

Alumni Engagement, Faculty Development and Administrative Effectiveness in Nigerian Universities

Wasiu Olanrewaju-Smart¹, Afolakemi O. Oredein²

¹John F Kennedy School of Government, Harvard University, Cambridge, MA, USA

²Department of Educational Management, Lead City University, Ibadan, Nigeria

Email: olanrewaju_smart@hks.harvard.edu, a.oredein@lcu.edu.ng

How to cite this paper: Olanrewaju-Smart, W., & Oredein, A. O. (2025). Alumni Engagement, Faculty Development and Administrative Effectiveness in Nigerian Universities. *Creative Education*, 16, 2210-2221.

<https://doi.org/10.4236/ce.2025.1612133>

Received: October 13, 2025

Accepted: December 26, 2025

Published: December 29, 2025

Copyright © 2025 by author(s) and Scientific Research Publishing Inc.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Open Access

Abstract

This study investigates the influence of alumni engagement and faculty development on administrative effectiveness in Nigerian universities. With a descriptive survey research design, the study surveyed 221 universities, including private, state, and federal institutions, to understand the levels of alumni involvement and faculty support and their impact on administrative practices. Two research questions guided the investigation: the first assessed the level of alumni engagement in university administration, while the second examined the level of faculty development within these institutions. Findings reveal a high level of alumni engagement, particularly in promoting donations and recognizing supportive alumni. However, the results also indicate challenges, such as a low rate of success measurement for alumni engagement initiatives and a need for improved community building among alumni. On the other hand, faculty development is observed at a very high level, with significant support for participation in training and development programs. Notably, 88% of respondents reported that faculty promotions are linked to participation in development initiatives, emphasizing the importance of continuous professional growth. Using regression analysis, the study further demonstrated that alumni engagement and faculty development collectively account for 56.3% of the variance in administrative effectiveness. This significant relationship highlights the essential role these factors play in enhancing the operational efficiency of universities. Based on the findings, the study recommends that universities implement structured programs to foster alumni engagement and prioritize continuous professional development for faculty. Additionally, regular feedback from alumni should inform curriculum and administrative reforms to ensure alignment with industry needs. By integrating alumni networks for partnerships and collaboration, universities can enhance resource mobilization and

research opportunities. Overall, these efforts can contribute to a more effective, innovative, and sustainable higher education system in Nigeria.

Keywords

Alumni Engagement, Faculty Development, Administrative Effectiveness, Nigerian Universities

1. Introduction

In rapid moments of innovation, the effectiveness of university administration has become a cornerstone for enhancing the quality of education delivery and overall performance of global higher education. Administrative effectiveness refers to the capacity of university leadership to manage processes, personnel, and resources efficiently to achieve institutional goals. In this study, administrative effectiveness is operationally defined using two indicators: alumni engagement and faculty development, reflecting the extent to which universities involve their alumni in institutional development and support continuous professional growth for academic staff. In Nigeria, universities grapple with challenges such as limited funding, bureaucratic hurdles, the need for modernization, and the pursuit of efficient administrative practices has gained significant attention. The dynamic landscape of higher education calls for strategic reforms that can bolster institutional performance, making it imperative to identify the factors that contribute to administrative effectiveness (Afolabi, 2019; Ogunleye, 2021).

A key factor in this equation is alumni engagement, which plays a vital role in bridging the gap between universities and their broader communities. Engaged alumni can provide invaluable support through mentorship, career networking, and financial contributions (Babalola, 2020; Adeniran, 2021). Their involvement extends beyond monetary assistance, fostering a robust and enduring sense of community that benefits both graduates and current students (Aina, 2019). The influence of engaged alumni can significantly enhance the institution's reputation, creating a legacy of support that sustains educational quality and institutional growth (Nwankwo & Osagie, 2020). For universities, the development of effective communication and relationship-building strategies with alumni is crucial in cultivating active engagement. Institutions that actively involve alumni in advisory boards, fundraising events, and other institutional activities tend to experience higher levels of alumni satisfaction and support, ultimately strengthening administrative effectiveness (Miller & Cummings, 2017).

Engaged alumni play a multifaceted role in enhancing university administration, providing key support in areas such as resource mobilization, career development opportunities, feedback mechanisms, and networking. They often contribute financially through donations, grants, and scholarships, enabling universities with strong alumni networks to secure additional resources that bolster their administrative capacity (Miller & Cummings, 2017). Additionally, alumni facili-

tate internships, job placements, and mentorship programs, which not only benefit students but also elevate the university's standing and appeal to prospective students (Nwankwo & Osagie, 2020). By offering valuable feedback on curriculum relevance and program effectiveness, alumni help universities align their offerings with current market needs, guiding administrative decisions and fostering continuous improvement (Adeniran, 2021). Furthermore, as ambassadors for their alma mater, alumni create networking opportunities that can lead to partnerships with industries and other educational institutions, thereby expanding the reach and influence of the university (Uche, 2018).

Equally important is the professional development of faculty members, which lies at the heart of delivering high-quality teaching and advancing research. As the academic environment evolves, continuous development opportunities for faculty become crucial for sustaining educational innovation and improving student outcomes (Ogunyemi, 2018; Ike & Obasi, 2019). Faculty development encompasses various activities, including professional training, research support, mentorship programs, and performance evaluations. Continuous professional development programs can enhance teaching effectiveness, research output, and faculty job satisfaction, thereby improving administrative effectiveness through higher retention rates and better student outcomes (Ike & Obasi, 2019). Providing resources and support for faculty research also boosts academic output and enhances the institution's attractiveness to prospective students and faculty, ultimately contributing to the university's reputation (Adebayo & Adebayo, 2017).

Establishing mentorship programs where experienced faculty guide newer colleagues fosters a culture of collaboration and continuous improvement within the institution, leading to more supportive and engaged faculty members (Ajayi & Akintunde, 2019). Additionally, implementing comprehensive performance evaluation systems that incorporate feedback from students, peers, and administrative staff helps identify areas for improvement in faculty performance, thus enhancing administrative effectiveness (Ogunleye, 2021). Institutions with robust faculty development programs tend to see higher employee satisfaction and retention rates, as faculty who feel supported in their professional growth are more likely to engage in innovative teaching practices and contribute to academic leadership within their departments (Ogunyemi, 2018).

The interconnections between alumni engagement and faculty development collectively influence the effectiveness of university administration. Engaged alumni and well-supported faculty create a positive feedback loop that not only enhances institutional reputation but also promotes a thriving academic community. Universities that prioritize these elements are better equipped to achieve their administrative goals and maintain a sustainable trajectory of growth and excellence. The holistic approach to administration, considering the well-being of staff and the cultivation of alumni relationships, is essential for addressing the challenges facing Nigerian universities and achieving long-term institutional success.

This study explored the interplay between alumni engagement and faculty de-

velopment, examining their combined impact on administrative effectiveness within Nigerian universities. Understanding these relationships will offer insights for university administrators aiming to implement strategic reforms that elevate institutional performance. By adopting a holistic approach that encompasses both faculty and alumni, Nigerian universities can advance towards a more effective and sustainable higher education system.

1.1. Research Questions

1. What is the level of Alumni engagement in the administration of universities in Nigeria?
2. What is the level of Faculty development in Nigerian universities?

1.2. Hypotheses

H₀1: There will be no significant combined influence of alumni engagement and faculty development on administrative effectiveness in Nigerian universities.

H₀2: There will be no significant relative influence of alumni engagement and faculty development on administrative effectiveness in Nigerian universities.

1.3. Limitations of the Study

This study is subject to certain limitations—the data were collected through self-reported questionnaires from university administrators, which may be influenced by personal judgment, selective recall, or social desirability bias. Secondly, the study focused on senior administrators, which may limit perspectives from other stakeholders such as faculty staff, students, and alumni. These limitations do not invalidate the findings but suggest caution in generalizing the results beyond the sampled population.

2. Methodology

This study employed a descriptive survey research design to examine the relationship between alumni engagement, faculty development, and administrative effectiveness in Nigerian universities. A multi-stage sampling procedure was employed to obtain a representative sample from Nigerian universities. First, Nigeria was stratified into the six geo-political zones: North Central, North East, North West, South West, South East, and South South. Using a simple random sampling technique, five states were selected from each zone. At the next stage, the oldest federal, state, and private universities in each selected state were purposively chosen. Subsequently, intact sampling was used to include senior university administrators—Vice Chancellors, Deputy Vice-Chancellors, Registrars, Bursars, Librarians, Directors of Academic Planning, Human Resource Managers, Deans of Faculties, and Heads of Departments, because they are directly involved in institutional administration. This process yielded a sample size of 4140 administrators drawn from 221 universities across Nigeria.

The data on questionnaire return and response rates indicate that out of the 4140 questionnaires distributed, a total of 4051 were successfully retrieved, repre-

senting a response rate of 97.8%. This high rate reflects a strong level of cooperation and awareness among respondents, most of whom occupy senior administrative positions and appreciate the significance of academic research. The comprehensive retrieval of responses enhances the reliability, validity, and representativeness of the study's findings and underscores the effectiveness of the data collection process.

Data collection was conducted using a self-designed questionnaire titled "Alumni Engagement, Faculty Development, and Administrative Effectiveness in Nigerian Universities Questionnaire" (AEFDAE). This instrument was developed to gather insights into the perceptions and experiences of university administrators regarding the variables under investigation. The questionnaire included sections designed to capture demographic information and specific items related to alumni involvement, faculty development initiatives, and measures of administrative effectiveness.

The AEFDAE questionnaire was subjected to face and content validation by three experts in Educational Management. A pilot test was conducted on three institutions outside the sample universities. Reliability was determined using Cronbach Alpha Coefficient $\alpha = 0.73$, indicating acceptable internal consistency.

To analyze the collected data, descriptive statistical techniques such as frequency counts, mean scores, and percentage distributions were used to analyse data collected on research questions while regression analysis was done to test the hypotheses. These methods provided a comprehensive overview of the data, allowing for the identification of patterns and trends in the responses. The approach ensured that the research questions were systematically addressed, offering insights into the dynamics of administrative effectiveness within Nigerian higher education institutions.

Research Question One: What is the level of Alumni engagement in the administration of universities in Nigeria?

Table 1 on the assessment of alumni engagement in Nigerian universities reveals a diverse landscape of administrative effectiveness. While 42.0% of respondents note that their university involves alumni in events or initiatives, contributing to a moderate level of alumni engagement with a mean score of 2.66, a mere two percent report consistent measurement of the success of alumni engagement initiatives, reflecting a very low level of engagement with a mean score of 1.62. Although ten percent of respondents indicate consistent support for alumni engagement efforts, suggesting a relatively low level of support with a mean score of 2.18, a significant 24.0% always have their contact information and communication preferences acknowledged, contributing to a moderate level of engagement with a mean score of 2.82. Additionally, 42.0% report that alumni engagement efforts always align with the university's strategic goals, indicating a moderate level of alignment with a mean score of 2.88. A substantial 58.0% report that their university encourages alumni to give back through donations or volunteering, showcasing a very high level of engagement with a mean score of 3.50. Furthermore, a significant 68.0% state that their university recognizes and appreciates highly en-

gaged alumni, highlighting a very high level of engagement with a mean score of 3.68. Thirty-six percent of respondents report collaboration with alumni to support current students, contributing to a high level of collaboration with a mean score of 3.12. Although only four percent report that their university fosters a sense of community among alumni, the mean score of 2.66 suggests a moderate level of community building. The weighted mean across all dimensions is 2.79, categorizing the level of alumni engagement in Nigerian universities as “High Level.” This indicates positive engagement in areas such as encouraging giving back, recognizing engaged alumni, and collaborating to support current students, while also identifying opportunities for improvement, particularly in measuring the success of engagement initiatives and fostering a stronger sense of community among alumni.

Table 1. Level of alumni engagement in Nigerian Universities.

S/N	Alumni Engagement My University:	Always Freq (%)	Sometimes Freq (%)	Rarely Freq (%)	Never Freq (%)	Mean	Std.
1	involves alumni in university events or initiatives	1701 (42.0)	243 (6.0)	1134 (28.0)	973 (24.0)	2.66	1.243
2	measures the success of alumni engagement initiatives	81 (2.0)	3247 (8.0)	1620 (40.0)	2026 (50.0)	1.62	0.718
3	supports alumni engagement efforts	405 (10.0)	486 (12.0)	2593 (64.0)	567 (14.0)	2.18	0.792
4	contacts information and communication preferences	972 (24.0)	1701 (42.0)	1054 (26.0)	324 (8.0)	2.82	0.888
5	ensures that alumni engagement efforts align with the university’s strategic goals and mission	1702 (42.0)	972 (24.0)	567 (14.0)	810 (20.0)	2.88	1.160
6	encourages alumni to give back to the institution through donations or volunteering	2350 (58.0)	1458 (36.0)	162 (4.0)	81 (2.0)	3.50	0.671
7	recognizes and show appreciation for alumni who are highly engaged and supportive	2755 (68.0)	1296 (27.0)	00	00	3.68	0.467
8	collaborates with alumni to support current students and recent graduates	1458 (36.0)	1783 (44.0)	648 (16.0)	162 (4.0)	3.12	0.816
9	fosters a sense of community and belonging among its alumni	162 (4.0)	2674 (66.0)	891 (22.0)	324 (8.0)	2.66	0.681
Weighted Mean						2.79	0.826

Source: Field survey, 2024. *****Threshold:** mean value of 1.0 - 1.99 = Very Low Level; 2.00 - 2.49 = Low Level; 2.50 - 2.99 = High Level; 3.0 - 4.00 = Very High Level.

Research Question Two: What is the level of Faculty development in Nigerian universities?

Table 2 presents the level of administrative effectiveness in terms of faculty development in Nigerian universities. It is noteworthy that 52.0% of respondents indicate that their university consistently makes faculty development programs available for staff, demonstrating a high level of accessibility with a mean score of 3.40. Furthermore, a substantial 74.0% report that their university provides robust support for staff to attend faculty development programs outside the institution, suggesting a very high level of support with a mean score of 3.74. However, there

is a notable area for improvement, as only 16.0% of respondent state that their university enforces the application of skills and knowledge acquired from faculty development programs in teaching, research, and other activities. This results in a moderate level of enforcement with a mean score of 2.34. Furthermore, a considerable 78.0% of respondents affirm that their university actively facilitates faculty development programs that contribute to the overall quality of education, indicating a very high level of contribution with a mean score of 3.74. Moreover, encouragement for research and collaboration is evident, with 62.0% reporting that their university encourages and supports staff in research publications, conference presentations, and grants, resulting in a high level of encouragement with a mean score of 3.62. Additionally, 78.0% of respondents indicate encouragement for staff to collaborate as a result of attending faculty development programs, contributing to a very high level of encouragement with a mean score of 3.72. A noteworthy practice is observed in staff promotion, as an overwhelming 88.0% of respondents note that their university ties staff promotion to participation in development programs, showcasing a very high level of integration between promotion and development with a mean score of 3.88. The weighted mean across all dimensions is 3.49, categorizing the level of administrative effectiveness in faculty development in Nigerian universities as “Very High Level.” These findings underscore robust support and emphasis on faculty development programs, significantly contributing to the enhancement of teaching, research, and collaborative activities among staff.

Table 2. Level of faculty development in Nigerian Universities.

S/N	Faculty Development My University:	Always Freq (%)	Sometimes Freq (%)	Rarely Freq (%)	Never Freq (%)	Mean	Std
10	makes available faculty development programmes for members of staff	2107 (52.0%)	1539 (38.0%)	324 (8.0%)	81 (2.0%)	3.40	0.721
11	provides adequate support for members of staff to attend faculty development programs outside the institution	2998 (74.0%)	1053 (26.0%)	00	00	3.74	0.439
12	enforces the skills and knowledge acquired from faculty development programmes in the teaching, research and other activities in the University	648 (16.0%)	1135 (28.0%)	1215 (30.0%)	1053 (26.0%)	2.34	1.032
13	facilitates faculty development programmes that can contribute to the overall quality of education in the institution	3159 (78.0%)	730 (18.0%)	162 (4.0%)	00	3.74	0.522
14	encourages and support staff on research publications, conference presentations and grants	2512 (62.0%)	1539 (38.0%)	00	00	3.62	0.485
15	encourages staff to collaborate with colleagues within or outside the institution as a result of attending faculty development programs	3160 (78.0%)	648 (16.0%)	243 (6.0%)	00	3.72	0.567
16	tie staff promotion to development programmes	3565 (88.0%)	486 (12.0%)	00	00	3.88	0.325
Weighted Mean						3.49	0.584

Source: Field survey, 2024. *Threshold:** mean value of 1.0 - 1.99 = Very Low Level; 2.00 - 2.49 = Low Level; 2.50 - 2.99 = High Level; 3.0 - 4.00 = Very High Level.

Test of Hypotheses

H₀1: *There will be no significant combined influence of alumni engagement and faculty development on administrative effectiveness in Nigerian universities (Table 3).*

Table 3. Summary of regression analysis showing combined influence of alumni engagement and faculty development on administrative effectiveness in Nigerian Universities.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	Sig.
1	0.750	0.563	0.563	3.810	0.563	1875.674	0.000

ANOVA Table

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	70,570.325	2	35,285.163	1875.674	0.000
Residual	54,745.234	4048	13.527		
Total	125,315.559	4050			

Dependent Variable: *Administrative Effectiveness.* **Predictors:** *(Constant), Alumni Engagement, Faculty Development.*

Decision: Since the p-value (Sig.) obtained for the combined influence of alumni engagement and faculty development on administrative effectiveness is less than 0.05, the null hypothesis is **rejected**. This indicates that alumni engagement and faculty development jointly have a significant influence on administrative effectiveness in Nigerian universities.

3. Interpretation and Discussion

The findings indicate a significant combined influence of alumni engagement and faculty development on administrative effectiveness in Nigerian universities, as evidenced by the statistical analysis. The regression model shows an R value of 0.750, suggesting a strong positive relationship between these variables and administrative effectiveness. This indicates that as alumni engagement and faculty development improve, administrative effectiveness tends to increase accordingly.

The R Square value of 0.563 suggests that 56.3% of the variation in administrative effectiveness can be attributed to the combined influence of alumni engagement and faculty development. This proportion is substantial, underscoring the critical role that these factors play in driving the overall effectiveness of university administration. The remaining 43.7% of the variation is likely due to other factors not included in this model, such as funding policies, infrastructure, and governance structures.

The F Change statistic of 1875.674, coupled with a p-value of 0.000, indicates that the relationship between the predictors (alumni engagement and faculty development) and administrative effectiveness is statistically significant. This result

means that the likelihood of observing such a strong association by chance is very low, confirming the importance of these predictors in shaping administrative effectiveness.

The results highlight the vital contribution of alumni engagement in administrative outcomes. Alumni play a pivotal role in universities through financial support, mentorship, career development opportunities, and feedback mechanisms. For instance, alumni networks can facilitate fundraising efforts, providing much-needed resources for infrastructure, research, and student support services. This financial contribution enhances the institution's capacity to address administrative challenges, thus improving effectiveness.

Moreover, alumni engagement through mentorship programs and career development initiatives can significantly boost the university's attractiveness and reputation. When alumni actively participate in helping current students succeed, it not only strengthens the bond between the institution and its graduates but also elevates the institution's standing in the educational landscape. These contributions are crucial in a context like Nigeria, where universities often struggle with limited funding and bureaucratic hurdles.

Similarly, faculty development emerges as a key factor influencing administrative effectiveness. Investing in professional training, research support, and mentorship programs for faculty members can enhance teaching quality and research output. When universities prioritize the continuous professional development of their staff, it leads to higher job satisfaction, lower turnover rates, and more innovative teaching practices. These outcomes, in turn, contribute to a more effective administrative environment.

The findings also align with existing literature, which emphasizes that universities with robust faculty development programs and active alumni networks tend to perform better in terms of institutional effectiveness. For example, studies by [Afolabi \(2019\)](#) and [Ogunyemi \(2018\)](#) support the notion that faculty who feel supported in their growth are more likely to engage in innovative practices and take on leadership roles within the institution, thus enhancing administrative outcomes.

3.1. Implications for University Administration

The study's findings provide a compelling case for university administrators in Nigeria to place greater emphasis on engaging alumni and supporting faculty development as strategic levers for enhancing administrative effectiveness. Administrators should consider implementing policies that strengthen alumni relations through structured engagement programs, such as advisory boards and regular networking events. Universities should also invest in faculty development by providing resources for research, offering regular training workshops, and establishing mentorship programs.

Furthermore, fostering a culture that values alumni feedback on curriculum relevance and faculty performance could lead to continuous improvement in teaching and administrative practices. Such a holistic approach would not only address immediate administrative needs but also contribute to a more sustainable

and resilient higher education system.

H₀2: *There will be no significant relative influence of alumni engagement and faculty development on administrative effectiveness in Nigerian universities (Table 4).*

Table 4. Summary of regression analysis showing relative influence of alumni engagement and faculty development on administrative effectiveness in Nigerian Universities.

Predictor	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	T	Sig. (<i>p</i> -value)
(Constant)	5.430	-	10.217	0.000
Alumni Engagement	0.365	0.482	26.512	0.000
Faculty Development	0.290	0.397	21.732	0.000

- **Dependent Variable:** Administrative Effectiveness;
- **R** = 0.750, **R Square** = 0.563;
- **Adjusted R Square** = 0.562;
- **F Change** = 1875.674, **Sig. (*p*-value)** = 0.000.

Decision: Since the *p*-values (Sig.) associated with the relative influence of alumni engagement and faculty development on administrative effectiveness are less than 0.05, the null hypothesis is rejected. This implies that both alumni engagement and faculty development individually contribute significantly to predicting administrative effectiveness in Nigerian universities, with alumni engagement exerting a relatively stronger influence.

3.2. Interpretation and Discussion

The table above shows the relative influence of Alumni Engagement and Faculty Development on Administrative Effectiveness in Nigerian universities. Both predictors have a significant influence on the dependent variable, as indicated by the *p*-values of 0.000, which are less than the conventional significance level of 0.05.

This implies that the null hypothesis (H₀2) is rejected, confirming that Alumni Engagement and Faculty Development have a significant relative influence on Administrative Effectiveness.

The standardized coefficients (Beta) help in understanding the relative strength of each predictor. In this case:

- **Alumni Engagement (Beta = 0.482)** has a stronger relative influence on Administrative Effectiveness compared to Faculty Development (Beta = 0.397). This suggests that increasing alumni engagement is slightly more impactful in enhancing administrative effectiveness than faculty development.

The unstandardized coefficients (B) provide further insight into the extent of influence. For every unit increase in Alumni Engagement, Administrative Effectiveness improves by 0.365 unit, while a unit increase in Faculty Development results in a 0.290-unit improvement.

3.3. Implications for Practice

Given these findings, university administrators should prioritize initiatives that enhance alumni engagement, such as establishing alumni networks, creating structured mentorship programs, and organizing alumni fundraising events. Additionally, investing in faculty development by providing training, research support, and mentorship opportunities can further boost administrative outcomes.

By focusing on both alumni engagement and faculty development, universities can significantly enhance their administrative effectiveness, leading to improved institutional performance and educational quality.

4. Conclusion

This study has explored the levels of alumni engagement and faculty development in Nigerian universities and their relative influence on administrative effectiveness. The findings reveal a generally high level of alumni engagement, particularly in areas such as encouraging contributions and actively recognizing involved alumni. However, significant gaps remain, notably in measuring the success of engagement initiatives and fostering a sense of community among alumni.

In terms of faculty development, the research indicates robust accessibility and support for development programs, with a notable integration of participation in these programs into staff promotions. This indicates that universities are prioritizing the professional growth of their faculty, which is crucial for enhancing teaching and research quality. Importantly, the regression analysis demonstrates that both alumni engagement and faculty development significantly contribute to administrative effectiveness, accounting for 56.3% of the variance in effectiveness scores. This highlights the critical role these factors play in the overall performance of universities. Given the importance of alumni engagement and faculty development in driving administrative effectiveness, it is essential for Nigerian universities to actively implement strategies that enhance these areas. By doing so, they can not only improve their administrative practices but also foster a more responsive and sustainable higher education system.

5. Recommendations

1. Universities should actively engage their alumni by setting up programs like mentorship, career support services, networking events, and fundraising activities. Creating alumni advisory boards and including alumni in key decision-making processes can significantly improve the effectiveness of university administration.
2. Institutions need to make continuous professional development a priority. This can be achieved by offering training sessions, workshops, and support for research. Establishing mentorship programs and robust performance evaluation systems will foster a culture of growth and drive innovation among faculty.

3. University leaders need to regularly gather feedback from alumni to help shape curriculum changes and administrative decisions as obtainable in advanced climes. This will ensure that the educational programs stay relevant and meet the evolving needs of the industry.
4. Universities should use their alumni connections to form partnerships with industries and other educational institutions. This can open up more opportunities for funding, resources, and collaborative research projects.
5. University leaders should integrate alumni engagement and faculty development efforts into a broader strategy for improving administrative practices. Using a broad, well-coordinated set of strategies rather than isolated efforts helps universities or institutions perform better and remain competitive in a rapidly changing environment. In other words, when actions are aligned and integrated, the institution becomes more efficient, adaptable, and successful in meeting modern demands.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

References

- Adebayo, M. A., & Adebayo, S. O. (2017). Leadership Styles and Administrative Effectiveness in Nigerian Universities. *Journal of Educational Administration, 55*, 256-274.
- Adeniran, O. (2021). The Role of Alumni in University Development: Opportunities and Challenges. *International Journal of Educational Management, 35*, 654-668.
- Afolabi, O. (2019). Faculty Development and Its Impact on Academic Performance in Nigerian Universities. *Nigerian Journal of Educational Administration, 19*, 182-191.
- Aina, A. (2019). Alumni Engagement Strategies in Nigerian Universities: Challenges and Opportunities. *International Journal of Higher Education, 8*, 213-219.
- Ajayi, K. O., & Akintunde, A. (2019). Bureaucratic Inefficiencies in Nigerian University Administration: Challenges and Solutions. *African Journal of Educational Management, 7*, 45-60.
- Babalola, J. (2020). Alumni Networks and Institutional Development in Nigerian Higher Education. *Journal of African Education, 3*, 93-101.
- Ike, C. N., & Obasi, A. (2019). Human Resource Management Practices and Organizational Effectiveness in Nigerian Universities. *Nigerian Journal of Educational Research, 21*, 112-127.
- Miller, R., & Cummings, J. (2017). The Importance of Alumni Engagement in Higher Education. *Journal of Higher Education Policy and Management, 39*, 215-229.
- Nwankwo, B., & Osagie, E. (2020). Corruption and Administrative Effectiveness in Nigerian Universities. *International Journal of Higher Education, 9*, 20-30.
- Ogunleye, J. (2021). Change Resistance in Nigerian Universities: Causes and Implications. *Nigerian Journal of Sociology of Education, 2021*, 183-188.
- Ogunyemi, B. (2018). The Importance of Faculty Development in Enhancing Educational Quality. *Education and Urban Society, 3*, 61-67.
- Uche, I. (2018). Stakeholder Engagement and Administrative Effectiveness in Nigerian Universities. *Journal of Higher Education Policy and Management, 40*, 261-276.