# IMPLICATIONS OF RANKING FOR NIGERIA UNIVERSITIES

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**Abstract**

*Nigeria has abundance of talented university scholars who have excelled elsewhere but appeared incapacitated at home. There has been a great concern over low ranking of Nigerian universities (as none is quoted among the top 500) in the world. Whatever makes our abundant talents fail at home and excel abroad must be identified and neutralized for our benefit and that of our future generations. Taking a critical look at the rankings of Nigeria's universities nationally, continentally and globally against the backdrops of university goals, university rankings indicators and their relevance to economic, social, and political growth/ development, we observed that Nigeria's universities have retrogressed at an increasing rate in their economic growth. Nigeria's university administrators should think globally in order to maintain universities of internationally comparable quality. This is the focus of this study. A descriptive survey was carried out involving the use of questionnaire as instrument and respondents will be drawn from university academics in Nigeria. The problems related to the key performance criteria were grouped into the following areas: teaching (the learning environment), research (volume, income and reputation), facilities, academic reputation, student-to-faculty ratio (staff, students and research), international faculty ratio and student ratio and industrial impact (knowledge transfer).The major findings responsible for low ranking are incessant strikes by university teachers, inadequate funding of universities, lack of facilities and equipment needed by Nigerian universities, poor staff / student's research, low International faculty ratio as well as lack of appropriate standard for ranking universities in Nigeria. We recommended that emphasis should be laid on subject/ discipline ranking system for adoption by Nigerian governments as a barometer for increased funding of public universities in order to arrest graduate unemployment.*

**Keywords: Ranking, Implications, Funding, Strike,** development, graduate employment

**Background of the Study**

In the past decade, the term world class university has become a catcher phrase for not simply improving the quality of learning and research in university education but more importantly for developing the capacity to compete in the global tertiary education market through the acquisition and creation of advanced knowledge.

With students looking forward to attend the best possible institution they can afford, often regardless of national borders; and governments keen on maximizing the returns on their investment on universities, global standing has become an increasingly important concern for institutions around the world **(Williams and Van-Dyke 2007).**

The paradox of the world class university, however as Albach (**2004)** has succinctly and accurately observed, is that everyone wants one, no one knows what bit is, and no one knows how to get one. To become a member of the exclusive group of World Class University is not something that one achieves by self-declaration. This is an elite status conferred by the outside world on the basis of international recognition.

Until recently the process involved a subjective qualification based mostly on reputation. For example, Ivy league universities in the United states of America, such as Harvard, Yale, Cornell, or Oxford and Cambridge in the United Kingdom have traditionally been counted among the exclusive group of elite universities. But no direct or rigorous measure was available to substantiate their superior status in terms of training of graduates, research outputs and technology transfer. Even the higher salaries captured by their graduates could be interpreted as a signaling proxy as much as the true value of their education. With the proliferation of league tables in the past few years, however more systematic ways of identifying and classifying world class universities have appeared **(IHEP,2007)**

In term of population and enrollment, the huge size of the leading Universities of Latin American Countries such as Mexico and Argentina –the Autonomous University of Mexico (UNAM) has 137,000 students and the University of Buenos Aires (UAB) has 183,000.

Such high population certainly becomes a major factor in explaining why these universities have failed to enter the top league, despite having a few excellent departments and research centers which are undoubtedly world-class. At the other extreme, Beijing University maintains its overall enrollment at less than 20,000 until the early 2000s and even today has no more than 30,000 students. World class Universities also tend to have a high proportion of carefully selected graduate students, reflecting their strength in research

They identified a number of basic features such as:
highly qualified faculty,
❖          excellence in research,
❖          quality teaching,
❖          high levels of talented students
❖          academic freedom,
❖          well defined autonomous governance structures, and
❖          well-equipped facilities for teachings, and Very competent administration as reference criteria

The purposes for ranking universities are basically three (Waltman et al 2013). Governments funding agencies and media need ranking information to measure performance indices of their universities; university administrators use rankings as marketing tool while parents and prospective students use ranking as a basis for choice of courses. For university rankings to achieve these purposes however, the culture differences of the universities are ignored particularly at the global ranking level. This has made rankings to receive more criticisms than hitherto. Purposes of ranking put succinctly, webometric ranking is a marketing strategy for universities to reach their potential charts. Most literatures on purposes of webometric rankings focus on provision of information to students on which universities to attend and which subjects to offer. University rankings also form a basis for governments „to have a transparent and objective mechanism for identifying centres of excellence that could benefit from preferential funding".[Kighoto 2013; National Universities Commission [N.U.C.]2012; Okebukola 2013].

Ranking of universities involve using different criteria and indicators to measure quality and different weightings for each indicator. For this reason, the ranking results are also very different. The ranking results cannot be explained in a sensible way without knowing what was measured and what the measurement process looks like. In addition, the definitions of quality and the measurements used are determined by ranking

In the case of global and academic ranking lists, in most cases it is not often clear why a particular definition or an indicator was chosen, how well it is founded, by whom it was decided and how open and reflective the decision process was. And yet, such ranking lists have considerable influence when used to measure the quality of universities. Academic excellent and quality assurance is the primary goals of universities all over the world. But the ability to achieve these goals means meeting all the requirements of accreditation meant for all universities. These requirements are centered on the following criteria as used in this research. They are

- Teaching (the learning environment)
- Research (volume, income and reputation)
- Citations (research influence)
- International outlook (staff, students and research)
- Industrial impact (knowledge transfer).

There are ranking approaches that are better suited to meeting the demands of the task. They are based on a number of basic principles such as:
1.          a ranking of individual disciplines or departments instead of whole institutions
2.          a multidimensional concept of university quality instead of a "one-size-fits-all" approach, taking into account the diversity of academic institutions, missions and goals as well as language and cultural specifics
3.          a separate measurement and presentation of single indicators - that may be ranked separately - allowing for individual preferences ("my-ranking") instead of an overall score
4.          a presentation of ranking results in rank groups (top, middle, bottom groups) instead of league tables. These are major problems that must be sorted out to have a clear assessment of  the holistic view about Nigeria universities.

**Problem the study**

When we look at the rankings of Nigeria universities nationally,internationally and continentally as against the backdrops of university goals and objectives, university rankings indicators and their relevance to economic, social, and political growth/ development of Nigeria. There is no doubt that the statistical tools and criteria used for measuring its performance for ranking needs to be reexamined in relation to the level of Teaching (the learning environment),Research (volume,income and  reputation),Citations (research  influence) International  outlook (staff, students and research) Industrial impact (knowledge transfer) from the deferent universities in Nigeria.  In view of the retrogressive nature at an increasing rate in the economic growth and maintenance of internationally comparable quality in academics, the problems related to low performance in ranking in Nigeria universities in terms of Teaching (the learning environment), Research (volume, income and reputation), Facilities, Academic reputation, Student-to-faculty ratio (staff, students and research), International faculty ratio & international student ratio and Industry income (knowledge transfer) needs to be re-examined to make meaningful development.

Since arrival of global rankings the universities cannot avoid national and international comparisons, and this has caused changes in the way universities function in Nigeria. Rankings has  cover  some of the missions of the university. Although lack of suitable indicators is most apparent when measuring teaching, Student profile, Teaching and learning, Research, Knowledge exchange, International learning participation, regional Teaching and learning participation and performances. The situation is better when evaluating research, but even the bibliometric indicators have their biases and flaws.   Presently, it would be difficult to argue that the benefits of rankings are greater than the negative effects of the  consequences  of ranking in Nigeria universities.   It will be a big error for us to base higher education policy decisions solely on rankings data collected for the fact that most of the data's are wrongly indicated. when we take a look at the recent  world ranking reflecting  Nigeria universities,  it will be very sad to see Nigeria universities appearing in the order as presented.

**In Nigeria, Rank in Africa, World Rank, Impact rank, Openness Rank and Excellence Rank.**

 1 Obafemi Awolowo University 8 th, 1113rd, 3289th, 717th, 10083rd, 2806th

2 Auchi Polytechnic 23rd 2106th 17775th 561st 13657th 5080th

3 University of Ibadan 24th 2109th 8128th 4083rd 4932nd 1317th

4 University of Lagos 25th 2149th 4410th 2922nd 9204th 2040th

5 University of Nigeria 31st 2640th 8218th 3796th 7771st 2253rd

6 University of Agric. Abk 45th 3156th 3211st 4905th 1633rd 2584th

7 Yaba College of Tech. 46th 3166th 4998th 1706th 12842nd 5080th

8 University of Benin 69th 4071st 9172nd 6492nd 6582nd 2661st

### Research Questions.

Three research questions were put forward to find out the problems associated with low ranking of Nigeria University, causes and solutions namely:

2. What are the problems associated with low ranking of universities in Nigeria.
3. What are the challenges associated with the lecturers and students in terms of learning in Nigeria Universities.
4. How can the lecturers and students enhance the quality teaching /learning in universities in Nigeria to meet global standard?

### Method

A descriptive survey design was used for the study. A validated questionnaire was used to examine the lecturers and students on the challenges preventing universities in Nigeria from being ranked high in terms of knowledge. A total of 150 questionnaire copies were administered and a total of 143 were returned. Out of these 143, only 120 were filled completely made up of thirty (30) Lecturers and seventy (90) students in public universities in Nigeria universities. Stratified random techniques was used to select respondents to the questionnaire and therefore, constituted the population of the study. Data collection through a questionnaire survey was chosen because it allows a larger sample of the Nigeria universities, as well as a wider geographical distribution of the sample, and the collection of a large amount of data in a relatively short time. The respondents contacted were the ones familiar with accreditation and ranking of the university.

The questionnaire consisted of three main parts. Part one contains twenty items that deal with problems associated with low ranking of your university. In part two, the challenges associated with the lecturers and students in terms of teaching/learning in Nigeria Universities. Part three with how the lecturers and students enhance the quality teaching /learning in universities in Nigeria. All the items in the three parts were put on a five-point Likert scale ranging from strongly disagree, SD (1 point); disagree, D (2 points); undecided, U (3 points); agree, A (4 points) and strongly agree, SA (5 points). A decision was made based on the respondents' scores on this scale. In the analysis phase of the study, frequencies, percentages and means for each item were used as the statistical tools to analyze results.

The data obtained were collated; frequency, percentage and the mean were calculated and the results and findings are presented in tables in table 3. In table 3, results are categorized according to the problems, challenges and solutions in the location considered . Data relating to ranking in Africa and the entire world were presented in tables 1 and 2.

**Table 1: 2015/2016 Times Higher Education Rating**

| Name of University | Country | African rating | World Rating |
|---|---|---|---|
| University of Cape Town | South Africa | 1 | 332. |
| Stellenbosch University | South Africa | 2 | 435 |
| University of Pretoria | South Africa | 3 | 513 |
| University of Witwatersrand | South Africa | 4 | 521 |
| Cairo university | Egypt | 5 | 592 |
| University of Nairobi | Kenya | 6 | 702 |
| University kwazulu Natal | South Africa | 7 | 717 |
| Univ. of western Cape | South Africa | 8 | 899 |
| Mansoura university | Egypt | 9 | 1113 |
| Unver of Johannesburg | South Africa | 10 | 1126 |
| Makerere University | Uganda | 11 | 1156 |
| Rhodes University | South Africa | 12 | 1167 |
| American University of Cairo | Egypt | 13 | 1229 |
| Benha University | Egypt | 14 | 1244 |
| Alexandria University | Egypt | 15 | 1248 |
| University of Ibadan | **Nigeria****** | **16******* | **1296** |
| North Western University | South Africa | 17 | 1332 |
| University of South Africa | South Africa | 18 | 1333 |

In the above data as presented on Table 1, showing the rating of the first 20 universities in Africa, South Africa has 11 universities occupying the 1st, 2nd, 3rd, 4th, 7th and 8th, 10th, 12th ,17th, 18th and 19th positions.

This shows that 55% of the first 20 highly rated universities in Africa are domiciled in South Africa whereas only 5% of similarly highly rated universities are located in Nigeria.

Indeed only one Nigeria University fell within this category, and that is the University of Ibadan which fell to a low position of 16th among African universities rating and a distant 1296 in world rating.

Table 2 Ranking in Africa and the World 2014/2015

| S/N | University | Ranking in Africa | World Rank |
|---|---|---|---|
| 1 | University of Ilorin | 21th | 2668th |
| 2 | University of Jos | 42th | 4087th |
| 3 | University of Nigeria Nsukka | 54th | 5076th |
| 4 | University of Lagos | 58th | 5253th |
| 5 | Obafemi Awolowo University | 83th | 5368th |
| 6 | Ahmadu Bello University | 69th | 6270th |
| 7 | National Open University | 86th | 7346th |
| 8 | University of Agric Abeokuta | 95th | 7619th |

Showing the rating of the first 8th universities in Nigeria, universities occupying the 1st, 2nd, 3rd, 4th,5th 6th  7th and 8thpositions in word ranking. This is relatively low in terms of world ranking and others are not even mentioned because of the low rating. The Times Higher Education World University Rankings described by Baty (2011) as the " second well-known global university ranking applies 13 indicators which are classified into teaching, research, citations, industry income and international outlook. This relatively poor when compared with the economic structures of African countries like Ghana and South Africa, and question the magnitude of investment in higher education in Nigeria. Prospective clients of Nigerian Universities have become very cautious in their choice of courses for their wards (Kigotho 2013) if they are not to fall victim of high graduate unemployment.
Table 2: Continental and World Rankings of Nigerian Universities, (Top 8)   Rank in Africa/ World Rank.

Table 1 and 2 showed the differential ranking patterns of Nigerian Universities. Waltman et al (2013) highlight the differential ranking strategies employed by Leiden Rankings, Academic Ranking of World Universities and Times Higher Education World University Rankings in European Journal of Educational Studies , 2015 . And this was arranged as follows, the Leiden Rankings use criteria such as number of highly-cited publications, fractional counting of collaborative publications and stability intervals, citation impact and scientific collaboration. The ARWU ranks universities based on number of  nobel prize winners among alumni and staff, cited researches in 21 broad scientific fields, publications in Nature and Science, publications indexed in Webs of Science and Social Sciences and Per capita academic performance of a university. The Times Higher Education World University Rankings described by Baty (2011) as the " second well-known global university ranking applies 13 indicators which are classified into teaching, research, citations, industry income and international outlook. The  QS World University Rankings, though publishes different ranking patterns of World universities, its criteria for ranking are not much different from those of the ARWU.

**Table 1: Frequency and Mean Rating on Problems Associated with Low Ranking of Universities in Nigeria.**

| Item | Problems Associated with Low Ranking of Universities in Nigeria. . | Response | Frequency | Percent | Mean |
|---|---|---|---|---|---|
|  | **Problems** |  |  |  |  |
| 1 | Inadequate learning environment for, Research and teaching, | SA | 25 | 26.3 | 3.283 |
|  |  | A | 36 | 37.9 |  |
|  |  | U | 30 | 31.6 |  |

| | | | | | |
|---|---|---|---|---|---|
| | | D | 6 | 6.3 | |
| | | SD | 23 | 24.2 | |
| 2 | Poor staffing in universities and lack of motivation | SA | 34 | 28.3 | 3.575 |
| | | A | 35 | 29.2 | |
| | | U | 30 | 25 | |
| | | D | 8 | 6.7 | |
| | | SD | 13 | 10.8 | |
| 3 | Unavailability and adequacy of facilities in the universities | SA | 27 | 24.5 | 3.600 |
| | | A | 40 | 36.3 | |
| | | U | 25 | 22.7 | |
| | | D | 08 | 7.2 | |
| | | SD | 10 | 9 | |
| 4 | Inadequate funding of universities in Nigeria. | SA | 33 | 27.5 | 3.583 |
| | | A | 40 | 33.3 | |
| | | U | 25 | 20.8 | |
| | | D | 08 | 6.6 | |
| | | SD | 14 | 11.6 | |
| 5 | Problem of poor reception of internet services (uploading and downloading of documents/files act and information as hindrance. | SA | 43 | 40.7 | 3.833 |
| | | A | 40 | 30.7 | |
| | | U | 15 | 11.5 | |
| | | D | 18 | 13.8 | |
| | | SD | 04 | 3 | |
| 6 | Lack of consistent and affordable electricity supply | SA | 53 | 44.1 | 3.908 |
| | | A | 35 | 29.1 | |
| | | U | 10 | 8.3 | |
| | | D | 12 | 13.8 | |
| | | SD | 10 | 8.3 | |
| 7 | International exposure and sponsorship of university teachers and non academic workers | SA | 43 | 35.8 | 3.783 |
| | | A | 40 | 33.3 | |

| | | | | | |
|---|---|---|---|---|---|
| | | U | 15 | 12.5 | |
| | | D | 12 | 10 | |
| | | SD | 10 | 8.3 | |
| 8 | Inability of my university to meet the capital and running cost of establishing both the internet and intranet facilities. | SA | 48 | 40 | 3.983 |
| | | A | 42 | 35 | |
| | | U | 15 | 12.5 | |
| | | D | 10 | 8.3 | |
| | | SD | 05 | 4.1 | |
| | **Challenges Associated With The Lecturers And Students In Terms of Learning in Nigeria Universities**. | | | | |
| 9 | Problem of resourcing teaching materials for students by teachers and preparation for the new modes of learning and teaching using associated technologies | SA | 38 | 31.6 | 3.633 |
| | | A | 42 | 35 | |
| | | U | 13 | 10.8 | |
| | | D | 12 | 10 | |
| | | SD | 15 | 12.5 | |
| 10 | Pedagogical issues like the need to re-design courses for different delivery modes to meet NUC requirement | SA | 48 | 40 | 3.883 |
| | | A | 42 | 35 | |
| | | U | 8 | 6.6 | |
| | | D | 12 | 10 | |
| | | SD | 10 | 8.3 | |
| 11 | Facilities, Academic reputation, Student-to-faculty ratio (staff, students and research), | SA | 58 | 48.3 | 4.116 |
| | | A | 34 | 28.3 | |
| | | U | 16 | 13.3 | |
| | | D | 08 | 6.6 | |
| | | SD | 4 | 3.3 | |
| 12 | International student ratio and Industry income (knowledge transfer). | SA | 68 | 56.6 | 4.300 |
| | | A | 33 | 27.5 | |
| | | U | 9 | 7.5 | |
| | | D | 7 | 5.8 | |
| | | SD | 3 | 2.5 | |
| 13 | Incessant strikes by university teachers, | SA | 38 | 65.1 | 3.508 |
| | | A | 38 | 65.5 | |
| | | U | 4 | 6.9 | |
| | | D | 27 | 46.5 | |
| | | SD | 13 | 22.4 | |

| 14 | International faculty ratio as well as standard for ranking universities in Nigeria. | SA | 58 | 65.5 | 3.925 |
|---|---|---|---|---|---|
| | | A | 31 | 25.8 | |
| | | U | 5 | 4.1 | |
| | | D | 16 | 13.3 | |
| | | SD | 10 | 8.3 | |
| 15 | Lack of internet or slow connectivity for assignment, library and class activities | SA | 51 | 42.5 | 3.925 |
| | | A | 32 | 26.6 | |
| | | U | 5 | 4.1 | |
| | | D | 19 | 15.8 | |
| | | SD | 13 | 10.8 | |
| 16 | The physical environment setting is characterized by some combination of heat, dust and humidity, each of which is a challenge for student adaptability, | SA | 44 | 36.6 | 3.675 |
| | | A | 38 | 31.6 | |
| | | U | 3 | 2.5 | |
| | | D | 25 | 20.8 | |
| | | SD | 10 | 8.3 | |
| 17 | Inadequate classroom, workshop and laboratory in universities | SA | 40 | 33.3 | 3.525 |
| | | A | 39 | 32.5 | |
| | | U | 3 | 2.5 | |
| | | D | 20 | 16.6 | |
| | | SD | 18 | 15.9 | |
| 18 | Appropriate accommodation /rooms and halls for students | SA | 42 | 35.9 | 3.542 |
| | | A | 37 | 30.8 | |
| | | U | 3 | 2.5 | |
| | | D | 20 | 16.6 | |
| | | SD | 18 | 15 | |
| | **Enhancement of Quality Teaching /Learning In Universities In Nigeria To Meet Global Standard** | | | | |
| 19 | Provision of facilities | SA | 52 | 43.3 | 3.992 |
| | | A | 45 | 37.5 | |
| | | U | 3 | 2.5 | |
| | | D | 10 | 8.3 | |
| | | SD | 10 | 8.3 | |
| 20 | Adequate and functional electricity | SA | 62 | 51.6 | 5.542 |
| | | A | 39 | 32.5 | |
| | | U | 01 | 0.8 | |
| | | D | 10 | 8.3 | |
| | | SD | 08 | 6.6 | |
| 21 | Provision of workshops and laboratories | SA | 54 | 43.2 | 3.832 |
| | | A | 35 | 28 | |
| | | U | 5 | 4 | |
| | | D | 23 | 18.4 | |
| | | SD | 08 | 6.4 | |
| 22 | Availability of internet services for all universities | SA | 42 | 35 | 3.525 |
| | | A | 37 | 30.8 | |
| | | U | 3 | 2.5 | |
| | | D | 18 | 15 | |
| | | SD | 20 | 16.6 | |
| 23 | Training and re-training is required | SA | 47 | 39.1 | 3.717 |
| | | A | 37 | 30.8 | |

| | | U | 6 | 5 | |
|---|---|---|---|---|---|
| | | D | 15 | 12.5 | |
| | | SD | 15 | 12.5 | |
| 24 | Adaptation to changing roles and norms | SA | 40 | 33.3 | 3.517 |
| | | A | 37 | 30.8 | |
| | | U | 5 | 4.1 | |
| | | D | 21 | 17.5 | |
| | | SD | 17 | 14.1 | |
| 25 | Adaptation to changing roles and norms | SA | 37 | 30.8 | 3.500 |
| | | A | 42 | 35 | |
| | | U | 3 | 2.5 | |
| | | D | 20 | 16.7 | |
| | | SD | 18 | 15 | |
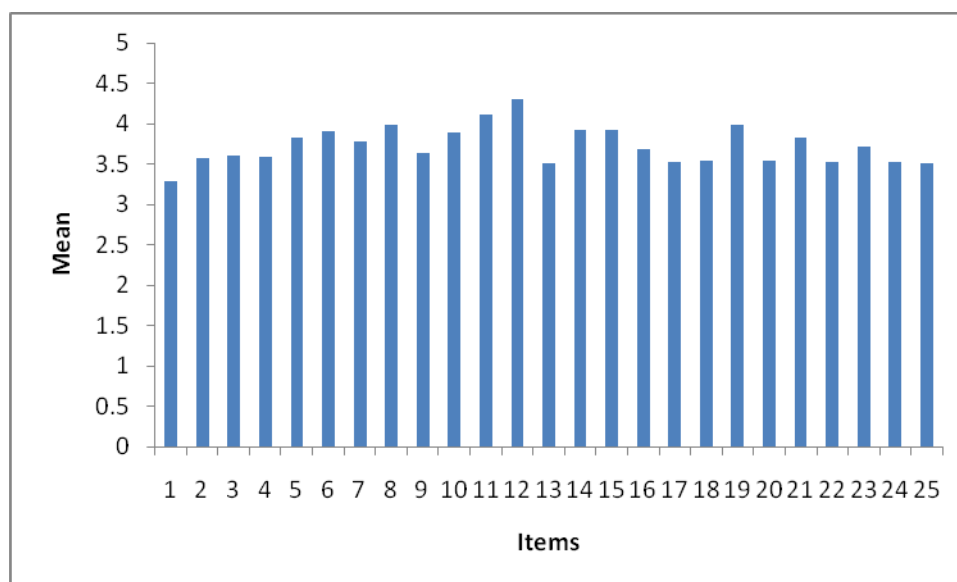


**Discussion of Findings**

There are factors responsible to low ranking of Nigerian universities. These include the use of criteria that are bias and not all directly related to productivity and invariably for economic growth. The Impact and Excellent ranking may attract prospective development if the suggested corrective measures are taken into consideration. This criterion tells how various aspects of the university administration are exposed to the public through the media particularly patronage for the universities but may not be directly impact on productivity of their graduates in the long run. This is reflected on the negative impact of the challenges emanating from the level of Teaching (the learning environment), Research (volume, income and reputation),Citations (research influence) International outlook (staff, students and research) Industrial impact (knowledge transfer) from the deferent universities in Nigeria. African Union (2007). Academic Ranking of World Universities (ARWU Ranking) Times Higher Education World University Rankings and the SCIMAGO Institution rankings. European Journal of Educational Studies 7(1), 2015.The ranking criteria used by these research bodies such as number of highly-cited publications, fractional counting of collaborative publications and stability intervals, citation impact and teaching/learning are world standard tools. The ARWU ranks universities based on number of noble prize winners among alumni and staff, cited researches in 21 broad scientific fields, publications in Nature and Science, publications indexed in Webs of Science and Social Sciences and Per capita academic performance of a university. The Times Higher Education World University Rankings described by Baty (2011) as the " second well-known

global university ranking applies 13 indicators which are classified into teaching, research, citations, industry income and international outlook. The QS World University Rankings, though publishes different ranking patterns of World universities, its criteria for ranking are not much different from those of the ARWU.

This paper itemized the problems associated with ranking of Nigeria universities and identified ways of improving overall ranking performances for national and international development of subscribing countries through the universities curriculum content. Challenges and methodological constraints in the process of university ranking have made global acceptance difficult. Selected global and continental ranking criteria to ascertain the performance gaps. These performance gaps existing in the university to a great extent led to the low ranking of universities in Nigeria. This was seen in the responses of the respondents from items 1 to 25. The mean responses to the problems associated with low ranking of the universities in Nigeria are 3.283,   3.575. 3.600. 3.583, 3.833, 3.908, 3.783, 3.983 and the items are as follow respectively.  (uploading and downloading of documents/files act and information as hindrance. Lack of consistent and affordable electricity supply, the major factors responsible for low ranking are incessant strikes by university teachers, the major factors responsible for low ranking are incessant strikes by university teachers, while other factors that cause the low ranking had the mean responses as, 3.633, 3.883, 4.116, 4.300, 3.508,   3.925,   3.925, 3.675, 3.525, 3.542,    And the solutions proffered had a response means of 3.992, 3.542, 3.832,   3.525, 3.717, 3.517 and 3.500 respectfully. All items were agreed on by the deferent respondents.

Inability of my university to meet the capital and running cost of establishing both the internet and intranet facilities, Some implications of the criteria for Ranking on Nigeria's Economic growth We recognized the following observations from the criteria employed:. Documentation and publicity of achievement are equally embedded in the presence rank which is also described as visibility. The desire of the universities to achieve in the academic might have an indirect impact on economic growth through increased productivity occasioned by better yields through teaching and learning. None of the Nigerian universities (public or private) is within the top 1000 in the world in 2013. For example, Obafemi Awolowo University ranks eighth in Africa but 1113th in 2013. (ARWU 2013). Are the criteria being used in favour of Nigerian universities one might wonder? We however observed that University of Cape Town in South Africa ranked second in Africa but 390th in the world. This is a pointer to the need for Nigerian universities to address their basic challenges/problems. Are the universities really pursuing the goals of teaching, research and service in the appropriate direction? The quality of research carried out in Nigerian universities does not appear to favour collaboration which results in cut-edge researches. The frequency of strikes makes the Nigerian universities score very low. The negative consequence of this is that while many Nigerian universities might strive to scale up their Journal of Educational Studies .Reputable ranking bodies (ARWU, QSWUR, THEWUR) focus on specific criteria that were  discussed particularly in the sciences. Some Nigerian universities are effective (staff wise, faculty wise in the humanities (Music at University of Nigeria, Nsukka; Law at University of Benin; Pharmacy at Obafemi Awolowo University and Architecture at Ahmadu Bello University to cite just a few). These are not considered in the process of global university rankings. We observed that these areas of strength also contribute in no small measure to economic growth. All universities in Nigeria have missions or goals which are latent and manifest. These latent goals are ignored by the various ranking bodies. The danger inherent in this is that in an attempt to form in the ranking criteria, unsuspecting university administrators may abandon the latent goals.

### Conclusions

Global and national rankings has become inevitable in present day universities and cannot avoid national and international comparisons, this has caused changes in the way universities act and function having the consciousness to put the goals and objectives forward. Rankings so far cover only some of university missions. Inability to use suitable indicators effectively is most apparent when measuring teaching and learning performance in the various universities. The situation is not better when evaluating tools and indicators have biases and flaws.   But in all, the benefits that rankings provide are greater than the negative effects of rankings. Higher education policy decisions should not be based solely on rankings data but emphasis on universities maintaining accreditation rules and guide lines. Nigeria government should embark on provision of learning and teaching facilities, internet services, and employment of both foreign and internal lecturers and avoid incessant strike among university staff.

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