
Analysis of Factors Responsible for Poor Ranking of Public Universities in Nigeria and Way Forward

Ogunode Niyi Jacob

ogunodecob@gmail.com

Akin-Ibidiran T. Y. (Ph.D)

tunrayoyemi@yahoo.com

Ibidiran J. A.

ibidiranakinbusoye@gmail.com

Abstract: The poor performance of Nigerian public Universities has been a concerned issue for educational stakeholders in Nigeria. As a giant of Africa, Nigeria public Universities are supposed to be placed among the best in Africa and in the world. Rather, it is unfortunate that Nigerian public Universities are placed behind other African countries. This paper examines the factors responsible for poor ranking of public Universities in Nigeria. Empirical studies from published and unpublished papers were used to provide empirical support for the paper. The paper employed content analysis method to select papers and journals used. Both online and print materials were used. The paper concludes that inadequate funding, weak teaching programme (poor learning environment); research programme (volume, income and reputation); citations (research influence); international outlook (staff, students and research); and industry income (knowledge transfer) are factors responsible for poor ranking of Nigerian public Universities. Based on the identified problems, the following have been suggested: adequate funding, ensuring quality teaching, quality research, quality paper publication in recognized journals, ensuring academic collaboration, employment of international lecturers, admission of international students, collaboration with private institutions to boost industry income and developing internationalization policy on higher education.

Keywords: Academic staff, Administration, Public, Ranking, Universities.

Introduction

The first public University in Nigeria was established in 1948 (Yufus, 2012). From that time, the public Universities in Nigeria began to expand. According to Ogunode (2020), public Universities are Universities owned by the government. Public Universities are Universities established to provide post-secondary schools education for Nigerians. Public Universities are Universities established by act of parliament to serve the interest of the general public. Public Universities deal with the provision of teaching, research and community services. The objectives of the Universities in Nigeria Higher education according to FGN, (2014), include: the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies; the development of the intellectual capacities of individuals to understand and appreciate environment; the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community; the acquisition of an overview of the local and external environments.

Ogunode (2020) posited that public Universities in Nigeria are grouped into Federal and State owned Universities. The Federal Universities are owned by the Federal Government of

Nigeria while the state Universities are owned by the State Government. Presently, the total number of Federal Universities in Nigeria is 49 While the States owned Universities are 57 (NUC,2022).

The Nigerian public Universities in some past decades were regarded among the world best Universities. The Nigerian public Universities excelled in teaching, research and community services. Borishade (2002) described the state of Nigerian Universities in the 60’s and greater part of the 70’s as conducive for teaching, learning and research. Also, Oluremi, &Kolade, (2016) and Obasi (2004) submitted that during the early post-independence era, the Nigeria University system acquired and retained national and international recognitions. The learning environment, the quality of learning, as well as the quality of the products of the Universities were all considered good enough within the constraints of a developing nation.

Ogudu (2012) acknowledged that by 1980 University of Ibadan and Ahmadu Bello University earned global recognition for research in tropical health and agriculture respectively. Ironically, these public Universities in Nigeria are no longer enjoying their glory and prestige since the intervention of government in the administration and management of the Universities in the 1970’s.

Daniel-Kalio, (2019) observed that this reputation steadily diminished under successive military administrations. Right now, Nigerian Universities are not even recognized in West Africa, talk more of the world at large. The performance of the public Universities declined in term of teaching, research and provision of community services. Babalola (2001) submitted that Universities in Nigeria are in crisis as there is less money to spend on teaching, research and community service. Inadequate funding of public Universities in Nigeria is a prime causal of other problems that have undermined quality in university education while Oluremi, &Kolade, (2016) observed that the quality of University Education is often a reflection of the performance of University graduate in the labour market which is also dependent on the quality of academic programmes offered by the various Universities.

The performance of Nigerian universities both private and public in the global ranking is not good enough considering her as the giant of Africa and her population. The Times Higher Education World University Rankings 2022 had ranked the University of Ibadan (UI) as the best University in Nigeria. Times Higher Education, in its 2022 World University Ranking publication, also listed the University of Lagos (UNILAG) in the second place (501-600) and Covenant University, Ota, Ogun State third position (601-800), respectively. The University of Ilorin (UNILORIN) was in the 4th position (1201+), the University of Nigeria, Nsukka (UNN) in the 5th place (1201+), ObafemiAwolowo University (OAU) in the 6th position (1201+) and the Lagos State University (LASU) occupying the 7th place on the table. In Africa, the University of Cape Town, South Africa topped the continent’s representation occupying 183 on the global scale. Stellenbosch University came second (251-300) followed by the University of the Witwatersrand, Johannesburg and the University of Kwazulu- Natal in that order. The table below shows the performance of Nigerian Universities compared to other African Universities (<https://independent.ng/>).

World University Rankings 2022

| World University Rank 2022 | Africa Rank 2022 | University | Country | City |
|----------------------------|------------------|-------------------------|--------------|--------------|
| =183 | 1 | University of Cape Town | South Africa | Cape Town |
| 251-300 | =2 | Stellenbosch University | South Africa | Stellenbosch |

| | | | | |
|---------|-----|---------------------------------|--------------|---|
| 251–300 | =2 | University of the Witwatersrand | South Africa | Johannesburg |
| 301-350 | 4 | University of Cape Coast | Ghana | Cape Coast |
| 351–400 | 5 | University of KwaZulu-Natal | South Africa | Durban |
| 401-500 | =6 | Addis Ababa University | Ethiopia | Addis Ababa |
| 401–500 | =6 | Aswan University | Egypt | Aswan |
| 401–500 | =6 | Durban University of Technology | South Africa | Durban |
| 401–500 | =6 | University of Ibadan | Nigeria | Ibadan |
| 501-600 | =10 | Ferhat Abbas Sétif University 1 | Algeria | Setif |
| 501-600 | =10 | Kafrelsheikh University | Egypt | Kafr el-Sheikh |
| 501-600 | =10 | University of Lagos | Nigeria | Lagos |
| 501-600 | =10 | Mansoura University | Egypt | Mansoura |
| 501-600 | =10 | University of Nairobi | Kenya | Nairobi |
| 501-600 | =10 | North-West University | South Africa | Potchefstroom, Mahikeng, Vanderbijlpark |

Source (<https://www.timeshighereducation.com/>)

The performance indicators used by THE (2022) are grouped into five areas: teaching (the learning environment 30%); research (volume, income and reputation 30%); citation (research influence 30%); international outlook (staff, students and research 7.5); and industry income (knowledge transfer 2.5%) (<https://www.timeshighereducation.com/>). It is very important to analyze the various factors responsible for the poor performance of Nigerian public Universities. It is based on this that this paper examines the various factors responsible for poor ranking of public Universities in Nigeria.

Factors Responsible for Poor Ranking of Public Universities in Nigeria

In this paper, the following would be considered as factors responsible for poor ranking of public Universities in Nigeria. Some of the factors include; weak teaching programme (the learning environment); research programme (volume, income and reputation); citations (research influence); international outlook (staff, students and research); and industry income (knowledge transfer).

Inadequate funding

Quality university education required adequate funding which is a major criterion for measuring the performance of Universities. Inadequate funding of public Universities in Nigeria is a major factor responsible for the poor ranking of the public Universities. This is attested to by Nwankwoala, (2018); Daniel-Kalio, (2019) and Ogunode&Abubakar, (2020) who noted that inadequate funding is one of the major problems facing the administration of public Universities in Nigeria. Ogunode, Yiolokun, &Akeredolu (2019) and Ogunode&Abubakar (2021) maintained that the budgetary allocation for the administration of public Universities in Nigeria is not adequate to implement the programme of Universities in Nigeria.

Ogunode, &Oluseun, (2020); Ogunode, Abubakar&Ajape (2021) and Ogunode, Akinlade, &Abubakar (2021) opined that the university system requires a lot of funds for effective administration to be able to realize its goals. The annual budgetary allocation for the administration of Universities in Nigeria is grossly inadequate. The inability of the federal

government to stick to the UNESCO 26% of national budget for education is affecting the management of Nigerian Universities. The poor funding of public Universities in Nigeria is responsible for the poor quality of education and decay infrastructural facilities. The inability of the government to objectively implement the UNESCO 26% recommendation for the funding of education in Nigeria is contributing to the poor performance of the public Universities in the country (Udida, Bassey. & Udofia, 2009). Olowonefa, Ogunode, & Ohibime (2022); Ogunode, Abubakar & Ajape (2021) and Ifeanyi, Ogunode, & Ajape (2021) identified factors responsible for inadequate funding of public Universities in Nigeria to include lack of political will, corruption, increase in population, inflation, fall in national revenue and poor financial planning. The implications of underfunding of the public Universities include; inadequate infrastructural facilities, shortage of academic staff, poor quality of education, brain-drain and strike actions.

Weak teaching programme

Poor teaching programme of public Universities in Nigeria is one of the factors responsible for the poor ranking of the Universities in Nigeria. Edokhamhen, & Ogunode (2021) submitted teaching programme is one of the major indicators for ranking the standard and the performance of Universities. Teaching programme is one of the cardinal programme of the Universities. Teaching programme constitutes a lot of educational variables such as the qualification of the lecturers, the academic-students ratio in the class and the level of infrastructural facilities available. All these educational variables matters in achieving quality teaching programme. Ogunode (2020); Ogunode, & Abubakar (2021) submitted that the level of infrastructural available in the Universities determines to some extent the quality of the output of the Universities. According to Ogunode, & Agwor (2021), physical facilities for teaching and learning in the Universities include: Faculty/ departmental buildings/complexes (lecture rooms, lecture theatres, auditoria, staff offices, seminar/conference/board rooms, laboratories, workshops, studios, moot courts, farms, gymnasias etc); Libraries (central libraries, specialized/professional libraries, faculty libraries, departmental libraries etc); Institute/centers (specialized facilities e.g. ICT infrastructure, special laboratories, conference facilities etc). Boards (interactive, magnetic, screen and chalk) ICT (computer laboratories and services, network connectivity, multi-media system, public address system, slide and video projectors) and Ergonomics furnishing in laboratories, libraries, and lecture rooms/theaters, moot courts and studios etc. Students' accommodation/hostels; municipal/physical infrastructure (power supply, water supply, good road networks, sports, health and sanitation, staff schools, campus markets, security facilities etc.). As important as the infrastructures are to the development of Universities education, it's unfortunate that these facilities are not adequate in many public Universities in Nigeria. Ogunode, Ahmed, Gregory & Abubakar (2020); Ogunode & Ahaotu (2020a) and Ogunode & Jegede (2021) submitted that inadequate infrastructural facilities are a major problem facing the public Universities in Nigeria. The situation is better described by Ebehikhalu & Dawam (2017) who reported that the Nigerian Universities portray a general lack of infrastructural facilities. An average public university in Nigeria lacks basic infrastructure like regular water supply, electricity, and standard accommodation for students. In many instances, the toilets that serve the students are in bad shape as many do not have running water. Lecture rooms and offices are not available and where available are in need of refurbishment. Libraries are poorly equipped and are short of modern books and equipment. Laboratory equipment are obsolete and inputs for teaching are in short supply. Roads and building on many campuses are in a state of disrepair. Poor and dilapidated infrastructures are the major factors that have led to the despicable state of the Nigerian Universities. It is therefore not surprising that the products of these infrastructures often fail to rise up to the occasion when put to test and task. Ogunode & Jegede (2021)

evaluated the factors responsible for inadequate infrastructural facilities in some selected public Universities and discovered that inadequate funding, poor planning and poor projection, institutional corruption, increase in students' population and poor administration and management are factors responsible for inadequate infrastructural facilities in public Universities in North Central Nigeria. The study also showed that the effects of inadequate infrastructural facilities for students' academic performance include overcrowded lecture halls, prevention of students from reading properly, poor academic performance, postponement of lectures, slow down learning activities of students and increase students' cost of learning. Also, the study disclosed that the effects of inadequate infrastructural facilities on lecturers include poor teaching and research work, delay in teaching and research work, postponement of lectures; kills academic staff' moral, increase the cost of lecturing and researching for lecturers, leads to poor quality of education and brain-drain in the Universities.

For professional qualifications of lecturers, Public Universities in Nigeria are faced with shortage of lecturers (Ogunode, 2020). The needs assessment summary report which was presented to the Federal Government in November 2012 identified manpower shortage as one of the reasons why Nigerian Universities have been unable to compete favourably with Universities in many other parts of the world. On manpower challenge, the report indicated that as at November 2012, there were 37,504 academic staff in 74 public Universities in Nigeria. NEEDS (2014) observed that more than 50 per cent of university teachers did not have pedagogical skills, counselling and ICT competencies required for efficient service delivery in tertiary institutions. University digest (2019) indicated that a total of 73,443 academic staff was reported for all the Nigerian Universities (NUC 2019).

In the area of lecturer-students ratio; Public Universities in Nigeria are known for having high students-lecturer ratio. Eneh, &Owo (2009) and NEEDS (2014), submitted that the lecturers-students ratio is bad and unbearable. They described the situation as unmanageable lecturer-to-student ratio in many public Universities. For example, at the National Open University for Nigeria (NOUN), the academic staff-to-student ratio was 1:363, at Lagos State University the ratio was 1:144, and at the University of Abuja the ratio was 1:122. The major indicators that promotes quality teaching programme in the university system are lack or inadequate lecturers in the majority of the Universities.

All these factors which include low academic qualifications, high students-lecturers ratio and shortage of academic staff are contributing to the poor ranking of public Universities.

There are many factors responsible for poor teaching programme in the Nigerian public Universities. Edokhamhen, &Ogunode (2021) identified inadequate funding of teaching programme, inadequate professional academic staff, poor motivation, inadequate infrastructural facilities, ineffective supervision, unstable academic calendar, brain drain, poor working environment and poor staff development. Weak or poor teaching programme of public Universities is also a major reason for poor ranking. For instance, the University of Ibadan that ranked first in the country scored 23.4% in teaching in the 2022 THE ranking.

Poor Research Programme

Another factor responsible for low ranking of public Universities in Nigeria is the poor research output. For example, University of Ibadan that ranked first in the country scored 12.6 % in research programme in the 2022 THE ranking indicator for research. Research programme is the second indicator used for measuring the performance of Universities. Research programme according toBako, (2005)and Ogunode, Jegede, Adah, Audu, &Ajape, (2021) is one of the major programme of the Universities. It is key to the university's

development. Research programme constitutes new discovery, and finding, innovation and contribution to the solving of societal problems. The research programme in the Universities is considered quality when its impact factors are great. The Universities' academicians are expected to conduct researches constantly that are useful to the society. These research papers are expected to be published and used by other researchers across the world. The research programme is sub-divided into some variables that are used to measure the research programme impact. These variables include reputation survey (18%), research income (6%), and research productivity (6%). Research programme in Nigerian public Universities are faced with many challenges according to (Ogunode, 2020; Yusuf, 2012). These challenges are limiting the development of research programme. For instance, the research reputation of public Universities in Nigeria is poor. Research reputation measures the perception of academic across the globe about the university's research work and contributions. Reasons for poor research reputation include poor international policy to reposition the higher education in Nigeria, poor marketing programme and lack of interest from policy-makers as reasons for the limited research funding.

The research income of public Universities are poor due to the pressing problems in the Universities system. The research income indicator measures the amount of income each Universities gets for their research programme. Donwa (2006) observed that the average annual allocation to Federal Universities for recurrent expenditure is 0.4% of Gross Domestic Product (GDP) and 5% of this allocation, is to be used for research. This report shows that research funding by government is less than 1% GDP and this is grossly inadequate for meaningful research. Thus, the amount of research funding by government is a function of the total funding for recurrent expenditure in the Universities. Reasons that accounts for poor research income include poor funding. It is sad that Nigeria is currently one of the countries with the lowest research funding in the world, contributing less than 1% of its GDP to research, said by Oyibo (2022).

Also, the research productivity is poor due to poor conducive working environment. The number of publications published in the academic journals indexed by Elsevier's Scopus database per scholar, scaled for institutional size and normalised for subject is low for many public Universities. A study carried out by Okafor (2011) on comparative analysis of research output of six Federal Universities in Southern Nigeria (University of Benin, University of Ibadan, University of Agriculture, Abeokuta, Nnamdi Azikwe University, University of Nigeria, Nsukka and University of Uyo) in the period 1997-2006 based on both local and international publications found that the highest research output of 12.17 publications per head was recorded at the University of Benin and the lowest of 8.13 at the University of Uyo over the ten-year period. This implies a scenario of a mean of 12.17 translates into only about 1 publication per academic staff per year. Saint, Harnett and Strassner (2003) posited that Nigeria's low research output is probably a reflection of the low priority accorded to research and development by Government and decision-makers, and that Nigeria's Federal University System spends only 1.3% of its budget on research. Yusuf (2012) submitted that declining research productivity in the Nigerian university system is attributable to the following constraints among others: Poor and irregular funding, Declining research infrastructure, Poor research motivation, Rising workloads associated with deteriorating staff/student ratio, which leave little time for research, Lack of modern research skills, Inadequate research personnel and Frequent industrial actions.

Generally, public Universities in Nigeria are not doing well in term of teaching and research programmes. For instance, the University of Ibadan that ranked first in the country scored 12.6 % in research, teaching 23.4%, citations 91.2, industry income 35.3 and international outlook 32.2% while the University of Cape Town, which ranked first in South Africa and

the continent had 41.4% in research, teaching 31.4% citations 85.5, industry income 56.4% and international outlook 80.1 %.

There are many reasons for poor research programme in the Nigerian Universities. According to a study published by the open-access publication *Frontiers* in October 2021 researchers use their salaries to conduct research, publish articles and to attend conferences. Researchers lack motivation and training to do research, and this could hinder the country's achievement of sustainable development goals. In the study published by *Humanities and Social Sciences Communications* on 6 January 2022, it was revealed that the country's social science research production is underperforming compared to its size. The study identified poor research funding, researchers devote too little time to research as a result of a poor organizational climate, and the research support system is weak in Nigeria. The study also showed that social science research is poorly funded in Nigeria. For instance, the study showed that data from the 2009 Research and Development Survey showed that the gross expenditure on research and development (GERD) was N45.9 billion (then US\$583.2 million). As a share of GDP, this was only 0.2%, far below the UNESCO- and current African Union-recommended 1% of GDP. The study also revealed that, in 2017, the number of social science researchers living and working in Nigeria was anywhere between 6,389 and 31,943, with 36% of them having PhDs. Yet, about seven out of every 10 researchers that were sampled indicated that they did not have sufficient time for research over the past three years, and one major reason is that most research organizations are understaffed and the few research staffers have to overwork to keep the system running.

The study in *Frontiers* titled 'Focused Research on the Challenges and Productivity of Researchers in Nigerian Academic Institutions Without Funding' was written by 12 researchers and findings from the study revealed that Nigerian scientists attributed the decline in research productivity to various constraints, including a lack of research funding (42.98%); brain drain (17.11%) and a lack of motivation (8.85%). Other challenges mentioned included a lack of expertise, a lack of research and writing skills and a lack of mentorship. Ogunode, Jegede, Adah, Audu, & Ajape, (2021), identified inadequate research funding, unstable academic calendar/strike actions, inadequate infrastructural facilities, brain-drain, insecurity, corruption, poor technological advancement/poor ICT literacy. Others are poor participation of private sector in research development and lack of conducive working (research) environment as problems facing the administration of research programme. Another study also attributed the poor output of research to poor support systems while scientists attributed a decline in research productivity to various constraints, which included a lack of funding for research (87%); inadequate supply of electricity (82%); lack of research facilities (78%); obsolete facilities (67%) and poor attitude to collaboration among researchers (29%).

Poor Citation

Poor citation (research influence) influence of public Universities in Nigeria is another major reason for the poor ranking. Citation influence refers to the level of innovation; new discoveries in sciences, social sciences and humanity the Universities are coming up with. The contributions of these findings to the development of knowledge are also important. According to THE (2022), citation influence deals with the level of new knowledge the university is coming out with and the Universities' role in spreading new knowledge and ideas. The indicator measures research influence by capturing the average number of times a university's published work is cited by scholars globally. The citations help to show us how much each university is contributing to the sum of human knowledge: they tell us whose research has stood out, has been picked up and built on by other scholars and, most importantly, has been shared around the global scholarly community to expand the

boundaries of our understanding, irrespective of discipline. Research publication of academic staff of Nigeria is low due to poor funding of research programme. Many academic staff sponsors their research and even paid for the publication. A study investigated the sources of research funding available to lecturers in Nigerian Universities, the challenges faced by lecturers in accessing them and possible strategies for improvement by Akpan, Archibong, Undie (n.d.) revealed self-funding as major source of research funding in Nigerian Universities, followed by government sector and foreign agencies. Self-funding was also identified as the most potent source of research funding accessed by University lecturers. The study showed that a greater percentage of lecturers, 246 (76.35%), had not benefited from research grants for many years. Inadequate funding of research and stringent conditions attached to research grants were identified as two major constraints to accessing research funds by lecturers.

Poor international Outlook

Many public Universities in Nigeria do not have international students and lecturers and the level by which their academic staff collaborates is poor. The inability of the public University academicians to collaborate with other academics from other Universities, attract international students and lecturers in their Universities are among the factors responsible for the poor ranking. THE (2022) observed that the proportion of international students' constitutes 2.5%, proportion of international staff 2.5% and International collaboration: 2.5%. The ability of a university to attract undergraduates, postgraduates and faculty from all over the planet is important to its success on the world stage. In the third international indicator; the proportion of a university's total relevant publications that have at least one international co-author and reward higher volumes. This indicator is normalised to account for a university's subject mix and uses the same five-year window as the "Citations: research influence" category. According to THE 2022 ranking, only University of Ibadan and UNN scored 1% on the international outlook rating while others scored zero.

Poor income industry

The inability of public Universities in Nigeria to generate income from private institutions through the selling of their research output result. Nigerian public Universities are performing low in term of income generation from industries. For instance, According to THE (2022), University of Ibadan which was ranked the best university in Nigeria had an industry income 35.3 in 2022 industry income indicator. The income industry according to THE (2022) seeks to capture such knowledge-transfer activity by looking at how much research income an institution earns from industry (adjusted for PPP), scaled against the number of academic staff it employs. A university's ability to help industry with innovations, inventions and consultancy has become a core mission of the contemporary global academy. The income industry deals with the extent to which businesses are willing to pay for research and a university's ability to attract funding in the commercial marketplace – useful indicators of institutional quality. Yufus (2012) observed that the problem of what to do with commercializable research results or inventions from university research in Nigeria stems from the inability of the Universities to effectively link with industry. It is this critical linkage especially between STI and the productive sector that could translate R&D results or inventions into finished products for the benefit of the nation. However, for research results to be patentable and commercializable, they must have quality, novelty and industrial applicability.

There are factors responsible for poor performance of Nigerian public Universities. Some of them include corruption according to Ololube (2016) Ogunode&Onyekachi, (2021) and Ogunode, Josiah &Ajape (2021); Ekpoh, Edet&Ukpong, (2020) and Ogunode, Okwelogu,

Enyinnaya&Yahaya (2021) identified insecurity while Livinus, (2013); Ogunode, Okwelogu, &Olatunde-Aiyedun, (2021); Ogunode, Garba,.Ajape (2021); Ogunode, Babayo, Jegede&Abubakar (2020); Ogunode, Hammadu, Ahmed &Ojo. (2021); Ogunode, Abubakar, Abashi, Ireogbu, &Longdet (2021) pointed out to inadequate information communication technologies.

Ogunode, Jegede& Musa (2021); Ogunode&Atobauka (2021a); Okebukola (2018) mentioned brain-drain, strike actions and unstable policies. Daniel-Kalio (2018) and Viennet and Pont (2017) identified unstable policies.

Recommendation

Based on the identified problems, the following have been suggested: adequate funding, ensuring quality teaching, quality research, quality paper publication in recognized journals, ensuring academic collaboration, employment of international lecturers, admission of international students, collaboration with private institutions to boost industry income and developing internationalization policy on higher education.

1 –Adequate Funding

Public Universities in Nigeria should be adequately funded by the government. The government should develop the political will to implement the 26% UNESCO recommendation for developing countries. The Tertiary Education Trust Fund (TETFund) is the commission of the government that handle research programme of the Universities should increase the funding of research for the academic staff. Academic staff should be encouraged to attend international conferences and publish their papers in recognized journals.

2 – Quality Teaching

Public Universities in Nigeria should ensure quality teaching programme. The government should employ adequate academic staff that meets up with the National Universities Commission academic bench mark on teacher-students ratio. The government should provide adequate infrastructural facilities that would guarantee quality teaching and learning. The university's administrators should ensure the environment is conducive for teaching and research programme. The government should ensure all resources that will support delivery of quality teaching are provided. Quality assurance agencies like National Universities Commission and quality assurance units of Universities are provided with adequate human and materials resources to discharge their functions.

3 – Quality Research Programme

The government should increase the research funding of public Universities.

Public Universities in Nigeria should sponsor more academic staff to international conferences. Collaborating internationally, attending international conferences is a great way to improve university name out there. This programme will also expose the academic staff the opportunity to learn from other Universities around the world in regards to academic research, marketing, and recruitment. Conferences will create international connections and foster relationships that could lead to eventual collaboration in research among the academic staff.

4 –Quality Paper Publication

Public Universities in Nigeria should publish quality papers. Ensure academic papers are cited in well recognized journals. This will have a significant impact on a university's international reputation and ranking. The government should increase the funding of Universities and research substantially and management of Universities should develop

modalities for identifying and disseminating information to lecturers on research funding opportunities and the requirements for accessing them.

5- Academic Collaboration

Collaboration and engagement of Nigerian academic staff with other Universities academic staff will help improve Nigerian university rankings. There is a need to start building a stronger reputation for Nigerian university brand. Collaborating with other institutions and engaging with those working within the industry is a vital way to expose your university to some much-needed international attention. This will help Universities to meet up with scores on ranking weighting that comes with how a university is perceived by its academic reputation, employer reputation or the number of citations of the research it has produced.

6 – Employment of international staff

Public Universities in Nigeria should employ more international staff. The government should ensure Universities in Nigeria are safe. Salaries and benefits of academic staff are high enough to attract foreign lecturers. Adequate infrastructural facilities are provided in all the public Universities across the country. This will help to improve the ranking of public Universities in Nigeria.

7 – Admission of international Students

Public Universities should come up with policies to attract international students. Admission process in public Universities should be decentralized and make flexible to attract international students. Universities should embark on exchange programme with other international Universities. This will significantly improve university ranking of Nigerian Universities. The number of international students and international staff would both be likely to increase dramatically, boosting performance on the ‘internationalization’ indicators of the rankings, while also feeding into your global reputation.

8 – Collaboration with Private Institutions

Public Universities in Nigeria should identify private organizations within their communities or states and create a link where problems identified by those organization can be researched upon in the Universities and research output that solve such problems are presented to the organizations. This will help to boost the income of the Universities. These can be connections within your university’s field of academic research or local businesses and companies in the area. Creating lasting connections with other organizations will help to encourage more academic collaboration, which will in turn help to improve your university’s academic reputation. It will also improve your employer reputation. As a significant indicator in the world university rankings, this will help more of the students to find employment after they graduate.

9– Internationalization Policy on Higher education

The Nigerian government should come up with internationalization policy of higher education. This policy will state clearly the vision of Nigerian Universities toward attracting international students, international lecturers and address the issue of exchange programme for the Nigerian Universities. The National Universities Commission should come up with policy that will make university’s administrators market their Universities locally and internationally. The marketing programme will help to draw international students and lecturers to the Universities. Nigerian Universities should maintain a well-established brand identity. Public Universities should ensure their university website is live and up to date with relevant and correct information.

Conclusion

Nigerian public Universities are performing poorly in term of global ranking. This paper discussed the various factors responsible for the poor performance. The paper identified inadequate funding, weak teaching programme (poor learning environment); research programme (volume, income and reputation); citations (research influence); international outlook (staff, students and research); and poor industry income (knowledge transfer) as factors responsible for poor ranking of Nigerian public Universities. Based on the identified problems, the following have been suggested: adequate funding, ensuring quality teaching, quality research, quality paper publication in recognized journals, ensuring academic collaboration, employment of international lecturers, admission of international students, collaboration with private institutions to boost industry income and developing internationalization policy on higher education.

References

1. Akpan, C., Archibong, A. I, Undie J. A(Undated) Lecturers' Access To Research Fund In Nigerian Universities: Challenges And Strategies For Improvement
2. Aiyedun, E.A., Olatunde-Aiyedun, T.G. & Ogunode, N.J. (2021). Factors Hindering the Progress of Nigerian Universities in the Global Ranking of Universities. *International Journal of Development and Public Policy*, 1(6), 183–187.
<http://openaccessjournals.eu/index.php/ijdp/article/view/706>
3. Babalola, J.B. (2001): University funding, responses and performances under a Declining Economy in Nigeria". Educational planning and Policy unit, Department of Educational Management, University of Ibadan. Research and Seminar series.
4. Borishade, B. (2002). Towards a new vision and mission for higher education in Nigeria, Keynote address presented at the National Summit on Higher Education. Federal Ministry of Education Abuja.
5. Bako, S. (2005). Universities, Research and Development in Nigeria: Time for Paradigmatic Shift. Paper prepared for the 11th General Assembly of CODESRIA on *Rethinking African Development Beyond Impasse: Towards Alternatives*. Maputo, Mozambique.
6. Chiemeké, S.; Longe, O. B; Longe , F. A. and Shaib, I. O.(2009). Research Outputs from Nigerian Tertiary Institutions : An Empirical Appraisal. *Library Philosophy and Practice*. Available :<http://libr.edu/LPP/chiemeké-longe-longeshaib.html>
7. Daniel-Kalio, B. (2019). Policy Implementation and the Challenges of Leadership in Nigerian Universities. *International Journal of Scientific Research in Education*, 12(2), 326-350. Retrieved [DATE] from <http://www.ij sre.com>
8. Daniel-Kalio, B. (2018). Historical Analysis of Educational Policies in Nigeria: Trends and implications. *International Journal of Scientific Research in Education*, 11(2), 247–264.
9. Donwa, P. A. (2006). Funding of Academic Research in Nigerian Universities, A paper presented at the UNESCO forum on Higher Education Research and Knowledge creation. November 29-December 1, 2006. Retrieved from <http://portal.unesco.org/education/fr/files>, July, 2009.
10. Edokhamhen, E.,& Ogunode N,. J. (2021)Teaching Programme in Nigerian Higher Institutions: Challenges of Implementation and Way Forward. *American Journal Of Social And Humanitarian Research*. 1 (5), 82-100

11. Ebehikhalu N., O. & Dawam P. (2017) Inadequacy of Teaching and Learning Infrastructure: Reason Nigerian Universities cannot Drive Innovations. *Australian Journal of Education and Learning Research SCIE Journals*
12. Eneh, O. C., & Owo, N. J. (2009). Education reforms in the Nigerian university system: A critique and suggested strategies. Retrieved from:
https://www.researchgate.net/publication/281275658_Education_Reforms_In_The_Nigerian_University_System_A_Critique_And_Suggested_Strategies.
13. Ekpoh U, I, Edet A., S & Ukpong, N, N (2020) Security Challenges in Universities: Implications for Safe School Environment. *Journal of Educational and Social Research* 10(6).P:112-124
14. Federal Republic of Nigeria. (2013). *National Policy on Education (6th Edition)*. Lagos: NERDC Press.
15. Federal Republic of Nigeria. (2014). *National Policy on Education (6th Edition, reprint)*. Lagos: NERDC Press.
16. Ifeanyi, O., D., Ogunode N., J., & Ajape T., S (2021). Shortage of Funds in The Nigerian Public Universities: Causes, Effects and Way Forward. *Innovative Technological Methodical Research Journal* 2(7), 5-18
17. Ibeh, R. (2022). Why is Nigeria not performing on the research front?
<https://www.universityworldnews.com/post.php?story=20220202020432734>. Royal Ibeh 03 February 2022
18. Independent (2022) <https://independent.ng/breaking-ui-unilag-covenant-Universities-rank-higher-in-the-world-university-rankings-2022/>. BREAKING: UI, UNILAG, Covenant Universities Rank Higher In THE World University Rankings 2022
19. Livinus, E., (2013). Computer literacy and utilization among academic and nonacademic staff of Ebonyi State College of Education, Ikwo. *Journal of Qualitative Education*, 9 (1), 1-5
20. Nwankwoala, H. N. L. (2018). Process of policy implementation: implications for Educational Administrators. In N.P Ololube (Ed.). *Handbook of research on educational planning and policy Analysis* (pp. 372-387). Port Harcourt: Pearl Publishers. NUC (2019) University digest.
21. Ogunode, N. J., Abubakar, L., & Ajape, T. S. (2021). Evaluation of Causes of Inadequate Funds in Nigerian Public Universities. *Middle European Scientific Bulletin*, 9(92)
22. Ogunode, N. J.; & Adamu, D. G. (2021). Shortage of Academic Staff in the Higher Institution of Learning in Nigeria. *American Journal of Economics and Business Management*, 4(2), p 52-67
23. Ogunode, N.J.; & Ajape, T.S. (2021). Planning of Higher Education in Nigeria: Challenges and Way Forward. Unpublished Article. Pg-2-5
24. Ogunode, N.J. (2021). Evaluation of Factors Responsible for Inadequate Infrastructural Facilities in Public Universities in North Central Nigeria. Unpublished Paper. Pg1-3 Vol. 10, No. 2, December 2020 ISSN 2721-9283 (Online) 104
25. Ogunode, N. J. & Abubakar, L. (2021). Public Universities Administration in Nigeria: Challenges and the ways forward. *International Journal on Integrated Education*, 3(11), p 163-169

26. Ogunode, N.J. (2021). Supervision of Universities in Nigeria: Problems and Suggestions. Unpublished Article. Pg-7-8
27. Ogunode, N. J; &Abubakar, M. (2020). Higher Education in Nigeria: Challenges and the Ways Forward. *Electronic Research Journal of Behavioural Sciences*, 3
28. Ogunode, N. J., Jegede, D., Adah, S., Audu, E. I., &Ajape, T. S. (2021) Administration of Research Programme in Nigerian Public Universities: Problems and Way Forward. *Educational Journal of History and Humanities*, 3(2), 21-32
29. Ogunode, N. J., Yiokun, I. B., &Akeredolu, B. J. (2019). Nigerian Universities and their Sustainability: Challenges and Way Forward *Electronic Research Journal of Behavioural Sciences*, 2.
30. Ogunode N., J, Abubakar L, &Ajape T, S. (2021). Evaluation of Causes of Inadequate Funds in Nigerian Public Universities. *Middle European Scientific Bulletin*, Vol. 9. 92-104
31. OgunodeNiyi Jacob, Akinlade O, M. &Abubakar, M. (2021). Quality Assurance in Nigerian Public Higher institutions: Challenges and Way Forward. *International Scientific research Journal*. 2(7). 36-55
32. Ogunode, N,J Okwelogu,I. S., Enyinnaya, O.&Yahaya, D (2021). Academic Staff of Tertiary Institutions in Nigeria and the Problem of Insecurity. *Middle European Scientific Bulletin* (18) 206-217
33. Ogunode N.J., Jegede& Musa, A. (2021) Problems Facing Academic Staff of Nigerian Universities and the Way Forward. *International Journal on Integrated Education*. 4 (I), 230-239
34. Ogunode N., J &Atobauka, I. S (2021a). Effects of Brain-Drain on Higher Institutions' Administration in Nigeria. *Pindus Journal Of Culture, Literature, and ELT* (8),33-41
35. Ogunode, N. J., Oluseun, D. J. (2020). Administration of professional development programme in Nigerian higher institutions: challenges and way forward. *Intercathedra* 3(44), 147– 155.
36. Ogunode N., J &Onyekachi, M.,C.(2021).Education Financing in Nigeria: Problems and the Way Forward. *International Journal of Development and Public Policy*, 1(5),162-176
37. Ogunode, N., J., Josiah, H,F &Ajape T., S (2021) Effects of Corruption on Public Universities Administration In Nigeria. *Journal of Educational discoveries and long life learning* 2(7), 5-18
38. Ogunode, N. J., Jegede, D. (2021). Evaluation of factors responsible for inadequate Infrastructural facilities in public Universities in north central Nigeria. *Intercathedra*1(46), 43–50. <http://dx.doi.org/10.17306/J.INTERCATHEDRA.2021.00115>
39. Ogunode N, J &Ahaotu G, N. (2020a) Challenges Facing the Implementation of Teacher-Students Ratio Policy in Nigerian Educational System and the Ways Forward, *International Journal on Integrated Education*, 3 (IX) 189-197
40. Ogunode N., J. (2020). Administration of Public Universities in Nigeria: Problems and Solutions *Jurnal Sinestesia*, Vol. 10, No. 2,p:98-109
41. Ogunode N., J., Ahmed, L., Deborah Gregory, D,Abubakar., L.(2020) Administration of Public Educational Institutions in Nigeria: Problem and suggestion. *European Scholar Journal* (ESJ) 1(3),6-13

42. Ogunode N., J, Abubakar, L,&Ajape T., S (2021) Evaluation of Causes of Inadequate Funds in Nigerian Public Universities. *Middle European Scientific Bulletin*, (9) ,93-103
43. Ogunode, N, J. &Agwor N. J. (2021). Perception of Secondary School Teachers on the Causes of Inadequate Infrastructural Facilities in Public Secondary Schools in Gwagwalada Area Council of F.C.T, Abuja, Nigeria. *Electronic Research Journal of Behavioural Sciences*, 4 (2021).1-9
44. Ogunode N., J, Okwelogu, I, S, &Olatunde-Aiyedun, T.G (2021) Challenges and Problems of Deployment of ICT Facilities by Public Higher Institutions During Covid-19 in Nigeria. *International Journal of Discoveries and Innovations in Applied Sciences*1 (4),30-37
45. Ogunode N., J, Garba, A, D.,Ajape T., S (2021) Challenges Preventing Academic Staff from using Information and Communication Technology (s) for Teaching in the Nigerian Public Universities and the way Forward
46. Ogunode, N., J, Babayo., I., B, Jegede., D &Abubakar, M. (2020). Challenges preventing non-academic staff of Nigerian Universities from using ICT effectively and ways forward.*Electronic Research Journal of Engineering, Computer and Applied Sciences*, Volume 3 (2021) ,39-54
47. Ogunode, N., J, Hammadu, M., Ahmed, L &Ojo, I., C. (2021) Challenges Preventing Students in Public Tertiary Institutions from Using Information Communication Technology for Learning in Nigeria and the Way Forward. *Pindus Journal Of Culture, Literature, and ELT*, Vol (9), 9-17
48. Ogunode N., J, Abubakar M, Abashi E, IreogbuAb, &Longdet J. (2021). “An Investigation into the Challenges Preventing Academic Planning Officers from Effectively Using ICT in Federal University Wukari, Nigeria“ *Journal of Science, Computing and Engineering Research*, 2(1), 147-154, January-February 2021.
49. Okafor, V. N. (2011). Comparative Analysis of Research Output of Federal Universities in Southern Nigeria. *Library Philosophy and Practice*. Available:<http://www.webpages.edu/~mbolin/okafor.htm>
50. Okebukola, P. and Solowu, O. M. (2001). Survey of University Education in Nigeria. *Journal of Curriculum Studies* 223(2), Lagos.
51. Oluremi, O., F &Kolade, O., B (2016) Quality Assurance in Nigerian University Education: The Role of the National Universities Commission (NUC) as a Regulatory Body.*International Journal of Academic Research in Progressive Education and Development*. 5,(4),160-169
52. Okoli, N. J, Ogbondah, L and Ewor, R. N. (2016). The History and Development of Public Universities in Nigeria Since 1914. *International Journal of Education and Evaluation*, 2, 61-63
53. Okebukola, P, A (2018) Can the Dry Bones Rise Again? Revitalisation Story of the Nigerian University System. 23rd Convocation Lecture of Ekiti State University, Ado Ekiti, June 21, 2018.
54. Olowonefa. G. S., Ogunode, N. J. &Ohibime E., O. (2022)Public Universities Funding in Nigeria: Challenges and way Forward.*EUROPEAN JOURNAL OF LIFE SAFETY AND STABILITY (EJLSS) ISSN 2660-9630 www.ejlss.indexedresearch.org* , (13).122-131
55. Ololube, N. P. (2016). Education Fund Misappropriation and Mismanagement and the

- Provision of Quality Higher Education in Nigeria. *International Journal of Scientific Research in Education*, 9(4), 333-349.
56. Saint, W; Harnett, T. A. and Strassner, E. (2003). Higher Education in Nigeria: A Status Report. *Higher Education Policy*, 16:259- 281
57. Time higher education (2022) <https://www.timeshighereducation.com/world-university-rankings/world-university-rankings-2022-methodology>
58. Udida, L. A., Bassey, U. U. & Udofia, I. U. (2009). *System Performance and Sustainability of Higher Education in Nigeria*. Paper Presented at the 11th International Conference of Educational Management Association of South Africa (EMASA)
59. Viennet, R., & Pont, B. (2017). Education policy implementation: A literature review and proposed framework OECD Education Working Paper No. 162. Retrieved from:
60. Yusuf. A. K. 2012. An appraisal of research in Nigeria's university sector. *JORIND* 10 (2), pp. 98-119.