

[DOI: 10.20472/TEC.2018.005.010](https://doi.org/10.20472/TEC.2018.005.010)

OLUMUYIWA VIATONU

MICHAEL OTEDOLA COLLEGE OF PRIMARY EDUCATION, Nigeria

MUKAILA OLAGUNJU

MICHAEL OTEDOLA COLLEGE OF PRIMARY EDUCATION, Nigeria

CHARLES ILLO

MICHAEL OTEDOLA COLLEGE OF PRIMARY EDUCATION, Nigeria

IDRIS SALAMI

MICHAEL OTEDOLA COLLEGE OF PRIMARY EDUCATION, Nigeria

ABEDEEN SULUKA

MICHAEL OTEDOLA COLLEGE OF PRIMARY EDUCATION, Nigeria

BOLAYEMI ALAKA-OSINOWO

MICHAEL OTEDOLA COLLEGE OF PRIMARY EDUCATION, Nigeria

OLAYINKA DAGUNDURO

MICHAEL OTEDOLA COLLEGE OF PRIMARY EDUCATION, Nigeria

**A COMPARATIVE STUDY OF LECTURER QUALITY AND SUPPORT
FOR RESEARCH OUTPUT IN SELECTED PUBLIC AND PRIVATE
UNIVERSITIES IN SOUTHWEST, NIGERIA**

Abstract:

The study set out to compare the quality of lecturers available in and the support for research and publication in selected public and private universities in southwest Nigeria. The descriptive survey research design was adopted for the study. Stratified random sampling technique was used to select 77 (40 public and 37 private) lecturers from 12 (six public and six private) selected universities in southwest Nigeria. Research and Knowledge Dissemination Questionnaire for Academic Staff in Nigerian Universities (RKDQ-ASNU) with a reliability coefficient of 0.75, which had been used in a previous study, was used for data collection. The data collected were analyzed using frequency counts and simple percentages while t-test was used to test the hypotheses at 0.05 level of significance. The results showed that the quality of lecturers (as measured by cadre/status/grade and qualification) employed by public universities was higher and better than those employed in private universities. On a general note, lecturers in public universities enjoyed more support for research and publication than their counterparts in private universities but lecturers in private universities were found to be better than their counterparts in public universities in terms of access to financial support for compulsory annual research leave and organization of seminars and conferences for staff by the institutions. Based on the findings of the study, it was recommended that private universities should recruit high caliber staff with requisite academic qualifications and provide an enabling environment for their lecturers to develop on the job through improved conditions of service and job security. Proprietors of public and private universities should allocate adequate funds to research activities in their institutions by granting more access to research grants and providing more financial support for lecturers to attend conferences, workshops and seminars.

Keywords:

Lecturer quality, research output, publication, public and private □ □□ universities, southwest Nigeria.

JEL Classification: I23, I29

Introduction

All over the world, education has been acknowledged as a propeller for socio-cultural, political and economic development in every society. The importance of education has been underscored by the fundamental role it plays in the technological advancement of any nation. That is why the growth and development of any nation in terms of social, economic, political, cultural and technological is premised or anchored on the level of education of that nation. The importance attached to education is further evidenced in the huge financial resources allocated to the sector by both developed and developing countries of the world. Thus for this and other reasons, the demand for education, particularly higher (university) education, has been on the increase.

The importance of education to the global community is further demonstrated with the resolution of the United Nations (UN), through its educational and scientific arm (UNESCO), to all its 193 member-nations to allocate a reasonable percentage (26%) of their annual budgets to education. This resolution was borne out of the fact that education brings about knowledge in the individual and enhances socio-political and economic ability within the society (Oni and Alade, 2010). This explains why the demand for education by youths and individuals of school going age has been on the increase in recent times. This is because education imparts knowledge and skills that make an individual to be a fully integrated and useful member of the society (Briggs, 2013).

One fundamental point about education is that it enhances life as it is expected to be self-sustaining. It is also what helps individuals to have a good grasp of their culture and to be fully integrated into their societies. Thus, while education leads to the acquisition of knowledge, life-long skills, habits and value orientation necessary for productive living in the society (Adesina, 1985), university education is seen as an important instrument for the development of knowledge for building the economy and development of human capital (World Bank, 2010). Developed and developing countries of the world can achieve sustainable growth and development through manpower training and human resources development at higher level of education. This is because human capital development, which can only be provided at the higher (university) education level, has been recognized as a necessary tool for national development all over the world. This human capital development enables the individuals to acquire skills and techniques necessary for the advancement of their society.

The objectives of university education differ from one country to another. However, developed countries of the world tend to appreciate the essence of university education more than the developing countries as the former have felt its impact (particularly in the area of human capital development) in the course of their historical development, a phase that the latter may just be passing through.

In Nigeria, the objectives of university education as stated in the National Policy on Education (2013) include to:

- a. contribute to national development through high level relevant manpower training,
- b. develop and inculcate proper values for the survival of the individual and society,
- c. develop the intellectual capability of individuals to understand and appreciate their local and external environments,
- d. acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society
- e. promote and encourage scholarship and community service,
- f. forge and cement national unity, and
- g. promote national and international understanding and interaction.

In order to accomplish the objectives of university education in Nigeria, the Federal government realized that government's sole ownership and funding of universities could no longer be sustained, unless private individuals or organizations collaborate with the government in the establishment, funding and management of university education in Nigeria (FRN, 2013). This is borne out of the fact that globally university education has been recognized as an instrument per excellence for wealth creation, human capital development and the construction of a knowledge economy as university education is seen as the bedrock, facilitator and the driving force for a strong social, cultural, political, religious and economic development of any society (World Bank, 2010; Peretomode, 2008).

Having realized the importance of university education as highly fundamental to the development of knowledge and the production of skilled manpower for the country, which is a sine qua non for economic growth and social development, and pursuant to its resolve to deregulate higher education in the country, the Nigerian government came up with the policy of deregulation of university education which is capable of stimulating access to and expanding the university education system (Ekundayo, 2008).

The deregulation policy of the Federal Government which allows private ownership of universities led to the proliferation of private universities in the country with its attendant

challenges in areas such as diversity of programmes, operations, quality of staff, mode of students' admission and assessment, and availability of and access to learning resources. The quality of staff employed by universities (public and private) is one of the major issues confronting the university system in Nigeria but the problem is more critical in private than public universities. Studies (Okebukola, 2010; Okoro and Okoro, 2014, Oluwasanya, 2014; Viatonu, 2016) have shown that most private universities in Nigeria do not have the required faculty both in quality and quantity to teach and conduct research. Many private universities in the country operate with limited number of full time teaching and non-teaching staff as most of their teaching staff are either on part-time, sabbatical or contract appointment without the requisite qualification (Ph.D) as stipulated by the National Universities Commission (Ige, 2013; Oluwasanya, 2014).

Also, government's decision to allow private initiatives in the provision of education at all levels, especially university education, was borne out of the problems that have bedeviled the university system. One of such problems is the deplorable state of public universities in Nigeria in the area of curriculum offered, programmes and available physical facilities brought about by government's lack of or inadequate funding of universities in particular and education in general. This problem has in one way or the other affected staff (especially lecturers) productivity in terms of lecturer quality and output in the area of research which has culminated in the low or no ranking of Nigerian universities. For instance, the 2017 Webometrics Ranking of World Universities, also known as Ranking Web of Universities, which uses research relevance across higher institutions of learning all over the world, ranked the best university in Nigeria (University of Ibadan) as 9th in Africa and 1032nd in the world, followed by Covenant University Ota (2037th), University of Nigeria, Nsukka (2221st) and Obafemi Awolowo University, Ile-Ife (2239th) respectively (CSIC, 2017).

The Webometrics Ranking is a ranking system for the world's universities based on a composite indicator that takes into account both the volume of the web contents and the visibility and impact of these web publications according to the number of external in-links they received. The aim of the ranking is to improve the presence of the academic and research institutions on the web and to promote open access publication of scientific results. This can only be achieved by engaging high quality academic staff who will conduct rigorous research and make the outcome of the research known to the society for proper planning among other purposes.

In a related development, The Times Higher Education (THE, 2017) World University Rankings for 2018 released on 5th September 2017, which combine programmes and instructional content as part of the criteria for university ranking, have revealed the top 1000 universities in the world in which the best university in Nigeria - University of Ibadan - was ranked as the 11th best in Africa and 800-1000th in the world. This development has

far reaching implications not only for the university system but also for the entire education system in the country. One of the implications directly affects the appointment of faculty in the universities in that the operations and programmes of Nigerian universities as measured by the quality of lecturers employed and their research output cannot be compared to international standards. With regard to the products of the university system, it has been argued that the low rankings of public universities in Nigeria occasioned by their poor research output and low quality staff are such that cannot make their graduates to be competitive, employable and to contribute meaningfully to the socio-economic and political development of the nation (Oluwasanya, 2014; Viatonu, 2016; Lawal and Viatonu, 2017).

Tertiary institutions, particularly universities, have 3 major missions to fulfill. These are teaching, research and dissemination of knowledge to the society and community service. In order to successfully carry out these functions, universities need to be able to respond effectively to changing education and training needs, adapt to rapidly changing education landscape, and adopt more flexible modes of organization with a view to assessing their operation and efficiency. However, differences in the subject-mix across the university system are usually not taken into consideration. Teixeira, Sarrico, Rosa and Cardoso (2009) argued that a part of institutional differences on efficiency in some countries in Europe such as Portugal, are due to differences in the composition of subjects: some institutions are technical while others focus more on social science courses. This development has put universities in a situation to play a major role in the socio-economic development of any nation hence it is a catalyst in helping developing countries rise to the challenges of knowledge economy and assists in the improvement of institutional regime through the training of competent and responsible professionals needed for sound macroeconomic and management of the public sector. This is why the academic and research activities of universities are expected to provide crucial support for the national innovation system.

In public and private universities, the lack of qualified full-time teaching staff is an important contributor to poor quality. Garcia-Guadilla (1998) reported that in Latin America, the share of senior level teaching staff (Senior Lecturer and above) with doctoral degrees teaching in public universities is less than 6 percent; those with master's degree is less than 26 percent; more than 60 percent of the teachers in public universities work on part-time basis; the proportion in the private universities is as high as 86 percent. In the Philippines, Garcia- Guadilla (1998) went further, only 7 percent of the senior teaching staff (Senior Lecturer and above) hold doctoral degrees, 26 percent have master's degrees. This trend is similar to what is obtained in most private universities in Nigeria. As noted by Okebukola (2010) and Okoro and Okoro (2014) most of the teaching staff in private universities do not have the requisite qualification to teach in universities.

This is an indication that staffing is a major problem in the university system in Nigeria but the problem is more critical in private than public universities.

A corollary to the foregoing is job insecurity. The condition of service in the private universities does not provide job security as what is obtainable in public universities. For this reason, private universities do not and cannot attract good staff to their institutions as much as they should (Bamiro, 2012). This situation may not be unconnected with the poor remuneration system that is available in private universities and the knowledge that staffers in private institutions have that the proprietors can hire and fire them at will. This has made it difficult for private universities to attract the best hands in the sector hence they make do with what is available in the society, some of whom were rejected by the public universities as unqualified. This situation tends to affect their level of commitment and output (Okojie, 2010).

Closely related to the foregoing is the mass exodus of lecturers also known as “brain drain” which has left a negative impact on universities in Nigeria. This refers to a situation of widespread migration of academic/teaching staff from universities in the country to universities or equivalent institutions abroad for better service reward (Akindutire, 2004). Decay in physical facilities and salary erosion for decades have either led or contributed to brain drain of lecturers and hindered the recruitment of new faculty. It has been estimated that between 1988 and 1990, over 1000 teaching staff left the services of Federal universities in Nigeria (Bangura, 1994). The brain drain created some problems for the university system as the lecturers who left the system were arguably some of the best hands that the system could boast of at that period. The implication of this is that the university system had to make do with what was available to it. Other reasons adduced for brain drain range from declining financial attractions of university employment compared to other opportunities, rising workloads associated with deteriorating staff/student ratios, frustration, seeking more challenges in the private sector where their services will be better appreciated to seeking greener pastures abroad (Odetunde,2004; Oluwasanya, 2014). The brain drain was largely due to the economic crisis of the mid-1980s to the early 1990s, which was compounded by the devaluation of the naira occasioned by the Structural Adjustment Programme (SAP) (Okebukola, 2010). When there is exodus of brilliant and seasoned faculty from the university system, the quality of education delivery will be threatened (Asiyai, 2013). The implication of this can be seen in the quality of graduates produced by the university system as no system can rise above the quality of its teachers.

Since the gradual but progressive exodus of lecturers from Nigerian universities, the system has ceased to be a place for innovation. This situation, according to Akinnaso (2012), degenerated to the level that it was practically difficult for universities to keep their best hands; as staff welfare was relegated to the background. Staff unions like the

Academic Staff Union of Universities (ASUU) were left with no option but to fight for the welfare of their members through prolonged industrial actions. This nearly turned the ASUU to a trade/labour union rather than a professional association that it is supposed to be. This unwholesome practice has often pitched ASUU and other staff unions against university management on the one hand and the labour unions and the government on the other hand. The implication of this situation is that academic calendar is unduly prolonged, curriculum (programme) is unnecessarily abridged with loss of substance, quality of programmes is compromised and the students bear the brunt of the whole situation by being sent out into the society without any entrepreneurial or vocational skills to survive in the ever competitive labour market. This is the ugly situation that many university graduates in Nigeria tend to find themselves. Unfortunately, they find it difficult to survive in this difficult situation hence the unemployment rate in the country is quite high.

The quality of staff, among other issues, has made it rather difficult for institutions to strengthen their quality assurance mechanism. Quality assurance has both internal and external components to the institution. Internal quality assurance components include the internal examiner system and internal academic and management audit. The essence of this is for the institution to assure itself that it is on the right track to fulfilling the objectives for which it was set up in terms of quality of input, process and output (Okebukola, 2010). External validation of institutional quality assurance has become imperative in the desire to compare an institution with others having the same mission and vision. To this end, universities in Nigeria have employed some variables to determine the quality assurance of their programmes and institutions. These variables, according to Okojie (2010) and Asiyai (2013), include: minimum academic standard, accreditation, publications and research assessment, structures, accreditation of programmes or institutions, monitoring, assessment and evaluation of existing staff strength, students and facilities, capacity building for teaching and non-teaching staff, exchange programmes for teaching personnel and students.

Against the backdrop of the foregoing issues discussed in the study, and the need to compare the quality of lecturers employed by public and private universities in southwest Nigeria and which mode of university (public or private) supports research and publications better in the two modes of university that the present study seeks to compare lecturer quality and support for research and publication in selected public and private universities in southwest Nigeria.

Statement of the Problem

The importance of university education in human capital development has been highlighted as an instrument per excellence for the socio-economic and political development of any society. This is because education has been recognized as the solution to the social, political, religious, cultural and economic problems of the country. However, this and other objectives as stated in the National Policy on Education could not be attained as the existing public universities could not provide admission spaces for the teeming and qualified youths who seek admission into these universities annually with their outdated and inadequate learning facilities. It has therefore become imperative for more universities to be established to complement the existing public ones, hence the establishment of private universities. The establishment of more private universities has brought about diversity of ownership and programmes, mode of operations, quantity and quality of lecturers employed in the system, academic and research activities, methods of disseminating research outcomes and other university activities and experiences. However, the quality of staff of private universities, particularly the academic staff, has been rated as low largely due to the for-profit inclination for establishing them.

Since the inception of the first university in Nigeria in 1948 and the evolution of private universities in the country in 1999, the university system has been faced with an avalanche of problems such as the issue of quality of programmes offered by public and private universities, quality of academic staff employed by public and private universities and their research output. However, since 2003 when the first set of private universities produced their first set of graduates, there have not been any known empirical studies that attempted to compare lecturer quality and research output in public and private universities in southwest, Nigeria. The present study therefore made a comparative study of lecturer quality and research output of public and private universities in southwest, Nigeria.

Hypotheses

The following hypotheses were stated and tested in the study at 0.05 level of significance:

Ho1: There is no significant difference between public and private universities in southwest Nigeria in terms of quality of lecturers employed.

Ho2: There is no significant difference between public and private universities in southwest Nigeria in terms of support for research output and publication.

METHODOLOGY

Research Design

The study adopted descriptive research design. This design was used for the study because the data collected covered a wide range of sample area for making comparison between public and private universities in the areas of lecturer quality and support for research output and publication.

Instrument

The instrument used to collect data was Research and Knowledge Dissemination Questionnaire for Academic Staff in Nigerian Universities (RKDQ-ASNU) designed and validated by the researchers. It has been used in a previous study (Viatonu, 2016). It has three sections: section A elicited personal information from the respondents such as name of institution, gender, academic department, cadre/status, years of teaching experience and type of institution (public or private). Section B consisted of items on the availability and adequacy of certain facilities in the institution while Section C covered items on support for academic conferences and publications. When the instrument was administered on two selected institutions –Lagos State University, Ojo, Lagos (public) and Redeemer University, Ogun State (private) which were not among the sampled universities for the study- a reliability coefficient of 0.75 was derived for the instrument. This was an indication that the instrument was suitable and reliable for the study.

Population and Sample

The population of the study consisted of all lecturers in public and private universities in the six (6) States that make up the southwest geo-political zone in Nigeria. The States are Lagos, Ogun, Oyo, Osun, Ondo and Ekiti. The sample comprised 77 (47 public and 30 private) lecturers from 12 (six public and six private) universities in southwest Nigeria. Stratified random sampling technique was used to select the respondents for the study. The respondents cut across all cadres and departments /faculties of the selected universities in the six States in southwest, Nigeria.

Data Analysis

The data collected were analyzed using frequency counts and percentages while the two stated hypotheses were tested using t-test at 0.05 level of significance.

Results

Table 1: Distribution of Respondents by Type of University

Type of University	N	%
Public	47	61.1
Private	30	38.9
Total	77	100.0

Table 1 shows that 47 (61.1%) of the respondents were from public universities while 30 (38.9%) were from private universities.

Test of Hypotheses

Ho1: There is no significant difference between public and private universities in southwest Nigeria in terms of quality of lecturers employed.

In order to test this hypothesis, the responses of the sampled (77) lecturers were analyzed using descriptive statistics. The summary is presented in table 2.

Table 2: Quality of Academic Staff in Public and Private Universities

Cadre	Option	Permanent		Contract		Sabbatical		Total		Better in
		Pub.	Prv	Pub	Prv	Pub	prv	Pub	Prv	
Professor	Min	2	1	1	1	0	1	1	1	Public
	Max	6	4	2	4	0	1	13	6	
	Mean	3.0	2.0	0.0	1.0	0.0	1.0	3.0	2.0	
Assoc. Prof/ Reader	Min	1	1	1	1	2	0	1	2	Public
	Max	6	4	4	4	2	0	6	4	
	Mean	3.0	1.0	1.0	1.0	0.0	0.0	4.0	2.0	
Senior Lecturer	Min	1	1	1	1	1	0	1	1	Public
	Max	7	4	3	4	1	0	7	5	
	Mean	5.0	2.0	1.0	1.0	0.0	0.0	4.0	2.0	
Lecturer I	Min	1	1	2	1	3	0	1	1	Public
	Max	4	3	2	2	3	0	4	4	
	Mean	2.0	1.0	0.0	0.0	0.0	0.0	4.0	2.0	
Lecturer II	Min	1	1	1	1	3	0	1	1	Public

	Max	5	3	6	6	3	0	5	3	
	Mean	2.0	1.0	0.0	1.0	0.0	0.0	2.0	1.0	
Assist. Lecturer	Min	1	1	0	1	0	0	1	1	Public
	Max	3	2	0	2	0	0	3	2	
	Mean	1.0	1.0	0.0	0.0	0.0	0.0	2.0	1.0	
Graduate Assist.	Min	1	1	1	1	0	0	1	1	Public
	Max	1	2	1	1	0	0	2	1	
	Mean	1.0	1.0	0.0	0.0	0.0	0.0	1.0	0.0	

The result in table 2 reveals that public universities in southwest Nigeria have more Professors (mean= 3.0 per department) than private universities (mean = 2.0 per department); public universities have more Associate Professors/Readers (mean = 4.0 per department) than their private counterparts (mean = 2.0 per department); Senior Lecturers were more in public (mean = 4.0 per department) than private universities (mean = 2.0 per department); Lecturer 1 cadre was more in public (mean =4.0 per department) than in the private universities (mean =2.0 per department); Lecturer II cadre was more in public (mean =2.0 per department) than in private universities (mean = 1.0 per department). There were more of Assistant Lecturers in public universities (mean =2.0 per department) than in private universities (mean = 1.0 per department) while Graduate Assistant cadre was more in public (mean = 1.0 per department) than in the private universities (mean = 0.0 per department). Therefore, it can be inferred that the quality of lecturers, as measured by the status/cadre/grade, was better (quality) and more (quantity) in public universities than in private universities. However, in order to establish the status of the difference that existed between public and private universities in the quality of their lecturers, t-test statistic was used to determine if there was any significant difference and the analysis is presented in table 3.

Table 3: Summary of t-test Analysis showing Difference between Public and Private Universities in Quality of Academic Staff

Variable	N	Mean	Std.D	T	Df	Sig.	Remark
Public Universities Lecturers	47	38.255	5.139	3.471	75	0.036	Sig.
Private Universities Lecturers	30	30.000	12.120				

Table 3 reveals that there was a significant difference between public and private universities in southwest Nigeria in the quality of academic staff ($t = 3.47$; $df = 75$; $p < 0.05$). The implication of this is that the quality of lecturers is significantly higher and better in public universities than private universities. Therefore, the hypothesis which states that there is no significant difference between public and private universities in southwest Nigeria in terms of lecturer quality is hereby rejected.

Ho2: There is no significant difference between public and private universities in southwest Nigeria in terms of support for research output and publication.

To test this hypothesis, the responses of 77 (47 public and 30 private universities) academic staff were analyzed. The result is presented in table 4.

Table 4: Support for Research Output in Public and Private Universities

S/N	Items	Public (mean score)	Private (mean score)	Better supported in
1	Access to research grant	1.89	1.73	Public
2	Access to conference attendance grant	2.19	2.20	Private
3	Access to financial support for publication	1.96	2.03	Private
4	Compulsory research leave per session	1.81	1.90	Private
5	Organization of conferences in the	2.49	2.37	Public
6	institution Seminars and workshops organized for staff	2.51	2.60	Private
Weighted Average		2.14	2.13	Public

Table 4 reveals that there was more support for academic staff in public universities on research grant (mean =1.89) than their counterparts in private universities (mean = 1.73) and in the organization of conferences (mean =2.49) than that of private universities (2.37). However, academic staff in private universities enjoyed more grants to attend conferences (mean =2.20) than their counterparts in public universities (mean =2.19); in financial support for publications private universities (mean =2.03), public universities (mean =1.96); compulsory annual research leave private universities (mean = 1.90), public universities (mean =1.81); seminars and workshops for staff private universities (mean =2.60), public universities (mean =2.51). Generally, academic staff in public universities enjoyed about the same support for research output and publications (weighted average =2.14) with their counterparts in private universities (weighted average =2.13). The mean scores were so close that t-test statistic was used to determine if the difference was significant. The result is presented in table 5.

Table 5: Summary of t-test Analysis showing Difference between Public and Private Universities in Support for Research and Publications

Variable	N	Mean	Std.D	T	Df	Sig.	Remark
Public Universities Lecturers	47	12.787	1.876	.123	75	.902	Not Significant
Private Universities Lecturers	30	12.733	1.874				

Table 5 reveals that there is no significant difference between public and private universities in southwest Nigeria in terms of support for academic staff in research and publication ($t = 0.12$; $df = 75$; $p > 0.05$). This is an indication that there was equal support or opportunity for academic staff for research and publication in public and private universities. Therefore, the hypothesis which states that there is no significant difference between public and private universities in southwest Nigeria in support for research and development is hereby accepted.

Discussion of Findings

The findings of the study have revealed that the quality of academic staff in public universities is higher and better than that of their counterparts in private universities. The findings also showed that public universities had all cadres of lecturers ranging from the least cadre (Graduate Assistant) to the highest level (Professor). This finding may not be unconnected with government policy directive to all universities (public or private) to employ the services of highly qualified staff for teaching and research purposes. Government tends to assess or determine adherence to its policy standards through regular accreditation exercise of the institutions. One of the criteria for full accreditation of programmes is quantity and quality of academic staff. This finding corroborates earlier studies (Ige, 2013; Viatonu, 2016; Lawal and Viatonu, 2017) which averred that due to lack of job security and poor conditions of service, private universities are unable to attract quality academic staff into their fold. Moreover, public universities have the financial capacity to employ high quality academic staff. The inability to attract quality staff, among other factors, makes private universities to operate with limited and sometimes unqualified academic staff.

The study also revealed that academic staff in public universities in southwest Nigeria enjoyed more support than their counterparts in private universities in the areas of organization of conferences and access to research grants while academic staff in private universities are better than their counterparts in public universities in access to financial support for compulsory annual research leave and organization of seminars and conferences for staff by the institutions. On a general note however, the study revealed that academic staff in public universities enjoy support for research and publication more than their counterparts in private universities. This may not be unconnected with the notion in institutions of higher learning especially universities that academic staff need to constantly publish their research findings for the society in order to remain relevant in the scheme of things and for upward mobility. Hence the cliché in the university system in Nigeria: publish or perish. This is one of the purposes of university education: to conduct research. This finding is in congruence with earlier studies (World Bank, 2010; Ige, 2013; Okoro and Okoro, 2014) which revealed that the essence of university education has not changed significantly from institution providing facilities for teaching and research with the

power to grant academic degrees and innovations for the socio-economic empowerment of individuals and engage in community development.

Conclusion and Recommendations

All over the world, universities are established to engage in teaching, research and community service among other objectives. For the universities to perform these functions effectively, they must engage the services of highly qualified, experienced and quality academic staff. However, while public universities seem to be doing well in this aspect, the same cannot be said about private universities whose quality of staff has been called to question. This may be due to the fact that the motive behind the establishment of private university is to make profit. High quality academic staff will enhance quality research in the universities thereby upholding the purpose for which universities were established.

In the light of the foregoing, the study recommends that public and private universities in southwest Nigeria should recruit more lecturers to cope with the ever increasing student population in the system. In particular, private universities should improve the quality of academic staff by recruiting high caliber staff who possess the requisite academic and professional qualifications and also provide the enabling environment through improved conditions of service and provision of necessary infrastructural facilities.

In order to enhance the quality of their research, public and private universities should allocate more funds to research activities in their institutions by providing more financial support to lecturers to attend local and international conferences, workshops and seminars. Specifically, academic staff in public universities should be provided more financial support for publication while their counterparts in private universities should be granted more access to research grants.

References

- ADESINA, S. (1985). *Foundation Studies in Education*. Ibadan: university Press Ltd.
- AKINDUTIRE, I. O. (2004). *Administration of Higher Education*. Lagos: Sunray Press.
- AKINNASO, A. (2012). University Education in Nigeria: Problems and solutions. The Punch Newspaper, March 13.
- ASIYAI, R. I. (2013). Challenges of Quality in Higher Education in Nigeria in the 21st Century. *International Journal of Educational Planning and Administration*, 3 (2):159-172.

- BAMIRO, O. A. (2012). Tertiary Education in Nigeria and the Challenge of Corporate Governance. A Lecture presented at Tertiary Education Trust fund (TETFund) Year 2012 Planning Workshop held at National Universities Commission, Abuja 7th-8th August.
- BANGURA, Y. (1994). Intellectuals, Economic Reforms and Social Change: constraints and Opportunities in the formation of Nigerian Technology. *Development and Change* 25(2), 261-305.
- BRIGGS, N. (2013). An Overview of University Education and Administration in Nigeria. A Guest Lecture presented at a 3-day Retreat organized for members of the Governing Council of Rivers State University of Science and Technology, 23rd January.
- CONSEJO Superior de Investigacione Cientificas (CSIC) (2017). *Webometrics ranking of world universities*. Consejo Superior de Investigaciones Cientificas. Cybermetrics Lab. Spain. Retrieved from www.mavir.net.
- EKUNDAYO, T. A. (2008). Expanding Access to Higher Education in Nigeria: The Question of Quality Control. *Reforming Higher Education in Africa*. 5, 22-36.
- FEDERAL REPUBLIC OF NIGERIA (2013). *National Policy on Education*. Abuja: NERDC Press.
- GARCIA-GUADILLA, C. (1998). *Situacion Principales dinamicas de transformation de la educacion superior en America Latina*. Caracas: UNESCO Regional Centre for Higher Education in Latin America and the Caribbean (CRESALC).
- IGE, A. M. (2013). Evolution of Private Universities in Nigeria: Matters arising and the way forward. *Educational Research and Reviews* 8(2), 41-50.
- LAWAL, B. O. and VIATONU, O. (2017). A Comparative Study of Students' Access to and Utilization of Learning Resources in Selected Public and Private Universities in Southwest, Nigeria. *Journal of Education and Practice*, 8 (3), 71-77.
- ODETUNDE, C. (2004). The State of Higher Education in Nigeria. retrieved [http://w.www..Nigeriadeltacongress.com/sarticle/state of higher education](http://w.www..Nigeriadeltacongress.com/sarticle/state%20of%20higher%20education).
- OKEBUKOLA, P. (2010). Fifty Years of Higher Education in Nigeria: Trends in Quality Assurance. A paper presented at the International Conference on the contributions of the Nigerian Universities to the 50th Independence Anniversary of Nigeria Sept. 27-29
- OKOJIE, J. A. (2010). *System and Strategies for funding Nigerian Universities*. A paper presented at NAPE Conference.
- OKORO,N. P. and OKORO, E. O. (2014). Time and Change: Development of Private Universities in Nigeria. *International Journal of Business and Social Science* 5 (9), 186-192.
- OLUWASANYA, A.T. (2014). The Challenges of Human Resources Development in Nigerian Private Universities. *Journal of Business Management and Social Sciences Research* 3(2), 1-9.

- ONI, A. A. and ALADE, I.A.(2010). Towards Improving the Status of Higher Education in Nigeria. *Journal of Empirical Research* 8(3), 16-31.
- PERETOMODE, V. F. (2008). What is higher in higher education. Benin-City: Justice Jecko press and publishers Ltd
- TEIXERA, P.; SARRICO, C.; ROSA, M. J. and CARDOSO, M. F. (2009). Subject-Mix and Performance in Portuguese Universities. *European Journal of Operational Research*.
- THE TIMES HIGHER EDUCATION (2017) Best Universities in the World 2018. Retrieved at <https://www.times-higher-education.com/student/best-universities/best-universities-world>.
- UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANIZATION-UNESCO (1997) World Statistical Outlook on Tertiary Education. UNESCO Statistical Office.
- VIATONU, O. (2016). A Comparative Analysis of the Operations and Programmes of Public and Private Universities in Southwestern Nigeria, 1999-2009. Unpublished Ph.D Thesis, Department of Teacher Education, University of Ibadan, Ibadan, Nigeria.
- WORLD BANK. (2010). *Higher Education in Developing Countries: Peril and Promise*. Washington D.C.The World Bank.