AN EXAMINATION OF HIGHER EDUCATION IN THE PROCESS OF ECONOMIC DEVELOPMENT AND SOCIAL CHANGE IN NIGERIA

DISSERTATION

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Akanuboh A. Enin-Okut, B.B.A., M.P.A.
Denton, Texas
May, 1983

The problem of this study was to describe higher education in relation to economic development and social change in Nigeria.

The purposes of this study were (1) to identify the needs for economic development and social change in Nigeria; (2) to relate higher education goals to the identified needs; (3) to determine the perceptions of the participating groups of students, faculty members, academic administrators, and government officials about what priority of importance is being placed and should be placed on higher education goals to achieve the national needs; (4) to formulate recommendations for the future development of higher education in relation to economic development and social change in Nigeria.

Findings indicated that higher education policies in Nigeria were weak and often result in failure. Findings also showed that not only are the priorities established in the academic areas often inappropriate, but goals and objectives of higher education are not definitive due to successive interruptions in the Nigerian System.
On the basis of these findings, it was recommended that higher education in Nigeria be subjected to continuous experimentation and reconstruction to make it both the product and an agent of change; that research methodology in Nigeria be structured and adapted to local tools and needs so that the findings of any study may be representative of the true situation; that Nigerian universities be provided with research and training facilities that will enable them to make sufficient contributions to the development plans in the country; that emphasis on socioeconomic development be based on general knowledge and not only on science to the exclusion of other forms of discipline; and that cultural trimmings be incorporated into higher education planning and development. It was also recommended that education for economic development be positively planned so that it helps to spread economic opportunity and returns to ever widening groups in the society.
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CHAPTER I

INTRODUCTION

Among the problems facing Nigeria, the most challenging and the ones that demand the most urgent attention are those in the areas of societal structure and social change. The problems of socializing the people into the new economic and social order and of modifying the attitudes of the people to accommodate the emergent changes in society are among the obstacles to modernization which come with the increased pursuit of industrialization by the Nigerian Government. This is the stage in the development process wherein the role of higher education has been viewed as crucial. At this point higher education is called upon to exercise its influence to help the Nigerian system in the rapid achievement of its goals and objectives. Dean Rusk (7, p. 28), stating the key role of education, said:

Education is not a luxury which can be afforded after the development has occurred; it is an integral part, an inescapable and essential part, of the development process itself.

However, the success of higher education, in this circumstance, depends most upon the people's willingness to legitimize its role in the process of development. Thus, whatever success is achieved by higher education in the
process of economic and social change is dependent upon the society's perception of the goals and benefits of higher education. Where the perceptions are positive, progress could be rapid since positive perception invokes legitimacy and legitimacy generates cooperation, which is what higher education most needs in these circumstances.

Since legitimacy of the functions of higher education quickens the process of educational socialization, the development of higher education becomes a very important tool for economic development and social change.

Statement of the Problem

The problem of this study was to describe higher education in relation to economic development and social change in Nigeria.

Purpose of the Study

The purpose of this study was

1. To identify the needs for economic development and social change in Nigeria;

2. To relate higher education goals to the identified needs;

3. To determine the perceptions of the participating groups of students, faculty members, academic administrators, and government officials of what the current priority of importance placed on these goals in relation to each need is and what the priority of importance should be;
4. To formulate recommendations for the further development of higher education in relation to economic development and social change needs of Nigeria.

Research Questions

1. What are the economic and social change needs of Nigeria?

This question involved looking at such things as the development plans, economic and social program goals, and potentials for resource development necessary to improve the general conditions of the people.

2. What are the higher education goals related to the identified needs?

This question examined the institutional goals used in this study in relation to higher education aims and objectives in terms of how they relate to the economic and social change needs of Nigeria.

3. What are the perceptions of the respondents to these institutional goals in relation to the identified needs?

This question examined the responses from the participating groups of students, faculty members, academic administrators, and government officials with a view to determining the priority of importance placed on higher education goals in relation to the national needs of Nigeria as identified in the study.
4. What are the appropriate recommendations for further development of higher education in relation to the economic and social change needs of Nigeria?

The response to this question summarized, drew conclusions for the study based on the perceptions of the respondents and the findings drawn from literature on Nigerian affairs, and recommendations for possible areas of improvement were made at this point.

Hypotheses

This study was to test the following hypothesis:

$H_1$: With respect to what is the current priority of importance placed on educational goals to achieve national needs, there would be no statistically significant differences between each of the following groups of respondents and the others: students, faculty members, academic administrators, and government officials.

$H_2$: With respect to what should be the priority of importance placed on educational goals to achieve national needs, there would be no statistically significant differences between the opinion of each of the following groups of respondents and others: students, faculty members, academic administrators, and government officials.
Background and Significance of the Study

**Federal Republic of Nigeria**

Nigeria is located on the west coast of the African continent. It is bordered on the north by the Niger Republic; on the south by the Atlantic Ocean and the Bight of Benin; on the east and northeast by Cameroons and the Chad Republic respectively; on the west by the Republic of Benin (formerly Dahomey).

The climate of Nigeria is tropical with some variations due to differences in latitude, topography and the vegetation between the south which is hot and wet and the north which is hot and dry. In general there are two seasons in Nigeria: the rainy or wet season which is from April to November and the dry season which is from December to March.

Nigeria has a total land area of 923,768 square kilometers, about 356,667 square miles (6). It has an estimated population of about eighty million—one fifth of the entire population of Africa and the largest in the British Commonwealth with the exception of India (6, p. 416; 12, p. 23).

There are about 250 different ethnic languages in Nigeria with the Hausa, Ibo and the Yoruba being the dominant ones. Because of this linguistic diversity, the official language of Nigeria is English.
Nigeria is a secular state (4, p. 2). As in all democratic states, the people in Nigeria are permitted to practice the faith of their choice (4, p. 17). The two dominant religions in Nigeria—Islam and Christianity—have an almost equal number of followers. The Islamic faith is predominant in the north while Christianity is predominant in the south.

**Government**

There are three tiers of government in the Federal Republic of Nigeria consisting of the Federal, the State and the local (12). There are nineteen states in Nigeria and the federal territory (4, p. 1). Nigeria has a presidential system of government consisting of the Federal House of Representatives (National Assembly) and the State Houses of Assembly (4). It has an Executive President at the center and the Governor who acts as chief executive in each of the states. Its 1979 constitution which replaced the 1959 pre-independence constitution, is a replica of the United States constitution in construction and structure.

There are five recognized political parties in Nigeria -- the Unity Party of Nigeria (UPN), the National Party of Nigeria (NPN), the Nigerian People's Party (NPP), the Great Nigeria People's Party (GNPP), and the People's Redemption Party (PRP)-- of which the National Party of Nigeria (NPN),
the President's Party, has the majority in the National Assembly.

**Education**

There are thirteen institutions of higher learning in the country; three of these are junior colleges and ten are universities. The elementary education is free; but tuition must be paid for secondary and technical education. The existing educational opportunities are directed toward the reduction in the country of the illiteracy rate which is still very high in terms of the international scale provided by the United Nations Education, Scientific and Cultural Organization as well as meeting the needs of national development (6; 4, p. 10).

**Trade and Industry**

Nigeria is an active member of the Organization of Petroleum Exporting Countries (OPEC) and the Economic Cooperation of West African States (ECOWAS). It is one of the eight largest oil-producing nations in the world, and the number one oil supplier to the United States (this position is subject to change with changes in supply and demand for oil) (6, 3).

**Nigerian Educational History**

The history of Nigerian education is a reflection of the country's richness in culture and tradition. Education
is part of the heritage of the people and this affinity of education and culture in the Nigerian setting allowed Western educational influence easy access into the fabric of the Nigerian society from the beginning. Some educational systems had existed in the country as early as 1472 before the arrival of Europeans on the coast of Africa south of the Sahara. That such systems existed was not only an important source of inspiration to the Nigerian people, but a remarkable portal through which the Europeans could channel their ideas and new philosophies. Since the Nigerians had already embraced some forms of education, what came with the Europeans was a continuation and extension of what had been known and accepted. Though through time many of the attributes of the early system of education have been modified, altered, and changed, the present system of education in Nigeria has never been completely divested of those natural elements which were responsible for alerting the people to act in concert with the past in response to any given situation. Even with the changes in educational orientations, customs and tradition, in short culture, still exercise no small influence in the social and economic spheres in the country. The Nigerian value system is today nothing more than the redefinition and the extension of what existed before based on the context of today's societal demands.
Thus, in spite of the ethnic complexity which is reflected in the cultural diversity of the country, in spite of the country's being looked upon as the treasure chest of African culture in terms of ceremonies and drama, in art and architecture, in language and literature, there is still a greater difference in existence between the past and the present, between former customs and today's impersonal and secular state systems, between early customary simplicities and today's sophistication, between individual growth and national progress. Because higher education is still the privilege of a few who can afford it, the true mission of higher education is just beginning to influence the social and economic climate in the country.

However, prior to the arrival of Europeans in Nigeria, the young were trained to uphold customs and tradition, to respect natural laws, and to value the art of trade (6). The mission of such education was to produce good community leaders knowledgeable in civic responsibilities. Thus the important challenge to the educational system was the promotion of social loyalties and the preservation of the ideals of institutions of faith. The function of education in this instance was simply that of instilling morals and ethics in the minds of the young. Hence all efforts of educational endeavor were to promote the status quo.
Nonetheless, from this simple beginning greater things grew. The formal educational system that came to Nigeria with the coming of European missionaries did not take long in becoming established. The greatest of it all was the acceptance of the change in orientations by the Nigerians with little or no resistance. This situation came about because the nature of change that came was incremental. What came was not a new start but an addition to what was already in existence. What existed before was accepted and blended into the new system through gradual modification. This encouraged the natives to believe in the system because they saw in it the way to improve what they had had before. This gradual altering of the existing educational system by the missionaries succeeded, and the colonial administration later took it up. If there was any social change of the early Nigerian system that the indirect rule style of the British administration could be credited with, it ought to be in the field of education —accomplished by administration through indigenous rulers using the existing societal structures (1). Thus by design and through gradual process of modification of the existing educational structures, the educational system in Nigeria grew to be what it is today. Built around religious faith, the colonial system of education in Nigeria was able to
produce surrogate leaders to represent European interests in the provinces. Even though what happened in that era is looked upon as relatively inconsequential in the context of today's education, it was important and attractive to both the Nigerians and the Europeans then. It was very important for the Europeans to have representatives in the provinces who could understand the native rulers and who were able to work closely with them. To the Nigerians it was important to be able to speak another language and to assume greater responsibilities in their own country outside their extended family circles. Through these trained Nigerians, the Europeans could penetrate deeper into Nigerian society and could have their interests fully secured everywhere, even where they could not show up in person because of natural impediments such as thick woodlands. Thus, by design, the European education was instituted and directed to win the confidence of the natives and to destroy hostility against new ideas. These things were achieved through able indigenous ambassadors who went around the land selling the European ideals to the natives.

Thus the growth of education in Nigeria came as the result of the conviction by the colonial regimes that the only way to gain access into the Nigerian society and be accepted by the local leaders was to train Nigerians to
sell their ideals. What happened in this circumstance shows the influence education has in the time of change. This was the most important tool the Europeans could use to socialize Nigerians into accepting their new ideas. It was through this method that they could establish their regimes in the country firmly with little or no resistance.

The first higher educational institution to be established for the whole of West Africa was Fourah Bay College in Sierra Leon with theology, classics, and art as the main courses offered (6). Fourah Bay College was an extension of Durham University in England. In 1934, the first higher education institution in Nigeria, Higher College, Yaba, came into being. The courses taught included medical science and engineering, but they were kept below the university level and the completion of programs in these areas never resulted in the granting of degrees. After the second World War, the University of Ibadan came into existence as a result of the Asquith and Elliot Commissions which were appointed to look into the needs of establishing higher education institutions in the country.

True national educational pursuit came with the Nigerian attainment of selfhood on October 1, 1960. Following the achievement of independence, there was a
great deal of dissatisfaction with the colonial educational policies. One of the areas of dissatisfaction was the failure to allow Nigerian students to take courses leading to degrees in sciences, economics, and engineering (6). This led to the establishment of new universities in the country to establish degree programs in these areas.

The problem of change is visible everywhere both in advanced and in developing economies. Though the scale and dimension of change may be different, the resistance to change is a universal phenomenon. Despite the fact that the industrialized nations have coexisted with modern technology for quite a length of time, their systems still face the problem of resistance to change.

Societies and institutions everywhere are peopled with those who do not want to try something new, either because they resent the change for fear that it would change their modes and attitudes, or they do it in an effort to preserve the status quo—the long cherished traditions they do not wish changed.

The most difficult problem to deal with in any changing circumstance is man himself—the problem of changing human minds. The vagaries of human nature are the blocks that stall all human progress, historic and current. This is where the truth of the saying "Man is the architect of his fortune" is manifested. The problem is not that what
is about to come is inherently bad, it is that of man's refusal to give it a trial. It is the problem of lack of clear conception of the word 'change' which to many means a complete destruction of what they have won with great pains and what they cherish.

However, economics and social emancipation, according to Marx and Engel (17), means the dissolution of the old society, its values, and its belief system. It means changing the life styles and occupation of the people. It is truly a process of a complete rethinking and reconditioning of both the self and the environment. It is a subtle revolution which in the course of time overthrows the old conceptions and ways of doing things to make room for the new ones.

Their fears, in part, seem justified because it is difficult to deprive oneself of what one has gotten. Moreover, men never relinquish what they have won. Though this may not mean unwillingness to relinquish the social form they have acquired, they would compromise in social issues but not with ease. Hence human history is repleted with the problems of reformers and statesmen who have attempted to get free men to choose to move in a desired direction without the invocation of authoritative command or the use of coercion. Since social change lacks means of absolute quantification, the determination of its
magnitude and the assessment of its benefit and costs is
difficult. Thus having nothing to assist man in deciding
to follow change invariably hardens his resistance to
change.

Because the aim of change is to objectify the way of
doing things and to rid the system of particularity ten-
dencies and to make the people see in universal terms,
the work of educating in times of change is difficult (8).
This is because people hate to change their ways of doing
things. Thus the composite society of the urban setting,
of hurley-burley urban society with its polyglot popula-
tion, its ceaseless cravings and materialistic nature,
its contrast between wealth and poverty, and its unpre-
dictability, and instability, compound the problems of
change. A change from the natural pharmacology and natural
ways of dispensing medication to the sick and of diagnosing
sickness, to the impersonalized methods of doing things of
the occident, of changing the medicine and the attitude
of the patient, are not easy things to come by. The
population explosion as well as increasing urbanization
caused by a subsequent depletion of farming and the rural
population are all serious problems for the new Nigerian
system.

The Nigerian experience in the last decade has been a
difficult one. It has been difficult because things could
never be the same again after the civil war. The war did not only tend to dismember the nation, changed the psychology of the people, and disorient their attitude and ways of thinking, but it also attempted to change the system of values. To put things together again called for a re-establishment of national direction and a re-ordering of national priorities to meet the needs of rehabilitation of the displaced and to rebuild the confidence of the people in one Nigeria once again.

Since the end of the civil war in 1970, the desire for changes has dominated the thoughts of leaders both in an effort to heal the wounds created by the war and to unite the people behind the development plans. This desire has been dramatized in the various multi-billion naira (Nigerian currency) development plans instituted by the Nigerian federal government whose aim is to lift the nation to the level of development in the shortest possible time (6). To achieve the aspirations of the new Republic, the federal government takes direct responsibility in financing higher education in the country to provide the nation with skilled manpower necessary to meet the needs of development. This has led to the institution of sweeping changes in social and economic programs to improve the general conditions of the people.
However, this pursuit has not been easy either for the government or the people. In order for the gigantic development programs that Nigeria plans to succeed, in order to put the new dreams in proper perspective, availability of sound and adequate resources—material and human—is required. But while Nigeria is blessed with material resources, human resources may yet be in greater demand (15). Thus it is against this diverse background that higher education in Nigeria must be viewed in attempting to determine the role higher education is currently playing and should be playing in this process of development and change in the country.

Significance of the Study

The significance of any study, first and foremost, is the contribution it makes to the general knowledge, and then to knowledge in a particular field with regard to promoting further studies. A true significance of a study lies in the acceptance of the findings of the study and the implementation of its findings.

Because this study sampled points of view of the people of Nigeria regarding what is and what should be the priority of importance placed on educational goals to satisfy national needs of the country, it certainly came out with some findings that helped in making recommendations which may lead to re-evaluation of higher educational policies
and programs in the country. It may even result in complete
re-assessment of the mission of higher education in the
country. As no study of that dimension is known to have
been undertaken at the federal level, it is felt that the
findings and the recommendations of this study would add
significantly to the development efforts and the general
well-being of the Nigerian nation.

Basic Assumptions

This study assumed

1. That the respondents were knowledgeable in and
had understanding of the development plans of Nigeria and
the higher educational policies that went with these plans;

2. That they objectively and positively reacted to
the questionnaires distributed to them.

Delimitations

The boundary of this study never significantly exceeded
the question of influence of higher education in the process
of development in Nigeria as deduced from the test of per-
ceptions of the respondents regarding what is and what
should be the priority of importance placed on higher
education goals in relation to the national needs of
Nigeria. Because the study was conducted at the national
level, only passing references (if any) were made to the
state and only in certain cases where such references served the purpose of shedding more light on the study.

**Definition of Terms**

**Influence.**—Stoner defines influence as a change in behavior or attitude resulting directly or indirectly from the actions or example of another person or group. He also relates to power and authority.

**Power.**—He defines power as ability to exert influence.

**Authority.**—According to Stoner, authority is a type of power based on the recognition and the legitimacy of an attempt to exert influence (14, 266).

**Authoritative Command.**—In this context authoritative command refers to the invocation of sanctions or coercing people to act against their will.

**Composite Society.**—This is a kind of society in which people of common cultural origin are universally related because of differences in orientations brought about by too many changes in the environment.

**Procedure and Research Methodology**

**Instrument**

The instrument used in this study was made up of 20 national needs of Nigeria currently perceived, proposed, and suggested and were derived from the following sources:
The relationship of the institutional goals to the national needs was derived from the order established by a panel of experts set up to relate academic goals to needs. The instrument was prepared after adjustments were made for the views of the experts.

The instrument was arranged in the following order.

1. The needs appeared first and were numbered from one to twenty.

2. Each need was followed by a goal question relating to is and should be.

The instruments were mailed to the respondents in their respective groups along with the request for response in which they were to indicate the perceived priority of importance that is currently placed on goals and the preferred priority of importance that should be placed on goals to achieve national needs based on the following scales: 5—of extremely high importance, 4—of high importance,
3—of medium importance, 2—of low importance, 1—of no importance.

The instructions that accompanied the instrument asked each participant in the study to give an opinion regarding each goal statement in terms of what he or she perceived is the current priority of importance and what he or she thought should be the priority of importance.

Based on the scale of values from one to five, means and standard deviations for is and should be were calculated in the goal areas from which the twenty goal statements came and were used to show the opinions and judgements of the respondents on the perceived and the preferred priority of importance placed on goals to satisfy the national needs of Nigeria.

Analysis and Presentation of Data

This study utilized survey research in an effort to determine the development trend of higher education in the process of development in Nigeria.

The main source of data for this study was the survey questionnaire sent to stratified random groups of respondents selected for the study. Others included available resources within the North Texas State University Library, Inter-Library Loans, and the Nigerian Embassy, Washington, D.C.
The questionnaires were sent to four groups: students, faculty members, academic administrators, and government officials. These groups were chosen from the five Nigerian Universities of Ahmadu Bello, Calabar, Ife, Lagos, and Nsukka and from four government agencies composed of the Federal Ministry of Education, Educational Research Council, Joint Admissions and Matriculation Board, and the National University Commission.

The population universe of the study was 66,740 comprising 63,000 students, 1,630 faculty members, 1,930 academic administrators, and 180 government officials. The sampled population was 490 and was made of 300 students (a figure equal to the population of students in Ibadan University in 1950), 100 faculty members, 50 academic administrators, and 40 government officials.

The survey questionnaires were mailed to the participating groups through the offices of the registrar in the universities and through the offices of heads of departments in the government agencies. Appropriate follow-ups necessary to encourage a higher rate of returns were undertaken three weeks following the mailings.

A fifty percent return for any group was considered necessary to make the findings of the study representative of the population universe involved in the study.
Procedure for Analysis and Treatment of Data

The obtained questionnaires from the returned responses of students, faculty members, academic administrators, and government officials were analysed. The returned questionnaires were tabulated into a code of numbers on a keypunch worksheet and subsequently keypunched on machine cards. Then, the data were analysed as follows.

1. Descriptive Statistics
   a. Calculation of means and standard deviations for is and should be for each of the four groups was undertaken regarding their perceived and preferred goal areas in relation to the needs.
   b. Based on the means of the goal areas, a rank-order for is and should be for each of the four groups was made in terms of the perceived and preferred goal areas in relation to the needs.

2. Inferential Statistics
   a. One-way analysis of variance was computed to determine if significant differences existed among the groups with respect to their perceptions of the priority of importance placed on the selected goal areas to achieve the national needs of Nigeria.
b. One-way analysis of variance was computed to determine if significant differences exist among the groups with respect to the priority of importance which in their opinion should be placed on the goal areas to achieve the national needs.

c. Both a T-test and Scheffe test were computed to compare the groups using means and grand means.

Significant differences were determined at .05 level significance for all groups.

Conclusions and Recommendations

Based on the perceptions and preferences of the respondents, conclusions were drawn and recommendations made for further improvement of higher education in Nigeria.
CHAPTER BIBLIOGRAPHY


3. CBS 60 Minutes Newscast, October, 1980.


CHAPTER II

THE REVIEW OF LITERATURE

Introduction

Over the years, the conception of scholars' conception about the mission of higher education have undergone a modification which has served to broaden the base of university education. This modification has instilled in the milieu of institutions of higher learning attributes that make human development meaningful. The cultivation of the mind alone, according to John W. Hanson, is not sufficient to provide education that could match the challenges of today's complex human environment. Hanson explains this point by maintaining that functional education must be appropriate to time and situation (11, p. 12).

Adams (1) notes that no longer is education seen as an individual consumer good for mere vocational preparation, informed citizenship, and personal cultivation. It is now a recognized and important capital investment in a nation's future and is moreover an investment for national development especially in the less industrialized countries of the world. Socrates view of an intensified university education as a necessary qualification for a statesman is thus as meaningful today as it was when he first observed it, for
the complexity of the present day environment makes the issues of states even more intricate. These issues call for a different kind of discipline that is all-inclusive in nature and can be attained only through continuing education (18, p. 181). In the words of Dewey (21, pp. 70-81):

> Education is a process of continuous reconstruction of experience with the purpose of widening and deepening of its social content while at the same time the individual gains control of the methods involved.

Statements such as "education is the key that unlocks the doors to modernity; education is the pivot upon which all development efforts revolve, etc.," surely add enormously to elevate the operation level of higher education. Higher education no longer serves the medium interests of training entrants to vocational education, but rather it has become the terminal recipient of the vocational education products for complete trimmings with the academic grommets (6, p. 141). Higher education is the giver of vision and an indisputable source of inspiration that is intended to integrate the recipients of academic degrees into the paradigms of their vocations. These degree holders are also by their education made socially acceptable in the larger society of which they are part not only because of their professional sophistication but also because their preparations have earned them the privilege of being looked upon as the future leaders of their respective communities.
This is the reason Socrates saw intensified university education as a necessary qualification for a statesman—as his eye opener and a source of his inspiration. Thus the efforts of the university have been directed toward such growth and discipline of the mind that would make degree holders amenable and equal to the tasks of today’s complex environment.

Jacobsen (17, p. 24) recognizes the by-products of the university education in this quotation from Robert M. Hutchins:

. . . the object of the university is intellectual not moral. This is not to disagree with the attitude that moral values, high ideals and strong principles must be among the results of education . . . character is the inevitable prerequisite and the inevitable by-product of the university training . . . the system of education that produce graduates with intellects and no character would not be merely undeserving of public support, it would be a menace to the society . . . Indeed, I should go so far as to say that the reason why the universities are successful in developing character is that they do not go about it directly . . . Character comes as a by-product of sound education. The university method of developing character is to train the intelligence.

Quoting Donal Cowlings, Jacobsen (17, p. 25) asserts:

The aim of college . . . is to develop the student with respect to all his capabilities into mature, symmetrical, well balanced person, in possession of all his powers, physical, social, mental, and spiritual, with an understanding of the past and a systematic insight into the needs and problems of the present.
Hanson (11, p. 96) holds that human nature is degraded and debased when the lower faculties predominate over the higher. The case of integrated growth, the kind of growth the university education seeks to enhance, is the one in which the higher faculties predominate. Spence (23, pp. 35-36), quoting Governor Mitchell's unalloyed support for education in the state of Georgia, wrote in his dissertation:

> The human mind unimproved by education, has been very aptly compared to a block of marble in its nature state. It is the artist who gives it the polish, and presents to the eye its hidden beauties which we so much admire... just so is the influence of education upon the human mind. It is therefore that we are to increase our knowledge, and thereby establish of the finest support to our present republican form of government.

Jacobsen (17, p. 10) is right when he observes:

> Educational programs on higher levels are taking new directions. Education is assuming an important role as a chief interpreter and energizer of modern society. As befits a democracy, it will become more and more an agent of society, drawing nearer and nearer to the needs of the people...

He believes that educators should take care that educational specialization be directed toward social need (17, p. 8):

> There is need for greater assurance that specialisms will be tied to social need rather than to exist and operate as independent entities... Social intelligence and citizenship are qualities to be acquired by virtually all of the members of a society.

Education is the greatest instrument man has devised for his own progress. The great faith in education is the
consequence of a strong belief in education as a proven mechanism by which the achievement of lofty human dreams can readily be attained.

Hanson (11, p. 3) sums up his conception of education for development in these words:

For all its humble beginnings, however, the faith in education that is growing among underdeveloped peoples springs from a belief that is basic to the attainment of a better life: whenever men put their trust in schools and in the knowledge school imparts, they are placing faith in themselves and in what they may ultimately accomplish for themselves.

Yet Bowles (4, p. 1) maintains that the idea of using education to accelerate the rate of economic growth is relatively new. The Conference on Economic Growth and Investment, held in Paris in 1962, made contributions to this faith in education for development by observing that education could be seen as a powerful agent of transformation (11, pp. 17-20):

The process of achieving modernity, the process of development in its broadest sense, is one of fundamental transformation in the mind and character of men . . . Education has been viewed as agent of such transformation.

In essence, faith in education in this era by developing as well as developed nations, is a consequence of renewed optimism by man and by nation states engendered by the belief that it is only through "learning" that the objectives of nations can be translated into the impulse of national consciousness. It is through learning that man
has come to accept the industrial environment in which he lives. As Havinghurst observes: "Living is learning, and growing is learning. To understand human development one must understand learning" (13, p. 1). Living in a modern society, he maintains, is a long series of tasks to learn. The tasks the individual must learn—the developmental tasks of life—are those things that constitute healthy and satisfactory growth in our society (13).

Because development depends upon people, their attitude, their aspirations, their energies, and their willingness to do something about it themselves, the first concern in any attempt to solve the problems of education for modernity, is a concern for the people themselves (11, p. 36). Human society is made by human beings and can therefore be changed by human beings (26, p. 1).

The role of education in the process of development, according to Hanson (11, p. 31), is to encourage social mobility and to safeguard economic democracy. These ideals are achieved when the people are informed and are made aware of their potentials. This stage comes when the populace as a whole is interested in the exchange of ideas, an exchange which can ensure that classes are not frozen such that the elite only perpetuates itself. Thus development can be stimulated in the underdeveloped economy by demonstrating that tomorrow need not be the same as
yesterday, that change can take place, that the outlook for change is good.

Whatever the name given to higher education in the process of exercising its functions in the society—education for growth, education for change, education for modernity—the issues remain the same; the concern for man's development, the enhancement of his capabilities, are the core toward which the mission of higher education is directed in every society.

The literature review presented incorporates the following: (1) the review of related studies, (2) the review of higher education development in Nigeria, (3) the review of socioeconomic development in Nigeria.

Related Studies

In 1955 Fafunwa, at the University of New York, wrote his dissertation on Historical Analysis of the Development of Higher Education in Nigeria. In the purpose of the study he indicated that no systematic study had been made on higher education in Nigeria prior to his research, that any printed material that was available was only a conglomeration of isolated facts. He stated emphatically that up to the time of his writing no research had been done on the subject and the printed materials on higher education that were available were either sketchy or uncoordinated or both. That so far no one had taken pains to compare the social,
economic, and political needs with the development of higher education in Nigeria.

Fafunwa’s research was dedicated to discovering whether Nigerian education was meeting the needs of its society, to provide comprehensive historical perspective against which the past, the present, and the future development of higher education can be measured and more fully understood, to discovering through analysis and comparison of facts and events certain generalizations and conclusions which could be used in the determination of educational policies and practices in Nigeria. In his conclusion he portrayed lack of accurate statistical records as one of the socioeconomic needs of Nigeria; he found medical facilities inadequate and health services unavailable for the Nigerian public at large, but reserved almost exclusively for the expatriates; he found that responsible posts in the health departments and elsewhere were reserved for the expatriates; he discovered that town and rural planning attempted in 1930 and reinforced in 1946 concentrated on slum clearance in the capital city and in housing government workers; he found that exports and imports in Nigeria were controlled by the British; he discovered that 60 percent of Nigeria's natural resources were exported to Britain annually; that 80 percent of Nigeria's imports came from Britain; he found that Nigerian agriculture was not improved, that 80 percent of the farmers cultivated the land in their forebearers manner.
Reviewing the history of higher education, he noted that the development of higher education was not the result of deliberate, comprehensive long range planning; he also found that higher education in Nigeria was a transplantation of the British system of education, that it did not bear any relation to the needs of the Nigerian society because the emphasis was directed toward meeting the British standards rather than the needs of Nigerians.

In his recommendation he emphasized the need for adequate water supply and electricity, which he claimed 80 percent of the native population of the time had never had and stressed the need to broaden the base of education in Nigeria:

Nigeria, a young and developing country, cannot afford to train elite if it intends to remain free, strong and democratic after independence. The educational system that is divorced from the country's economy and is designed primarily for the training of a privilege minority in a country where mass illiteracy is the order of the day needs drastic revision.

Ukeje in 1957 completed his dissertation at the Teacher's College, Columbia University, entitled A Study of the Critical Needs of an Emergent Nation and the Role of Education in Meeting Them. Ukeje, as his title suggests, indicated that the aims of his study were twofold: to identify the needs of Nigeria and to outline the role of education in meeting them. He stated the need for the study to be based on (1) the low per capita income in
Nigeria in comparison with more industrialized countries, (2) the need for industrialization in Nigeria, (3) the need to remove social and rural factors which limit industrialization, (4) the need to expand education hitherto limited to small groups, and (5) the need for education which takes into account the needs of Nigeria.

In his conclusion and recommendation, Ukeje listed the total needs of Nigeria to comprise (1) an adequate and stable federal constitution, (2) Federalism—which takes into account the plural nature of the country and at the same time provides channels of expression for the divergent groups, (3) a new national history of Nigeria written with the national consciousness, (4) national integration—creating a sense of oneness to be the concern of all, (5) political integration—integration of all political activity into a common national cause to promote the evolution of national political parties which would transcend all boundaries—regional, tribal, religious, etc., (6) an ideology which would act as a motivating force, and a frame of reference, (7) the revival of Pan Nigerian Nationalism—creation of a common national sentiment, a common national loyalty, (8) the revival of a sense of public obligation—willingness to perform public service with honor and integrity, (9) political tolerance—respect for the right to differ, (10) effective leadership—
leadership that cuts across tribal lines and operates above jealousy, (11) the integration of the traditional elements into the new democratic framework, (12) improvement and modernization of all aspects of the agricultural industry, (13) improvement in the area of health and sanitation, (14) economic development--based on industrial development as well as agricultural, and finally (15) mass education--the enlightenment of all for a successful democracy.

He put education for meeting Nigerian needs under two headings:

1. Liberal Education for Social Efficiency
2. Teachers' Education

He maintained that Liberal Education for Social efficiency would stimulate and liberate all the dominant energies of the students for effective usage and would be concerned with the all-round development--intellectual, social, physical, and emotional--of the country as a whole. He pointed out that education should cease to be the sole province of the intellectually elite, and should no longer be limited to a few traditional disciplines. And he saw the role of education in meeting the central needs of Nigeria as dependent upon the proper preparation of teachers.

Evans in 1962 wrote a dissertation at Indiana University entitled: A Study of Higher Education in Nigeria and its Relationship to National Goals. In his work, Evans
traced the social and the political history of Nigeria from the immediate past to the time of his research (1962). He focused a great deal of his attention on the struggle for independence and the rewarding outcome of the efforts of the Nigerian leaders which came with the attainment of independence in 1960. He asserted that the study of Nigeria's history from 1861-1960 revealed that Nigeria was never a contented subject of the colonial rule, that its aspirations and hopes for the future could not be contained within the bounds of colonialism. He indicated that sometimes these aspirations and hopes for a better life, impossible under the British rule, were expressed negatively in the forms of resistance and protests and sometimes positively through conferences and negotiations. He maintained that this resistance was always evident throughout the century of British rule, but that unlike most nations in quest for the realization of their dreams, Nigeria's efforts to obtain her goals were orderly and, in the main, void of violence.

In his findings, Evans states that through his interviews everyone made clear that any industrial concern was welcome to assist in the industrial development of the country, but that such assistance must not repeat the mistakes of the past and such a concern must respect the principle that Nigeria's resources are for Nigerians.
He quoted Marcus Garvey to support what he found that Nigerians aspire for

... every race must find a home; hence the great cry of Palestine for the Jews--Ireland for the Irish--India for the Indians and ... AFRICA FOR THE AFRICANS.

He saw national goals of Nigeria since independence to be determined primarily by the report of the Ashby Commission on Investment in Education along with views expressed in other literature relevant to the ascertainment of the national aspiration of the country. The Ashby Commission was appointed in 1959 to look into Nigeria's needs in the field of Post-School Certificate and Higher Education over the succeeding twenty years.

In his conclusion and recommendation, Evans listed the following as the role of higher education in Nigeria:

1. to improve the quality of education on all levels--elementary, secondary, teacher-training and technical, and university level,
2. to increase educational opportunity so as to make it available to all,
3. to direct its efforts to reduced unemployment,
4. to increase per capita income and raise the standard of living,
5. to increase the availability of food of the proper quality,
6. to replace expatriates who hold strategic positions in Nigeria with competent Nigerians,
7. to improve housing--city, urban and rural,
8. to improve health facilities and health of the Nigerians generally,
9. to improve recreational
facilities, (10) to improve social services, (11) to improve government services, (12) to ensure proper functioning of the legal and judicial processes, (13) to improve facilities of communication and transportation, (14) to improve electrical facilities, water, and sanitary conditions, (15) to mechanize and modernize all aspects of the agricultural industry, (16) to expand and improve factories for the processing of available natural resources and to increase the rate of absorption of some of the unemployed, (17) to facilitate the change of Nigeria's economy from agricultural to industrial thereby reducing employment in agriculture from 85 to 30 percent, (18) to cultivate the ideology which will unify the country in purpose and action as a democratic nation, while at the same time preserving individual freedom and opportunity for regional variation, and finally (19) to develop to a point where Nigeria could assume a more significant role in world affairs.

The Development of Higher Education in Nigeria

Higher education in Nigeria developed through periods of indifference, opposition, compromise and, at the end, active support from the colonial regimes. In Governor Lugard's (Lord) view, it was dangerous to give Africans any education that might tempt them to question, much less
challenge, constituted authority—traditional or colonial (25, p. 3). Further, Lugard contended that in the face of limited potentials for growth, any increase in the number of educated Nigerians would lead to potential political instability in the future (25, p. 67). But accepting the views of educators such as Harbison and Myers (12, p. 181) that education is the key that unlocks the doors to modernization and the argument that without it Africans would be unable to enter the modern technological world, Nigerian leaders disregarded the contentions of the colonial regime and consistently pressured the colonial administrations to devote a much larger share of the resources to mass education. Because they feared losing the control of the colony, the colonial regime finally accepted the development of higher education, but grudgingly. This was the reason the colonial system of education was terminally oriented, simply because it was not a genuine approach to education for problem solving. Many Nigerians who embraced formal education in those early days did so primarily because it conferred social status that was distinctive from the rest of the society (8, p. 162). Education was not pursued to improve skills, but to put the educated black man closer to the white man. The school curriculum was art-oriented and purposefully directed toward producing only men who
could serve as clerks in the colonial offices and other establishments. Thus it is not difficult to see why Nigerians were not contented subjects of the colonial rule according to Evans (7). Even when many Nigerians had acquired formal education in Britain and attained a level of recognition, the colonial leadership ignored their competence and skills and still regarded them as backward. However, when at last Nigerians assumed governmental powers, they immediately moved to expand educational opportunities for Nigerians. Today education is on the priority list of all levels of government in Nigeria—federal, state and local.

Higher education in Nigeria has grown in importance over the years—from a profitable pastime for a handful of research scholars in the 1950s to a preoccupation of millions of Nigerians in the 1960s who came to see it as the sine qua non of the Nigerian development (9, p. V).

The history of higher education for Nigerians began over one hundred years ago and nowhere in Africa has progress and change in higher education been more dramatic in the last few decades than in Nigeria. According to Uchendu (25, p. 216) modern higher education in Nigeria covers a span of a little more than twenty-five years beginning with the establishment in 1948 of the University College at Ibadan, but it has been a small span with great strides.
In the last ten years Nigeria has spent over 30 percent of its annual budgets on education. With a population of over 60 million in 1970, Nigeria has about one-quarter of the African people—that is, every fourth African is a Nigerian—and has approximately one-quarter of the African Continent's total school population, teachers, and university undergraduates (6).

In 1950, there was only one university college at Ibadan with a student population of about 300. Today there are thirteen universities and some junior colleges and many more to come as the need for more universities continues to unfold. Currently there is a desire to establish universities in all the states in the federation. (Whether this desire is in accord with the real need for such establishment, is something this study did not make room for in in-depth investigation.) It seems, however, that this desire is more of a political nature than of an economic impulse. The reason for establishing more universities is not only to accommodate the student population which is to be raised to about 109,000 by 1982, but also to offer programs that will help the improvement of social and economic conditions (22, p. 123).

Indeed the people and government of Nigeria have come to regard education as the key they need for over-all national development. The Federal Government of Nigeria,
consistent with its higher education policy, has adopted higher education as an investment for effecting the national development schemes in the country in an effort to ensure progress and to eliminate the existing contradictions, ambiguities, and lack of uniformity in educational practices in the country which often constitute the impediments that stall social, economic and political progress. All these efforts are directed toward correcting the historical accident in the development of higher education in the country which came not to enhance the progress of the Nigerian nation but to maintain the status quo—to keep the tradition and the Nigerian people in their designated place in the colonial state (21, p. 70). Stressing the importance of making this correction, Lambo in his address at the International Exchange and National Development Conference (16, p. 29) asserted:

The educational system inherited by the developing countries is not only at variance with their traditional cultural roots, but also with the manifest and expressed political and ideological philosophies of these countries. Instead of assisting by raising the standards of living and improving the conditions of those at the bottom of the social and economic pyramid, it has led to hybrid class structures and unhealthy class consciousness.

The goal of education, its approach and methods, have differed from culture to culture. To the Greeks an educated man was seen as being mentally and physically balanced and therefore was qualified to be a leader. To the Romans
education meant emphasis in military training for the liberation of physical potentialities and adequate training in oratory. In medieval Europe, particularly in old England, education led one to fame and honor as knights or priests who formed the elite class of the time. In France the scholars represented the achievers; in Germany, they were seen as the patriots. In the present day Russia it is the Communist scientist to whom the state looks upon in its quest to conquer space. In old Africa, it was the victorious warrior, the brave hunter, the noblemen and the diviner to whom the state relied upon to stand the attack of its aggressive neighbors (9, p. 3).

Today the goals of modern education in Nigeria are unclear, largely because of an attempt to do too much too soon. The situation is further confused by conflict which exists between the inherited metropolitan idea of education and the long-held indigenous rural notions of education. Nigeria, like other African countries, has reached a stage in its development at which it must start to wrestle with the problem of defining its educational goals clearly in terms of its own concept, needs, and temperament (9, p. 3). Some of the experiences of Japan, China, USSR, Hungary, USA, Turkey, UAR, and many other countries that have passed this stage could provide useful guidance and encouragement to Nigeria. The educational revolutions which have taken
place in Japan, and in certain Communist block nations, South Korea, and Taiwan after the second world war, which have resulted in the higher rate of economic growth in these places, are not without influence on Nigeria's resolve to adopt education as its most important instrument of development.

To paraphrase Weeks' remarks about Africa in general so that they apply to Nigeria specifically:

Is it the burden the responsibility of the Nigerian universities to remake the Nigerian society?

Without a doubt the answer to this question is yes.

Tracing the history of the development of higher education in Nigeria, Weeks (28) sees three stages of transformation: according to his analysis the first stage coincided with Currie and De la Warr Commissions and Makeresre, Yaba, Achemota, Fourah Bay, and Gordon colleges. The second stage began with the Asquith and Elliott Commissions in 1945 and terminated with the elevation of the institution of higher studies to the status of a university college of Ibadan in 1948 in affiliation with Durham University in England. Then in the 1950s began the period of "assimilation" or what Weeks prefers to call "substitution." The new universities were developing curricula and goals that were adapted to local needs and conditions. The third stage is one in which institutions of higher learning are
transformed into instruments of development. This is the stage in which the university output is scientifically geared toward meeting the precise economic estimates of the nation's future manpower needs. It is the stage in which the university is perceived as a necessary instrument of development and of remaking the Nigerian society. The President of Nigeria, Shagari, in his inaugural address at an open-air ceremony at the great Tafawa Balewa Square in Lagos said:

My administration is irrevocably committed to making education a priority . . . we shall encourage individuals and voluntary agencies to open schools as long as they meet government guidelines . . . the need for technical manpower, the rapid development of technology demand that we maximize the use of all technical and vocational institutions in the country and establish many more. In this connection we shall establish a Ministry of Science and Technology which will develop policies to be reflected throughout our education system (22, pp. 11-12).

The challenge to the Nigerian universities in the current Development Plan is to get involved increasingly in the professions, commerce and industry, and in the overall development of the country (2, p. 426).

The federal government take over of the responsibilities for the survival of universities in Nigeria is certainly an easily understood political maneuver. Whoever controls education, it is said, is in a position not only to mold
the minds of the next generation, but also to allocate to individuals important rules in the society (25, p. 2).

In the federalization of higher education, Nigeria seems to have taken Alfred North Whitehead's faith in trained intelligence seriously when he wrote:

In the condition of modern life, the rule is absolute: the race which does not value trained intelligence is doomed. Not all your wisdom, not all your social charm, not all your wit, not all your victories on land or sea, can move back the finger of fate. Today we maintain ourselves. Tomorrow science will have moved forward yet one more step, and there will be no appeal from the judgement which will then be pronounced on the uneducated (7, p. 192).

Socioeconomic Development

The increase in human problems, their threats on human society--critical shortages of food, over population, depletion of energy resources, migration of farm workers to already overcrowded cities, unemployment, and crime--all pose a serious danger to the human race with far-reaching impact on almost every aspect of human lives (27, p. 179). The geometric population growth rate in the developing countries and the arithmetic rate of growth in food production, complicated by the slow pace of industrialization, not only make life uncomfortable but they also cause developing nations to worry about the future.

Nigeria faces this quagmire. According to John C. Caldwell (5, p. 255) Nigeria is probably one of the poorest
countries in the world as far as its population count is concerned. From history, Caldwell traces the Nigerian population count from 1866 to 1963 and 1973, both of which got entangled in political controversy, and came up with the following estimates of population growth rate:

<table>
<thead>
<tr>
<th>Years</th>
<th>Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1952 - 1953</td>
<td>2.7 percent</td>
</tr>
<tr>
<td>1953 - 1963</td>
<td>2.8 percent</td>
</tr>
<tr>
<td>1963 - 1980</td>
<td>2.9 percent</td>
</tr>
</tbody>
</table>

The current estimate is said to be between 2.0 and 3.5 percent based on the rates of growth for other West African countries with similar socioeconomic conditions (5, p. 256). According to Caldwell the birth rate is not below 40 per 1,000 population and not above 60 per 1,000 population; and the death rate in 1963 was not less than 15 per 1,000 and not higher than 30 per 1,000 population (5, p. 267).

Historically, there have been three types of population movement in Nigeria, as in all of tropical Africa: (1) forced migration in the form of slavery, (2) colonial migration prompted by radical changes in the social situation and monetization of the economy, and (3) the more recent post-colonial migrations which have increasingly become rural-urban in nature (5, p. 298).

This post-colonial migration could be described as the result of increasing modernization of the society,
industrialization of the economy, improved means of trans-
portation, and a higher literacy rate among the younger
population which increased these individuals' ability to
make easy contact with people in different parts of the
country. These migrations have not only resulted in the
acute housing shortages in the large urban centers, insuffi-
cient health care and facilities, inadequate food supplies,
and high unemployment in large cities, but they add to the
deplorable general condition of life in the nation.

Between 1973 and 1978 food imports soared by 450
percent. During those years the Nigerian population
growth rate was estimated at 2.6 percent which required
an agricultural growth rate of 4.8 to 5.5 percent if the
food production was to be sufficient; yet it had only been
increasing by 0.5 percent. As a result, Nigerian agricul-
ture is in crisis. Steadily through the 1960's and 70's
agricultural production declined because oil mining drew
people from the land to work in the oil industry, and cash
crops, once the mainstay of export earnings, are not a
negligible percentage (18, p. 53). In January 1980, a
combined team of Nigerian and World Bank experts examined
in depth the food situation in Nigeria and the report
issued put the food production deficit for 1979-80 at 2.6
million tons of grain equivalents, and estimated that at
the present rate of increase in production, the deficit
would increase to 5.3 million tons of grain equivalents by 1985. The report recommended that in order to prevent mass starvation by 1985 the food production would need to increase by about 6.6 percent annually between 1980 and 1985 (10, p. 19). President Shagari, during the swearing in ceremony of eleven of his ministers, stated (22, pp. 11-12):

Anyone who has attempted to diagnose the needs of this country, cannot but agree that feeding our teeming masses, housing them, providing efficient and easily accessible qualitative education with moral content, caring for our nation's health and intensifying Nigeria's industrialization, to mention but a few, are matters of priority (22, pp. 11-12).

Olu Sule wrote:

The quality of urban life in Nigeria is seriously eroded by the housing overcrowding. . . . it is not a sweeping statement to remark that the inadequacy of housing units in the face of escalating population growth and household formation rates contribute to the obvious housing shortage in the country vis-a-vis soaring housing rents in all the Nigerian urban centers most especially in the state capitals (24, pp. 68-72).

The above disheartening observations coupled with a series of unmentioned other strifes have led all the regimes in Nigeria to speed up planning and development of the nation. The Fourth Nigerian Development Plan (1981-85), launched by the current administration in January 1981, calls for 82 billion naira (about 123 billion dollars). This plan has been described not only as the most ambitious
in Nigerian history, but the most ambitious in the history of Africa. No other country in Black Africa has ever contemplated spending anything near this amount in the past, nor is likely to do so in the future. It is twice as large as the sum appropriated in Nigeria's last five year plan—the Third National Development Plan (1975-80)—which set out to spend 43 billion naira (about 64.5 billion dollars). (19, p. 21). The New Development Plan calls for absolute increases in investment in the following areas (19, p. 22):

<table>
<thead>
<tr>
<th>Areas</th>
<th>Allocation</th>
<th>Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural</td>
<td>13 percent of total investment</td>
<td>4 percent</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>Private Investment</td>
<td>15 percent</td>
</tr>
<tr>
<td>Power</td>
<td></td>
<td>3-4,600 M.W.</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td>39 Federal colleges, new federal technical colleges, several new universities</td>
</tr>
<tr>
<td>Housing</td>
<td>₦2.7 billion ($4.1 billion)</td>
<td>400,000 new units</td>
</tr>
</tbody>
</table>

The money this plan calls for will come from the following source (22):

<table>
<thead>
<tr>
<th>Sources</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Surplus</td>
<td>₦5.36 billion</td>
</tr>
<tr>
<td>Internal and External Loans</td>
<td>₦16.9 billion</td>
</tr>
<tr>
<td>Private Investment</td>
<td>₦11.5 billion</td>
</tr>
</tbody>
</table>

Priority number one in this development plan is agriculture as has been in all the previous plans because
Nigeria has so many people to feed. But according to Anderson (3, p. 205), the crucial role of education for growth is that of education for agricultural growth because of the ultimate effect it has on the economy, on the behavior of the farmers, and on the manner in which they operate. It is the economic behavior of the farmers, he maintains, that in the final analysis will give rise to economic growth or result in eventual stagnation of agriculture. Hirsch (14, p. 18) measures growth in the capacity of the economy of a nation to meet individual and collective consumption demands.

However, despite the discouraging news of the food situation in the country, the picture of overall growth is not really gloomy. Olaloku (20, pp. 11-12) maintains that although the percentage of the population engaged in agriculture has declined over the years, there is no doubt that ... in absolute terms, the agricultural sector is still the primary source of employment in the country. The decline in agriculture, Olaloku goes on, can be explained by the great diversification which has taken place in the Nigerian economy. In particular, he contends, the phenomenal growth of the mining and industrial sectors have been major factors in leading the way. He holds that no matter how much development and structural transformation is being achieved, agriculture will continue to retain a relatively
dominant position in the economy for many decades to come. More important, he stresses, it is from agriculture, in particular from agriculture exports, that the economy has received its principal stimulus for growth. This he sees as the reason that the development of agriculture has been accorded first-rate priority in all the various development plans.

Olaloku (20, p. 34) has the same encouraging words for the manufacturing industry. He holds that the manufacturing industry is one of the fastest-growing sectors of the Nigerian economy and places it second only to the mining industry. He provides the following statistics to support his claim (20, p. 35):

**Contribution of Nigeria's Manufacturing Sector to the GNP at 1962/63 Factor Cost**

<table>
<thead>
<tr>
<th>Year</th>
<th>GNP Mm</th>
<th>Manufacturing Mm</th>
<th>Share of GNP %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1962-63</td>
<td>2597.6</td>
<td>146.4</td>
<td>5.6</td>
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<td>1963-64</td>
<td>2825.6</td>
<td>170.0</td>
<td>6.0</td>
</tr>
<tr>
<td>1964-65</td>
<td>2948.0</td>
<td>181.0</td>
<td>6.1</td>
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<tr>
<td>1965-66</td>
<td>3146.8</td>
<td>221.0</td>
<td>7.0</td>
</tr>
<tr>
<td>1966-67</td>
<td>3044.8</td>
<td>221.6</td>
<td>7.4</td>
</tr>
<tr>
<td>1967-68</td>
<td>2572.2</td>
<td>190.0</td>
<td>7.4</td>
</tr>
<tr>
<td>1968-69</td>
<td>2544.2</td>
<td>200.4</td>
<td>7.8</td>
</tr>
<tr>
<td>1969-70</td>
<td>3234.5</td>
<td>263.4</td>
<td>8.2</td>
</tr>
<tr>
<td>1970-71</td>
<td>4242.0</td>
<td>317.6</td>
<td>7.5</td>
</tr>
<tr>
<td>1971-72</td>
<td>4721.5</td>
<td>307.7</td>
<td>6.5</td>
</tr>
<tr>
<td>1972-73</td>
<td>5007.0</td>
<td>387.6</td>
<td>7.6</td>
</tr>
<tr>
<td>1973-74</td>
<td>5310.0</td>
<td>472.7</td>
<td>8.9</td>
</tr>
</tbody>
</table>

He concludes that in spite of the impressive showing in growth rate, the manufacturing sector remains not only relatively small, but also that its spectrum is still
somewhat limited since the range of industries is somewhat narrow compared to those in industrialized countries.

Conclusion

One important idea has featured throughout the literature review: that is bringing knowledge to more people is held as one of the most forceful instruments of economic growth. In the words of Warren (26, p. 21), education is the finest fruit of economic growth because when a higher standard of living has been offered, there can be no better use of natural resources than that of giving everybody more knowledge to understand the world in which they live. It could be seen to be true also that both higher education and socioeconomic development benefit from each other's advancement and that they both aim at improving the conditions in the human environment. Hunter (15, p. 11) holds that development refers to the unfolding of the creative possibilities inherent in the society, that industrial development concerns with the improvement of the quality of the human environment through socioeconomic development.

From the Nigerian perspective, the slow educational development in the early years could be attributed to slow socioeconomic growth. And the giant strides of the 1960s and 70s in educational development can be seen as consequences of the greater changes on the social and economic fronts in the country which resulted in greater demands
for a more skillful labor force. To this end, one constitutes an indispensable asset of growth of the other. The cross fertilization of these two factors—education and socioeconomic development—in the growth of individuals and nations has been, still is, and ever will remain a force never to be dispensed with in the scheme of the evolution of nations.
CHAPTER BIBLIOGRAPHY


CHAPTER III

PROCEDURE FOR COLLECTION AND
ANALYSIS OF DATA

This chapter describes the population of the study, development of the instrument, and procedures used in collecting and analysing the data.

An extensive review of related literature was undertaken to select the current needs of Nigeria and to compile the list of relevant academic goals whose application would accelerate the achievement of the needs.

The selection made was submitted to a panel of experts for their opinions on the matching of academic goals with needs. The final adoption of needs and goals for preparation of the instrument was arrived at after adjustments had been made to incorporate the views of the experts.

Then, using the instrument that emerged, the opinions of students, faculty members, academic administrators, and government officials in five universities and five government agencies in Nigeria were obtained.

Description of the Population

The population of the study was made of students, faculty members, academic administrators, and government
officials from five universities and five government agencies in Nigeria. The study was introduced to the target groups through letters explaining the purpose and the procedure of the study. The request for permission to include the institutions and the agencies of government in the study were sent to the vice-chancellors in the universities and to the heads of departments in the government agencies. Upon receipt of the permission from these institutions and agencies of government in writing and by telephone, mailings of questionnaires were made to the offices of the registrars in the universities and to the heads of departments in the case of government agencies. Accompanying the questionnaires was an instruction sheet which, in part, requested a centralized location and random distribution of the questionnaires. The questionnaires were to be distributed randomly to 300 students (60 students from each institution), 100 faculty members (20 from each institution), 50 academic administrators (10 from each institution), and 50 government officials (10 from each government agency).

The random procedure was to be a mechanism used in lottery with many names taken from the universe and the drawings to be without replacement because of the large population involved. Having set up this procedure, the officials in the office of the registrar and in the government agencies were allowed to do the distribution.
Table I shows the population universe of the study, the number in the sample drawn, the responses returned and the percentage representing each group response.

### Development of the Instrument

The review of the contemporary literature led to the identification of a number of needs of Nigeria and the higher education goals which could assist in the achievement of the needs. The needs came from such literature as *Options for Long-Term Development* (8), "Nigeria Struggles with Boom Times" (3), "Summary of Events in Nigeria" (5), Press Conference by the President of Nigeria (7), "Federal Republic of Nigeria" (2), and "Meet Mister President" (4),

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population</th>
<th>Sample</th>
<th>Responses</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>63,000</td>
<td>300</td>
<td>166</td>
<td>55</td>
</tr>
<tr>
<td>Faculty</td>
<td>1,630</td>
<td>100</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>Academic Administrators</td>
<td>1,930</td>
<td>50</td>
<td>29</td>
<td>58</td>
</tr>
<tr>
<td>Government Officials</td>
<td>180</td>
<td>40</td>
<td>26</td>
<td>65</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>66,740</td>
<td>490</td>
<td>276</td>
<td>56</td>
</tr>
</tbody>
</table>
and the 20 institutional goals were drawn from Institutional Goals Inventory (6), and some from The Purposes of Education (1).

The instrument itself consists of 20 national needs of Nigeria and 20 educational goal statements with each goal statement matched with each national need of Nigeria. Each goal statement in relation to each national need has possible responses ranging from five (of extremely high importance) to one (of no importance). The respondents were asked to give their opinions for each goal statement in relation to the national need that went with it. The opinions given were to be based on the following two questions.

1. In your opinion, what priority of importance is currently placed on higher education goals by the institutions of higher learning and the government in Nigeria to achieve the national needs which appear in this study?

2. In your opinion, what priority of importance should be placed on higher education goals to achieve these needs?

The use of Inventory Goals by Richard E. Peterson and Norman P. Uhl as well as The Purposes of Education by Stephen K. Bailey, called for some modifications. Permission to use the above sources to prepare the instrument as well as make the necessary modifications was sought and obtained.
from the Educational Testing Service, Princeton, New Jersey, and Phi Delta Kappa in Bloomington, Indiana. The changes made comprised the number of goals to be adopted for the study from Goals Inventory list and from The Purposes of Education, and also in the goal areas.

The goal areas selected had something to do with transformation of some kind—individual, economic or social. The goal areas selected included the following:

Academic Development—This area relates to the development of general and specialized knowledge which could have impact in socioeconomic transformation.

Intellectual Orientation—This area deals with problem solving which is indispensable in the process of development.

Individual Personal Development—This area addresses such things as remedial programs, in short, those things that could help in the achievement of self-worth.

Vocational Preparation—This area, upgrading of skills, advanced training, matching of academic programs with emerging career fields, and treating of specialized problem areas, is crucial to socioeconomic change.

Research—This area focuses on conducting basic research in natural and social sciences and other related fields which could lead to general growth in the society.

Meeting Local Needs—This area deals with continuing education for adults, and involvement of students in
community service activities with a view to aiding the modification of public views.

Public Service—This area treats committing of institutional resources to the solution of major social and environmental problems and making institutional programs responsive to regional and national priorities.

Social Egalitarianism—This area deals with providing educational experience and making the society literate to keep the wheel of growth going.

Intellectual/Aesthetic Environment—This area deals with sponsoring a rich program of cultural events to provide a forum for interaction among the various ethnic groups and/or promoting unity among the various elements in the country.

Innovation—This area deals with institution involvement in the design of new programs in the society and taking into account the emerging needs of the society's new programs in order to get the society transformed.

Procedure for the Collection of Data

The first thing done was to identify strategically located institutions of higher learning in Nigeria which would make the population characteristic of the sample drawn representative of the universe. The second thing was to identify the federal agencies whose inclusion in the study would be appropriate and fitting in bringing a
satisfactory outcome. The third thing was to obtain the addresses of the institutions and agencies involved in the study in order to forward the request for permission to include them in the study.

All the institutions included in the study are degree granting institutions having a total population of 63,000 students, 1,630 faculty members, and 1,930 academic administrators from five universities in Nigeria—Ahmadu Bello at Zaria, Calabar, He, Lagos, and Nsukka respectively; and 180 government officials from five federal government agencies in Nigeria—Federal Ministry of Education, Joint Admissions and Matriculation Board, Educational Research Council, the National University Commission, and Joint Consultative Council on Education. But the final number of federal agencies was reduced to four because the Joint Consultative Council on Education was found later to have been abolished. Consequently, the universe of the sample drawn came to be 490 instead of 500 because only 40 instead of 50 samples came from the government agencies. As a result no questionnaire was sent to the agency said to have been abolished because it could not be reached either by phone or letter. The letter mailed earlier to them was returned for lack of trace.

A letter of introduction of the study, a letter of instruction for responding to the questionnaires, and background information regarding the study and the questionnaires
(Appendix C) were sent out for random distribution to 300 students, 100 faculty members, 50 academic administrators, and 40 government officials. Three weeks after the mailing of these questionnaires, follow up letters were sent to the institutions and agencies concerned.

The percentages of return were as follows:

- Students: 65
- Faculty Members: 55
- Academic Administrators: 58
- Government Officials: 65

The total return was 56 percent which exceeded the specified 50 percent rate of return.

Procedure for the Treatment of the Data

The returned questionnaires were arranged, numbered from 001 to 276 in the keypunch sheets and punched into cards to be fed into the computer for analysis. Having established the designs to be used for analysis of the result of the study, the program was written under the supervision of the assigned programmer from the computer center.

One-way Analysis of Variance was computed to determine the significance of perceptions between groups. T-test and Scheffe was computed to compare the means and standard deviations across the groups.
The goal statements (GS) from one to twenty represented in the goal areas are as listed below:

1. Academic Development GS--10, 15
2. Intellectual Orientation GS--14, 20
3. Individual Development GS--16
4. Vocational Preparation GS--12, 18
5. Research GS--3, 17, 19
6. Meeting Local Needs GS--2
7. Public Service GS--4, 7, 9
8. Social Egalitarianism GS--6
9. Intellectual/Aesthetic Environment GS--8, 13
10. Innovation GS--1, 5, 11

Testing for significant difference was set at .05 level for all groups.

The data obtained from the computer printout were compiled and reported in the form of tables, each of which illustrates what takes place in terms of the perceptions of the respondents.

Summary

The population for the study was identified and the procedure for the selection of the students, faculty members, academic administrators and government officials set out. Questionnaires were mailed for random distribution to the respondents through offices of the registrar in the
universities and through the offices of the heads of departments in the government agencies.

The total return obtained was 56 percent which exceeded the 50 percent returns specified for the study.

From the returned questionnaires the data were compiled, computed and finally analyzed and tabulated. The findings about the groups were compared with the other.

The following chapter will discuss the responses of each group of respondents in detail with respect to the perceived and preferred priority of importance placed on goals to achieve the national needs of Nigeria.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this study was to ascertain through the use of higher education goals the opinions of the respondents in the study about the perceived and the preferred importance placed on academic goals to achieve the national needs of Nigeria. Some modifications were made in the structuring of questions (goal statements) to relate them appropriately to the matching needs.

The analysis in this chapter is based on the responses from 276 subjects in this study—166 students, 55 faculty members, 29 academic administrators, and 26 government officials in Nigeria. The means and standard deviation all represent the perceptions and preferences of the respondents.

The following presentation shows the perceptions and judgement of the respondents regarding the importance of applying academic goals to speed up the achievement of national needs of Nigeria. The "perceived" and "preferred" goal areas refer to the opinions of the respondents as regards the priority of importance that is placed and should be placed on goals to achieve the needs.
Substantive Questions in the Study

Question 1

What are the economic and social change needs of Nigeria?

From the analysis of the instruments (Appendix C), the respondents identified the needs of Nigeria to be the following:

1. A change in attitude of the people.
2. Increase in Gross National Product.
3. Coordination of higher education programs.
4. Increase in productivity.
5. Improvement in storage, transportation, and marketing facilities in the rural sector of the economy.
6. The development of reliable estimates of manpower needs.
7. Translation of the country's resource potentials into permanent improvement in the general standard of living.
8. Facilitation of learning opportunities for all.
9. Effective educational planning.
10. Increment in people's creative capacity.

The examination of Table II reveals what the respondents judge are the needs of Nigeria which of course are in relation to the academic goal areas in Table III.
TABLE II

RANKING OF IDENTIFIED NEEDS (IN) IN RELATION TO
TWENTY GOAL STATEMENTS (GS) DRAWN FROM
TEN GOAL AREAS

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Identified Needs</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attitude change (2)</td>
<td>GS--14, 20</td>
</tr>
<tr>
<td>2</td>
<td>Increase in GNP (1)</td>
<td>GS--10, 15</td>
</tr>
<tr>
<td>3</td>
<td>Coordination of higher education programs (4)</td>
<td>GS--12, 18</td>
</tr>
<tr>
<td>4</td>
<td>Increase in productivity (10)</td>
<td>GS--1, 5, 11</td>
</tr>
<tr>
<td>5</td>
<td>Improvement of the rural sector of the economy (3)</td>
<td>GS--16</td>
</tr>
<tr>
<td>6</td>
<td>Reliable estimates of manpower needs (7)</td>
<td>GS--4, 7, 9</td>
</tr>
<tr>
<td>7</td>
<td>Improvement in general standard of living (8)</td>
<td>GS--6</td>
</tr>
<tr>
<td>8</td>
<td>Facilitation of learning opportunities for all (6)</td>
<td>GS--2</td>
</tr>
<tr>
<td>9</td>
<td>Effective educational planning (5)</td>
<td>GS--3, 17, 19</td>
</tr>
<tr>
<td>10</td>
<td>Increase in people's creative capacity (9)</td>
<td>GS--8, 13</td>
</tr>
</tbody>
</table>

(2) = Goal Area
Question 2

What are the higher education goals related to the identified needs?

The identified needs correspond with the academic goal areas in Table III.

Table III shows the identified sequence of needs numbering from one to ten and the matching numbers of related goal areas. For example identified need number one is related to Intellectual Orientation goal area which is number two in the numerical sequence of goal areas (see Table II). The numerical sequence of the academic goal areas are as follows:

1. Academic Development
2. Intellectual Orientation
3. Individual Personal Development
4. Vocational Preparation
5. Research
6. Meeting Local Needs
7. Public Service
8. Social Egalitarianism
9. Intellectual/Aesthetic Environment
10. Innovation.

The adoption of these goals areas was primarily to fit into the context of this study which examines the development of higher education in the process of economic development and social change in Nigeria.
<table>
<thead>
<tr>
<th>Numerical Sequence of Identified Needs</th>
<th>Goal Areas</th>
<th>Needs Related Goal Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intellectual Orientation</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Academic Development</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Vocation Preparation</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Innovation</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Individual Personal Development</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Public Service</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>Social Egalitariansim</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>Meeting Local Needs</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>Research</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Intellectual/Aesthetic Environment</td>
<td>9</td>
</tr>
</tbody>
</table>
Question 3

What are the respondents' perceptions of these institutional goals in relation to the identified needs?

The perceptions of the respondents—students, faculty members, academic administrators and government officials—are shown graphically in the tables that follow. The graphic tables display means and standard deviations to describe the perceptions of the groups involved in the study. Shown along with the means and standard deviations is the rank order comparison of perceptions of the different groups which, in some cases, ordinary numerical values representing goal areas are used rather than means and standard deviations.

The means and standard deviation used in the description of the respondents come from two categories—(2) (of low importance) and (5) (of extremely high importance) for is and should be respectively. These were the two categories in which the respondents' perceptions cluster and weighted heavily for is and should be. For the five categories employed in this study see Appendix C.

Table IV shows the perceived goal areas that fail to receive adequate attention currently. Intellectual/Aesthetic Environment area is shown to be the most ignored.

Table V shows the perceptions of the respondents regarding the goal areas they prefer should be given utmost priority. The core among these areas is the
TABLE IV

THE PERCEIVED CURRENT PRIORITY OF IMPORTANCE PLACED ON GOALS TO ACHIEVE THE NEEDS

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Goal Areas</th>
<th>Is Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intellectual/Aesthetic Environment (9)</td>
<td>2.31</td>
</tr>
<tr>
<td>2</td>
<td>Academic Development (1)</td>
<td>2.28</td>
</tr>
<tr>
<td>3</td>
<td>Intellectual Orientation (2)</td>
<td>2.25</td>
</tr>
<tr>
<td>4</td>
<td>Research (5)</td>
<td>2.24</td>
</tr>
<tr>
<td>5</td>
<td>Meeting Local Needs (6)</td>
<td>2.23</td>
</tr>
<tr>
<td>6</td>
<td>Public Service (7)</td>
<td>2.08</td>
</tr>
<tr>
<td>7</td>
<td>Innovation (10)</td>
<td>2.07</td>
</tr>
<tr>
<td>8</td>
<td>Personal Development (3)</td>
<td>2.05</td>
</tr>
<tr>
<td>9</td>
<td>Vocational Preparation (4)</td>
<td>2.00</td>
</tr>
<tr>
<td>10</td>
<td>Social Egalitarianism (8)</td>
<td>1.99</td>
</tr>
</tbody>
</table>
### TABLE V

THE PREFERRED PRIORITY OF IMPORTANCE THAT OUGHT TO BE PLACED ON GOALS

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Goal Area</th>
<th>Should Be Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intellectual Orientation (2)</td>
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</tr>
<tr>
<td>2</td>
<td>Academic Development (1)</td>
<td>4.51</td>
</tr>
<tr>
<td>3</td>
<td>Vocational Preparation (4)</td>
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<td>4</td>
<td>Innovation (10)</td>
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<td>5</td>
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</tr>
<tr>
<td>7</td>
<td>Social Egalitarianism (8)</td>
<td>4.38</td>
</tr>
<tr>
<td>8</td>
<td>Meeting Local Needs (6)</td>
<td>4.37</td>
</tr>
<tr>
<td>9</td>
<td>Research (5)</td>
<td>4.33</td>
</tr>
<tr>
<td>10</td>
<td>Intellectual/Aesthetic Environment (9)</td>
<td>4.17</td>
</tr>
</tbody>
</table>
Intellectual Orientation which received the heaviest weight and which corresponds with the number one identified need—change of attitude (Table II).

The examination of Table VI shows Research (2.00) as perceived by the student as the most ignored goal area currently while the faculty members perceived Academic Development as the most ignored.

Table VII shows students preference of the goal areas that most priority of importance should be placed to be Social Egalitarianism followed by Vocational Preparation, Intellectual Orientation, Academic Development and the last but not the least to be Intellectual/Aesthetic Environment. On the other hand the faculty members prefer the highest priority of importance to be placed on Intellectual Orientation followed by Academic Development, Intellectual/Aesthetic Environment, Innovation, Personal Development, and Research.

The examination of Table VIII shows Research as perceived by the students as the most ignored area of academic goals followed by Intellectual/Aesthetic Environment, Intellectual Orientation, Meeting Local Needs, Academic Development, and Innovation; while the academic administrators perceived Intellectual Orientation as the most ignored followed by Meeting Local Needs, Research, Academic Development, Social Egalitarianism, and Innovation.
<table>
<thead>
<tr>
<th>Goal Area</th>
<th>Student</th>
<th></th>
<th>Faculty</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Means</td>
<td>Standard Deviation</td>
<td>Means</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>Academic Development</td>
<td>1.91</td>
<td>.76</td>
<td>3.14</td>
<td>.32</td>
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<tr>
<td>Intellectual Orientation</td>
<td>1.97</td>
<td>.79</td>
<td>2.85</td>
<td>.83</td>
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<td>2.72</td>
<td>1.07</td>
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<td>.85</td>
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<td>Meeting Local Needs</td>
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<td>.74</td>
<td>2.71</td>
<td>.47</td>
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<td>.71</td>
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<td>.91</td>
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<td>1.76</td>
<td>.77</td>
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<td>.83</td>
</tr>
<tr>
<td>Intellectual/Aesthetic Environment</td>
<td>1.98</td>
<td>.78</td>
<td>2.95</td>
<td>.88</td>
</tr>
<tr>
<td>Innovation</td>
<td>1.89</td>
<td>.69</td>
<td>2.33</td>
<td>.72</td>
</tr>
</tbody>
</table>
### TABLE VII

**STUDENT AND FACULTY MEMBERS PREFERRED PERCEPTION OF IMPORTANCE THAT OUGHT TO BE PLACED ON ACADEMIC GOALS**

<table>
<thead>
<tr>
<th>Goal Area</th>
<th>Should Be</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Means</td>
<td>Standard Deviation</td>
<td>Means</td>
</tr>
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<td>4.65</td>
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</tr>
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</tr>
<tr>
<td>Meeting Local Needs</td>
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TABLE VIII
STUDENTS AND ACADEMIC ADMINISTRATORS PERCEIVED IMPORTANCE PLACED ON ACADEMIC GOALS

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The examination of Table IX shows Social Egalitarianism as the most preferred goal area by the students that priority of importance ought to be placed followed by Vocational Preparation, Intellectual Orientation, Academic Development, and Innovation; while the academic administrators, on the other hand, prefer utmost priority to be placed on Meeting Local Needs followed by Social Egalitarianism, Innovation, Intellectual Orientation, Academic Development, and Public Service.

The examination of Table X shows Research as perceived by the students as the most ignored area currently followed by Intellectual/Aesthetic Environment, Intellectual Orientation, Meeting Local Needs, Academic Development, and Innovation; while the government officials on the other hand perceived Academic Development as the most ignored followed by Social Egalitarianism, Personal Development, Research, Meeting Local Needs, and Vocational Preparation.

The examination of Table XI portrays Social Egalitarianism as the most preferred goal area by the students that priority of importance ought to be placed followed by Vocational Preparation, Intellectual Orientation, Academic Development, and Innovation; while the government officials on the other hand prefer utmost priority of importance to be placed on Meeting Local Needs, followed by Academic Development, Social Egalitarianism, Research, Vocational Preparation, and Intellectual Orientation.
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The examination of Table XII shows Academic Development as perceived by the faculty members as the most ignored goal area followed by Intellectual/Aesthetic Environment, Intellectual Orientation, Personal Development, Meeting Local Needs, Research, and Public Service; while the academic administrators perceived Intellectual Orientation as the most ignored followed by Meeting Local Needs, Research, Academic Development, Social Egalitarianism, and Innovation.

The examination of Table XIII shows faculty members preferred goal area that utmost priority of importance ought to be placed to be Intellectual Orientation followed by Academic Development, Intellectual/Aesthetic Environment, Innovation, Personal Development, and Research; while academic administrators on the other hand prefer Meeting Local Needs as the goal area that ought to be given the greatest emphasis followed by Social Egalitarianism, Innovation, Intellectual Orientation, Academic Development, and Public Service.

The examination of Table XIV shows Academic Development as perceived by the faculty members as the most ignored goal area followed by Intellectual/Aesthetic Environment, Intellectual Orientation, Personal Development, Meeting Local Needs, Research, and Public Service; while the government officials perceived Academic Development as the most ignored followed by Social Egalitarianism, Personal Development, Research, Meeting Local Needs, Vocational Preparation.
### TABLE XII

**FACULTY MEMBERS AND ACADEMIC ADMINISTRATORS PERCEIVE CURRENT IMPORTANCE PLACED ON GOALS**

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TABLE XIII
FACULTY MEMBERS AND ACADEMIC ADMINISTRATORS PREFERRED PRIORITY
OF IMPORTANCE THAT OUGHT TO BE PLACED ON GOALS

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The examination of Table XV shows faculty members preference to be Intellectual Orientation as the goal area that should be given utmost priority of importance followed by Academic Development, Intellectual/Aesthetic Environment, Innovation, Personal Development, and Research; while the government officials prefer utmost priority of importance to be placed on Meeting Local Needs followed by Academic Development, Social Egalitarianism, Research, Vocational Preparation, and Intellectual Orientation.

The examination of Table XVI shows Intellectual Orientation as perceived by academic administrators as the most ignored goal area followed by Meeting Local Needs, Research, Academic Development, Social Egalitarianism, and Innovation; while government officials on the other hand perceived Academic Development as the most ignored followed by Social Egalitarianism, Personal Development, Research, Meeting Local Needs, and Vocational Preparation.

The examination of Table XVII shows academic Administrators preference of the academic goal area that utmost importance ought to be placed as Meeting Local Needs, followed by Social Egalitarianism, Innovation, Intellectual Orientation, Academic Development, and Public Service; while government officials prefer utmost priority of importance to be placed on Meeting Local Needs followed by Academic Development, Social Egalitarianism, Research, Vocational Preparation, and Intellectual Orientation.
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Table XVIII shows the significant differences that exist between the subject groups of students, faculty members, academic administrators, and government officials in the ten goal areas for which represents the perceived current practice. The specified level of significance was set at .05.

The examination of the table reveals that significant differences exist between faculty members, academic administrators and government officials for low priority of importance toward Academic Development (Increase in Gross National Product [GNP]), between the same three groups for the low priority of importance toward Intellectual Orientation (Attitude Change), Individual Personal Development (Improvement of the rural sector of the economy), Vocational Preparation (coordination of higher education programs), Research (effective educational planning), Meeting Local Needs (facilitation of learning opportunities for all), Public Service (reliable estimate of manpower needs), Social Egalitarianism (improvement in general standard of living), and Innovation (increase in productivity), and only faculty members were significant at .05 for low priority of importance toward Intellectual/Aesthetic Environment (increase in people's creative capacity) (Table II).
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<tr>
<th>Goal Area</th>
<th>Students</th>
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Table XIX shows the significant differences that exist in the subject groups of students, faculty members, academic administrators, and government officials in the ten goal areas for should be which represents the preferred perceptions of the respondents.

The examination of the table reveals that significant differences exist between faculty members and government officials regarding utmost priority of importance they prefer ought to be given Academic Development (increase in GNP), and Vocational Preparation (coordination of higher education programs); between the students, faculty members, academic administrators, and government officials regarding the utmost priority of importance the four groups prefer ought to be given to Research (effective educational planning); between academic administrators and government officials regarding the utmost priority of importance they prefer ought to be placed on Meeting Local Needs (facilitation of learning opportunities for all); between students, academic administrators, and government officials regarding their preference that utmost priority of importance ought to be placed on Public Service (reliable estimate of manpower need), and Social Egalitarianism (improvement in the general standard of living); between faculty members and academic administrators in terms of their preference that extremely high priority of importance ought to be placed on
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<th>Goal Area</th>
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Intellectual/Aesthetic Environment (increase in people's creative capacity) and Innovation (increase in productivity) (Table II).

Table XX compares rank order perceptions of the four groups of students, faculty members, academic administrators, and government officials regarding goal areas that receive low emphasis currently. The number 1 in the table represents extremely low priority of importance, 2—very low priority and 10—low priority. The numerical values, in essence, indicate the degree of inattention paid to the goal areas currently in relation to the need.

The examination of the table shows agreement between the students and the faculty members in terms of Intellectual Orientation (attitude change) which the two groups perceive as being inadequate attention currently; the students agree with the faculty members and government officials that low priority of importance is being accorded Public Service (reliable estimate of manpower need); students and academic administrators agree the Innovation (increase in productivity) is not effectively addressed currently; faculty members and government officials agree that Individual Personal Development (improvement of the rural sector of the economy) and Meeting Local Needs (facilitation of learning opportunities for all) are being given inadequate attention currently.
<table>
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<tr>
<th>Goal Area</th>
<th>Students</th>
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<td>Innovation</td>
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This means that low emphasis for Intellectual Orientation, Public Service, Innovation, Individual Personal Development, and Meeting Local Needs will prevent adequate attention being given to attitude change, reliable estimate of manpower needs, increase in productivity, improvement of the rural sector of the economy, and facilitation of learning opportunities for all, respectively which are the identified needs that go with the above academic goal areas.

Table XXI compares rank order perceptions of the four groups of students, faculty members, academic administrators, and government officials regarding their importance that should be placed on goals. 1—in this table represents the most preferred goal area that ought to be given extremely high priority of importance followed by 2, 3—through 10. The numerical values indicate the degree of importance that ought to be placed on goals in relation to needs.

The examination of the table shows agreement between faculty members and government officials in terms of Academic Development (increase in GNP) which they prefer ought to be given utmost consideration in the process of development; academic administrators and government officials agree that Meeting Local Needs (facilitation of learning opportunities for all) should be accorded
<table>
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extremely high priority of importance in the process of development in order to achieve the national needs of Nigeria.

This means that failure to emphasize Academic Development and Meeting Local Needs goal areas will result in not paying sufficient attention to increase in GNP, and facilitation of learning opportunities for all which are the identified needs that go with these academic goal areas.

**Question 4**

What are the appropriate recommendations for further development of higher education in Nigeria in relation to economic development and social change needs?

This question is given a fitting answer in the next chapter, which summarizes the study, draws conclusions, looks at areas that have implications in the study, and makes recommendations based on the findings of the study.
CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS
AND RECOMMENDATIONS

Summary of the Study

The inherited British system of higher education in Nigeria was not tailored to the social needs, the social values, or the aspirations of the Nigerian people nor was it in conformity with the Nigerian geo-political structure and culture. Thomas A. Lambo in his address at the International Exchange and National Development Conference in 1977 (11) said that the new dimensions of developmental strategy have clearly shown that the alien educational system imported into the developing countries have failed. He asserted that educational systems inherited by the developing countries are not only at variance with their traditional cultural roots, but that they are also contradictory to the manifest and expressed political and ideological philosophies of these countries. Fafunwa (6, p. 307), quoting Abraham Blexner, concludes that neither the British system nor any other model of higher education is adequate to guide Nigerian overall development. He maintains that Nigeria must relentlessly seek to evolve its own distinctive model. He sees this as the context wherein lies
the challenge of higher education in Nigeria and help in Africa as a whole.

Hanson (8, p. 52) holds that if education is to meet the social demands of changing societies and have the greatest and most positive impact in changing the people, it must take into account the barriers and the inducements to change that actually are found in the prevailing belief structure as well as the patterns of action, social institutions, and life goals of the people. Further, he states that education should be both a product and an agent of a culture in order to meet the goals of economic development and social change (8, p. 77). In much the same vein Harbison (9) maintains that to be successful, education for change must integrate learning and culture.

Consequently, since the assumption of responsibility for self-rule in 1960, higher education in Nigeria has changed substantially. Because of the large amount of resources involved in developing higher education, higher education in Nigeria has become a matter of public policy (4, p. 17). The number of universities in Nigeria has grown from one before independence in 1960 to about fourteen currently. The government's objective in increasing the number of universities has been to consolidate and expand the nation's system of higher education in response to the manpower needs of the economy (2, p. 422). Despite
the increase in the number of higher education institutions, the system of higher education in Nigeria is yet to catch up with the demands of those seeking admission to universities in the country.

Though university education, according to R. Bieda (3, pp. 268-279), is not the sole factor responsible for the growth in any system, the expansion of higher education has a positive correlation with economic growth and social change. Education's role as the agent of transformation explains Nigeria's heavy dependence on it. This is reflected in the allocation that has been and is still being made to higher education in the national development plans in the country.

Unfortunately, for higher education to play this positive role effectively, the views of the people must approximate the reality of the current situation. They must be able to identify the areas of priority and establish criteria for development and change in a manner that fits and blends higher educational progress with the overall system growth. This is the means by which the objectives of the system can be achieved. But where variance exists in the process of identifying the needs and in establishing the priorities, this creates the problem of perception as well as direction. When this happens, the pursuit of needs may not be in keeping with what the actual needs are because
the presence of variance has led to the loss of direction due to confusion in perceptions. In this circumstance higher education cannot perform effectively those functions that are so essential to the overall system growth.

The problem of this study has been to describe higher education in relation to economic development and social change in Nigeria. The purposes of this study were

1. To identify the needs of economic development and social change in Nigeria;

2. To relate higher education goals to the identified needs;

3. To determine the perceptions of the participating groups of students, faculty members, academic administrators, and government officials of what is the priority of importance placed on academic goals in relation to needs and what should be the priority in the preference opinions of the respondents;

4. To formulate recommendations for further development of higher education in relation to economic development and social change in Nigeria.

The subjects selected for the study comprised 300 students, 100 faculty members, 50 academic administrators, and 40 government officials. A survey questionnaire was administered to these subjects. The subjects were asked to respond to each goal statement in terms of is regarding
the current priority of importance placed on goals to achieve the needs and in terms of should be regarding the preferred priority of importance that ought to be placed on goals to achieve the needs. Means, standard deviations, Scheffe test and T-test were computed for is and should be and for analysis of the subjects perceptions of the perceived and preferred priority of importance placed on goal areas to achieve the needs. The responses were analysed by using one-way analysis of variance, Scheffe test and T-test to compare the perceptions of the subject groups and to establish the significant differences between the groups with regard to perceived and preferred goal areas in relation to the needs of Nigeria. The findings of the study were presented in tabulated format in each table followed by some discussions to shed light on what each table represents.

Conclusions

The Perceptions of the Needs of Nigeria and the Related Goal Areas

The obtained responses gave rise to the following findings and the interpretations which are made based on these findings.

The need which emerged first, as shown in Table II, was Attitude Change which is matched with Intellectual Orientation goal area (see Table III). The respondents
perceived change of attitude among Nigerians as the most important need on which extremely high priority of importance ought to be placed; and the Intellectual orientation was seen as the matching goal area that should be pursued to achieve this end. The rationale here was that the issues of development, modernization, and change hinge on the change of attitude of the people of Nigeria regarding their seriousness and willingness to pursue their published development plans.

Increase in Gross National Product (GNP) emerged as the second identified need and was matched with Academic Development in the academic goal area.

The rationale was that GNP can only be increased through effective academic development which could provide the system with the skilled labor force needed to promote production thereby resulting in increase of GNP. According to Fritz Machlup (13, p. 9), effective academic planning plays a significant role in the improvement of the quality of labor; in establishing better working habits and disciplines; in generating labor efforts; in making workers more reliable; in improving skills and better comprehension of working requirements; and in increased efficiency, in adaptability to changes in working conditions. This kind of affective planning results in better health through wholesome living and in increased capability to move into
more productive occupation. And all these lead to an increase in the GNP, which is a sure sign of economic progress and the ultimate increase in per capita and overall national growth.

Coordination of higher education programs was the next need in priority and it was matched with Vocational Preparation as the related academic goal area. The rationale is that occupational or professional education should be fitted into the scheme of higher education development such that university education would become the terminal discipline to be attained in order to benefit vocational diploma holders with the kind of academic trimmings which transcend vocational callings.

Increase in productivity came next. It was matched with Innovation in the academic goal area. The rational was that innovation could be brought about by increased productivity leading to innovation which would lead in turn to more productivity.

Improvement in the rural sector of the economy was the next identified need and it was matched with Individual Personal Development in the academic goal area. The rationale was that the bulk of people live in the rural area and the improvement of this sector of the economy would depend upon the improvement of the individual human beings who inhabit this sector. To halt the movement of
people out of the rural area to the larger cities, conditions in the rural area must be improved. In this way the improvement of the rural sector of the economy would certainly lend greater support to overall development of the nation—because people would be kept in the villages to work the land and to produce the food for local consumption and exports.

A reliable estimate of manpower requirements was the next national need that was identified, and it was matched with Public Service in the academic goal area. The rationale was that it was only through institutional closeness to the society at large that it could come to grips with the actual demands of the society and would then be in a position to set up objectives and aims that would result in clarity in identifying the system needs. Estimates of manpower necessary to bring this about would be easy to establish.

Improvement in the general standard of living was the next identified need and it was matched with Social Egalitarianism in the academic goal area. The rationale here was that improvement in the general standard of living is contingent upon the achievement of social equality and the breakdown of the rigid class structures which would allow all citizens to work in unison toward the achievement of a common purpose—the development and modernization of the whole system.
The next identified need was facilitation of learning opportunities for all and was matched with **Meeting Local Needs** in the academic goal area. The rationale here was that making knowledge available to all could be seen as a way to meet the local needs of the people. With knowledge, the people could understand their problems and do something themselves about them. Kristensen Thorkill (23) has observed that bringing knowledge to even more people through education is one of the most forceful instruments of economic growth.

Any attempts to meet local needs is to narrow the difference between the urban and the rural area. This is a very important step toward consolidating people behind the national development plans.

Effective educational planning was the need next identified and it was matched with **Research** in the academic goal area. The rationale here was that educational planning without effective prior research must end in complete failure since without research the assumptions of the planners would have no bearing on reality. This is one of the reasons that both educational and national planning fail to yield much more fruit simply because these plans are not backed up with adequate research work. This is, too, one of the reasons statistical records are lacking in the country. Thus effective planning, based on research,
is, in the opinion of the respondents, one sure way of achieving overall national growth—of stimulating large-scale industrial growth, of generating localized markets for small-scale industries, of providing and encouraging even distribution of infrastructure in the country, of meeting the needs of rapidly growing urban areas, and of diversifying the economy. Jacobsen (10, p. 13) holds that whatever higher education may be, it must be a center of research.

The next identified need was that of an increase in people's creative capacity, and this was matched with Intellectual/Aesthetic Environment in the academic goal area. The rationale here was that the appreciation of an environment was the handiwork of a sharpened perception. The creative capacity of the people could thus be increased through intellectual orientation which would endow the people with the ability and the vision to appreciate what they have and to do more to improve upon it. This is an avenue through which people of varying backgrounds and experience can come to share their expertise. Hanson (8, p. 21) in support of this position, holds that knowledge can be found by few, but it must be applied and distributed by many.

Findings of the study indicate that significant differences exist between the groups in their perceptions
of the academic goal areas which are related to the identified needs. Thus the existence of differences between groups in the academic goal areas causes significant differences to exist between groups in identification of national needs as well because each academic goal area is matched with a need. This changes the null hypotheses from (7, p. 247):

\[ H_1: 1 = 2 = 3 = 4 = 0 \]

\[ H_2: 1 = 2 = 3 = 4 = 0 \]

for _is_ should be to the following alternative hypotheses:

\[ H_1^*: 1 \neq 2 \neq 3 \neq 4 \neq 0 \]

\[ H_2^*: 1 \neq 2 \neq 3 \neq 4 \neq 0 \]

The respondents rate the perceived current importance placed on academic goals to achieve the stated needs as generally low. None of the goal areas was perceived as currently operating up to the medium importance capacity. Ultimately this means that the needs which go with these academic goals are receiving low consideration. Also, the preferred importance that ought to be placed on academic goals clustered almost exclusively on (5) (of extremely high importance). This put the perceived and the preferred importance of goals at complete variance. The economic and social changes needs of Nigeria as identified in this study are (see Table II)

1. Attitude change (2)

2. Increase in Gross National Product (GNP) (1)
3. Coordination of higher education programs (4)
4. Increase in productivity (10)
5. Improvement of the rural sector of the economy (3)
6. Reliable estimates of manpower needs (7)
7. Improvement in general standard of living (8)
8. Facilitation of learning opportunities for all (6)
9. Effective educational planning (5)
10. Increase in people's creative capacity (9)

Significant, too, are the needs identified by the executive office of the President of Nigeria (2, p. 14):

1. Agriculture
2. Housing
3. Education
4. Health
5. Industry
6. New federal capital
7. Suitable economic environment
8. Transformation of the under-developed country into a modern industrialized society
9. Communication system
10. Restoration of working ethics and dignity of labor in the society

can be seen in possessive philosophical relationship with those identified by the respondents.
The actual discernable differences in the opinion of the respondents exist in terms of the degree of importance that should be placed on these needs as indicated by the numerical values assigned to them. For example, attitude change appeared as number one in the list of identified needs by most respondents in the study (see Table II) while the Executive Office of the President of Nigeria identified Agriculture as the number one need.

Attitude change, cited as the single most important need by the respondents in the study, is expected to have a profound effect in the development and change of the Nigerian system. As number ten need identified by the Executive Office of the President of Nigeria indicates, working ethics and dignity of labor are in greater need in the Nigerian society. Greater productivity, increase in GNP, can come about only with change in attitude of the people toward work. This is not the only area where the change in attitude is very crucial. In earnest why the national development plans in the country have not resulted in greater pace in economic and social advancement could be attributable to lack of change in attitude of the people. For example from the First National Development Plan (1962-68) to the current and Fourth National Development Plan (1981-85) launched by President Shagari in January 1981, agriculture kept recurring in each of the plans as an item
of special attention; but sadly enough not much has been
done to increase agricultural output which instead has
continued declining over the years to its current lowest
level (20, pp. 21-22; 22, pp. 2-16; 17, p. 10). This
certainly requires an attitude change on the part of
planners and those involved in implementing the plans.

Another example of the need for change of attitude is
in the academic area. Despite the acceptance of higher
education by the Nigerian government as the most important
instrument for economic development and the catalyst for
social change in the country, the academic growth is
retarded by inadequate resources and low salaries of
members of faculty and academic staff of the Nigerian
universities. In recent years Nigerian universities have
been suffering because the academic staff and faculty
members were moving to well-paid jobs outside the campus
(16, p. 7). (1) Increase in GNP, (2) change of attitude,
(3) improvement of the rural sector of the economy,
(4) effective educational planning, (5) increase in
people's creative capacity, (6) increase in productivity,
(7) facilitation of learning opportunities which correspond
with Academic Development, Intellectual Orientation, Vocca-
tional Preparation, Research, Intellectual/Aesthetic
Environment, Innovation, Meeting Local Needs, respectively,
continue to receive low emphasis in the Nigerian development
schemes. All subject groups agree, in differing degrees, that the identified needs in correspondence with the related academic goal areas do not currently receive the necessary priority of importance.

Agreement exists between the students and government officials that Innovation (Increase in productivity—4 [10]) should be the highest priority in the development process; faculty members and government officials agreed that second place emphasis should be on Academic Development (Increase in Gross National Product—2 [1]); Academic administrators and government officials agreed that Meeting Local Needs (facilitation of learning opportunities for all—8 [6]) ought to be given the first place of emphasis in the development schemes. Yet despite these few instances of agreement between groups, the perceptions of the four groups of students, faculty members, academic administrators, and government officials (in terms of perceived and preferences of goal areas in relation to needs) differed greatly one from the other. For example, while faculty members preferred to place the highest priority of importance be given on Intellectual Orientation (attitude change—1 [2]), the students gave this goal area fourth place priority, academic administrators gave it fifth place, and the government officials gave it second place. While the students preferred first place of priority to Social
Egalitarianism (improvement in general standard of living—7 [8]); faculty members placed it in the tenth position; academic administrators placed it in second position; the government officials placed it in the third position of importance. Innovation (increase in productivity—4 [10]) was given sixth place by the students, it was given fourth place by the faculty members, it was given third place by the academic administrators, and it was given eighth place of priority by the government officials. The summary of findings in the study shows that very little consideration is given to the academic goal areas in the current development process. Consequently the identified needs—attitude change; increase in GNP; coordination of higher education programs; increase in productivity; improvement of the rural sector of the economy; reliable estimates of manpower needs; improvement in the general standard of living; facilitation of learning opportunity for all; effective educational planning; and increase in people's creative capacity which are related to the goal areas cited in this study are not receiving encouraging attention currently.

Implications

Nigeria, upon the assumption of responsibilities for self improvement in 1960 when it became an independent nation, decided on the development of its higher education
in the way it fits the needs of its people. Through self efforts, higher education goals became modified and adapted to the social and economic needs and values of the Nigerian system. For example in 1975 the Federal Military Government made great strides in redirecting the higher education goals to meet the needs of the Third National Development Plan (1975-80) as a way of enhancing the social and the economic change needs of the country (14).

But because of the successive interruptions in the country brought about by political instability—the sacking of the Nigerian First Republic in a military coup d'etat in January 1966, the second coup d'etat which came as a counter coup, in July 1966, the Nigerian Civil War (1967-70), and the third coup d'etat in July 1975—higher education has not been able to perform effective functions despite the greater efforts to modify and adapt its goals, programs, and structures to the requirements of economic and social change needs of the Nigerian system (14, pp. 48-53). Its programs were not only interrupted by these crises, but also its direction, focus, and orientations confused, a problem which resulted in vague goal definition and overlapping functions leading to waste of limited resources. The effect these events have had on Nigerian universities is tremendous. Many universities exist in name alone because they have no facilities even to house the students
or provide books for the libraries (3, pp. 21-57; 21, p. 123).

Uneven development, along with the distribution of the infrastructure, the location of industries, and educational policies in the country have contributed immeasurably to the growth problems of higher education in Nigeria (17, 23). Consequently the setting of academic goals, the determination of direction for academic programs as well as the establishment of priorities are not still vague, for the confusion stems partly from the rapid changes in the Nigerian environment and partly from the political and ethnic interferences in the area of academic development.

Otonti Ndaka put it this way:

Much of Nigeria's subsequent social and political history, right up to and after the civil war, has turned on the attempt of various ethnic groups to narrow or eliminate the gaps in economic and political power (5).

Dike Enyia observes that of a number of universities founded in the 1960's by the federal and regional government, some were intended to assist in achieving the nation's manpower goals, but others were intended to project the image and identity of particular ethnic groups. He has gone on to say that since the conception of the University of Ife, it has been tied to the Yoruba cultural group and has openly and almost exclusively served that group's ethnic interests. He maintains that in 1965 the University of Lagos, Nigeria,
was plunged into a prolonged ethno-political crisis because the Yorubas wanted Professor Eni Njoku (an Ibo from former eastern Nigeria) replaced by Biobaku (a Yoruba from the west) as the President of the University (2, 15, 18).

Thus, despite all the efforts and resources which the recent administrations have allocated for the improvement of academic concerns, the results have not been very encouraging. Since the Ashby Commission Report (1960), large sums of both private and public funds have been devoted to the improvement of education in Nigeria. For instance, in the first National Plan (1962-68), allocation to higher education ranked fifth in terms of the total resource allocations or plan investment. In the second plan (1970-74), it ranked second in the total resource receipts attracting 77.8 million naira (116.7 million dollars) or 13 percent of the total plan investment. In the fourth and current National Plan (1981-85), a sum of 2 billion naira (3 billion dollars) or about 4 percent of the plan investment, is earmarked for education, with emphasis on higher education and is ranked third in the list of national priorities established by President Shagari's Administration (5; 17; 20, pp. 21-22; 21).

Educational planning has received considerable attention in Nigeria since the beginning of the last decade and has continued to receive very high priority in the overall
planning and development process in the nation. The over-
whelming importance placed on education is influenced by
the realization that the role of higher education in the
nation's drive to achieve its objectives is indispensable.
More recently the Federal Military Government has promul-
gated the National Policy on Education which contains
philosophy and objectives as well as some mechanics for
financing higher education in Nigeria. The policy, which
specifically was aimed at making education an instrument
for economic and socio-political changes in the country
with far-reaching consequences for the society and the
individuals, received very limited publicity and not much
has been done since then to increase and improve public
awareness about this new policy. The plan, which was to
translate national goals into pedagogical procedures in
educational programs, has not left the ground (13, 24).

Thus despite all the concern for higher education on
the part of the Nigerian nation, the vague focus and
scattered orientation of higher education in the country,
ethnic differences and interferences in the educational
area, and socio-political suspicions and mistrust between
the northern and the southern elements which sometimes
lead to civil unrest, all continue to persist and remain
serious impediments to the growth and advancement of higher
education in the country (5).
The Nigerian universities are not far removed from the national controversies which serve as impediments to national growth. They exhibit to a marked degree the familiar quarrel between unity and separation which characterizes the federation as a whole. Though the university education enjoys enormous prestige in Nigeria, the university-government relations have not been very good.

Equally bad are the student-government relations. Students are seen as critically important in the national life of the Federation, but they have not been so recognized or treated by the government. They have fought from time to time, en masse, against the policies of particular governments. Consequently the university life in the country has been disturbed by discontent in recent years, owing to the existence of bad faith between the university administrations and governments, between faculty members and governments, and between the students and governments. Such a situation has often resulted in turmoils and interruptions of classes. It has resulted in incidents like the closures of the University of Nigeria Nsukka after the students riots over living conditions; the dismissal of staff in all the universities—expatriates and Nigerian alike—both before and after the civil war and under the Federal Military Government administration of
the country; the internal strife in Ibadan University, 1963-1965, caused by the Ibo and Yoruba ethnic divisions between the Vice-Chancellor and Pro-Vice-Chancellor; staff disputes at Ife University in which faculty members were forced out or resigned in protest during the political disputes between the rival Yoruba factors; the closure of all the universities in 1979 because of student riots in which six students were shot and killed on Samaru campus at Anmadu Bello University in Zaria; and the closure of all the universities in 1981 because of the dispute between the faculty members and the government in which members of the faculty refused to lecture (12, pp. 2107-2112).

The attitude of Nigerians during these years has left much to be desired. The ostentatious display of wealth by Nigerians, especially the leaders, has corrupted the morals of the citizenry to the degree that everyone has not only longed to be wealthy but wants to be wealthy at all costs. This offensive display of wealth has produced more lasting effects in the morals of the people than any legislation has been able to accomplish in recent times. As a result of the obscene show of wealth, robbery has become the order of the day. It is similar in magnitude and tempo to the gold rush of the west in the United States in which destruction of life and property were commonplace. This constitutes a disgrace to Nigeria and is a serious national
plight that requires immediate national action to halt it. The editor of *West Africa* magazine wrote in January, 1981:

There is something literally materialistic about the ethos of contemporary Nigerian society. Some rich men are ruthless in their search for wealth as the armed robbers: they do not shoot people simply because they do not have to (11).

The findings in this study reveal that faculty members, academic administrators, and government officials differ significantly in their perceptions regarding the perceived and the preferred importance of various academic goals. Those differences exist because of the exclusive claim of right to policy formation by the government officials who accept no input from the other groups.

The higher education policies are weak and often result in a failure because some participants in the policy formation are not cooperative in the implementation process.

The priorities established in the academic areas are often wrong because of the existence of imbalance in focus and orientations of higher education programs.

The goals and objectives of higher education are not definitive.

Because of many interruptions in the country due to political instability, and because of waste and insufficient resources, the academic growth is retarded.

The spirit and response to research is lacking in the society.
Political interferences in the academic area continue to mar academic progress.

Uneven distribution and the location of infrastructure and industries continue to present problems to higher education program design and policy in the country.

From the above findings it could be concluded that the definition of goals, the direction and the focus of these goals in the national development schemes are not balanced with the identified needs; hence the resultant performance is unimpressive.

Recommendations

The following recommendations are made concerning the future development of higher education with a view to accelerating the achievement of economic development and social change in Nigeria.

1. It is recommended that both the Nigerian government and the institutions of higher learning in the country start to wrestle with the problems of defining higher education goals to adapt them to the needs, temperament, and limitations of the Nigerian society.

2. It is recommended that Nigeria as a free nation in the world of nations develop its intellectual style and techniques that safeguard high standards of academic performance.
3. It is recommended that higher education planning and development be based on facts obtained from research.

4. It is recommended that the national higher educational policy be reconciled and coordinated with policies of academic governance in the universities to resolve conflicts in the academic policies.

5. It is recommended that higher educational planning in Nigeria examine carefully, as a pre-requisite to planning, the level of industrial and scientific development as a guide to determining the content of planning most appropriate for the country.

6. It is recommended that the formulation of a national higher education policy be made to draw input from all important sectors involved in higher education—to make such policy is a reflection of the whole system.

7. It is recommended that higher education in Nigeria be subjected to continuous experimentation and reconstruction to make it both the product and the agent of change.

8. It is recommended that research methodology in Nigeria be structured and adapted to local tools and needs so that the findings of any study may be representative of the true situation.

9. It is recommended that Nigerian universities be provided with research and training facilities that will enable them to make sufficient contributions to the country's development plans.
10. It is recommended that emphasis on socioeconomic development be based on general knowledge and not only on science to the exclusion of other forms of discipline.

11. It is recommended that cultural trimmings be incorporated into higher education planning and development in Nigeria.

12. It is recommended that education for economic development be positively planned so that it helps to spread economic opportunity which will return to ever widening groups in the society.


APPENDIX A

1. Letter to Educational Testing Service

2. Letter to Phi Delta Kappa Educational Foundation

3. Letter from Educational Testing Service

4. Letter from Phi Delta Kappa Educational Foundation
September 3, 1981

Mr. Akanuboh A. Enin-Okut
P. O. Box 6696
North Texas State University
Denton, Texas 76203

Dear Mr. Enin-Okut:

In response to your request for use of some of the items from the Institutional Goals Inventory, Educational Testing Service is pleased to grant you royalty-free permission to use those items in a study that you will be conducting about the influence of higher education in the process of development in Nigeria, as part of your doctoral dissertation at North Texas State University.

Each reproduced copy will carry the following credit line:

Certain questions are from the Institutional Goals Inventory. Copyright © 1972 by Educational Testing Service. Adapted and reprinted by permission.

If these arrangements are satisfactory, please sign both copies of this letter, and return one copy to me for our records.

Sincerely,

Helen C. Veidenmiller
Rights and Permissions Administrator

ACCEPTED AND AGREED TO:

Akanuboh A. Enin-Okut
10 July 1981

Akanuoh A. Enue-Okpar
P.O. Box 6896
North Texas State University
Denton, TX 76203

Dear Mr. Enue-Okpar:

We respect your professionalism in seeking permission to use some of the ideas and ideas in Stephen K. Baile's The Purposes of Education, but it is really not necessary unless you wish to quote verbatim more than 500 words from a work.

For documentation purposes, all you need to do is state that these ideas are adapted from The Purposes of Education and then give the citation in a footnote or in your bibliography.

I trust this clarifies the issue for you. Best of luck in your dissertation.

Sincerely,

[Signature]

Berk L. Braxton
Editor, Special Publications

DLB: hjb
Sir/Madam:

Kindly permit me to make use of some items in the Institutional Goals Inventory by Peterson and UlI to prepare a survey questionnaire with some minor alterations in the way the items are arranged. Since the items are going to be used to test perception of people in a different environment and culture, it is therefore necessary to rearrange them to meet the conditions of that environment.

I am a candidate for doctoral degree in North Texas State University, and the questionnaire about to prepare is to be used to conduct a study about higher education influence in the process of development in Nigeria in partial fulfillment of the degree requirement.

Your attention and consideration of my request is appreciated.
Akanuboh A. Enin-Okut  
P. O. Box 6696  
North Texas State Univ.  
Denton, Texas 76203  
June 18, 1981.

The Secretary  
Phi Delta Kappa Educational Foundation  
Bloomington, Indiana.

Sir/Madam:

Kindly permit me to make use of some items and ideas in your book "The Purposes of Education" by Stephen K. Bailey (1975, p. 5) to prepare a survey questionnaire with some alterations in arrangement. Since the study to be conducted involves people with differences in culture and environmental conditions, it becomes necessary to arrange the items and ideas in a way that suits their conditions.

I am a candidate for doctoral degree in North Texas State University, Denton, Texas, and the questionnaire about to prepare is to be used to test perception of people about the influence of higher education in the process of development in Nigeria in partial fulfillment of the degree requirement.

Your attention and consideration of my request is appreciated.

Yours truly,

A. A. Enin-Okut
APPENDIX B

1. Letters from Universities in Nigeria

2. Letters from Federal Nigerian Agencies
Mr. Akinwale A. Chin-Okwu,
P.O. Box 1000,
North Texas State University,
Denton, Texas 76203,

Sir,

This is in reply to your letter of 9th July, 1981, addressed to our Vice-Chancellor. The Vice-Chancellor has given approval in principle to your request for permission to ask some of our students, faculty and administrators to participate in the study you intend to conduct in Nigeria in October 1981.

You will perhaps let us know how you propose to conduct the study.

Yours faithfully,

[Signature]

for Public Relations Officer
Mr. Akanuboh A. Enin-Okut,
P.O. Box 6696,
North Texas State University,
Denton, Texas 76203,
U.S.A.

Dear Mr. Enin-Okut,

This is to acknowledge the receipt of your letter of
July 18, 1981 in which you sought permission to ask sixty
students, twenty Faculty members and ten Administrators
to participate in a study you intend to conduct in Nigeria
in partial fulfillment of the requirements of your degree.

I am pleased to inform you that your request is approved.
The approval, however, is contingent upon your providing the
Registrar with a copy of the inventory of higher education
goals which you intend to use during the study tour at IFE.
The University would also require a copy of the results of
the study and a signed statement that the study would
neither implicate, cause harm to, nor embarrass the
institution or the participating individuals.

Furthermore, it should be noted that neither the
University nor the participants would be responsible for
or to you while you are here.

Please let us know when to expect you.

Yours trul y,

E. O. Adetunji
Registrar.
Mr. Onahuboh Ehim-Ekim,
4 E. J. Addison,
Ruton Texas State University,
Lettontown,
Texas 76203.

Dear Sir,


This is to acknowledge receipt of your letter dated 18th July, 1981.

I am directed to inform you that you are welcome here anytime. We shall offer you much assistance as possible although we cannot guarantee the participation of some officials in the study.

Yours faithfully,

C. Gaasona
For: Executive Secretary
FEDERAL MINISTRY OF EDUCATION

P.M.B. No. 12273

Ref. No. 33/42./Vol./259

Date—26th October, 1981

Mr. Alphonse A. Ipin-Arue, Ed. B. Box 6954,
North Texas State University,
Denton, Texas 76203,
U.S.A.

Information for Ph.D. Research Topic

Thank you for your letter dated July, 18th 1981. Unfortunately this letter did not reach the Ministry until
earlier October, so that it has not been possible to send
you a reply before your proposed trip to Nigeria which you had
earlier scheduled also for October.

The purpose of this letter however, is to let you know that
the Federal Ministry of Education will be willing to accommodate
your request and will be pleased to let you have the information
you require.

Then you come to Nigeria you should contact either Mr. C.
Okworah or Mr. S. J. Okome, both of whom you can locate
on floor 7 of the Ministry's Headquarters on Victoria Island,
Lagos.

Yours faithfully,

S.M. Alavere (MRS.)

Director of Education

Permanente Secretary.
APPENDIX C

1. Letters of Introduction of the Study to the Universities in Nigeria

2. Letters of Introduction of the Study to the Agencies of Government in Nigeria

3. Instructions for Responding to the Questionnaire, the Questionnaire
Akanubon A. Enin-Okut
P. O. Box 6696
North Texas State University
Denton, Texas 76203

July 18, 1981.

The Vice Chancellor
University of Calabar
Calabar.

Sir:

I humbly request your permission to ask 60 of your students, 20 of your faculty, and 10 of your administrators to participate in a study I intend to conduct in Nigeria in the month of October 1981. The study is to attempt to determine the influence of higher education in the process of economic development and social change in Nigeria. Participation would require only quick and simple checking of items on an inventory of higher education goals.

I am a candidate for doctoral degree in North Texas State University, Denton, Texas. I am conducting this study in partial fulfillment of the requirement for the degree program.

This study shall neither implicate, cause harm to, nor embarrass the participating institutions or individuals in any way. Anonymity of institutions and individuals will be strictly protected.

The results of the study will be made available to participating institutions desiring them.

Thank you for your attention and cooperation.

Yours truly

A. A. Enin-Okut

Committee Members:

Dr. Buchemin (Chairman)
Dr. Thompson
Dr. Dunham
Dr. Cooper
Sir:

I humbly request your permission to ask 60 of your students, 20 of your faculty, and 10 of your administrators to participate in a study. I intend to conduct in Nigeria in the month of October 1981. The study is to attempt to determine the influence of higher education in the process of economic development and social change in Nigeria. Participation would require only quick and simple checking of items on an inventory of higher education goals.

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Yours truly

A. A. Enin-Okut

Committee Members:

Dr. DuChemin (Chairman)
Dr. Thompson
Dr. Dunham
Dr. Cooper
Sir:

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Thank you for your attention and cooperation.

Yours truly

A. A. Enin-Okut

Committee Members:

Dr. Cuchemin (Chairman)
Dr. Thompson
Dr. Jumaa
Dr. Cooper
The Vice Chancellor
University of Ife
Ife.

Sir:

I humbly request your permission to ask 60 of your students, 20 of your faculty, and 10 of your administrators to participate in a study I intend to conduct in Nigeria in the month of October 1981. The study is to attempt to determine the influence of higher education in the process of economic development and social change in Nigeria. Participation would require only quick and simple checking of items on an inventory of higher education goals.

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Thank you for your attention and cooperation.

Yours truly

A. A. Enin-Okut

Committee Members:

Dr. DuChemin (Chairman)
Dr. Thompson
Dr. Dunham
Dr. Cooper
Akanuboh A. Enin-Okut  
P. O. Box 6696  
North Texas State University  
Denton, Texas 76203

July 18, 1981.

The Vice Chancellor  
Ahmadu Bello University  
Zaria.

Sir:

I humbly request your permission to ask 60 of your students, 20 of your faculty, and 10 of your administrators to participate in a study I intend to conduct in Nigeria in the month of October 1981. The study is to attempt to determine the influence of higher education in the process of economic development and social change in Nigeria. Participation would require only quick and simple checking of items on an inventory of higher education goals.

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Thank you for your attention and cooperation.

Yours truly

A. A. Enin-Okut

Committee Members:

Dr. DuChemin (Chairman)  
Dr. Thompson  
Dr. Dunham  
Dr. Cooper
Akanuboh A. Enin-Okut  
P. O. Box 5696  
North Texas State University  
Denton, Texas 76203  

July 18, 1981.  

The Chairman  
The National University Commission  
Lagos.  

Sir:  

I humbly request your permission to ask ten (10) of your officials to participate in a study I intend to conduct in Nigeria in the month of October 1981. The study is to attempt to determine the influence of higher education in the process of economic development and social change in Nigeria. Participation would require only quick and simple checking of items on an inventory of higher education goals.  

I am a candidate for doctoral degree in North Texas State University, Denton, Texas. I am conducting this study in partial fulfillment of the requirement for the degree program.  

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The result of the study will be made available to the participating government agencies desiring them.  

Thank you for your attention and cooperation.  

Yours truly  

A. A. Enin-Okut  

Committee Members:  

Dr. DuCheemin (Chairman)  
Dr. Thompson  
Dr. Dunnam  
Dr. Cooper
The Permanent Secretary
Federal Ministry of Education
Lagos.

Sir:

I humbly request your permission to ask ten (10) of your officials to participate in a study I intend to conduct in Nigeria in the month of October 1981. The study is to attempt to determine the influence of higher education in the process of economic development and social change in Nigeria. Participation would require only quick and simple checking of items on an inventory of higher education goals.

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Thank you for your attention and cooperation.

Yours truly

A. A. Enin-Okut

Committee Members:

Dr. Duchemin (Chairman)
Dr. Thompson
Dr. Sunnaq
Dr. Cooper
Sir,

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Yours truly

A. A. Enin-Okut

Committee Members:
Dr. Buchenin (Chairman)
Dr. Thompson
Dr. Dunham
Dr. Cooper
The Chairman  
Educational Research Council  
Lagos.

Sir:

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The result of the study will be made available to participating government agencies desiring them.

Thank you for your attention and cooperation.

Yours truly

A. A. Enin-Okut

Committee Members:

Dr. S. Chemin (Chairman)  
Dr. Thompson  
Dr. Dunham  
Dr. Cooper
A Survey of Opinion About Relationship of Educational Goals to National Needs of Nigeria

Introduction. This survey attempts to relate educational goals to some national needs of Nigeria. You are asked to give your opinion about what is and what should be the priority of certain educational goals to achieve the national needs which appear in this study.

Your name is not required since each respondent's answer will be treated as confidential and no name is to be associated with the report. Only indicate your status (student, faculty, academic administrator, or government official) to help in preparing the report.

Directions: There are 10 statements of national needs and 20 higher education goals. Each goal is related to each national need. You are asked to respond in two ways:

First: In your opinion, what priority of importance is currently placed on higher education goals by the institutions of higher learning and the government to achieve the national needs which appear in this study?

Second: In your opinion, what should be the priority of importance placed on higher education goals to achieve these needs?

Answer each item by writing either 1, 2, 3, 4, or 5, according to the following values:

<table>
<thead>
<tr>
<th>Value</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>5</td>
<td>of extremely high importance</td>
</tr>
<tr>
<td>4</td>
<td>of high importance</td>
</tr>
<tr>
<td>3</td>
<td>of medium importance</td>
</tr>
<tr>
<td>2</td>
<td>of low importance</td>
</tr>
<tr>
<td>1</td>
<td>of no importance</td>
</tr>
</tbody>
</table>

Example: If, in your opinion, it should be rated "of medium importance" then write "3". If it should be rated "of extremely high importance", write "5".

Need 1: To make loans available to Nigerian businesses to promote investment and to create jobs for jobless Nigerians.

Goal 2: Establish programs in management science to train Nigerians in managerial skills.

Relate national need 1 to higher education goal 2, and so on.

Example: "Refers to what is in the practice now."

"Refers to what, in your opinion, ought to be the practice."
NOTE: Please respond to all items.

Please check the item which best describes you:
1. Student
2. Faculty
3. Academic Administrator
4. Government Official

What is and what should be the priority of importance placed on higher education goals below by institutions of higher learning and the government to achieve the national needs which appear in this study?

Under each question which follows:
1. Of extremely high importance write 5
2. Of high importance write 4
3. Of medium importance write 3
4. Of low importance write 2
5. No importance write 1

Skill development

1. To translate the Country's potential resources into a
permanent improvement in the general standard of living.

2. To work with government agencies in designing new social and environmental programs.

3. To improve the existing differences between urban and rural development in an effort to halt the influx of rural population to already congested cities in urban centers.

4. To provide opportunities for continuing education for adults in the local area.

5. To develop broad-based strategy to stimulate large-scale industrial growth and to operate localized markets for small-scale industries.

6. To help in shaping the visions of leaders in the Country through research programs to promote and enhance economic development and social change.

7. To encourage the development of special abilities so that the younger generation may face the changing world with understanding and courage.

8. To form the resources of the institution as the solution of major social and environmental problems.

9. To offer effective programs to facilitate learning opportunities to think about economic equity and to break the circle of poverty in the society.

10. To become, as an institution, in working for basic changes in the Nigerian society.

11. To stimulate the future participation of the Nigerian educational cultural norms in that they become available to all people of all ages.

12. To use educational resources relevant to the evolving interests of all.

13. To bring about in their communites to face with critical important necessities and to work to maximize their development.

14. To stimulate the involvement of students in educational and community service activities.
Note: Please respond to all items.

What is and what SHOULD be the priority of importance placed on higher education goals below by institutions of higher learning and the government to achieve the national needs which appear in this study?

Answer key for questions: Write the number of the question.

1. Of extremely high importance: Write 4
2. Of high importance: Write 3
3. Of medium importance: Write 2
4. Of low importance: Write 1
5. Of no importance: Write 0

13. National Goals

9. To develop educational objectives in relation to the economy as a whole.
10. To help in coordinating educational orientations to facilitate rapid achievement of national strategic objectives.
11. To oversee the development of effective educational planning with clearly established educational priorities.
12. To administer the center of the development in the country through influencing the design and implementation of socio-economic policies.
13. To develop transportation, storage, and marketing facilities in the rural sector to reduce concentration on urban-based processing industries.
14. To create situations where industries of varying sizes and backgrounds may participate in a field sharing values and standards to promote understanding and unity among the different ethnic groups in the country.
15. To sponsor, at least once a year, a rich program of cultural events - lectures, concerts, art exhibits, etc.
16. To initiate and promote strategies aimed at raising Nigerians' awareness of their own values.
17. To develop mass information programs aimed at changing the attitude of the youth to such rapid changes in the urban environment.
18. To develop a research center in specialized fields - areas that research centers feasible.
19. To train and utilize the increasing number of students to supplement the staff of research centers.
20. To encourage the involvement of professional students in fields related to their major.
13. To develop reliable estimate of manpower requirement.

<table>
<thead>
<tr>
<th>Question</th>
<th>Importance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>What IS and what SHOULD BE the priority of importance placed on higher education goals being by institutions of higher learning and the government to achieve the national needs which appear in this study?</td>
<td></td>
</tr>
</tbody>
</table>

Answer key for questions which follow:

- Of extremely high importance write 5
- Of high importance write 4
- Of medium importance write 3
- Of low importance write 2
- Of no importance write 1

N = Need  
G = Goal

17. To provide and encourage even distribution of infrastructure in the Country to meet the needs of rapidly growing urban areas.  — 22

18. To develop reliable estimate of manpower requirement.  — 23

19. To diversify the economy to reduce dependence on petroleum industry as the source of generating capital.  — 24

20. To increase the national product and income through increase in investment to speed up the rate of job creation.  — 25

21. To teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution.  — 25
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