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Description: African Journal of Higher Education Studies and Development (AJHESD) is an annual publication of Center for Higher Education Studies (CHES), Institute of Education, Faculty of Education, University of Port-Harcourt. The goal of the Journal is to provide a visible outlet for distinct articles that discuss the theory, practice and policies relating to the role, development, management and improvement of higher education from African and international viewpoints. Therefore, the editor invites contributions that link relevant theory and research evidence to the policy and practice of higher education. Though a highly diverse range of contributions will be considered, the Journal gives special preference to conceptual and empirical writing that is relevant to the understanding, promotion and constructive criticism of the reform agenda in African higher education institutions and national educational systems. It also integrates pertinent international developments, debates and challenges. This is because the Journal's management board acknowledges that the questions, issues, challenges, theories and policies pertaining to the development of contemporary higher education institutions and systems require in-depth study and comparison at global

level. Special consideration is also given to contributions that discuss new initiatives at regional and continental levels (including the work of national and research and development institutes, other higher education organizations and associations). Submissions that compare the significance of different higher education policy analysis and lessons for other institutional and geographical experiences are preferred. At the local level discussions are in line with the global trend on knowledge-intensive society, information and communication, quality assurance and capacity enhancement as solid components of development policy for sustainable development of the nation. Though edited from University of Port-Harcourt, AJHESD enjoys the expertise and dedication of a diverse editorial board, as well as a wide range of reviewers from Nigeria, Africa and beyond. One good thing about AJHESD is that the editorial policy gives opportunity to both experienced, new entrants in higher institutions and early career researchers to reach the level of quality that is deemed fit for publication through ensuring relevant, fair and comprehensive reviews as well as timely release of feedback to the authors.

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Volume 2 - August, 2014

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Editorial

The Volume 2 of AJHESD presents 18 papers contributed by 30 authors from higher institutions in Nigeria and Malaysia. The papers cover different areas on higher education development from different perspectives.

The first paper presents an over view of an inter-institutional innovative partnership between Institute of Petroleum Studies, University of Port-Harcourt and Oil Companies Joint Venture. The authors concluded from the analysis that the partnership is a success because through the partnership the Institute has contributed to Nigerian economy by producing highly skilled and competent science and technology graduates for oil and gas industry. The paper on application of bureaucratic principles in administration of universities provides the basic bureaucratic principles being practiced in universities and recommends that the pathologies and the demerits of bureaucracy should be avoided to minimize communication barriers, corruption and procedural bottleneck in the system. From the angle of institutional leadership, the writers gave a detailed analysis of

leadership in Nigerian universities at different era pointing out where we are and where we hope to be in a globalized era of today. The paper provides suggestions that will help the university leaders to take the university system to a stable level, ranking high in international outlook. The paper on capacity building concludes that the Nigerian university teachers need capacity building in order to do their job in line with the demands of time and for quality education delivery in the 21st century.

The importance of quality assurance in the higher education system is continuously being reinstated in the journal. The papers in this area consider quality assurance for quality education and quality assurance in fine and applied arts for national development. The overall conclusion from these papers is that the issue of quality assurance is crucial in all dimensions of higher education (input, process and output) and must be emphasized in all disciplines to enable graduates become self reliant.

Information and Communication Technology (ICT) is still attracting more attention from all parts of the world. The writers for this Second

Edition also reflected their interest in this topical topic by investigating the impact of ICT on accounting education in universities. The study identifies the basic challenges encountered by using ICT in accounting education. It recommends that adequate fund should be provided to universities to develop their ICT centers and equip them with ultra modern ICT facilities.

The paper on Research, Logic and Rationality for Development in Africa discusses knowledge as sine qua non for development and research as the paramount means by which knowledge can be produced. The writer is of the view that improving the quality of research studies conducted at the higher education level requires that the professional quality of those who teach educational research courses to be improved also. Another paper also examines knowledge production policies and practices in Nigerian Universities. The paper identifies that most universities set up adequate measures for quality staff development process to gain academic competitive advantages over other institutions. The authors recommend the following: increasing support for staff members in the form

of grants for conferences, workshops or seminars; provision of necessary physical facilities, international journals, training of technicians as well as incorporating learning technologies that enhance knowledge production. The paper on resource management examines how effective management of resources can result to school goals attainment.

Another segment of this journal is on Promoting Health Care Seeking Behavior of Tuberculosis Patients Through Health Intervention Strategies. This is a good means of disseminating research-based information on this health issue and the recommendations on intervention programmes and communication materials are quite revealing and useful. Another area captioned in this edition is the influence of women literacy and education in enhancing gender equality and development in Nigeria. The paper emphasized that the consequences of women being disadvantaged and discriminated against in education and job positions can lead to conflict and violence. The writers therefore suggest that preference should be given to girls in the award of scholarships and admission into higher institutions and more craft centers provided for those

who cannot make it to higher education.

Another study presented in this edition of the journal is on the Assessment of Open and Distance Adult Learners' Knowledge and Attitudes Towards Social Networking Media in South West of Nigeria. The paper revealed that the open and distance adult learners generally have low knowledge of social networking media and attitudes of older generation of open and distance adult learners are less favourable than younger generation. The writer therefore recommends that open and distance learning institutions should encourage open and distance adult learners in the use of social networking media when preparing their instructions and assessment.

The paper on motivation discusses job redesign principles as a strategy for staff motivation in colleges of education. The paper suggest that workers should be fitted to jobs and jobs fitted to workers in order to enable motivation and assessment of workers.

In the area of Peace Education and

Conflict Management, the paper examines the inclusion of this concept in Nigerian higher education curriculum. The paper concludes that since education plays a key role in promoting sustainable national development of a nation, peace education for conflict management in the curriculum of higher education will be a potential tool for capacity development of Nigerian youths. Another paper focuses on assessing the effectiveness of university education in the era of globalization by using goal and strategic constituency approach.

Finally, the paper on The Evaluation of Teaching Practice Programme in a Federal College of Education reports that the objectives of teaching practice programme are being met, though there is need to improve the performance of student teachers in translating theoretical concepts principles into practical realities in the classroom. Based on this the researcher recommends that there should be increased interaction between supervisors and student teachers during teaching practice so as to produce qualified teachers.

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Assessing The Effectiveness of University Education In Era of Globalization: Using The Goal And Strategic Constituent Approach

By

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Abstract

The overarching importance of institutional effectiveness cannot be overstated. In this era of globalization, where all educational institutions at all levels are expected to be accountable in their services, most especially in terms of graduates they produce into the society. However, previous research in Nigeria has identified students' result as the main measurement or determinant of an effective school. This study however suggested a better way for assessing the effectiveness of the university education in Nigeria by discussing the concept of institutional effectiveness, approaches and dimensions of institutional effectiveness. This paper therefore suggested the goal and strategic constituency approach as key way towards examining the effectiveness of university education in Nigeria most especially in this era of

globalization and economic crisis where all members of the society are looking to the university system for solution.

Introduction

In assessing the effectiveness of the school system either in basic, post basic or higher educations, more emphases have been placed on the students' results as the major measurement of school or institutional effectiveness (Olorisade, 2008; Sani, 2007; Afolabi, 2004; Balogun, 2011). This according to Adeyemi (2010); Oniye and Alawaye (2008) are part of the factors attributed to school examination malpractices at the primary and secondary schools and poor grading system by some tertiary institutions which are very rampant among privately owned institutions which are being done in order to attract more students to the school through producing students with high class of degree. Therefore, it becomes very necessary in looking for other ways or methods of assessing the effectiveness of university education in Nigeria and this is the gap this paper tries to address.

The Concept of Institutional Effectiveness

The effectiveness of the university system has been a matter of deep-seated theoretical interest (Vihma, 2007). It is one of the matters that have continuously been of concern in any organizational discussion (Kaffashpoor, 2013) and the situation is not different in university education in the world and Nigeria in particular. Effectiveness has been defined as the extent to which the university systems are achieving their stated objectives and the internal and external effectiveness are normally differentiated (Barrett, 2006). It is the extent to which an establishment's core mission is accomplished. The concept of institutional effectiveness as assessing all the functions of a higher education institution, including accountability, quality control, assessment, efficiency, student educational results, and student success, was developed by the SACS during the early 1980s (Malone, 2003; Nichols, 1989).

In SACS (2005), institutional effectiveness is the explicit, organized and documented procedures for measuring performance against ascertaining

performance contrast to the goals and missions of the schools in all ramifications which include student learning outcomes for educational programmes as well as the appraisal of how far the school have been able to achieve those outcomes and the yielding of indication for improvement in respect to the outcome appraisal.

Institutional effectiveness therefore is built on a common understanding of the university's mission, the effectiveness of each member of the institution, and a supportive organizational environment (Malone, 2003). According to Kaffashpcor (2013), as organization attempts to achieve its stated goals, in-house instability and external intimidation are considered an obstacle which delay or disrupt the entire process. Welker and Morgan (1991) cautioned against confusing effectiveness with efficiency. They maintained that some commonly reported effectiveness measures, such as number of students enrolled in a program, the number of students graduating from a program, or size of building in square feet, are actually measures of efficiency, not effectiveness, although these measures do speak to accountability for resources used in education.

The overarching importance of institutional effectiveness cannot be overstated. In the highly focused and competitive economic environment of the 21st century, higher education must rely on individuals to lead institutions through the complex maze of accountability to stakeholders and accrediting bodies (Preszler, 2011). Institutional effectiveness measures are based on how well a college or university is meeting its mission and goals, meaning that the evaluation criteria differ among institutions.

A university is said to be effective if its results (outcomes) agree with its mission and both mission and results match or exceed the stakeholders' wants and expectations (figure 1).

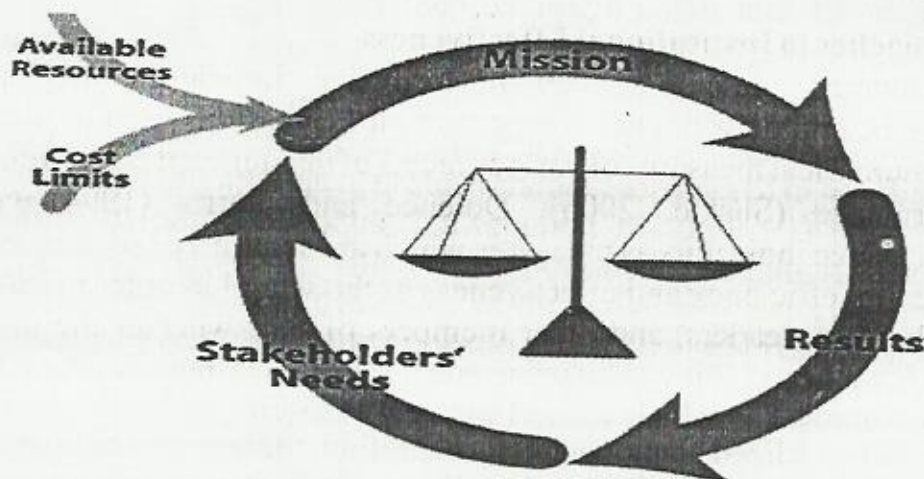


Figure 1 The key elements of institutional effectiveness.

Banta (2002); Banta and Duke (2009) integrate literature on assessment to explain the three segments of effective outcomes assessment in university education which are the planning phase, implementation phase as well as the improving and sustaining segment. The three phases are further divided into 17 attributes which is depicted in figure 2.4.

Welsh and Metcalf (2003) noted four control variables influential in attitudes held by lecturers and administrators toward institutional effectiveness activities. These variables were internal versus external motivation; intensity of application; description of quality; and degree of participation.

Approaches to Institutional Effectiveness

Performance indicators, key performance indicators, performance measures, and performance metrics are all expressions used to illustrate a set of numerical measures of various facets of institutional effectiveness and performance (Suskie, 2006). Dolence and Norris (1994) consider performance indicators as measures which are scrutinized so as to ascertain the health, efficiency and effectiveness of the school in order to inform the stakeholders, leaders, and other members of staff whether the university goals have been achieved by using an appropriate resources. The situations or environment in which each of the prevalent effectiveness models most likely to be utilized are not general. Therefore, there is no any single model that embraces all possibilities or applies to all situations. Each approach has its own focus and strengths and therefore, none of these models can be swapped directly with the other models in assessments despite the fact that their combinations have been found in some studies (Cameron, 2005). The methods of measuring the effectiveness of the university include: the goal approach, the system resource approach, the internal process approach, the human relations approach and the multiple constituencies approach (Ashraf & Kadir, 2012; Cameron, 2005).

The Goal Approach

This is seen as the primary widely adopted university effectiveness model. The universities are said to be effective if they are able to accomplish their stated goals (Cameron, 1984; 1986; 2013; Campbell, 1981). This approach concentrate on output in order to discover the indispensable functional objective which include innovation, benefit and the quality of the product (Schermerhorn, Hunt, Osborn, & Osborn, 2004). This method considered favourable when the organizational goals are well-defined, overt, consensual, assessable and have time frame. Never the less, this approach frequently appropriate for educational research institute that is accountable for their goals as well as confirmation of their comprehensive societal responsibility. However, any study that has power over investigative nature during examination, freedom is paramount in which according to Ashraf

and Kadir (2012), the goal-oriented techniques will merely be partly appropriate.

The System Resource Approach

The system resource method is another approach that takes note of input into the system. In this approach, the university is considered to be effective in relation to its ability to obtain its required resources. The model is considered very appropriate when a well-defined association occurred between the inputs and the outcomes of the university. Effectiveness is justified on the universities capabilities to attain essential resources from the outside world (Ashraf & Kadir, 2012). Therefore, if there is a balance connecting the student graduated or the services rendered by an institution and the resources invested or obtained by the institutions, such institutions according to Cameron (1981) are assumed to be effective. This method encourages the leaders of various universities to see their institutions as a sub system of the larger society rather than seeing it as a whole itself. Therefore , every aspect of the universities undertakings influences or affects its overall effectiveness which was supported by Mullins (2008).

The internal Process Approach

Another approach towards assessing the effectiveness of the university system is the internal process technique. This techniques see how the resources provided to the university system are judiciously utilized towards servicing and graduate production (Ashraf, 2012; Schermerhorn et al., 2004). With this approach, an institution is effective when the internal procedures are absolutely regimented and members of such institutions are fully working towards the smooth running of the organization by contributing their own quota towards the effectiveness of the organization without being stressed or injured. The relationships among the institutional members are centered on confidence, honesty as well as good determination. However, information emanate on perpendicular and horizontal source. The inclination towards this technique in university education is the accomplishment of the institutional goals of delivering adequate and suitable information to the learners as well as the lecturers.

According to Kleijnen, Dolmans, Muijtjens, Willems, and Van Hout (2009), one of the main essential task here is the information and communication gathering and management.

The Strategic Constituency Approach

This approach to the assessment of institutional effectiveness considers the impact of the university system on the major stakeholders and all that concerns them. According to this technique, the effectiveness of the universities is seen on how the marginal contentment of various components of the university is met. However, these various stakeholders have a diverse responsibility towards the university system either as the service or product (graduate) users or employers, prime mover of the university output, supplier of the resources, the dependent as well as the major advocate of the university (Cameron, 1981, 2013). It was observed that it is rational to adopt the strategic constituency method because the cost-benefit interactions in the research and educational environment cannot be easily expressed (Cameron, 2013). This is because; this technique presupposes an in depth thought regarding university effectiveness as it assesses the element in both the university and its environment. However, the notion of communal accountability is deliberated upon. This was because this idea was not properly taken into account using the conventional techniques but it has become very essential for research and conventional universities as they are financed from public fund. Educational Policy formulators have therefore given more attention to societal obligation due to persistent decrease in resources accessible by the university towards research and development. Therefore, so as to assess how accountable is the university to the society, the research undertaken as well as the quality of graduate produced in connection to societal anticipation is considered.

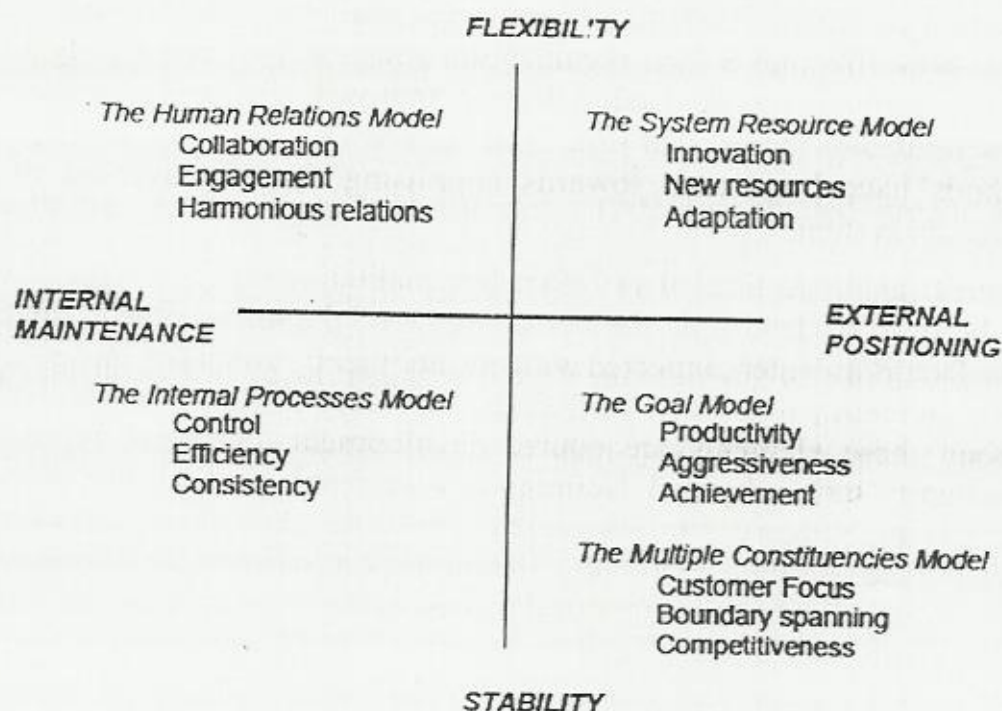


Figure 2: The Competing Values Framework of Organizational Effectiveness.

An Integration of the Five Well-Known Models (with key areas of emphasis), Adopted from Cameron (2005).

Dimensions of Institutional Effectiveness

Before embarking on the actual measurement of any organizational effectiveness measures, Parhizgari and Ronaid (2004) suggest two theorems. The first one is the boundaries of effectiveness which could be defined for each organization and the second theorem is a measurement of effectiveness in which the views of the employee and/or the customers in the domain of effective factors provide the measure of organizational effectiveness.

According to Rojas (2000), huge numbers of studies have been conducted to assess how effective is their organization which started in the early 1930s and was further expressed using diverse approaches as well as theories in the seventies to the present time (Karagoz & Oz, 2008). However, most methods have been used towards appraising the effectiveness of the university system.

As identified by Antia et al. (1976) in her qualitative study, nine parameters can be used to determine the performance of the universities. However, these factors are interconnected with one another in which any lapses in any of the segment will definitely affect the overall achievement of the system. Among these elements are course development, corporate reputation, community tune, physical facilities development, profitability, learner's interactions, human capital investment, public responsibility and the quality of employee relations. Examining the model, one can categorically say that institutional effectiveness appraisal consist of many components in which it can be appraised using diverse indicators.

In a model introduced by Pounder (1999), nine element of university effectiveness in Hong Kong were used to examined the perceptions of their academic and administrative staffs which are: (a) growth, (b) output-efficiency, (c) quality, (d) planning-goal setting, (e) cohesion, (f) human resource development, (g) adaptability-readiness, (h) stability-control and (i) information management-communications. Seven groups comprising administrative and academic staffs from 7 different institutions were used for the study. The result of the study according to Pounder (1999) shown advancement towards valid and reliable self-evaluation in goal setting planning, consistency, information and communication management as well as output-efficiency which he believes can be the main aspect of Hong Kong's university model for institutional effectiveness.

According to Rahman, Ng, Sambasivan, and Wong (2013), component towards measuring the effectiveness of an organization include: enhance capability to revolutionize, the competency to anticipate surprises,

enhanced harmonization of efforts, speedy promotion of new products, responsiveness to change in the market as well as reduced redundancy of information/knowledge. Their study reveals that training of employees to acquire individual and managerial skills improves the effectiveness of the organization.

Furthermore, An, Yom, and Ruggiero (2011) evaluated organizational effectiveness using two components which are establishment involvement and work satisfaction of the employees. 145 nurses working in Korean university hospitals were used as their respondent and their results revealed that the quality of vocational and integral institutional way of life for nurses will definitely improve the effectiveness of the organization. However, it was put forward that preferred patient result cannot be attained if the nurses are not efficiently and effectively cared for.

Cameron (1978), in his study works out a model for assessing the effectiveness in university system in which the model has been widely recognized more than any other model in the area of institutional effectiveness (Ashraf, 2012; Cameron, 2005; Cameron, Mora, Leutscher, & Calarco, 2011; Choo, 2013; Hertelendy, 2010; Rahman et al., 2013). These models comprise of nine dimension (Cameron, 1978) which was furthermore classifies into four main domains of institutional effectiveness (Cameron, 1981) shown in table 1.

Table 1 The clusters of institutional effectiveness

S/N	Four domains	Dimensions
1.	The academic outcome	Students academic growth, professional advancement, productivity of the lecturers as well as the capability to obtain resources.
2.	The external adaptation outcome	students livelihood progress as well as system openness and community interaction
3.	The extracurricular outcome	concerned with the students livelihood progress as well as system openness and community interaction
4.	The moral outcome	students educational contentment, the lecturers and administrator employment satisfaction and the organizational health

However, Cameron further merged the learner's individual training component into the academic cluster thereby reducing the dimensions into three (Cameron, 2005). Moreover, Cameron (2005) stated that the following parameters should be considered in assessing the effectiveness of an institution:

- (1) What time frame is to be employed?
- (2) What is the level of analysis that will be used?
- (3) From what perspective is effectiveness going to be judged?
- (4) On what area of interest is the implication of effectiveness going to be evaluated?
- (5) What is the reason behind the assessment of institutional effectiveness?
- (6) What kind of information is employed in judging effectiveness?
- (7) What is the equivalent to which organizational effectiveness is assessed?

There is no criterion that is universal to which the effectiveness of a university is measured (Cameron, 2013). Each criterion to be adopted depends on the circumstances surrounding the university and they will also give diverse results on how the university is effective. According to Clott (1994), the output of an establishment to see whether it meets the needs of the external environment in which it functions requires some measures of its effectiveness which is an external standard applied to outputs of the organization (Salancik & Pfeffer, 1978). Moreover, Cameron (1980) argued that when external constituencies have a powerful influence on the organization, a strategic constituencies approach is the most effective method to utilize when assessing the effectiveness of an organization.

According to Cameron (2013), before any approach are chosen, it is very important to take the background elements into consideration because of the multiplicity of cultures within the country or amongst countries which make it likely for an approach to fail in a country or an establishment and be successful in the other one because of the people's way of life there.

Ewell (2009) has identified four predicaments of practice that need

deviations in the present thinking about assessment in the assessment movement. These are the predicament of purpose that include improvement or accountability, summative against formative; stance in terms of standard of achievement, collective view of denotation and value of outcomes and consistent strategies to evaluate achievement; technique which are to put into operation series of methodologies like objective tests, general education testing, authentic assessment, rubrics, portfolios, or reflections and laying more emphasis on the techniques rather than on student learning and consequences in which environment or perspective affects outcomes and therefore, results should lead to improvement if the goals are important.

Generally, the processes and outputs of the universities are considered preferable to inputs when defining an institution's quality (Micceri, 2005). Factors affecting the measurement of the effectiveness of the institutions in terms of administrative and educational support that need to be addressed include their perceptions of institutional motivation, definitions of quality, depth of activities, and particularly, the level of personal involvement, as because the more people partake in the organizational effectiveness programs, the likelihood of comprehending their responsibilities which also enhance their support (Welsh & Metcalf, 2003).

Goals and directions for institutional effectiveness processes and quality control should be both specified and monitored for faculty, administrators, and staff in areas such as admissions, alumni services, collections, financial support, personnel resources, library facilities, information technology, marketing, or physical plant (Butterfield, 2006; Downey, von Hippel, & Hughes, 2008). Effectiveness is the responsibility of the institution, and of every member within it (Ewell, 2002; Tierney, 2008). Institutional effectiveness processes and reports should be coordinated through a well-developed institutional effectiveness plan.

Towards a New Dimension of Measuring Institutional Effectiveness In Era of Globalization

Institutional effectiveness is a complex and multifaceted state of being

(Collins; 2008). Among the factors cited most often in the literature as affecting institutional effectiveness are leadership style, strategic planning, and organizational climate/culture.

However, the effectiveness of the universities in Nigeria in this paper are proposed to be measure viz-a-viz student development and societal development.

Student Development

A customer can be regarded as anyone, a service or product is being offered to and in the university system; we have the internal and external customer. However, the needs of various customers are diverse and the universities are expected to observe the common needs of the various stakeholders as their major focus. According to Sahney, Banwet, and Karunes (2004), the diverse roles of the students in university education can be examined in four dimensions: they are the product in process, the workforce of the learning process, internal customers and external customer in the process of course material delivery.

According to Nightingale and O'Neil (1994), quality learning by student can be illustrated in terms of student's ability to discover knowledge by him/herself; long-term preservation of the knowledge by the student (Gibbs, 1992); ability to observe the correlation between old and new knowledge; capability to generate new knowledge; student competency to employ his/her new knowledge for problem solving; ability to converse one's understanding or experience to others; willingness to grow into lifelong learners (Duke, 1992).

According to Preszler (2011) that examined the effectiveness of the university in terms of the goals in which they intend to achieve and the learning outcomes of the students; the attributes of university effectiveness are drawn from the vital graduates attributes which include: research and analysis, ethical behaviors, personal and scholarly independence, information literacy, social and specialized understanding, and oral and written communication skills and what they know and do after their studies

in the university system (Funk & Klomparens, 2006; Gaudet, Annulis, & Kmiec, 2008; Monk, Foote, & Schlemper, 2012).

Despite the fact that series of student learning outcomes' models exist, some outcomes which include critical thinking, analytical as well as ability to communicate which are believed as a necessity for every graduate of the university system, and numerous outcome of student learning are tailored to incorporate those important learning results as part of the university program. According to Kuh (2008, 2013), the essential student learning outcome at all educational levels that should be realized are grouped into: practical and intellectual skills; knowledge of natural and physical world as well as human cultures; applied and integrative learning; social and personal responsibility.

Learners outcomes are classified by Astin (1991, 1997); Astin, Vogelgesang, Ikeda, and Yee (2000), into cognitive and affective sphere. Lenning, Lee, and Micek (1977) framework consists of evidence about the comprehensive outcomes of university education. Terenzini (1997) enhancing the work of Astin's assessment model on the IEO assessment model, elaborate twelve inclusive classifications of learners' outcomes which include oral and mathematical skills; content knowledge, higher-order cognitive and academic improvement; career preparation; academic success, workplace skills; success in transitions; mental and emotional advancement; economic benefits; attitudes and values; quality of life as well as public development

In 2002, the Australian government funded a project to expand the course experience questionnaire (CEQ) that was initially developed by Ramsden (1991) to measure broader dimensions of students experience (Griffin, Coates, Mcinnis, & James, 2003); the project led to the creation of more scale which include the graduate qualities scale. Conceptually, the course experience questionnaire is designed as a substitute measure of the outcome of student learning. Bruce and Gerber (1995) in their study about the perceptions of lecturers on student learning, characterize student learning in the form of improvement in knowledge; attainment of procedures and facts

which can be applied into practice; learning by heart; explanatory process intended to comprehend reality and preciseness of meaning.

According to Bourner, Heath, and Rospigliosi (2013), the main goals of university education that cut across all western university which are referred to as "tripartite-mission" of the university are: the higher education of student, the advancement of knowledge and services to those who are out in the four walls of university system. However, in order to accomplish this mission, the student-centre, subject-centre and service-centre must be incorporated into the operations of the university system. The subject-centre is to prepare the students to promote knowledge via research, application and dissemination of knowledge; the student-centre is to prepare students towards their own advancements; and the service-centre is to prepare the students with required disposition and capacity towards the advancement of the society. These can be evaluated via three indicators: knowledge, skills and attitudes.

Societal Development

As contained in the Nigerian policy guiding education, the main aim of government investment in education is for the society or national development (FRN, 2004). Lecturers however, are expected to be entirely committed to crucial matters and societal struggle confronting the schools, the country in particular and the world at large rather than being biased (Gutek, 2006).

The study conducted by Ball (1999) stressed three challenging things about university education which he said, a university that is unable to make available the quality and quantity of engineers and instructors needed by its society is not an institution to be contented with; a university system that cannot cater for people who are supposed to be beneficial or who desire university education, cannot be called a satisfied university system; and a university system who is unable to justify the relevancy of first degree to the students is not a good university system. However, it is very unfortunate that Nigeria university system has not been meeting those criteria in terms of

quality of graduate produced, the number and criterion of students' admission and staff recruitment (Okojie, 2013; Ololube, Amaele, Kpolovie, Onyekwere, & Elechi, 2012).

Although, societal and individual responsibilities are always mentioned to be required, most outcomes of student learning in university system are still restrained to cognitive outcomes appraisal which according to Klein, Kuh, Chun, Hamilton, and Shavelson (2005); Shavelson and Huang (2003) include successful communication, analytical thinking and drawback resolution and backpedal from outcomes which include understanding, self-comprehension, cooperation as well as honesty.

Because of the urgent necessity for progress and improvement in the country, there is need for the university system in Nigeria to be effective in order to provide the needed manpower development in the country that will enhance the economic growth of the country (Anyamele, 2004). Universities should be aspired to produce graduates who are inspirational leaders, effective collaborators and competent professionals ready to participate in the global community (Shook & Keup, 2012).

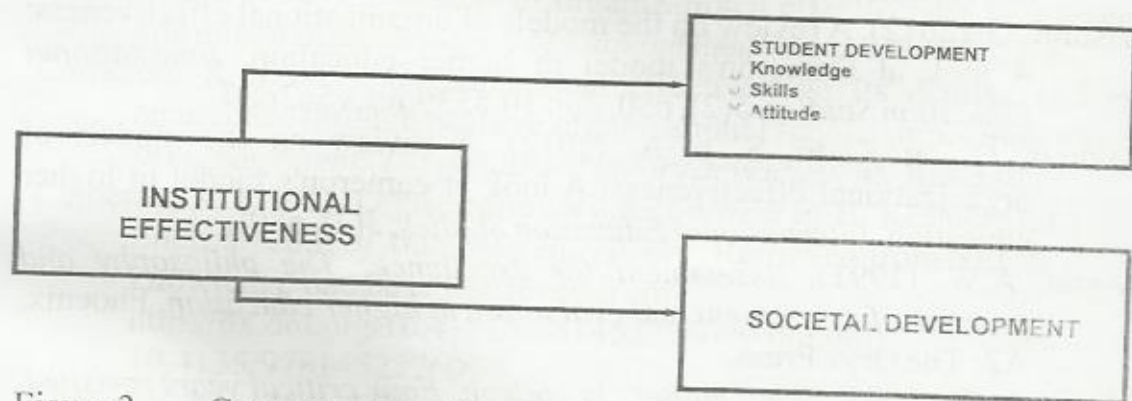


Figure 3 Conceptual model

Conclusion

The social responsibility of the university system in producing a morally inclined graduate cannot be undermined in Nigeria in this era of insecurity

and moral decadency in the country. This was also reflected in the quotation of Lyndon Johnson when he said, "at the desk where I sit, I have learned one great truth; the answer for all our national problems, the answer to all the problems of the world, comes to a single word, the world is education". The world at large is looking up to university education for its development.

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