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CRAFTING INSTITUTIONAL CONFIDENCE IN NIGERIA UNIVERSITY EDUCATION

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ABSTRACT

This paper examined crafting institutional effectiveness in Nigeria university education. The paper analysed university education in Nigeria from an international perspective with a view of assessing Nigeria's university effectiveness in meeting international university educational standards. The paper also examined the challenges faced by the university education partners in Nigeria university education with further assessment on ways the Federal Government and university education stakeholders can sustain, maintain and improve rebuilding trust in educational management for effective university education in Nigeria hence, the collapse of effectiveness in Nigeria's education. The paper therefore recommends that there should be an active participation of the allies in university education in Nigeria not just on papers, policies and principles but policies into practice for Nigeria universities to have confidence.

Keywords: Institutional, Crafting, Educational, Confidence, University.

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INTRODUCTION

University education industry like every other sector of the economy is required a have and sustain effectiveness for it to function efficiently as to attain its predetermined goals. Beyond

this, the university education also requires structure in form of building and facilities that aid the human capital in goals attainment. This implies that the confidence of university education is largely dependent on the availability of the needs it is able to meet and sustain over time. The benefit of building university education confidence is unquantifiable in achieving educational set goals and objectives, in other words, without Nigerian universities crafting confidence, educational delivery cannot be attained and it will also fall short in meeting international standards.

An effective university system is built on vision, ideas, direction and has most importantly inspire people to bring the confidence between them and a team effort to work together in order to attain the expected aspirations of the university (Adegbesan, 2010). The university must influence the activities of faculties, students and stakeholders towards obtaining or achieving the goals of improving the confidence laid on it. In the university, delegation is used to entrust a task, authority or responsibility to another person and in some cases, people especially to a subordinate to execute designated responsibilities. It requires having faith and effectiveness in the effectiveness of another person, which involves the courage by a matured leader. This means that before any person or group is delegated, efforts must be made to dissuade failure and this will dangerously impact negative on the confidence faculty, government and other institutions will have on the university. Delegation enhances time management and promotes effectiveness and productivity in the organization (Allen, 2015). This also requires giving the subordinate the free hand to explore, think critically and find the best alternative to solve the task ahead. In the university, Akpanuko (2012) explained that this confidence has been breached from all sides, be it from university administrators, government, university consumers and other stakeholders in the university (see figure 1).

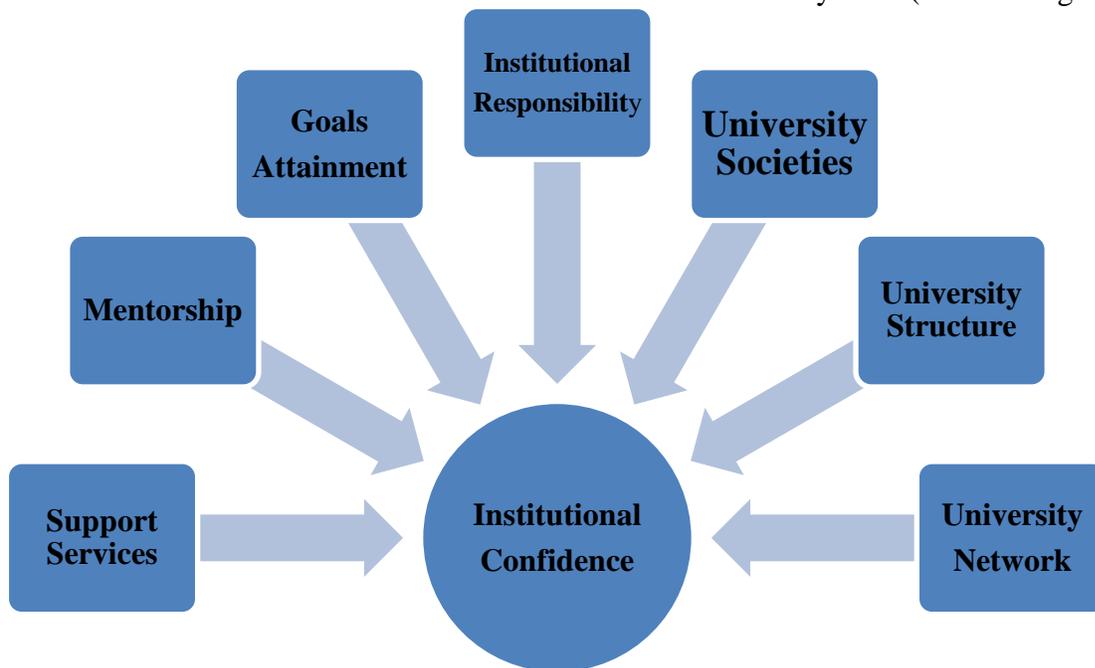


Figure 1: Institutional confidence in Nigeria university education

CONCEPTUAL CLARIFICATION

University confidence is the mindset of how a university institution is perceived within and without in achieving the outcomes the organization intends to produce. To achieve confidence the universities must concern themselves with several key areas. Without effective leadership, adequate support service, mentorship, goals attainment, institutional responsibility, appropriate and adequate university societies, university structure and expanded university network universities will fail in meeting will not excel. It is the drive way through which university education can take to reach the highest confidence level. The trend in some countries is that leadership is appointed as a result of possession of a qualification. Good universities will have support services available to students (Allen, 2015).

This will help students cope with accommodation problems, counselling and even funding and services for disabled students, the school administration is able to help students with a range of issues to help students go through their academic time. The support staff of the university is there to help students for free services little costs. Indeed, many researchers agree that institutional leadership is the key to improving confidence and quality in the university. It can also be noted that leadership plays a pivotal role in the success of higher education institutions and is a critical factor in sustaining and improving the quality and performance of higher institutions which to a large extent serves as a merit or demerit to the university confidence. Leadership is a critical element in crafting institutional confidence in Nigeria university education. One of the ways through which this can be achieved is through faculty and student mentorship.

According to Ololube (2017), running a school effectively requires effective and intentional mentorship along with full cooperation of all stakeholders who need direction and coordination. This process is called leadership. Nigeria universities should have mentoring programmes where students are matched with faculty, professionals, current students and alumni who can provide support for the students and staff. With this mentorship, the university can also help with issues of employability to developing a professional network and framework (Obi, 2017). These relationships can be hugely beneficial in helping to develop university confidence in the new situations and environment in which the university will be face within and without the university. Leadership is the process of providing a suitable environment and influencing people to strive willingly and enthusiastically towards the achievement of organizational goals.

The Structure of a university also plays an important role in the confidence level a university operates. The integrity of a government, university administrators, university consumers and university stakeholders are to come to limelight as integrity is a veritable tool to achieving the pre-set university educational goals and in this quest of crafting confidence in university education in Nigeria. All players must achieve effective administration of the school and implementation of university policies, every player needs to be honest to attract trust from all levels of key players in the university system (Nwokocha, 2019). The traits of university players like the federal government, university administrators and stakeholders have been seen to affect the quality of university performance and university reform efforts have not taken place to a great extent.

There are numerous challenges which have negatively affected the Nigeria public universities they include: inadequate funding, politicizing of university education, influencing the appointment of Vice Chancellors to sooth political ills, conflict on the control and

responsibility of the universities between the tiers of government, recruitment of non-professionals in teaching, host community influence, recruitment of teaching and non-teaching staff, and students' entrances, examination malpractice, cultism, truancy, stealing, distrust between participants in the university (Ololube, 2017). Others are lacks of planning for the school, discontent among staff, lack of training and retraining in school administration, communication gap between university and outside world, lack of participation of subordinates in decision making, destruction of facilities by vandals and insecurity. When these are rightly put in check it boosts the confidence level of the university and will aid the university in having a strong voice in the league of universities and the economy at large.

CRAFTING INSTITUTIONAL CONFIDENCE IN NIGERIA UNIVERSITY EDUCATION

University players are to be responsible for the building and sustaining of university confidence in Nigeria with all university participants to promote confidence, trust and communicative behavior (Nwabueze, 2016). Recent researches show that most crisis and conflicts in Nigeria universities could be resolved successfully with every participant proactively having confidence in Nigeria university education. The assumption that incessant students' failure in both internal and external examinations is a result of university administrators' poor performance. This is due to non-possession of certain trait variables like creativity, vision, intelligence, initiative and honesty. These play significant role towards university performance which created confidence in performance of universities in Nigeria (Madumere-Obike, & Nwabueze, 2012). Research has also established that traits enhancement for performance, efficiency and pro-activeness of Vice Chancellors who are confident of themselves have aided in building the confidence levels in the universities where they are leaders. This will also place the universities in the position to achieve effective performance in Nigeria Universities. It means that, absence of the innate essential qualities would mar optimum university performance and universities would not be able to achieve its preset objective of being a vital hub to meet individual, organizational and State goals (Ekowo, & Palmer, 2016). In consideration of the above as a problem in Nigeria Universities and in an attempt to proffer solutions to it considering the relevance, the Federal Government, University administrators, university consumers and stakeholders must work toward achieving goals and enhancing performance in the university by developing confidence in the university.

The Vice Chancellor occupies an important position in the University. If education is the major foundation for the future strength of Nigeria, university education which is a form of higher education must be the cornerstone securing the confidence of users and stakeholders. Likewise, as universities continue to evolve and as shifts in the needs of the needs of the demographics of populations continue to occur nationally, there is a need and a call for different relationship paradigms to assist in the proper guidance of those we place for the management and administration of the university. These new paradigms will be marked with servant leaders who empower as opposed to delegate; builds trust rather than demands loyalty; and instead of just hearing and leading from the head, seeks to understand and leads from the heart (Ejiogu, 1986).

STRATEGIES FOR CRAFTING INSTITUTIONAL CONFIDENCE IN NIGERIA UNIVERSITY EDUCATION

The university Vice Chancellors and other university administrators have the ability to improve overall university perceptions by simply attending to fundamental components inherent in quality relationships. As key players for effective university education in Nigeria, the Federal and State Government, university administrators and stakeholders begin to feel better about themselves and what their collective missions are as a result of significant interactions with their responsibilities as they must become more effective in their roles (Ogunde, 2011). Daily interpersonal interactions of stakeholders are necessary to garner trust and support from the attainment of university goals. In the university, this means that, instead of worrying constantly about setting the direction and then engaging teachers and others in a successful march (often known as planning, organizing, leading, motivating, and controlling), the university stakeholders can focus more on removing obstacles, providing material and emotional support, taking care of the management details that make any journey easier, sharing in the comradeship of the march and in the celebration when the journey is completed, and identifying a new, worthwhile destination for the next march. The march takes care of itself (Aluede, Idogho, & Imonikhe, 2012).

One important thing to keep in mind is the fact that the university is an instructional institution for capacity building of the individual and the entire economy at large thus; all effective university must have this as a quality. And even though shared decision-making attributes are present, there are certain personalised responsibilities designated at various levels within and outside the university. These responsibilities take place for promoting trust and building confidence in an effort to ultimately achieve university effectiveness and should be first and foremost in our nation's priority list.

University administrators can influence the working patterns of the university by arranging physical space and free time to promote norms of collegiality and experimentation (Nwokocha, 2019). By seeking out roles where you the university can represent her faculty and students, whether it is in committees or societies, it will help the university build professional business skills in the faculty and students as well as increase your confidence when facing new people or situations. Effective collaboration is not always easy but brings with it a measure of difficulty and even of discomfort on some occasions. Crafting confidence for the operates in the world of integrity, honesty, handwork, ideas, examining existing practices critically, seeking better alternatives and working hard together at bringing about improvements and assessing their worth. This is believed to be one of the key challenges for building confidence in the university and professional development in Nigeria (Ekowo, & Palmer, 2016). Effective collaborative management involves establishment of group goals, as well as individual accountability and it will create a successful inter personal communication which will lead to building of trust and promotion of team spirit.

IMPROVING CONFIDENT FOR QUALITY ASSURANCE

There possible ways of improving confident for quality assurance in university education. These are:

- **Monitoring model for crafting institutional confidence in Nigeria university education:** It refers to the process of collecting data at intervals about ongoing projects or programme within the university system. The aim is to constantly assess the level of performance with a view of finding out how far set objectives are being met. When monitoring is regularly carried out with a view of rebuilding trust in educational management for effective university education in Nigeria, there will be regular assessment of performances of all the university education stakeholders which will aid in the identification of areas of less performance and improving performance and areas of good performance and the sustenance of the good performance.
- **Evaluation model for crafting institutional confidence in Nigeria university education:** This is a formal process carried out within a university system. It is based on available data which are used to form conclusions. It could be formative or summative. The aim of evaluation as quality assurance strategy in the university is to see how the system can be assisted to improve on the present level of performance which is also a formative evaluation.
- **Supervision model for crafting institutional confidence in Nigeria university education:** Supervision might involve inspection, but it goes beyond inspection and includes attempt at bringing about improvement in the quality of every process in the university. It includes staff as essential part of the process. It is a way of advising, guiding, refreshing, encouraging and stimulating staff.
- **Inspection model for crafting institutional confidence in Nigeria university education:** Inspection in the university normally involves an assessment of available facilities and resources in an institution with a view to establishing how far a particular institution has met prescribed standards, it is more of an assessment rather than an improvement induced exercise.
- **Quality control model crafting institutional confidence in Nigeria university education:** The issue of quality control cannot be over-emphasized in the University for rebuilding trust in educational management for effective university education in Nigeria. It is one of the strategies for establishing quality assurance in the inferior education system at all levels. Quality control in the university should be of concerns to the country at large as it is a drive towards scientific and technological development of the developing countries in the Sub-Saharan countries especially Nigeria. For this to be successfully carried out, there is need to examine the qualification of university of administrators, level of stakeholders' participation the adequacy of the curriculum, availability of equipment in the required number as well as the proper use of the processes involved in the various skills to ensure that the finished products of the university are of high standard.
- **Access and equity model for crafting institutional confidence in Nigeria university education:** The trend of students transiting from the junior secondary school to other levels of education has not been encouraging as it has been falling short of the expectations in regards quality and accessibility to university education. Therefore, the issue at the university level of education presents a situation that calls for concerns in terms of variation in access at the Universities.

CORE VALUES FOR CRAFTING INSTITUTIONAL CONFIDENCE IN NIGERIA UNIVERSITY EDUCATION

Honesty and trust are central to integrity. The outstanding signs of integrity include; keeping your words, keeping your commitments, paying attention to your environment, staying focused, surrounding yourself with honest people, taking responsibility, and above all, respect for your employees. The quality of integrity is of great significance and has great impact in character transformation, personality refining and promotion of authentic moral values in Nigeria universities. University administrators with this quality of integrity, will apply it strategically in their university system, by committed inculcation it to their subordinates, and will not allow them in any way to violate the due procedures, or tolerate any kind of deviations that will hinder the success and effective performance of the university system (Adegbesan, 2010).

It is equally the quality of integrity that will facilitate the issue of mutual trust in the school system. The developing and manifestation of trust precedes from integrity, thereby increases the effectiveness of the University stakeholders which is geared to commendable productive performance and advancements of the university. Integrity is in contrast with selfishness, but it is synonymous with incorruptibility, kindness decisiveness and uprightness. Individuals who possess this quality of integrity, are ethically and morally driven, to the extent that they effortlessly exhibit the ability to attract quality and talented professionals in the university (Ololube, 2017). There are factors that researchers and school systems point when describing quality schools and features of schools that have improved in University confidence.

According to Ololube (2017), such features include commitment to success for all, flexibility and responsiveness, shared vision, climate of challenging and stimulating learning and administration, strong and fair disciplinary climate. Adegbesan (2010) posits that much research has demonstrated that retention and the quality of education depends primarily on the way universities are managed, more than the abundance of available resources, the capacity of universities to improve teaching and learning is strongly influenced by the quality of the leadership provided. Concerted effort to improve university leadership is one of the most promising points of intervention to raise retention, the quality and efficiency of university education across Sub-Saharan Africa.

Over the past “decade researchers have to identify factors/characteristics of effective leaders, point out values such as honesty, integrity, trust, care and compassion. The search for authenticity, integrity and trust in and among members within institutions is very much a reality. Leaders should strive to leave a legacy, to put smiles on the faces of the people they work and interact with, to positively move their organizations forward, to become agents of development in the digital economy (Adegbesan, 2010). Over the years it has been pointed out that authenticity in leadership calls for a radical shift away from much of the traditional, conventional wisdom about leadership. Honesty, integrity, trustworthiness and compassion require fairness in leader’s dealings with staff. Leaders need to stick to the guiding law as regards promotion.

As leaders, we recognize that our hope sustains us. Our vision of what could be inspires us and those we lead. In implementing our vision, we accept the reality that we don’t have all the answers. A servant leader’s results will be measured beyond the workplace, and the story will be told in the changed lives of others. There is no scarcity of feet to wash. The toils and the water are available. The limitation, if there is one, is our ability to get on our hands and knees and be prepared to do what we ask others to do. University managers concentrate on prepares students for a variety of university career options at both community colleges and universities. In order to

achieve these laudable goals, academic excellence must be guaranteed by the university managers (Ajayi & Haastrup, 2011).

Academic excellence connotes effective teaching and learning, developmental researches, high impact community services, creativity and innovation, acquisition of self-independent economic skills by University graduates. It also indicates scientific and technological skills acquisition by both staff and students and high moral discipline. Despite the persistence of gaps in university achievement associated with race/ethnicity and class in university management, there is no reason why achievement gaps cannot be reduced and eventually eliminated in university management. These include social, cultural, and economic factors which affect learning.

LEADERSHIP CONFIDENCE IN UNIVERSITY EDUCATION

The quality of University leadership is said to be critical in the management of the university and achievement of goals. Greater responsibilities are even bestowed on university leadership by the demands of autonomy, globalization and knowledge-based economy. Amidst the expectations a highly qualified leadership should be chosen. In fashioning out leadership requirements and qualities, consideration should be given to theoretical propositions of what qualities make an effective leadership and to vision and mission of the institution (Obi, 2017). Once done, it will constitute a standard of minimum qualities necessary for selection of a Vice-Chancellor and the evaluation of his or her performance.

More importantly, there are several studies dealing with organizational effectiveness with leadership qualities and characteristics that matter being isolated but very few on higher educational leadership qualities and institutional outcome or effectiveness. Borrowing from findings from those studies, the following trends can be discerned. First, personality characteristics – age, emotional stability, extroversion and dependability – are frequently mentioned as qualities of leadership and are found to be positively related to organizational effectiveness (Nwokocha, 2019). Characteristics like experience on the job, communication ability, knowledge and qualification of the job, tend to affect the quality of leadership. While additional qualification beyond first degree may not make a difference in leadership quality in non-academic institution or organizations, it is important for a higher educational leader to obtain a higher degree, especially where it is a prerequisite for promotion to higher rank – professorship.

Administrative and leadership skills and behaviours interpersonal relations, management of self, administration and communication are important to effective leadership and organizational effectiveness. There is no doubt, the tasks are enormous, but as a manager he or she is expected to get the tasks done through individuals, committees as well as ground within and without the institution. He should therefore possess the qualities that will make the led to follow willingly. The leadership of the new university we all aspire to create, must fall in a strong academic whose credentials are impeccable and who can match his peers anywhere in the world. Today's vice-chancellor must be tested academically and professionally. A sound knowledge of his subject is inspiring to colleagues. In addition, he must be of a sound character. This brings into the fore the fact that while institutions can themselves be leaders of some sort among their peers, the individuals that drive the process in an organization are the leaders of such organizations.

They are at every level of the organizations directing one thing or the other or ensuring the smooth process of one area of the organization or the other. It is in this context that we will endeavour to examine those who constitute the leadership of higher educational institutions. Despite the effects of leadership quality and University education outcome and effectiveness, most developing countries in Africa and Asia, appear uncritical about the selection of University institutional leadership. For instance, selection of leaders for higher education institution in most countries in the regions is often characterized by intrigues, manoeuvrings and even crises with acrimony and most often the process is challenged. Ajayi, and Haastrup (2011) had highlighted the following tasks which must be done by university education managers in order to have effective university education in Nigeria. These include:

- Measurement and standardization of academic attainments.
- Evaluation of quality of work during supervision.
- Use of competent teachers and administrative supervisory personnel.
- Dissemination of information to teachers, students, administrators and stakeholders.
- Use of educational technologies with a view to increasing the efficiency of teaching.
- New research and development to invigorate all educational activities.
- Guidance and counselling.
- Providing learners with suitable employment information.
- Efficient management of all resources available.

The goals of university in Nigeria are the development of the individual into a morally sound, patriotic and effective citizen; total integration of the individual into the immediate community, the Nigerian society and the world; provision of equal access to qualitative university opportunities for all citizens at all levels of university, within and outside the formal school system; inculcation of national consciousness, values and national unity; and the development of appropriate skills, mental, physical and social abilities and the competencies to empower individuals to live in and contribute positively to the society (NPE, 2014).

CONCLUSION

This paper revealed that to craft institutional confidence in Nigeria university education, all the stakeholders of the University must embrace standardization, change and continually work with each other to achieve predetermined university institutional goals. University stakeholders who deliberately enhance intellectual growth of both staff and students and who create a culture of learning make it easy for their institutions to uphold high standards predicated on effectiveness, quality and sustainability as a result of the level of confidence it has cultivated within and without the university.

A confident university education in Nigeria will have a positive impact on service and quality delivery on the individuals and by extension on country. This will thus impact on the competitive advantage which, in turn, will then lead to the long-term sustainability of the institution and the economy at large. The paper also emphasized the need for an effective national quality assurance agency in making sure institutions are supported in the global quest for effectiveness.

University stakeholders should therefore provide the needed framework for effective functioning of any university and related institutions to the university. Competence of university

administrators cannot be under estimated especially in this time fast pacing growth of science and technological advancements. Effectiveness will therefore imply that the university stakeholders are able to use the resources within their reach to achieve university set goals within a specified period of time for rebuilding trust in educational management for effective university education in Nigeria.

The virtue of university confidence is that it is constructed on solid achievements. Universities in Nigeria must be set on the pedestal of action and pro-activeness and sure enough efforts are put in place to achieve complex and intricate task of cultivating confidence. This is only achievable when the universities have built confidence because they have mastered a task, they found daunting.

RECOMMENDATIONS

Based this paper, the following suggestions have been made:

1. University education should be made globally competitive by imbibing core values to increase the confidence the stakeholders, faculty and students have in the university to cope with modern trends.
2. University administrators must 'work the talk' by ensuring pro-activeness.
3. University administrators and stakeholders should see themselves as chief marketing officers of the university in which the people within and outside would always refer to. There is therefore need to carry on with utmost sense of effectiveness and responsibility since they are the icons of the universities.
4. University administrators should from time to time enhance their competences which may include their skills, attitudes, knowledge and experience through seminars, workshops and conferences.

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