (2001) describe the scope of quality assurance as including the following dimensions, regulation (legal frameworks, governance, responsibilities and accountabilities etc.), educational process (admissions, registration or enrolment, curriculum design and delivery, support for leaving, assessment, etc.), curriculum design and content (validation and approval frameworks, levels and standards etc.), learning experience (consumer protection, students experience, complaints and appeals etc.), outcomes (qualifications, certificates, transcripts, security, transferability, recognition/currency and value etc.). In summary, Middlehurst sees quality as a grade of achievement, a standard against which to judge others. By this conceptual understanding, it can be said that the emphasis on quality assurance is the training of personnel to enhance their performance in work places.

Gown town contents refer to as the numerous values and roles of higher education in the society are: to foster positive character development, promotion of good governance, preservation of relevant cultural heritage and practices, creativity, and problems solving skills. Every university programme of study or the numerous professions offered by Nigerian universities have specialized skills which the learners should acquire (Rosan, 2002). Town refers to the nonacademic community while gown literarily refers to the university community. It implies the traditional ancient seats of learning such as University of Oxford and University of Cambridge both of which are regarded as one of the world's leading academic institutions and the oldest surviving in the English- speaking world; included also are University of Nigeria, Nsukka and University of Ibadan both in Nigeria. It is a metaphor, literarily used to depict urban higher education. The term gown originated during the Middle Ages in the European universities where undergraduates often held minor clerical status and donned garb similar to that worn by the clergy. The gown proved comfortable for studying in unheated and drafty buildings and thus became a tradition in the universities. The gown also served as a social symbol, as it was impractical for physical manual work (a comparison can be made with the gowns worn by Chinese officials). Tertiary institution developed the principles that organizations and individual applied for economic and societal development, formulates theories, and establishes policies and legal procedures for a better society carry out effective training and development. The university stands as the pillar of the society. Institutions of higher education remain priceless assets in human capital development. It is a sine quo non to attaining achieving national economic development. Today, there is global interest in

measuring impact of tertiary institutions on host communities using cultural, political and socio- economic indicators. Nigeria is a multicultural state with over 250 ethnic groups and several tertiary institutions whose roles and responsibilities transcend the realm of education (Fatoki, 2017; Ehinmowo & Eludoyin, 2010). This is because research activities carried out in tertiary institutions are community-oriented as they are conducted in a manner that the development of host communities is felt and practiced by all stakeholders.

Tertiary institution is the bases for global transformation. Globally, community transformation is a difficult but an indispensable task. Ideally, governments are concerned with economic and social needs of its citizens; and fulfilling this obligation requires institutions with educated, skilled and competent people. Apparently, education is a basic tool for community transformation; hence, with the rising trend of globalization, community transformation has become part of tertiary institutions (Ali, 2010). Tertiary institutions have been considered as organizations for social transformation, therefore, their location in a community has been acknowledged as an immense significance to the overall development of that area. Location impact explains the influence of a new thought and initiative (that is, the environment), this new initiative or concept could be in form of tertiary institution.

Administrative Policy Need and Sustainability of Government-Owned Universities in South-South, Nigeria

Khan, (2016) study conducted on policy implementation: some aspects and issues. Found that establishing policy need strategy enables organizations to achieve their goals or objectives. The work identified policy implementation strategies framework to include; policy need, consultation and evaluation. These are roadmap to achieve organizational objective, therefore poor policy implementation is a major cause of failure or not meeting the stakeholder's expectation. DiPlacito-DeRango (2016) study conducted on acknowledges the barriers to better the practices: Support for student mental health in higher education found that establishing the need, scope, and design of policy enhanced effective decision-making process in universities. Also, Ugwuanyi, and Emma (2013) study conducted on the obstacles to effective policy implementation by the public bureaucracy in developing nations: the case of Nigeria found that the need for enhancing the development process in the developing nations is ever becoming more critical and urgent. The pace at which this can be realized is hinged essentially on the ability of the government to formulate appropriate policies need and, very importantly, on the capability of the public bureaucracy to effectively implement the formulated policies that supports university sustainability.

DATA ANALYSIS AND RESULTS

Descriptive Analysis

Table 1: Administrative Policy Need

	N	Min.	Max.	Mean	Std. Deviation
How effectively are organizational goals assigned to individual	214	1.0	5.0	3.000	1.4470
To what extent has your university been able to identify the types of stakeholders, their needs and expectations?	214	1.0	5.0	3.140	1.3837
To what extent has your university been able to create a dialogue with members of the university community and manage stakeholder relations?	214	1.0	5.0	3.131	1.3675
To what extent has the information gathered from stakeholders become a valuable source of knowledge that led to value creation in universities	214	1.0	5.0	4.411	1.1213
Valid N (listwise)	214				

Source: Research survey, 2024.

Table 1 above showed the respondent's rate on Policy need as a dimension of Administrative Policy Implementation Strategies. Question one showed how effectively organizational goals assigned to individual with a mean of 3.00 and standard deviation of 1.4470, question two indicated that how has the university management been able to identify the types of stakeholders, their needs and expectations with a valid mean of 3.14 and standard deviation of 1.3837, question three affirms that the universities are able to create a dialogue with members of the university community and manage stakeholder relations effectively and lastly question four confirm that information gathered from stakeholders become a valuable source of knowledge that leads to value creation in universities with a mean of 4.11 and standard deviation of 1.121. The mean calculated were all above the criterion mean for a 5-point Likert scale of 3.00. Therefore, it is accepted that administrative policy need strategy contributes to the sustainability of government owned universities in South-South, Nigeria.

Table 2: Programme Quality

	N	Min.	Max.	Mean	Std. Deviation
To what extent does the South-South University meet the challenges of the region	214	1.0	5.0	4.435	1.1354
To what extent do the universities in South-South compete effectively with the global perspective?	214	1.0	5.0	4.397	1.1367
How effective is the university education in general, fundamental to the construction of the knowledge economy and society in the region	214	1.0	5.0	4.168	1.3461
Rate your university to how it is able to contribute to rapid changes in telecommunications and technology and the globalization of trade and labour markets	214	1.0	5.0	3.995	1.3925
Valid N (listwise)	214				

Source: Research Survey, 2024.

Table 2 showed the respondents rate on programme quality as a measure of sustainability of government owned universities in South-South, Nigeria. The response in question one, the quality of the universities are able to meet the challenges of the region with valid mean of 4.44 and standard deviation of 1.1354, question two showed that the universities in South-South

compete effectively with the global perspective with valid mean of 4.44 and standard deviation of 1.1367, also the respondents response in question three showed that the universities education in general is fundamental to the construction of the knowledge economy and economic growth in the region, and lastly the respondents in question four affirmed that the universities are able to contribute to rapid changes in telecommunications and technology and the globalization of trade and labour markets with a valid mean of 4.00 and standard deviation of 1.3925. All the respondents' rate was above 3.00 for a 5-point Likert scale and was classified as high.

Table 3: Gown-town content

	N	Min.	Max.	Mean	Std. Deviation
How does the university output link to the growing role of knowledge in economic development in South- South	214	1.0	5.0	4.145	1.4184
How responsive are the citizen with respect to university objective for character molding in terms of trust and accountability	214	1.0	5.0	4.136	1.2430
To what extent does our university graduates serve as a social symbol, as it was practicable for hard work and innovation	214	1.0	5.0	4.093	1.4375
To what extent does the university enhance positive character development, promotion of good governance, reservation of relevant cultural heritage and practices?	214	1.0	5.0	4.341	1.2105
Valid N (listwise)	214				

Source: Research survey, 2024

Table 3 showed the respond of the respondents in Gown-town Content. The respondents' response in question one showed that the universities output is linked to the growing role of knowledge in economic development in South- South with valid mean of 4.15 and standard deviation of 1.4184, the respondents rate in question two showed how responsive are the citizen with respect to universities objective for character molding in terms of trust and accountability with a valid mean of 4.14 and standard deviation of 1.2430, in question three the respondent added that the university graduates served as a social symbol, practicable for hard work and innovation with valid mean of 4.10 and standard deviation of 1.4375 and question four reflected that the university enhance positive character development, promotion of good governance, reservation of relevant cultural heritage and practices with a valid mean of 4.341 and standard deviation of 1.2105 respectively.

Table 4: Solution Index

	N	Min.	Max.	Mean	Std. Deviation
To what extent does the South-South universities been able to develop the principles that organizations and individual applied for economic and societal development	214	1.0	5.0	4.383	1.2458
To what extent does South-South universities been able to formulate theories, and establish policies for a better society to carry out effective training and development	214	1.0	5.0	3.449	1.1807
To what does the universities been able to establish legal and ethical conduct that supports business practices and economic growth of the region	214	2.0	5.0	4.308	1.1210
To what extent does the South-South universities been able to transform the individual and communities with the rising trend of globalization?	214	1.0	5.0	3.668	1.3932
Valid N (listwise)	214				

Source: Research survey, 2024.

Table 4 is on Solution index as a measure of sustainability of government owned universities in South-South, Nigeria. The respondent reflected that the universities are able to developed the principles that organizations and individual apply for economic and societal development with valid mean of 4.38 and standard deviation of 1.2458, question two showed that the respondents supported that the universities are able to formulate theories, and establish policies for a better society to carry out effective training and development with a valid mean of 3.45 and standard deviation of 1.1807, question three affirmed that the universities are able to establish legal and ethical conduct that support business practices and economic growth of the region with a valid mean of 4.31 and standard deviation of 1.1210 and also the universities policy implementation are able to transform the individual and communities with the rising trend of globalization with valid mean of 3.67 and standard deviation of 1.3932 respectively.

Bivariate Analysis

Table 5: Relationship between Administrative Policy Need and Sustainability of Government Own Universities in South-South, Nigeria.

			Policy Need	Programme Quality	Gown Town	Solution Index
Spearman' s rho	Policy Need	Correlation Coefficient	1.000	.986**	.859**	.887**
		Sig. (2-tailed)	.	.000	.000	.000
		N	214	214	214	214
	Programme Quality	Correlation Coefficient	.986**	1.000	.852**	.880**
		Sig. (2-tailed)	.000	.	.000	.000
		N	214	214	214	214
	Gown Town	Correlation Coefficient	.859**	.852**	1.000	.966**
		Sig. (2-tailed)	.000	.000	.	.000
		N	214	214	214	214
	Solution Index	Correlation Coefficient	.887**	.880**	.966**	1.000
		Sig. (2-tailed)	.000	.000	.000	.
		N	214	214	214	214

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Research Survey, 2024

Table 5 showed the relationship between administrative policy need and Sustainability of Government-owned Universities in South-South, Nigeria. The correlation coefficient between Administrative Policy Need and Programme quality was 0.986, Administrative Policy Need and Gown-town content was 0.859, and Administrative Policy Need and Solution Index was 0.007 respectively. These confirms the magnitude and strength of the relationship which were statistically significant at ($\rho = 0.01 < 0.05$). The coefficient of the correlations shows that there is strong positive relationship between Administrative Policy Need Strategy and Sustainability of Government-owned Universities in South-South, Nigeria.

SUMMARY AND CONCLUSION

This paper surveyed the relationship between Administrative Policy Need and Sustainability of Government-owned University in South-South, Nigeria. Administrative Policy Need is fundamental in implementing policies in universities in South-South, Nigeria. Administrative Policy Need identified the key areas that the government, organizations, society and individual are lacking. Proper administrative policy need supports university management to run programme that will have direct impact on the students, organizations and the society. The descriptive analysis showed that the respondents supported that Administrative Policy Need is an integral tool that enhanced the sustainability of Government-owned Universities in South-South, Nigeria. Also, bivariate analysis showed that there is a strong positive correlation between Administrative Policy Need and Sustainability of Government-owned Universities in South-South, Nigeria. Therefore, Government-owned universities that are interested in the sustainability of their universities in terms of Programme quality, Gown-town content and Solution Index should implement Administrative Policy Need in their respective University. This can be applicable to any other public organizations in South-South, Nigeria.

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