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Chapter 10

Typology of Nigeria Universities: A Strategic Marketing and Branding Implication

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The chapter aims to provide a holistic view of the higher education market in Nigeria by explicitly focusing on the universities. The chapter achieves this by, firstly, providing an insight into the ownership structure of Nigerian universities, identifying the role of the government, and private individuals and organisations in developing the higher education landscape of Nigeria. Secondly, the chapter discusses the heritage of Nigerian universities, highlighting development across eight different generations to the present. Thirdly, the chapter presents the structures in place for teaching and learning, based on the programmes being offered by the universities, an emphasis on the curriculum and meeting the human resources demands for the country. Fourthly, the brand identities of the universities are explored to understand better how universities in Nigeria are being branded with a named identity and the different approach adopted by the public and private universities. Lastly, the chapter explores the location and distribution of universities across the geopolitical zones of the country. Although the study solely focused on Nigeria, it is anticipated that this study will contribute to the ongoing research on understanding and marketing higher education in Africa. Hence, making relevant theoretical implications for academic researchers and students with interests in higher education management, policy development, and marketing higher education in Africa.

Keywords: Nigeria, Universities, Typology, Branding, Marketing, Location

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1. Introduction

Universities in the developed world are often grouped based on shared interests, prestige and location. For instance, the Ivy League universities in the United States of America, Russel Group in the UK, and the Group of Eight in Australia. This recognised representative body of universities allows them to work together as partners, share ideas and resources respectively. The understanding of these various types of universities, characters and provision support, student mobility, inter-institutional cooperation and international competitiveness (Bartelse & Van Vught, 2005). Interestingly, this concept of representation and partnership is not prevalent in Africa, especially in Nigeria with the highest number of universities and arguably the most extensive educational system in sub-Sahara Africa.

While acknowledging that the typology obtainable in developed nations is based on a single country, the size of the Nigerian higher education sector cannot be underestimated and may present a challenge. Nigeria has 174 Universities spread across the six geopolitical zones (Mogaji, 2019). Presently, there is no commonly accepted structure for classifying universities in Nigeria. Consequently, there is no definitive conceptualisation, framework, or typology for branding and marketing initiatives within the higher education sector.

This chapter will attempt to draw on, integrate, and extend existing conceptual foundations on university groupings to propose a typology of university grouping. Besides, the chapter will discuss strategic marketing and branding implications. The overall aim of this research is to develop a typology of universities in Nigeria. This aim includes the following objectives:

•	To carry out a study on the theory and practise of classifying universities

•	To identify characteristics and dimension (with examples) in which universities can be classified in Nigeria, and

•	To identify the implications of the typology for Nigerian universities.

Although the study solely focused on Nigeria, it is anticipated that this study will contribute to the ongoing research on understanding and marketing higher education in Africa. Hence, making relevant theoretical implications for academic researchers and students with interests in higher education management, policy development, and marketing higher education in Africa. The typology offers transferable conceptual understanding about other Universities around the world and forms a basis for future research.

Besides, the typology will serve as a tool for describing the higher education market in Africa and their branding strategies, and it will enhance specifications of higher education offerings by different universities, identifying value creation opportunities for managers and stakeholders, and provides marketing opportunities in the competitive market. The study provides managerial implications for university managers, investors, and others interested in entering the higher education market in Nigeria.

2. Literature Review

The Theory of classifying Universities

Typologies are organisational models that systematically illustrates how organisations vary or are similar along several selected dimensions or attributes (Selin, 1999; Waddock, 1989). Typology analyses and illustrate the institutional landscape and dynamics within an educational system (Bartelse & Van Vught, 2005). While Howells, Ramlogan, & Cheng (2008) considered universities as institutions of higher education, which usually provides liberal arts and sciences education, and graduate (and sometimes professional) schools that are legally allowed and have autonomy to confer degrees in various fields. They noted that there is a growing need to effectively classify universities for their role to be analysed more clearly.

Often this classification has been explored from a ranking or league table positioning. The league tables have been one of those measures for comparing universities nationally and internationally (Howells et al., 2008). League table ranks universities on a usually limited number of variables, and which uses similar measures for all the universities, and not recognising the differences and diversity within the university systems (Kiraka et al., 2020). League table implies that all higher education organisations are similar (Marginson & van der Wende, 2007), but some are 'better' than others (Howells, et al., 2008). On the other hand, typology does not aim to rank and give positions to universities but to recognise that there is diversity within and between higher education systems, and these differences need to be recognised and encouraged (Howells, et al., 2008). This diversity suggests that classification system is required to reflect this variation.

In the field of higher education, there have been attempts by researchers and stakeholders to develop typologies in order to understand the higher education system. Prominent among which is the Carnegie Commission in the United States, which has remained a critical taxonomy for recognising and describing institutional diversity in U.S. higher education for the past four and a half decades. The Carnegie Classification was originally published in 1973 and subsequently updated in 1976, 1987, 1994, 2000, 2005, 2010, 2015 and 2018 to reflect changes among colleges and universities. This framework has been widely used in the study of higher education, both to represent and as a control for institutional differences, and also in the design of research studies to ensure adequate representation of sampled institutions, students, or faculty. There have been changes over time to the classification, but the basis remains that universities in US are classified based on their research and teaching objectives, degree offered, size, and comprehensiveness (Bartelse & Van Vught, 2005).

Outside the United States, there have been efforts in developing university typologies as well. Marginso (1998) explored the competition and diversity in the reformed Australian Higher Education System. Tight (1988) identified six categories of universities within the UK, namely: London, Oxford and Cambridge, civic institutions, technological institutions, campus universities, and unclassified universities. The UK classification was further expanded by Scott (2001) who used a similar categorisation of HEIs in England, but this time recognises the newer universities which were former polytechnics but were granted university status. Scott classified the Universities into Oxford and Cambridge, the University of London, the old Victorian 'civics', the redbrick universities founded in the late nineteenth and early twentieth centuries, the new universities built on greenfield sites during the 1960s, technological universities and former colleges of advanced technology, and the newer universities (former polytechnics). Howells et al., (2008) also provided another perspective of higher education typology in the

UK based on innovation systems and identified eight clusters, namely: research-led, third mission, local access, elite research, London metropolitan specialists, high teaching growth, research-oriented, teaching growth and open

On a larger scale, van Vught et al., (2005) tried to develop a typology for universities within the European Union, an educational system that is characterised by a high degree of heterogenicity and complexity, with over 3000 higher education institutions. van Vught et al. (2005) argued that diversity within university systems should be conserved and expanded. While they did not identify universities that fit into the typology, they provided a typology for classifying European universities, namely: education being provided (degrees and subjects), research and innovation, students and staff profile, and institutional features.

While recognising that Africa is also a big continent with thousands of universities, there has not been an effort lately to develop a typology for its universities. Even though Ndofirepi et al. (2020) attempted to explore the heterogenicity and complexity of African universities, theoretically, typology and classification were however not covered. Johnson et al. (2011) examined the role of the Association of African Universities for development and policy network in Africa. The study interviewed staff to understand initiatives made towards development in Africa, and they found that building organisational capacity and evaluating policy innovations are crucial to the association. However, the explicit relationship between the individual state members and their universities were not explored to understand the diversity within African higher education system. Specifically, Saint et al. (2003) focused on Nigeria higher education system, highlighting the higher education policy reforms in Nigeria which are intended to bring its university system more in line with good international practices. The study, however, only made a passing effort in recognising the diversity in the higher education system of Nigeria. In their second footnote, the paper recognises the countries. It also did not attempt to explore the diversity of the entire tertiary education system, with focus on federal, state and private universities. Though this was one of the first attempt to explore the higher education system, things have changed since then. For example, the paper reported seven private universities, but that has increased by more than ten times. There are 79 private universities in Nigeria as of August 2019, with more diversity in course offerings through universities of technology and universities of agriculture.

With Nigeria possessing the most extensive university system in Sub-Saharan Africa, a better understanding of the diversity and differences within its universities is essential. With an increasing body of research in education and the social sciences, viewing networks, group of universities with shared interest and values are relevant to the development process (Johnson et al., 2011). This understanding is considered essential in facilitating higher education's contribution to the development process in Africa. While there is the possibility for a 'top-down' system of typology, which is often driven by government policy and distinctions typically made within a legal framework or perspective (Howells et al., 2008) as seen with China's "211" and "985" project and the C9, this typology development is based on the institution's behaviour and categorisation. It recognises the institutions on similarities and differences related to an institution's attributes and how institutions identify themselves (Duderstadt, 2000; Howells et al., 2008). Howells et al. (2008) concludes that diversity in universities should be recognised and supported because it is essential for a healthy and dynamic system of higher education, and thus highlights implications for university managers and policymakers.

The Practise of Classifying Universities

There are many University classifications and groupings based on shared interest, location and prestige. This often happens in the developed world where universities have been in existence for several centuries. This section highlights different groupings across six different countries.

Australia

The Australian Technology Network of Universities (ATN) brings together four of the most innovative and enterprising universities in Australia. Their objective is to be a cohesive and authoritative voice in the tertiary sector and to use that voice to influence government policy formation (ATN, 2019) positively. The Innovative Research Universities (IRU) which is a coalition of seven comprehensive universities committed to inclusive excellence in teaching, learning and research, focuses on advancing communities through education, resources, opportunities, translational research and enterprise (IRU, 2019). The Regional Universities Network (RUN) is a network of seven universities with headquarters in regional Australia and a shared commitment to playing a transformative role in their regions (RUN, 2019). Also, there is the Group of Eight (Go8) which comprises Australia's leading research-intensive universities. The group is focused on influencing the development and delivery of long-term sustainable national higher education and research policy, and in developing elite international alliances and research partnerships (Go8, 2019). Unofficially, there is the Sandstone Universities which are a defined group comprising Australia's oldest tertiary education institutions and the Verdant Universities which are an informal group of Australian universities founded in the 1960s and 70s, following the examples of Redbrick universities and Plate Glass Universities, respectively in the United Kingdom.

Canada

Universities Canada, formerly the Association of Universities and Colleges of Canada, is an organisation composed of Canadian universities. It advances the mission of its 96-member institutions to transform lives, strengthen communities, and find solutions to the most pressing challenges facing our world (UnivCan, 2019). There is also the collective group of Canada's most research-intensive universities. They are called **U15** Group of Canadian research universities. The group fosters the development and delivery of long-term, sustainable higher education and research policy in Canada and around the world (U15, 2019).

China

China has 2,631 formally recognised Higher Education Institutions (HEI), which are under the direct control of the Ministry of Education (MOE, 2018). The Chinese government is fully involved in university education, and there is a different arrangement for their grouping and ranking. These universities are funded as part of a project and supported to become world-class universities. In 1995, Project 211 was established (the name is an abbreviation of the 21st century and the approximate number of universities, 100) to strengthen research standards in China's top universities. In May 1998, the Project 985 was established (the name is derived from the date of the project, announced in May 1998 – or 98/5). This project initially had nine research-intensive universities. They are also referred to as the C9 universities or the C9

League. Under the second phase of Project 985, 30 new universities were added. In September 2017, the Chinese government released a detailed list of universities and disciplines to be developed under China's Double First-Class. These are plans for 42 Universities to become world-class by 2050. This includes 36 universities categorised as type A (already well on the way to being world-class) and six universities as type B (considered to have the potential to be world-class). The list of 42 universities includes all 39 of the Project 985 universities, plus three additional universities from Project 211. Institutions in the "211" project, and particularly those in the "985" and the C9, are generally regarded as the most prestigious universities in China (International Education, 2015). The C9, in particular, is seen as an Alliance of 9 prestigious Chinese Universities selected by the government. The establishment of "C9 League" is to emulate the Ivy League. (Fang, et al., 2013).

South Korea

The three most prestigious universities in South Korea are referred to as SKY University. This is an acronym used to refer to Seoul National University, Korea University, and Yonsei University. They are regarded as the Harvard and Yale, or Oxford and Cambridge, of South Korea (Sharif, 2018). The SKY universities are located in the capital city of Seoul. Securing admission to these Universities is highly competitive. Less than 2% of those who sit the infamous Suneung, an abbreviation for College Scholastic Ability Test (CSAT) in Korea, an eight-hour marathon of back-to-back exams, gets admitted to a SKY institution (Sharif, 2018).

United Kingdom

Like the Universities Canada in Canada, UK Universities are represented by Universities UK which helps maintain the world-leading position of the UK university sector. They serve as the collective voice of 136 universities in England, Scotland, Wales and Northern Ireland (Universities UK, 2019). Mogaji (2016) recognises three main university groups in the UK: The Russel Group, University Alliance and MillionPlus. The Russell Group was established in 1994 to represent 24 self-selected leading UK world-class, research-intensive universities, which are committed to maintaining the best research, outstanding teaching and learning (Russell Group, 2019). University Alliance represents universities engaged in technical education, professional training, research and development, enterprise, and innovation (Unialliance, 2019). While MillionPlus is an association for the Modern Universities in the UK. They promote and raise awareness of the essential role played by modern universities in a world-leading higher education (Million Plus, 2019). GuildHE is also an officially recognised representative body for UK Higher Education, including universities, university colleges, further education colleges and specialist institutions (GuildHE, 2019). The UK also has universities group based on location, such as the N8 Research Partnership established in 2007, which is a collaboration of the eight most research-intensive universities in the North of England. They work with universities, industry, and society, to promote collaboration and establish innovative research capabilities & programmes of national and international prominence (N8 Research, 2019). There is also the Golden Triangle, which is a term used to describe the group of elite, highly-funded universities located in the southern English cities of Oxford, Cambridge (Bidwells, 2017).

United States

The Association of American Universities (AAU) is composed of America's 62 leading research universities. AAU member universities collectively help shape policy for higher education, science, and innovation, promote best practices in undergraduate and graduate education, and strengthen the contributions of leading research universities to American society (AAU, 2019). The USA also has the Ivy League Universities, which is American collegiate athletic conference comprising sports teams from eight private universities in the North-eastern United States (Ivy League, 2019). There is also the Carnegie Classification of Institutions of Higher Education (Carnegie, 2019) to classify universities into R1, R2 and D/PU, which is an evidence of their research capabilities. Besides, Seven Sisters Colleges is a group of highly selective, prestigious and historically all female's liberal arts colleges in the North-eastern United States (Staffaroni, 2018).

Table 1: Summary of University Classifications around the World.

Classifications	Examples
Prestige	Group of Eight (Go8) (Australia) U15 (Canada) C9 (China) SKY (South Korea) Russel Group (UK) Ivy League (US)
Shared Interest	Group of Eight (Go8) (Australia) U15 (Canada) Russel Group (UK) MissionPlus (UK) University Alliance (UK) C9 (China) N8 Research Partnership (UK)
Location	The Regional Universities Network (RUN) (Australia) Golden Triangle (UK) N8 Partnership (UK)
Subject	Australian Technology Network of Universities (ATN) (Australia) GuildHE (UK)
Country University Group	Universities Canada (Canada) Universities UK (UK) Association of American Universities (AAU)(USA)
Research Expertise	The Innovative Research Universities (IRU) (Australia) Group of Eight (Go8) (Australia) U15 (Canada) C9 (China) Russel Group (UK) N8 Research Partnership (UK)
Government Selection	Project 211 (China), Project 985(China), C9 (China)

With all these examples from different countries, the focus is on universities in Nigeria to explore a form of typology that will assist in classifying the universities based on shared interests, taught courses, and location.

The Higher Education System in Nigeria

Nigeria is a country with rich ethnocultural diversity of over 350 distinct ethnic groups and over 500 indigenous languages (Nigerian Educational Research and Development Council (NERDC), 2013); and is the most populous country in Africa. With this considerable size comes the challenge of educating her citizens. The National Policy on Education (NPE) in Nigeria is a policy that provides national guidelines for the effective administration, management and implementation of education at all tiers of government (NERDC, 2013). The policy acknowledges the advantage of ample conditional provision and legislative support for stakeholders to participate in the delivery of education at all levels, allowing private sector, individuals, Civil Society Organisations (CSO) and Non-Governmental Organisation to be very active in the sector (NERDC, 2013). The education system is structured into:

• Early Child development aged 0-4 years,

• Basic Education aged 5 -15 years which includes one year of Pre-Primary, six years of Primary Education, and three years of Junior Secondary Education,

• Post -Basic Education of 3 years in Secondary Schools, Technical Colleges and,

• Tertiary Education provided in Colleges of Education, Monotechnics, Polytechnics and the universities.

Although tertiary education is offered by majorly the Colleges of Education, polytechnics and universities in Nigeria, several students graduating from secondary schools prefer to seek admission into universities rather than in the Colleges of Education or polytechnics (Akinwumi and Oladosu, 2015; Stephen, 2015). This is evident in the large proportion of students that apply to study in universities every academic year (Aluede and Idogho, 2012).

The National Universities Commission (NUC) of Nigeria is a government agency saddled with the responsibility of accrediting, approving, and promoting quality higher education in Nigeria. The Commission is also responsible for approving all academic programs run in Nigerian universities and approving the establishment of all higher educational institutions offering degree programs.

Up until 1999, the establishment, ownership, management, and funding of universities and all tertiary educational institutions, remained the exclusive reserve of federal, regional and state governments (Akpotu & Akpochafo, 2009).

3. Methodological principles for Typology Development

With the understanding of theory and practise of classifying universities, publicly available data from the NUC website (as at August 1st 2019) contains the list of approved universities in Nigeria, was used for this analysis. Nigeria's university education system includes both public and private universities, with public universities run by both federal and state governments.

There are currently 174 approved universities in Nigeria, comprising 43 federal universities, 52 state universities, and 79 private universities (Mogaji, 2019).

Besides, five methodological principles to be clearly defined before a typology can be designed, as suggested by Bartelse & Van Vught(2005), and were adopted for the typology development.

What type of typology.

Bartelse & Van Vught(2005) recognises a conceptual difference between a *priori* and a *posteriori* typology, however, in the framework of this project, a *posteriori* typology is adopted, as the higher education will be classified on the basis of objective data about the actual behaviour of the university from information available in public domain.

What types of characteristics are being used?

As noted by Bartelse & Van Vught(2005), it must clear which characteristics are taken into account in categorising the universities. In this study, a multi-classification approach is adopted which allows the university to be classified in various dimension; such as their ownership, location and, brand identity. Each of the universities can fit into many dimensions of classification.

Hierarchical or Not?

The universities are not ranked to imply a rank order. There is no hierarchy between the various categories. Instead, they have equal importance and value. Though there are different sub-categories (federal and state universities as subcategories of public universities), there is no indication of ranking or to show that one university is better than the other.

How to ensure the reliability of the data

Deciding on which types of data to use for the classification is an important principle (Bartelse & Van Vught, 2005). While classifications can be based on subjective data from peers and students, more objective information is used to ensure the reliability of this typology. Data was collected from the NUC, which is the organisation responsible for universities in Nigeria.

Which institution is eligible to be incorporated?

All the Universities that have been accredited and approved by the NUC are eligible to be incorporated in the typology. These are the 174 officially recognised universities whose records are publicly available on the NUC websites as of August 1st, 2019. Every eligible institution may be assigned to a category within the typology, and each institution can only occupy a single category within each dimension (Bartelse & Van Vught, 2005). That is, a university can either be a private, state or federal university.

4. Towards A Typology of Nigerian Universities

Based on these best practices and literature, the proposed typology classifies universities in Nigeria based on ownership, generation, provision, location and brand identity. The classification into different typology will provide a better understanding of the university structure, based on examples from around the world presented in the previous sections. The typology is not an instrument for quality assurance or quality measurement as it did not

examine nor make a judgement on the quality of the university (Bartelse & Van Vught, 2005), but, to use publicly available information to classify and group the universities based on shared identities. However, it is crucial that only universities that were accredited and approved by the NUC were included in the typologies. This was an element related to quality assurance, a crucial feature of typology development in higher education.

A. Ownership

The Nigerian's National Minimum Standard and Establishment of Institutions Amendment Decree 1993 states in part that 'an institution of higher education may be sponsored or owned by the federal, state or local government, or by any company incorporated in Nigeria; an individual or association of individuals who are citizens of Nigeria and who satisfy the criteria laid out in the schedule to this Act for establishment of institutions.' This has necessitated the need to create more universities to meet the ever-growing demand for quality university education. This is also in addition to the shortage of available spaces as the demand for higher education is greater than the supply. The government, and in particular, individuals and groups have taken up the challenge to contribute to the national effort aimed at improving the quality and quantity of higher education institutes in Nigeria. Nigerian universities can be primarily classified into two groups based on their ownership. There are public and private universities. The public universities are those established, owned, and funded by the government. They are either a federal university or state university, while the private universities are those owned and funded by individuals and/or organisations.

Public Universities

Federal Universities
These are often considered some of the most prestigious Universities in Nigeria. They are founded by the federal government of Nigeria and are strategically located across the country to provide access to education. To this end, there is an effort to locate federal universities in each state of the country. These universities are often more funded than the state universities, and they are under the control of the Federal Ministry of Education. Admission into the federal universities is often in high demand - as they offer more options in terms of courses and facilities, and are better compared to state universities and some private universities. Most of these universities have been long-established. The President of Nigeria is the Visitor of all federal universities, though not usually involved in the management process of the institution. The Chancellor who is the ceremonial head of the University is appointed by the federal government and is often a revered traditional ruler. The first of these universities is the University of Ibadan established in 1948, following the Elliot Commission Report on Facilities of Higher Education in British West Africa, as a College of the University of London. It became independent of London University in 1962 and thereby converted to a full-fledged University of Ibadan. The creation of these federal universities often processed and approved in batches. This informs the generation typology to be discussed in subsequent section. There are 43 federal universities in Nigeria as at August 2019.

State Universities
The other type of public university in Nigeria are the state universities. They are created by individual states of the country and under the purview of the state's Ministry of Education.

They are not well funded like the federal universities, and this reflects on the quality of their facilities and students' experience. The state governor is the Visitor. The first state university in Nigeria is Enugu State University of Science and Technology with her main campus at Enugu. There are 52 state universities in Nigeria as at August 2019.

Private Universities

Unlike the public universities that receive funding from the government, there are private universities in Nigeria that were established and funded by individuals and organisations. They take pride in their uninterrupted academic calendars because their staff do not go on strike, unlike the public universities. This offers a competitive advantage for the private university, as they can position themselves as more funded, offering quality education in timely manner, and developing the employability of their students. There are 79 private universities in Nigeria as at August 2019. According to their ownership, these private universities can be classified into five different groups.

Christian Faith-Based
These are universities founded by churches in Nigeria. Church-owned universities are probably the most popular private universities in Nigeria. Two of the first three universities established in 1999 are Christian based. Most of the big Pentecostal churches in Nigeria have their universities, and expectedly, they have an existing customer base in their church members.

- Joseph Ayo Babalola University, Ikeji-Arakeji, established in 2006
- Kings University, Ode Omu established in 1992
- Gregory University, Uturu established in 2012
- Hezekiah University, Umudi established in 2015
- Rhema University, Obeama-Asa - Rivers State established in 2009

Islamic Faith-Based
Like the Christian faith, Islamic groups are also establishing Universities to meet the growing demands of students. These include:

- Al-Hikmah University, Ilorin-Nigeria was established in 2005 by the Abdur-Raheem Oladimeji Islamic Foundation (AROIF),
- Al-Qalam University, Katsina also established in 2005
- Summit University, Offa was established in 2002 by Ansar-Ud-Deen Society of Nigeria (ADSN) established as an Islamic-faith based institution
- Fountain University Oshogbo, established in 2007by Nasrul-Lahi-Il-Fatih Society (NASFAT)

Community-Owned
Community-owned universities are not owned by a religious body or company, but a group of individuals coming together to create a university within their community. Examples are:

• Kwararafa University Wukari, Taraba State, established in 2005

•   Western Delta University, established in 2007 (popularly referred to as WDU), which is the brainchild of a group of Urhobo Scholars under the aegis of Urhobo Advancement Foundation (UAF) who saw the need for a privately financed university in the wetlands of Delta State of Nigeria (WDU, 2019).
•   Coal City University, Enugu established in 2016

Individually- Owned
Individually-owned universities are universities that were established by an individual. Often the university is named after the founder. The university appears personalised, and it is not surprising that the embedded nature and ethos of the founder is visible and reflected in the administration of the institution.

Examples include:

- Afe Babalola University, Ado-Ekiti - Ekiti State established in 2009
- Igbinedion University Okada established in 1999
- Michael & Cecilia Ibru University established in 2015

Company-Owned
These universities are owned by organisations. However, an individual might decide to establish a university through an organisation. Adeleke University is a private faith-based learning institution located at Ede, Osun State, South-Western part of Nigeria. The university was established in 2011 by Dr Adedeji Adeleke, through the Springtime Development Foundation (SDF), a philanthropic, non-profit-making organisation (AU, 2019). The Admiralty University of Nigeria (ADUN) was established as a Public-Private-Partnership (PPP) through the joint efforts of Nigerian Navy Holdings (a subsidiary organisation of the Nigerian Navy) and Hellenic Education Nigeria (a private consultancy, with international educators as main partners) (ADUN, 2019).

Other Examples are:

- Christopher University (2015) managed by Translucent Management Services,
- Skyline University Nigeria (2018) owned by Skyline Investments Limited
- Nile University of Nigeria (2009) owned by SURAT Nigeria Ltd
- Wellspring University (2009) established by Management Science Centre

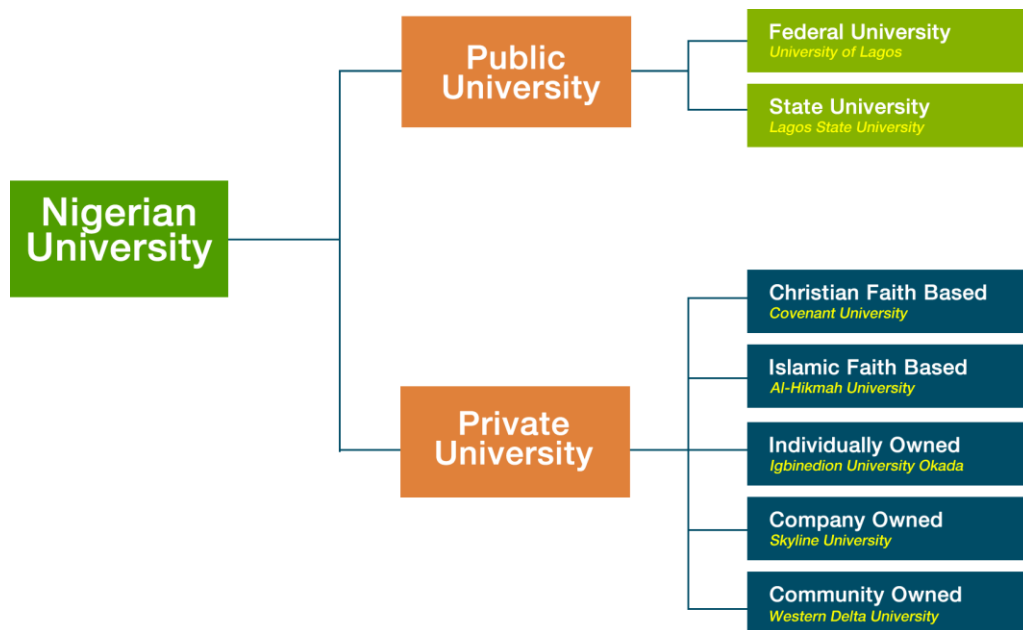Figure 1 provides the ownership typology of Universities in Nigeria.

Figure 1: Ownership typology of Universities in Nigeria.

B. Generations

This classification is particular for federal universities in Nigeria, which are often processed and approved in batches to meet the demands for higher education across the country. The first generation universities were established between 1948 and 1970, following the recommendation of the Ashby Commission set up by the British Colonial Government to study the necessity of university education for Nigeria (Livsey, 2016).

The increasing population of prospective students and the growing need for knowledgeable human resources made setting up more universities an imperative act. For example, meeting the technological and agricultural demand prompted the establishment of nine universities between 1980 and 1988 making the 3rd generation universities. These universities are also established to increase access and improve the quality of education across the six geopolitical zones of the country.

Dr Goodluck Ebele Jonathan, a former president of Nigeria established nine new federal universities in 2011, making the 6th generation; and an additional three universities in 2013, making the 7th generation. The Nigeria Police Academy Wudil was upgraded into a degree-awarding institution to make the 4th university in that generation.

As at August 2019, there are eight generations of federal universities in Nigeria. The list is presented below.

1st Generation (1948 – 1970)

- University of Ibadan   1948
- University of Nigeria, Nsukka   1960
- Ahmadu Bello University, Zaria   1962
- Obafemi Awolowo University, Ile-Ife 1962
- University of Lagos   1962
- University of Benin   1970

2nd Generation (1975)

- Bayero University, Kano   1975
- University of Calabar   1975
- University of Ilorin   1975
- University of Jos   1975
- University of Maiduguri   1975
- University of Port-Harcourt   1975
- Usmanu Danfodiyo University   1975

3rd Generation (1980 - 1988)

- Federal University of Technology, Owerri   1980
- Federal University of Technology, Akure   1981
- Modibbo Adama University of Technology, Yola   1981
- Federal University of Technology, Minna   1982
- Nigerian Defence Academy Kaduna   1985
- Abubakar Tafawa Balewa University, Bauchi   1988
- University of Abuja, Gwagwalada   1988
- Federal University of Agriculture, Abeokuta   1988
- University of Agriculture, Makurdi   1988

4th Generation (1991 - 1992)

- University of Uyo   1991
- Michael Okpara University of Agricultural Umudike   1992
- Nnamdi Azikiwe University, Awka   1992

5th Generation (2002-2007)

- National Open University of Nigeria, Lagos   2002
- Federal University of Petroleum Resources, Effurun 2007

6th Generation (2011)

- Federal University, Dutse, Jigawa State   2011
- Federal University, Dutsin-Ma, Katsina   2011

- Federal University, Kashere, Gombe State   2011
- Federal University, Lafia, Nasarawa State   2011
- Federal University, Lokoja, Kogi State   2011
- Alex Ekwueme University, Ndufu-Alike, Ebonyi State   2011
- Federal University, Otuoke, Bayelsa   2011
- Federal University, Oye-Ekiti, Ekiti State   2011
- Federal University, Wukari, Taraba State   2011

7th Generation (2013)

- Federal University Gashua, Yobe   2013
- Federal University, Birnin Kebbi   2013
- Federal University, Gusau Zamfara   2013
- Nigeria Police Academy Wudil   2013

8th Generation (2018)

- Nigerian Maritime University Okerenkoko, Delta State,   2018
- Air Force Institute of Technology, Kaduna   2018
- Nigerian Army University Biu   2018

C. Provision

Conventional Universities

Conventional universities are universities that provide a whole spectrum of curriculum. These universities do not focus specifically on discipline. Instead, they offer a wide variety of courses ranging from sciences to humanities and businesses. Most Nigerian universities fall under this category, and it cuts across both the public and private universities.

Specialist Universities

Unlike conventional universities, there are universities in Nigeria that focus on a particular discipline. These universities are created to meet a need and situated in a particular region to meet that need. For example, the Federal University of Petroleum Resources, Effurun(FUPRE), Delta State, Nigeria was established in March 2007 under a Federal Government of Nigeria initiative to specialise in training individuals with unique high-level human resources and relevant expertise for the Oil & Gas sector in Nigeria and worldwide (FUPRE, 2019). Another of such specialist university is the Nigerian Defence Academy (NDA) which was established in 1964 in response to the needs of independent Nigeria to train officers for the Armed Forces of Nigeria. There are also several Universities of Technology across the country. These specialist universities are not only limited to federal government ownership. There are also state and private specialist universities.

Petroleum Resources
- Federal University of Petroleum Resources, Effurun

Maritime
- Nigerian Maritime University Okerenkoko, Delta State

Defence and Security
- Air Force Institute of Technology, Kaduna
- Nigerian Army University, Biu
- Nigeria Police Academy, Wudil
- Nigerian Defence Academy, Kaduna

University of Technology (Federal, State and Private):
 (Federal)
- Federal University of Technology, Akure
- Federal University of Technology, Minna

(State)

- Cross River State University of Technology, Calabar
- Enugu State University of Science and Technology, Enugu
- Kebbi State University of Science and Technology, Aliero
- Ondo State University of Science and Technology Okitipupa

(Private)

- Wesley University. of Science & Technology, Ondo
- Bells University of Technology

Agriculture
- University of Agriculture, Makurdi
- Federal University of Agriculture, Abeokuta
- Michael Okpara University of Agricultural, Umudike

Education
- Ignatius Ajuru University of Education, Rumuolumeni
- Tai Solarin University of Education, Ijebu Ode

Medical Sciences
- Ondo State University of Medical Sciences
- Bayelsa Medical University

Private Medical Sciences Universities are:
- PAMO University of Medical Sciences, Port Harcourt
- Eko University of Medical and Health Sciences Ijanikin, Lagos

D. Brand Identity

Names given to a university represent a unique brand identity for the university. Naming a university in Nigeria can be very controversial, which explains why caution is being taken when such decisions are made. This is a significant issue of concern particularly in the context of public universities. In 2012, the then president of Nigeria, Goodluck Jonathan, proposed to change the name of The University of Lagos (Unilag) to Moshood Abiola University, Lagos (MAULAG). Unfortunately, the proposed name was vehemently rejected by the students and the university's senate. This highlights a sense of identity that stakeholders have towards the university's brand identity. While the government has successfully changed certain universities name (for example, University of Ife was changed to Obafemi Awolowo University), some universities have been described as Federal University. This section presents a typology that illustrates the different naming strategies of Nigerian Universities. There is a notable difference in the brand identity of public and private universities. It is important to note as well that there is a difference in the brand identity development of the private and public universities.

The naming of Public University

Location Named
As earlier suggested, federal universities are created strategically across the country, and often they are named based on their locations. Frequently, these are universities that are in the first generations of university. Examples include:

- University of Benin
- University of Calabar
- University of Ibadan
- University of Ilorin

Literally Named
Literally named universities are the later generation of universities which are not named based on their location, but named the Federal Universities. They were recently created, and the same identity approach was adopted for these universities. Perhaps, it is easier to address them as Federal Universities. It will not be unexpected if these universities are renamed to honour individuals that have contributed to their hosting community. Examples include:

- Federal University, Otuoke, Bayelsa
- Federal University, Oye-Ekiti, Ekiti State
- Federal University, Wukari, Taraba State
- Federal University, Birnin Kebbi

Personality Named
As earlier stated, university naming in Nigeria requires a lot of thought process as there may be objections from the stakeholders. However, there are still possibilities of universities in Nigeria named after prominent individuals in the country. Often, a federal-owned university can be renamed to honour a citizen of that state. As seen with Obafemi Awolowo University, which was initially named as the University of Ife, but was renamed to honour Chief Obafemi Awolowo, a Nigerian nationalist and statesman who played a crucial role in Nigeria's independence movement. He was a Premier of Western Nigeria and Federal Commissioner for Finance.

Another example is the Alex Ekwueme Federal University, Ebonyi State, which was initially called Federal University, Ndufu Alike. This university was one of the 6th generation universities founded in 2011. The federal government renamed the university in 2018. Dr Alex Ekwueme was a former Nigerian Vice President. As at May/August 2019, this is the only university within that generation that has had its name changed.

Universities named after a prominent Personality in Nigeria include:

- Alex Ekwueme University, Ndufu-Alike, Ebonyi State
- Michael Okpara University of Agricultural Umudike
- Modibbo Adama University of Technology, Yola
- Obafemi Awolowo University, Île-Ife

While acknowledging the location and geographical limitation of states, their universities are not often named based on their locations, unlike the federal universities. Instead, they are named as a state university. There is also a difference in the university's name especially when there are both federal and state universities in a state.

An example is the University of Lagos which is federal-owned and Lagos State University which is state-owned. This is similar to the naming of the University of Manchester in the UK and Manchester Metropolitan University. One is a Russel Group university, while the other is a Post 92 university. With that been said, state universities also have a similar naming strategy like federal universities. An example is naming a university after a prominent individual in the state. Mostly, these individuals are late, while there are a few others who are still alive.

Examples of personality named state universities are:

- Adekunle Ajasin University, Akungba, Ondo State
- Ambrose Alli University, Ekpoma, Edo State
- Chukwuemeka Odumegwu Ojukwu University, Uli, Anambra State
- Ladoke Akintola University of Technology, Ogbomosho, Oyo State.
- Ibrahim Badamasi Babangida University, Lapai, Niger State

The political tension and motivation in naming government universities are also worthy of note. Ekiti State University Ado Ekiti (EKSU) which was established in 1982, has changed its name four times. It started as Obafemi Awolowo University, Ado-Ekiti. The name was changed to Ondo State University in 1985 after the Military took over the government in Nigeria. It was later changed to the University of Ado-Ekiti in November 1999. In September 2011, it was changed to its present name Ekiti State University of Ado Ekiti. These changes highlight the political implication of the brand identity of public Universities in Nigeria.

Private Naming

Unlike public universities, private universities are more strategic in creating brand identity. This section presents a typology of university naming strategies of Private universities in Nigeria.

Literally named

These are universities being named. They do not give any indication into their religious affiliation or individual ownership. In most cases, such names have been previously used by the founders as a means of their brand consistency and integration. Examples include Chrisland University that also runs Chrisland Schools and Wellspring University that already has a Wellspring School.

Other examples of Private Universities that have adopted a literally naming strategy include:

- Achievers University, Owo
- Chrisland University
- Landmark University, Omu-Aran
- Lead City University, Ibadan

There are some religious indications in the name of some Universities - Redeemer, Covenant, Anchor, Rhema and Salem.

Founders' name

Universities founded by an individual predominantly use this naming strategy. The university looks personalised, and not surprisingly, the embedded meaning of the founder can be transferred to the university. Aare Afe Babalola, a lawyer and philanthropist founded a University and named it after himself. Ademola et al., (2014) in their research found that eighty-five per cent of students attending Afe Babalola University state claim that the personality of the founder influenced their decision to study at the university. This highlights justifications for university founders to use their name on the university brand.

Other types of private universities that have adopted the name of the founders are:

- Adeleke University, Ede
- Afe Babalola University, Ado-Ekiti - Ekiti State
- Igbinedion University Okada
- Michael & Cecilia Ibru University

Religious Founder

Unlike the founders' name typology, which is used by universities founded by individuals, there is another type of university name based on the founder of the Church. This is often used by churches that have established a university where the founder is deceased. Bishop David Oyedepo did not name the Covenant University after himself, and neither did Dr Daniel Olukoya of MFM name the Mountain Top University after himself. However, Hezekiah University was named after the living founder and leader of the Living Christ Mission Inc, Most Rev. Prof. Daddy Hezekiah.

Adopting this naming strategy appears to be a form of honouring and celebrating the work of the church's founder.

Private universities that have adopted the Religious founders' name include:

- Joseph Ayo Babalola University, Ikeji-Arakeji (of Christ Apostolic Church)
- Godfrey Okoye University (of the Catholic Diocese of Enugu)
- Samuel Adegboyega University Ogwa (of The Apostolic Church)
- McPherson University, Seriki-Sotayo, Ogun State (of Foursquare Gospel Church)

- Ajayi Crowther University, Ibadan (of Supra Diocesan Board (West) of the Church of Nigeria (Anglican Communion)).

Islamic
- Al-Hikmah University, Ilorin
- Al-Qalam University, Katsina

E. Location

Universities are strategically located to meet the demands of the students. The three ownership structures of the university have a different agenda on how they locate their university. The federal universities are often located strategically, ensuring equity in the spread of higher education opportunities across the geo-political zones. State universities, otherwise, are at the discretion of the government at the time. Private universities, on the other hand, are being business-minded and are more likely to be situated where they have access to the resources, especially the location for the campuses. Covenant University situated in Ota where the church already has its headquarters; Joseph Ayo Babalola University (JABU) located in Ikeji-Arakeji in Osun State where the founding church - Christ Apostolic Church already has a Camp; and likewise, Mountain Top University, owned by Mountain of Fire and Miracles Ministries is situated the Lagos-Ibadan Expressway where the Church already has their prayer city.

The Geo-political locations of these universities were also considered in developing the typology. Nigeria has 36 states and one Federal Capital Territory (FCT) - Abuja. These states are also further classified into a geopolitical zone. There are 6 zones - South West, South-South, North Central, South East, North West and North East. The North West Zone (Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara), with ten universities, has the highest number of federal universities. South West (Ekiti, Lagos, Ogun, Ondo, Osun and Oyo) has the highest number of state and private universities. The Zone has 11 state universities and 36 private universities. A breakdown of these university types across the six geological zone is presented in Table 2.

Table 2: Nigerian Universities across the Six Geo-political zones

	Federal	State	Private	Total
South West	7	11	36	54
South-South	7	10	14	31
North Central	7	6	11	24
South East	5	10	13	28
North West	10	8	3	21
North East	7	7	2	16
	43	**52**	**79**	**174**

There are Federal Universities in each of all the states in Nigeria, including the FCT. Likewise, each state has its university. These findings show that each state in Nigeria has at least two universities- one federal university and one state university. Ogun State has the highest number of universities in the country with 15 Universities. One federal university, two state universities

and 12 private universities. The South-West (n=54) has the highest number of universities, while North East (n=16) has the lowest quantity of universities.

A summary of the proposed typology is presented in Table 3 below.

Table 3: Typology of Nigerian University

s/N	Typology	Sub Typology	Sub Typology
1	Ownership	Public Universities	Federal Universities
			State Universities
		Private	Christian Faith-Based
			Islamic Faith-Based
			Community Owned
			Individually Owned
			Company Owned
2	Generations	1st Generation (1948 – 1970)	
		2nd Generation (1975)	
		3rd Generation (1980 - 1988)	
		4th Generation (1991 - 1992)	
		5th Generation (2002-2007)	
		6th Generation (2011)	
		7th Generation (2013)	
		8th Generation (2018)	
3	Provision	Conventional Universities	
		Specialist Universities	Petroleum Resources
			Maritime
			Defence and Security
			University of Technology
			Agriculture
			Education
			Medical Sciences
4	Brand Identity	Public University Naming	Location Named
			Literally Named
			Personality Named
		Private Naming	Literally named
			Founders name
			Religious Founder
5	Location	North Central	
		North East	
		North West	
		South East	
		South South	
		South West:	

5. Application of the Typology and Implication for Marketing and Branding

The typology in Table 2 above serves as a tool for (1) describing the higher education market in Africa and their branding strategies, (2) providing methodological and analytical tool for research, (3) describing specifications of higher education offerings by different universities,

(4) identifying value creation opportunities for managers and stakeholders, and (5) identifying marketing opportunities in the competitive market. These will be discussed in order.

Describing the Higher Education Market

Researchers have called for a better understanding of the higher education market in Africa. This typology is applicable in describing the different players within the market. It highlights the presence of private and public universities, which also applies in other parts of the continent. It also recognises the influence of religious organisations in shaping the higher education scene. Although the typology was developed based on Nigeria's higher education, it offers transferable conceptual understanding. There are different universities across Africa offering specialist courses (Namibia University of Science and Technology, The Libyan International Medical University -a private university established in Benghazi, Libya, to teach medicine). Some universities are adopting different brand identity strategies (Nelson Mandela University, South Africa, University of Tripoli, Libya). Likewise, policymakers at government and other levels will benefit from a more in-depth insight into institutional diversity (Bartelse & Van Vught, 2005) Understanding the types and locations of these intuitions will have effects on planning and resources allocation.

Methodological and analytical tool for research

For researchers working on higher education, this typology offers theoretical underpinning for their analysis. Bartelse & Van Vught (2005) noted that typology offers a methodological and analytical tool for research. This typology will facilitate policy analysis, international comparative studies and institutional benchmarking for researchers, analysts and other experts with interest in higher education. Mogaji (2016) study recognises three university groups in the analysis of marketing communications of UK University. Likewise, Ivy (2001) separated South African universities into traditional universities and Technikons for the analysis of higher education institution image. This suggests that further research can apply typology to developed variables when investigating African universities.

Identifying value creation opportunities

Universities in Nigeria are oversubscribed as the demands for university placement is higher than the supply. Interestingly, the universities are not carrying out any marketing campaigns; however, the universities need to look beyond the demand to create value for the students. Customer Value Creation framework identifies four significant types of value that can be created by organisations: as functional/instrumental value, experiential/hedonic value, symbolic/expressive value, and cost/sacrifice value (Smith & Colgate, 2007). Universities need to offer the functional value of Education albeit the limited resources. Public Universities are often ridiculed for not having the required facilities and experiencing interruption in academic calendars; but notwithstanding, some students can only afford the public university. A value creation strategy should be in place for universities that need to stand out. The first-generation public universities have the potential, but funding is often a limiting factor. The typology recognises the growing number of private universities surpassing the public universities and highlights the need to co-create the experience with the students as they aim to claim a larger market share. Consumers want to receive value in their experience, and this

typology opens opportunities to create the value by working with stakeholders interested in the reputation of the university

Identifying marketing opportunities

The typology highlights marketing opportunities for prospective universities and proprietors who may be considering venturing into a different specialisation (University of Technology, Education or Medical Sciences) or different geographical location. The typography gives an overview of the sector and highlights the gap within the market, especially with regards to location. This possibility is illustrated by religious organisations that have established more than one university in different geopolitical zones of the country. The Living Faith Church Worldwide, headed by Dr David Oyedepo, founded Covenant University in 2002 in Ogun State, South-West Nigeria, and later in 2014, the organisation founded the Landmark University in Kwara State, North Central Nigeria. Likewise, the Seventh-day Adventist Church in Nigeria founded Babcock University in 1999 located in Ogun State, South-West Nigeria; and in 2013, the Church founded Clifford University in Abia State, the South-East geopolitical zone of Nigeria. The federal government has also established universities in locations where there are no federal universities. The typology highlights the positioning of the universities and identifying their competitive advantages such as the location, reputation, and uninterrupted academic calendar. The typology highlights opportunities for universities to be created to target a market.

Identifying Branding Strategies

Many universities are operating within the higher education market as indicated in the typologies, and each university with its own identity. As universities become more marketised, brand building is becoming increasingly significant (Williams Jr & Omar, 2014). Universities are expected to stand out and be appealing to prospective students. The typology offers an application with regards to the brand identity strategy, especially the private universities, which are newly established and with limited history or heritage to build on.   Bartelse & Van Vught (2005) argued that through a typology, universities would be stimulated to clarify their mission and choose apprporiate profile. For those funded by religious organisations, they may have to build on the brand perception of their founders, as a strong brand is the most valuable asset for an organisation (Robson, Roy, Chapleo, & Yang, 2019). It is not surprising that Babcock University even though founded in 1999, leverages on the brand of Adventist College of West Africa (ACWA), which was founded in 1959. The University draws its identity from ACWA, with claims that it was founded in 1959. As the brand name is the most identifiable element in corporate and brand communications (Foroudi, Melewar, & Gupta, 2017), selecting the name for the university should be well thought through, especially with religious organisations that may have the intention to honour their founder. Also, it should be ensured that the names are not similar to avoid confusion is also essential. Apostolic Faith Church has Crawford University while Seventh Day Adventist Church has Clifford University. As Watkins & Gonzenbach (2013) asserted, developing a strong brand should be an essential component of their marketing strategy for universities who wants to stand out.

Identifying Synergy opportunities

The typology has grouped universities based on different shared characteristics. This offers universities the opportunity to come together to form a synergy for their progress; particularly, the first-generation universities. They can go through the route of prestigious universities like the Russel group in the UK or the U15 of Canada. Likewise, the University of Technologies can form an alliance like the Australian Technology Network. Private universities with shared interests can also come together to form a recognised representative body. Typology facilitates the identification of potential partner institution who are more readily associated and create opportunities for mobility and development (Bartelse & Van Vught, 2005). For example, with Ogun State having the highest number of universities in Nigeria, a location-based representative, like the Golden Triangle and N8 Research partnership, can also be created where all the HEI in the state. Both private and public universities can come together and contribute to research, student exchange, scholarship, and impact the community. This moves beyond the Association of Commonwealth Universities (ACU) or the Association of African Universities (AAU), as it opens more opportunity for the universities to work closely within a geographical area.

6. Conclusion

This chapter analysed and illustrated the institutional landscape and dynamics, and categorised Nigerian universities based on similarities and differences, to present a typology that increases transparency in the complex system of higher education in Nigeria, recognising the diversity within the system, and consequently improving the understanding of higher education system in Nigeria. Though the data used in the analysis were drawn from publicly available, and the information was retrieved from the NUC website, this chapter provided a more in-depth analysis and insight from the data. Building on previous work by Saint, Hartnett, & Strassner (2003) and Mogai (2019), which explores the types and location of Nigerian universities, the typologies present a holistic view of the universities in Nigeria with an inclination towards higher education marketing and corporate brand identity.

The typology can be applied in different ways as universities aim to stand out. The typology describes the higher education market and highlights opportunities for universities to co-create values with stakeholders. The typology also provided insights into identifying branding strategies for universities. The university name serves as a vital brand identity upon which branding strategies will be built. There are Islamic universities which did not use an Islamic name (Fountain and Cresent), while there are those that used Islamic names (Al-Hikmah University). These are branding decisions being made by the universities.

The generation typology shares close resemblance with the generation typology of universities in UK as identified by Scott (2001), who noted that there are seen as types of higher education in England among which are the old civics established in the Victorian period, the 'redbricks' founded in the late 19th and early 20th century, the new universities built on greenfield sites in 1960, the former polytechnic who were given university status in 1992. Scott noted that this typology is based on the history of the University and as this is also applicable in the case of Nigeria, highlighting a typology based on the history, heritage, and year in which these universities were established.

Likewise, Howells et al. (2008) identified the London Metropolitan Specialists cluster as one of the characteristics in their typology of UK universities. These are group of institutions based in and around London. This aligns with the location characteristics of the Nigeria universities. Research is one of the dimensions widespread in other typologies (Bartelse & Van Vught, 2005; Howells et al., 2008). This is however not present in the typology of Nigerian University as there is little evidence about the research intensity of these universities. This highlights opportunities for university managers and policy managers to develop the research capabilities of these universities.

A university's brand identity is a crucial component of this choice and must be strategically managed for visibility and to establish differentiation. Knowing that the consumer has a choice to enhance competitiveness and reputation, universities must implement strategies based on a set of these unique characteristics, which would be communicated to relevant stakeholders effectively and consistently (Melewar & Akel, 2006). In recognising the importance of a brand name, a prospective higher education investor needs to explore their naming strategy, especially those being established by churches and organisations - as Higher education institutions (HEIs), as with any other organisations, have much to gain from developing a strong brand identity (Robson et al., 2019).

There are potentials for expansion and creation of more universities in the country to meet the growing needs of prospective students. There are 174 Universities for a population of about 200,000,000 which is not enough. Besides, total number of applications received to study in higher institution in 2018 was 1,653,127, and the total number of candidates admitted in 2018 was 549,763 (NBS, 2019) – that is over 1 million students who could not secure university placement because the demand is higher than the supply (Olaleye, 2020). The number of applicants currently exceeds the number of available university seats in Nigeria, highlighting the need for more universities. As there is limited funding from the government, the onus falls on private universities to fill up space. Private universities are predominantly located in South West and South-South of the country, while there are fewer universities in the North East and North West of the Country. Besides, there are 11 states with no private university. This highlights opportunities for creating more universities in these geopolitical zones (North East and North West) and states. Considering that these locations are predominately in the northern part of the country, it poses a limiting factor for prospective universities (Mogaji, 2019). The government may have to consider initiatives to attract universities to their geopolitical zone.

Besides, the spread of these universities across the geopolitical zones presents opportunities for universities to work together for the collective good of society. An example is the 15 universities in Ogun State coming together to share research and technical expertise. Such groups exist around the world - Golden Triangle in the UK (Universities in London, Oxford and Cambridge) and the Regional Universities Network (RUN) in Australia. These universities can come together and form groups which can positively influence government policy formation (especially as regards funding), converge for inclusive excellence in teaching, learning and research, and advance their communities through education, resources, opportunities, translational research, and enterprise.

This chapter provides some prescriptions on extending the current body of knowledge in the literature on the higher education market in Africa. It also offers managerial implications for putting in place a better framework for classifying universities in Nigeria and providing

valuable insight for university managers. The typology also suggests directions for future research (Bartelse & Van Vught, 2005). Confirming or extending this typology across other African countries is suggested. South Africa often group their universities into traditional universities, comprehensive universities, and universities of technology. Possibly, some universities are not covered under this typology. Additionally, in other African countries, researchers can consider uncovering the different typology and identifying how branding and marketing strategies are utilised. Replicated studies are needed to explore whether the relationships found in this study can be applied in other countries and continents, in order to gain greater generalisability and validity for the typology and the theoretical framework of universities' brand identities.

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