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## Problems Faced by University Education in Nigeria and way Forward

**Sunmonu Iyabo S.**

sunmonuvicky99@gmail.com

**Abershi Japhet Zhenseh**

abershijaphet@gmail.com

**Ogunode, N. J.**

ogunodejacob@gmail.com

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**Abstract:** *University education is an organized education designed for the production of manpower for the social, economic and technology development of the society. This paper discussed the problems faced by Nigerian public universities. Secondary data were used in the paper to support the points raised. The secondary data were generated from print and online publication that focused on university Education. The paper concludes that inadequate funding, shortage of academic staff, inadequate infrastructural facilities, corruption, insecurity programme, Brain-drain, poor quality output, strike actions, ineffective research programme and political influences are some the problems faced by public universities in Nigeria. To address these problems, the paper suggested the following: that the government should increase the funding of all public universities in the country. This will aid the infrastructural development of the universities. This will help Universities administrators to implements policies and programme that will aid the development of the universities etc.*

**Keyword:** *Academic, Education, Institutions, Problem ,University.*

### Introduction

University education is the education that provides post-secondary school education for the citizens. University education is an advance education that develops the manpower of the country. University education focuses on teaching, researching and providing community services. The university education is the most advance education that gives directive to career development in Nigeria (Ajape, Ogunode, Jegede 2020). University education is an educational system designed for adult and it is aimed to produce manpower for the social, economic and technological development of the society. University education is an advanced education that specialized on teaching, research and provision of community service. University education the final stage of education that makes an individual independent. Research (2017) submitted that University education is more than the next level in the learning process; it is a critical component of human development worldwide. It provides not only the high-level skills necessary for every labor market but also the training essential for teachers, doctors, nurses, civil servants, engineers, humanists, entrepreneurs, scientists, social scientists, and a myriad of other personnel. It is these trained

individuals who develop the capacity and analytical skills that drive local economies, support civil society, teach children, lead effective governments, and make important decisions which affect entire societies.

University education in Nigeria is grouped in the tertiary education which is defined by Federal Republic of Nigeria (National Policy on Education, 2013) as education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI) (NPE,2013). The goals of Tertiary Education is to: Contribute to national development through high level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction (NPE,2013).

The policy also stated that tertiary Educational institutions shall pursue these goals through: Quality student intake; quality teaching and learning; research and development; high standards in the quality of facilities, services and resources; staff welfare and development programmes; provision of a more practical based curriculum relevant to the needs of the labour market; generation and dissemination of knowledge, skills and competencies that contribute to national and local economic goals which enable students to succeed in a knowledge-based economy; a variety of flexible learning modes including full-time, part time, block release, day-release, and sandwich programmes; access to training funds such as those provided by the Industrial Training Fund (ITF), Tertiary Education Trust Fund (TETFund); Students Industrial Work Experience Scheme (SIWES) that is well structured, coordinated and supervised; maintenance of minimum educational standards through appropriate regulatory agencies; an all-inclusive credible admission policy for national unity; supporting affordable, equitable access to tertiary education through scholarships and students' loans; inter-institutional co-operation and linkages; and dedicated services to the community through extra-mural and extension services (NPE,2013).

The importance of university education to the development of the country cannot be underestimated. University education aid the production of manpower for the development of the country. University education help in providing solution to the society problems. Otonko, (2012) submitted that University education is more than the next level in the learning process; it is a critical component of human development worldwide. It provides not only the high-level skills necessary for every labor market but also the training essential for teachers, doctors, nurses, civil servants, engineers, humanists, entrepreneurs, scientists, social scientists, and a myriad of other personnel. It is these trained individuals who develop the capacity and analytical skills that drive local economies, support civil society, teach children, lead effective governments, and make important decisions which affect entire societies. This function of education can be seen vividly in action in Nigeria. University education helps to instill good attitudes and engenders attitudinal changes that are necessary for the socialization of the individuals, thereby, leading to the modernization and overall transformation of the society. It is also clear that a functional university system helps, through teaching and concise research, in the creation, absorption, dissemination and application of knowledge. Finally, healthy university education helps in the formation of a strong nation-state and at the same time aids globalization. It allows people to enjoy an enhanced life of mind<sup>4</sup>, offering the wider society both cultural and political benefits. Otonko, (2012) observed that the university

education in Nigeria has led to the development of many Nigerians into sound and effective citizens. Here, university education more than any other, has led to higher self-awareness and self-realization of individuals at various tasks, enhanced better human relationships, national consciousness and effective citizenship.

The Nigerian universities is regulated by the National Universities Commission. The National Universities Commission was established in 1962 and the functions of the NUC include: Coordinating the entire activities in all Nigeria universities; Harmonizing and co-ordinating the development of Nigeria universities to meet the national goals; Advising the government on the financial needs of the universities; Distribution of fund to the Universities when such is made available by the government; Setting the minimum, benchmark for Nigerian universities; Ensuring compliance of the Universities to the minimum bench mark set; Collecting, collating, analysing and storing data collected from Nigerian Universities for use in advising the government on the need to expand the existing universities or establish new ones; Setting standards to be followed in establishing universities in Nigeria; Issue operating license to Nigerian universities; Accrediting courses in Nigerian universities; Participating in universities annual estimate hearings to determine the financial need of the universities; and Keeping of accurate and up-to-date financial records for all local and foreign transactions (Ogunode, Akinlade & Musa 2021).

### **Challenges facing University Education in Nigeria**

There are many challenges facing university education in Nigeria. Some of them include; inadequate funding, shortage of academic staff, inadequate infrastructural facilities, corruption, insecurity programme, Brain-drain, poor quality output, strike actions, ineffective research programme and political influence.

#### **Inadequate Funding**

Ogunode (2020); Ogunode & Abubakar (2021); Daniel-Kalioi, (2019); Ishola, (2018); Viennet and Pont (2017) submitted that inadequate funding is a challenge to the administration of university education in Nigeria. The university system requires a lot of funds for effective administration to be realized. The annual budgetary allocation for the administration of universities in Nigeria is grossly inadequate. The poor funding of education is responsible for the poor quality of the universities' education in Nigeria. The annual budget for the administration of universities in the country is not adequate to provide the needed infrastructural facilities and human resources that the various universities required to function properly (Ogunode 2020). Okebukola (2018) opined that all stakeholders in education including parents, students, teachers, development partners, have listed funding inadequacy as a problem. All the communiqués and resolutions of major conferences and summits on the state of higher education in Nigeria have funding as an issue that should be addressed in order to get university education on good track. There are factors responsible for the problems of shortage of funds in the Nigerian university system. Ifeanyi, Ogunode & Ajape (2021) submitted that the inability of the federal government to implement the UNESCO 26% recommendation for education in the national budget every year is one of the major reason for the shortage of funds for the administration of Nigerian universities. The Nigerian universities are under-funded, and this is affecting the management of the system while Punch (2020) pointed out that corruption in the university system. It was observed that the little funds that go into the universities are stolen. In 2018, the Socio-Economic Rights and Accountability Project claimed that there were allegations of corruption in several federal universities relating to the unfair allocation of grades; contract inflation; truncation of staff's salary on the payroll; employment of unqualified staff; certificate scandal; examination malpractice; sexual harassment; and issuance of results for expelled students to graduate. Another reason given by Ifeanyi, Ogunode & Ajape (2021) is the insecurity problem facing the country. According to them every year huge amount of funds are budgeted to prosecute the war against the

insurgencies and bandits in the Northern Nigeria and reduce the high rate of crime in the country. The funds that are supposed to be allocated for another sector of the economy like education and health is reduced and added to the budget of defense. The huge amount of money spending every year on management of security in the country is contributing to the in poor funding of education.

### **Shortage of Academic Staff**

Inadequate academic staff is a problem preventing the administration of university education in Nigeria. This submission is confirmed by Ogunode & Abubakar (2022); Ogunode (2020); Ogunode, Yiolokun, & Akeredolu, (2019) NEEDS (2014) submitted that Nigerian universities are understaffed. Ogunode & Abubakar (2021) observed that academic staff or lecturers are faculty members in the higher institutions or in the universities. The lecturers are responsible for implementing the teaching programme; they are the line unit in the university setting, and they deliver academic services of teaching and assessing the students. The roles of the academic staff in the development of the university education cannot be underestimated. It is unfortunate that as important as the academic staff is to the development of the university system, many universities in the country are understaffed. The Nigerian universities face the problem of shortage of lecturers in many departments and faculties, especially in a programme like the sciences. The shortage of lecturers in many departments and faculties is responsible for high teacher-student ratio in the Nigerian universities. Many reasons have been pointed to as responsible for this problem. Ogunode & Adamu (2021) opined that is lack of sound strategic manpower planning for the production of manpower for the nation' higher institutions is another reasons for the shortage of academic staff in the Nigerian higher institutions. The Nigerian government through the various commissions established to oversee the administration of higher institutions in the country have not designed an implementable road map for the production of adequate manpower for higher institutions in the country. The inability of these agencies to draw the strategic plans of ensuring the production of the right manpower for the higher institutions is responsible for the shortage of academic staff in the Nigerian public higher institutions. Ifeanyi, Ogunode & Ajape (2021) concluded that Shortage of academic and non-academic staff in the various public universities in Nigerian has also been linked to poor funding of the universities. Ogunode, Akinlade & Musa (2021) Okebukola (2018) submitted that the university system is short by about 30% in terms of teacher numbers. With about 40% not having PhDs, quality also becomes an issue. Many lack pedagogic and computer literacy skills. Ogunode & Adamu (2021); NEEDS (2014) Ogunode, Ahmed, Gregory, & Abubakar (2020) pointed out to poor motivation is another fundamental reason for shortage of academic staff in the Nigerian public higher institutions. Academic staff working in the Nigerian higher institutions are poorly motivated. Their salaries are not good like other professionals, their working condition and welfares packages is poor and their salaries are not paid. Many qualified trained teachers will not want to work in the educational institutions in Nigeria because of the level of motivation they are getting from the government. Stakeholders attributed skill and personnel shortage to a number of factors, among which are poor salaries and low social prestige accorded teachers especially at the basic level of the education sector. Respondents expressed the view that teaching is generally viewed as the last resort of jobseekers because of the harsh economic realities and poor prestige accorded teachers in the society. Most newly recruited teachers would not mind leaving the profession if and when more attractive jobs become available in the public and private sectors (NEEDS 2014).

### **Inadequate Infrastructural Facilities**

Atobauka & Ogunode (2021) observed that infrastructural facilities is a major resources the university system needs to realize its objective. Infrastructural facilities support effective delivery of teaching, researching and the provision of community services. Infrastructural facilities is one of the greatest materials resources that the universities system cannot do without them. The quality and quantities of infrastructural facilities available in the universities determines to some extent the level of quality of

education outcome of the universities. It is unfortunate that as important as infrastructural facilities to the universities development that many universities in Nigeria are faced with the problem of inadequacies. Researchers have identified different causes for shortage of infrastructural facilities in Nigerian universities. According to Atobauka & Ogunode (2021) inadequate funding is a major problem responsible for inadequate infrastructural facilities in the Nigerian public universities. The budgetary allocation released by the federal and state government the administration of public universities in Nigeria is inadequate and this is affecting the infrastructural development of the universities across the country. Ebehikhalu and Dawam,(2016) also observed that the abysmal state teaching and learning infrastructure in Nigerian Universities is a consequence of the financial imbroglio in the nation's ivory tower, due to government refusal to accord the university its pride of place in terms of funding, and the high level of corruption in the management of universities' resources. Nigerian universities have been grossly underfunded and the consequence of this has manifested in the deficiency of teaching and learning infrastructural facilities development in the universities. Ebehikhalu and Dawam, also submitted that many of the stakeholders in the university system in Nigeria are also responsible for the rot in the university system. ASUU has struggled to force the government to properly fund the universities, but these funds are poorly managed, embezzled and stolen. This high level of corruption is a practice common among the universities' administrators. The corrupt practices are similar to what obtains in the civil service and in the political world. The symptoms of these corrupt practices are manifested in the dilapidated, very substandard and poorly delivered buildings and other infrastructure. Majority of the universities' administrators have seen their positions as opportunity to amass wealth, caring more on how to enhance their financial wherewithal than protecting the integrity of the university system. Another reason posted by Atobauka & Ogunode (2021) is the number of uncompleted projects in Nigerian public universities is another factor responsible for the shortage of infrastructural facilities in the public universities across the country. There are many abandoned infrastructural facilities projects such as lecture halls, libraries, laboratories, administrative and ICT facilities in many public universities in Nigeria. Ololube, (2016) and ASUU, (2016) out of the 701 development projects in Nigeria universities, 163(23.3%) are abandoned and 538(76.7%) are perpetually under on-going projects. Some of the abandoned projects in Nigerian universities are over fifteen years old and some are over forty years old. 76% of Nigerian universities use well as source of water, 45% use pit latrines and 67% of students use bush as toilets. All the aforementioned reasons that were advanced by ASUU are as a result of misappropriation of funds marked for the execution of the projects.

### **Corruption**

Corruption is a major problem facing the university system in Nigeria (Ogunode, 2021; Madaki, 2019; Godwin 2018; Ogunode & Abubakar 2021). Corruption have penetrated the higher institutions (Godwin 2018). On various forms of corruption, Ahmodu, & Sofoluwe (2018), observed that corruption manifests in Nigerian Universities mostly as; bribery, embezzlement, money laundering, financial misappropriation, falsification of academic records, non-remittance of tax or money collected, contract inflation and ghost worker syndrome. On the effects on corruption on the administration of universities, Dare (2008) quoted Ogbondah (2010) who submitted that despite of the inadequacy of allocations to the public university system, any fund made available often go down the drain through the corrupt practices of those entrusted with the implementation of university programmes because of inadequate monitoring of university income and expenditure, such is the grim state of affairs, thus the future will need a paradigm shift. Also, Ogunode, Josiah, & Ajape (2021) acknowledged that inadequate infrastructural facilities in many public universities in Nigeria have been linked to the high rate of corruption in the system. Money provided for infrastructural facilities are diverted and looted, leaving the universities to suffer a shortage of facilities. Ogunode, Josiah, & Ajape (2021) observed that another effect of corruption in the university administration is shortage of academic staff. Because of the corruption practices in the recruitment

processes in the Nigerian public universities, this result to the employment of unqualified staff resulting to shortage of professional teachers in the system. The problems of ghost workers in many public universities have also led to the shortage of staff in the system. Dawood (2012) opines that the senior staff such as the Head Teachers, Principals, Rectors, Provost and Vice-chancellors who are in charge of their institutions' funds do transferring these funds to their personal bank account for their personal use. They are also involved in placing ghost workers on salaries and over invoicing of given contracts.

### **Insecurity Problem**

Insecurity problem is a very big challenge to university education in Nigeria. Ahaotu & Ogunode (2021) observed that Nigerian higher institutions administrators are also battling with the challenges of insecurity in their various institutions. Nigeria is facing numerous securities challenges since the return of democracy in 1999. These securities challenges are directly or indirectly affecting the administration of higher education in the country. For instance, many students and academic staff of higher institutions have been attacked at different times resulting into their death within the campus. The higher institutions environment is not safe for students and lecturers. Ogunode, Okwelogu, Enyinnaya, & Yahaya, (2021) submitted that there are many reports of attacks on academic staff of higher institutions in Nigeria. Some of the reports include that of TVC news of Nov, 3, 2021 that reported the invasion of the University of Abuja staff quarters where a professor and other staff were abducted by unknown gunmen. Vanguard, on 3 Oct 2021 reports that a *lecturer* at the Adekunle Ajasin University, Akungba, Akoko, AAUA, Ondo *state*, had been reportedly *abducted*. On August, 24, 2021 gunmen invaded Nigeria's foremost military institution, the Nigerian Defence Academy, Afaka, Kaduna, killing two officers and abducting one. The interview, on 11 Jun 2021 reported that bandits invaded the institution's staff quarters in the campus and kidnapped two lecturers and eight students at the Nuhu Bamalli Polytechnic, Zaria. Punch, on 9 Sep 2021 reports that four armed Fulani herdsmen have reportedly *kidnapped* a retired *lecturer* at the Federal Polytechnic, Ofa in Kwara *state*. On the effects on insecurity on the universities environment, Musa (2018) noted that the attacks on University of Maiduguri have led to suspension of teaching programme several times. Higher institutions are closed down whenever there is an insecurity problem within the campuses caused by either internal or external actors. Ohiare, Udebu & Ogunode, Rauf (2021) submit that the insecurity problem is another major challenge facing the implementation of curriculum studies programme in tertiary institutions. The teaching programme of the University of Jos was suspended due to the instability that occurred in the city as reported by (Musa 2018, Ogunode, Okwelogu, Enyinnaya, & Yahaya, 2021)).

### **Brain-drain**

Ogunode (2020); Okoli, Ogbondah, & Ewor, (2016) and Ogunode & Adamu (2021) agreed that brain-drain is a major challenges hindering effective administration of the universities in Nigeria. Ehichoya, & Ogunode (2020) viewed Brain-drain as to mass movement of professionals especially the academic staff from developing countries to the developed countries for a better job offer. Brain drain is one of the major factors responsible for poor implementation of teaching programme in Nigerian higher institutions. Many experienced academic staff, professors especially, have been moving out of Nigerian higher institutions to developed countries like USA, Germany, UK etc. for better offer. This is affecting the quality of teaching in the higher institutions in the country. For effective teaching to take place, there is need for adequate professional and experienced lecturers in every higher institution. Factors that accounts for brain-drain in the Nigerian universities according to Ogunode & Atobauka (2021a) posited that poor salary is one of the key cause of brain-drain problem in the Nigerian higher institutions. The monthly salaries that academic staff are receiving is less compare to what other academic staff are been paid in other countries across the World. The inability of the government to adequately fund the various higher institutions in the country is responsible for the poor salaries and other financial benefits given to academic staff in the Nigerian higher

institutions. Other factors responsible for the low salaries include corruption, fall in oil revenue and other sectors in the economy like security, health and infrastructural facilities. Ogunode, Jegede and Musa (2021) observed that poor capacity development is another problem facing majorities of the academic staff of Nigerian universities. Many lecturers in the Nigerian universities are not given the opportunities to access funds to develop themselves. One of the key factors responsible to attract professional to stay and develop their career in an institution is the level of the quality opportunities available for career development in the institutions. In Nigeria's higher institutions, the staff development policies are not well developed, the coverage of the policies for all academic staff is poor. Many academic staff in the system spend their personal money to go for training Ogunode & Atobauka (2021a) also disclosed that unconducive working environment is another major factors responsible for massive movement of academic staff from the higher institution in the country to other part of the world. The working environment constitutes in majorities higher institutions in Nigeria is not conducive for effective service delivery. The working policies, administrative bottleneck, leaderships, quality of supportive services like internet facilities, light and academic freedom is not encouraging in motivating professional to stay and develop their career.

### **Poor Quality Output**

NOUN (2009) submitted that concern has been raised about the decline in the quality of education in Universities, Polytechnics and Colleges of Education. This is evident by the quality of graduates produced by these institutions. Ogunode, Akinlade & Musa (2021) cited Punch, (2021) that reported that Afe Babalola (SAN), the founder of Afe Babalola University, Ado Ekiti, has observed that, the quality of education in Nigeria had degenerated to the extent that, many graduates cannot defend their certificates. Babalola, who expressed displeasure at the growing declining standards of education, particularly university education. Also, Guardian newspaper (2019) reported that the President and Chief Executive Officer, Postgraduate School of Credit and Financial Management, Chris in 2019 who expressed concern over the quality of Nigerian graduates, saying about 95 percent of them are not employable. He lamented that our present crops of graduates do not meet the need of the reality in the workplace and called for an urgent attention from all concerned to address the trend. It was observed that graduates from Nigerian universities are faced with problem of unemployment upon graduation.

### **Strike Actions**

Ahaotu & Ogunode (2021) opined that another problem facing the administrators of higher institutions in Nigeria is the issues of incessant strike action by different unions in higher institutions. Labour unrests by different unions in the Nigeria higher institutions is slowing down the realization of the goals of the higher institutions as well as growth and development. Administrators in Nigerian higher institutions cannot boast of stable academic calendar for a year without strike by one union or the other. Many school administrators have ideas for transformation and innovation for their schools but the strike actions are not allowing them to fully apply the plans and programmes they have for their respective institutions. Lawal & Ogunode (2021) identified another negative effect of strike actions on the higher institutions is that it reduces the quality of education because at the end of the day scheme of work for that semester may not be covered and the students will be push forward to go and write exams. Another major causes of strike actions by different union groups in the Nigerian higher institutions is the non-implementation of agreement reached with the government. The Nigerian government in 2009 signed an agreement with the ASUU and in the agreement the government agreed to eject N1.3 trillion into the universities over five years beginning from 2009, only a fraction of that sum was released. The inability of the government to release the monies has made the ASUU to always embark on strike actions (Lawal & Ogunode 2021). Ogunode (2020) posited that the causes of strike actions by different union groups include; underfunding of the public universities, inadequate infrastructural facilities, poor implementation of agreement reached

with union groups and poor working condition. Ogunode (2020) also observed that the implications of the continuous strike actions on the public universities include; disruption in the academic programme, poor quality of education, bad image for the universities, poor ranking internationally and poor patronage of public universities in Nigeria.

### **Ineffective Research Programme**

Ogunode, Jegede, Adah, Audu, & Ajape, (2021) observed that research programme is one of the major programme of the universities. It is a key to the university's development. Research programme of the universities is one of the key indicators used to measure the performance of the universities. Researchers have identified different reasons for ineffective research programme in the universities in Nigeria. For Yusuf (2012) observed that constraints hampering the realization of research goals in the higher education sector include brain drain problem, inadequate and irregular funding, poor motivation, poor or obsolete research infrastructure and rising workload resulting from deteriorating staff/student ratio. Ogunode, Jegede, Adah, Audu, & Ajape, (2021) opined that Inadequate research fund is a major problem facing research programme in the Nigerian public universities. The budgetary allocation for the administration of research programme is not adequate. Paul (2015), and Odiegwu, (2009) pointed out that the prevalent epileptic kind of power supply cannot support meaningful research activities in higher institutions of learning in Nigeria. Statistics have shown that poor electricity supply in the country is endangering the growth of the critical sectors of the economy in which the education sector is not singled out. Strike action by different union groups in the public universities in Nigeria is a very enormous challenge according to Ogunode, Jegede, Adah, Audu, & Ajape, (2021) facing the administration of research programme in the universities. We know Nigerian public universities for strike actions. The refusal of the federal government to implement the agreement reached with the different union groups in the universities led to the incessant strike actions.

### **Political Influence**

Ogunode (2020) argued that political influence is a big challenge facing the administration of public universities in Nigeria. The public universities have been designed to function with political officer holders or politician in the country. The school administrators of public universities are answerable to the governing council constituted by the government to manage the affair of the public universities in the country. Ogunode & Abubakar, (2020) opined that the activities of these governing councils is affecting effective administration of the public universities in Nigeria. The alarming level of political interference in the administration of public universities in Nigeria is frightening. The visitors of the universities who are the chief executives (president/governor) have reserved powers to appoint the chancellors and constitute the governing council of various universities under them and select their cronies as members. These appointees in turn interfere in the internal management of the university such selection of VCs and other principal officers of the universities. This practice is seriously jeopardizing the administrations of universities in Nigeria

### **Way Forward**

Based on these problems identified. The following were recommended:

1. The government should increase the funding of all public universities in the country. This will aid the infrastructural development of the universities. This will help Universities administrators to implements policies and programme that will aid the development of the universities.
2. The government should employ more academic and non-academic staff in all the public universities in the country.

3. The government should provide adequate infrastructural facilities to cope with the current increased population enrolment in Higher education and provision of adequate funds for the construction and rehabilitation of collapsed buildings.
4. The government should fight all forms of insecurity in the country. The government should provide adequate security to all the educational institutions in the country especially educational institutions in the Northeast Nigeria.
5. The government should grant full autonomy to all the higher institutions in the country especially the universities. This will help to prevent political influence in the administration of public universities.
6. To improved management effectiveness of public universities in the country, the government should review the salaries and welfare packages of academic staff and non-academic staff. This will help to prevent brain-drain
7. The government should implement all agreement reached with different union groups in the public universities are implemented to avoid strike actions in the public universities; and

### Conclusion

University education is vital to the development of the country. University education is designed to solve societal problems. University education is the only educational system that cater for the totality of man and the society. It unfortunate that as important as the university education to the development of the country, that universities in Nigeria are faced with many challenges. This paper examined the problems Nigerian public universities are faced with and the following problems were identified: inadequate funding, shortage of academic staff, inadequate infrastructural facilities, corruption, insecurity programme, Brain-drain, poor quality output, strike actions, ineffective research programme and political influence problems faced by public universities in Nigeria. In order to provide lasting solution, the paper among other many recommendation recommended that the government should increase the funding of all public universities in the country. This will aid the infrastructural development of the universities. This will help Universities administrators to implements policies and programme that will aid the development of Nigeria universities etc.

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