AN ANALYSIS OF GOALS IN POST-PRIMARY INSTITUTIONS IN NIGERIA WITH SPECIAL REFERENCE TO KADUNA-STATE

DISSERTATION

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

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By

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The problem addressed in this study is the identification of perceived and preferred goals in post-primary educational institutions in Kaduna-State, Nigeria. The purposes of the study are to identify and analyze the most important goals and to make recommendations for improvements based on these findings.

Chapter I discusses the background and significance of the study and the procedures used in collecting and analyzing data; Chapter II surveys related literature. Methodology and analysis of data are presented in Chapters III and IV. Chapter V offers the study's findings, summary, conclusions, and recommendations.

The data for this study were obtained from responses to a questionnaire which included general background information about the participants and a list of goal statements and from a personal interview comprising demographic data about the respondents and a set of specific research questions. Questionnaire items were rated on a five-point scale; the interview utilized a three-point scale. The
researcher mailed 325 questionnaires to senior-year students, instructors, administrators, and policy-makers in the post-primary system in Kaduna-State; a 64 per cent return rate was recorded.

Based on respondents' opinions, the following conclusions relating to post-primary educational institutions in Kaduna-State were reached:

1. Educational opportunities for males and females were not equal.
2. Most of the staff had bachelor's degrees.
3. Academic and self-development, vocational preparation, and an environment conducive to learning were top priority goals.
4. Student involvement in matters affecting them and overall institutional improvement were preferred to student-centered programs.
5. The rate of goal achievement was below the expected standard.
6. Local institutions should be involved in decision-making.
7. Ineffective communication systems and inadequate funding were major external constraints; inadequate teaching facilities, poor learning environment, and shortage of qualified instructors were significant internal constraints.
8. Organizing research and preparing teachers were important responsibilities for institutions of higher
education in order to accomplish post-primary institutional objectives.
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CHAPTER I

INTRODUCTION

The pursuit of excellence in education cannot depend upon guesswork in solving the problems that confront education today. The need for the assessment and evaluation of goals offers a viable alternative which can help assure that the learner benefits from effective planning and can provide the administrator with useful information for decision-making.

The educational system in Nigeria is in the process of developing its institutional goals pertinent to national aspirations. These goals are particularly important when Nigeria is seen as a developing nation working toward social, economic, and political identification, independent from the colonial heritage. Ettang and Okafor state that the educational policies of pre-independent Nigeria were composed of three successive groups: the missionaries, the colonial imperialists, and the nationalists (8, p. 395; 20, pp. 1-5). Each of these groups had its organizational, racial, or other imperatives which determined the specific objectives it pursued. Okafor further explains that there was no radical departure from the inherited objectives after independence.
It becomes clear that Nigeria needs to formulate its educational system in terms of its present needs and those of its future. Chang states that educational goals are supposed to lay down the foundation of a truly national educational system acceptable to the people and to satisfy their needs and promote their cultural, social, economic, and political development (3, p. 357). In view of this purpose, needs assessment becomes crucial. The objective of such an assessment should serve as a guide in identifying and documenting measurable goals essential to both short- and long-term societal needs.

A study which would examine the need for institutional goals in post-primary schools as perceived and preferred by participating groups would in addition provide some insights and an invaluable resource for policy-making on educational planning in Kaduna-State, Nigeria.

Statement of the Problem

The problem addressed in this study was institutional goals in post-primary institutions of education in Kaduna-State, Nigeria.

Purpose of the Study

The purpose of this study was to identify and analyze institutional goals as perceived and preferred by students, instructors, school administrators, and policy-makers in post-primary schools in Kaduna-State, Nigeria.
The study was intended to accomplish the following objectives:

1. To determine whether any discrepancies existed between personal and institutional variables.
2. To analyze perceived and preferred goals in post-primary institutions of education in Kaduna-State, Nigeria.
3. To identify the individuals responsible for setting goals in post-primary schools in Kaduna-State.
4. To identify the individuals who should participate in the goal-setting decision process for post-primary schools in Kaduna-State.
5. To assess institutional constraints and their possible solutions in post-primary schools in Kaduna-State.
6. To determine the role of higher education in post-primary schools in Kaduna-State.
7. To make recommendations based on the analysis and findings of data.

Research Questions

To accomplish these objectives, answers were sought to the following questions:

1. What were the perceived and preferred goals in post-primary schools in Kaduna-State, Nigeria?
2. Who was presently responsible for setting educational goals and who should be involved in the decision-making process in post-primary schools in Kaduna-State?

3. What were the perceived internal and external constraints in post-primary schools in Kaduna-State?

4. What were the perceived roles of institutions of higher education in post-primary schools in Kaduna-State?

Background and Significance of the Study

One of the reasons that led to the independence of the Nigerian colony was the mutual awareness on the part of Britain and Nigeria that the future development of the country was an ultimate responsibility of its people. Hanson has identified three types of change in the developmental process of an organization: planned, spontaneous, and evolutionary (11, pp. 247-352). Pertinent to this study is planned change, which is defined as a deliberate attempt to manage events so that the outcome is directed by design to some predetermined end. For such a change to occur in education, it is necessary to establish goals and objectives. The researcher believes that this is the task facing Nigerian educators and administrators.
If education as conceived by Chang is to facilitate the foundation of a truly national system acceptable to the people and to promote their cultural, social, and economic development (3, p. 357), the need to assess goals in post-primary schools in Nigeria becomes crucial. Clark and Kaufman define needs assessment as the process by which one decides upon priorities (4, pp. 8-9; 15, pp. 60-63). Morgan and Feldman supplement this definition by stating that needs assessment is also the measurable discrepancy between perceived current outcomes for each of the partners in the educational process and preferred responses (17, p. 48).

The history of Nigeria necessitates a need for assessing its educational goals. Ogunsola has synthesized and revealed four distinct eras in the development of education in Nigeria from its inception:

1890-1925 The Period of Experimentation
1925-1948 The Period of Attempted Reorganization
1948-1966 The Period of Consolidation and Independence

Okafor further explains that each of these periods had its organizational, racial, or other imperatives which determined the specific objectives it pursued (20, pp. 1-5). This implies that some of the educational goals might not necessarily be suitable to present-day needs.
The dilemma that faces educational planners in Nigeria has been articulated by Ndamukong when he stated, "We have reached a point where many roads converge and it is vitally important for the future of our educational system that we choose the correct road forward" (18, p. 10). Other contributions with regard to educational problems were cited by George, who said that the problems over the current trends in education were due to ineffective planning and coordination. He emphasized that education should endow pupils with the capacity to contribute effectively as citizens and workers in social development (9, pp. 54-56).

The available literature on institutional goals and planning indicates that although there is much written on the subject, it is recent. Richman and Farmer, referring to goals in higher education, assert that goals have been obscure, inoperative, and unverified, with few studies focusing on this problem in any systematic or comprehensive manner (22, pp. 2, 90). Economic and social constraints have become sensitive areas for institutions, necessitating a need for accountability in the utilization of resources and providing programs. To meet these expectations from the internal and external constituencies, setting priorities and identifying discrepancies become the sine qua non.

Among some of the studies conducted on institutional goals, the most pronounced and comprehensive includes that of Gross and Grambsch (10, pp. 75-97). This study
dealt with perceived and preferred institutional goals among academic administrators and faculty members. The researchers used an inventory consisting of 47 goal statements, of which 17 dealt with "output" goals and the rest with "support" goals. The works of Peterson (1973), Baldridge (1979), and Cohen and March (1974) are reported by Richman and Farmer (22, pp. 2, 90). The study by Peterson consisted of 20 institutional goals, 13 "output" goals and 7 "process" goals termed as the IS-SHOULD BE gaps using descriptive and inferential analysis. In Peterson's findings, the "should be" goal pressures were generally in the direction of greater homogeneity, which he considered dangerous, in preference to institutional diversity as a much sounder and a more viable approach. Udoh conducted a study on institutional goals in a Nigerian university on faculty, students, and administrators and found that significant differences existed between groups (23). The study indicates that functions of the institutions were not consistent with institutional goals. These studies bring into the limelight some of the unresolved problems affecting institutional goals from which planners have gained insights and motivation.

UNESCO has utilized the universal approach to solving some of the most pressing educational needs in giving expert advice and disbursing financial aid to the developing
world through prioritizing goals, as documented by Clark (4, p. 9), Harbison (13, p. 188), and Pucel and Allen (21, pp. 11-15).

In the process of planning, an underlying philosophy as a unifying rationale which is systemic and reiterative is essential in giving meaning and a sense of direction to avoid misconception of the meaning of education. Hapgood has cited the misinterpretation of education, stating that, of all the myths that afflict Africa today, the idea that education is a universal panacea is the most pernicious (12, p. 159). The social, economic, and political "trinity" needs to be laced together through some unifying philosophy. Such a philosophy should evolve from a conscious effort on the part of educational planners and educators. The Carnegie Commission identified five broad contending purposes in higher education in the United States:

1. Provision of a constructive environment for developmental growth.
2. Transmission and advancement of knowledge.
3. Advancement of the capability of individuals and that of society at large.
4. Promotion of educational justice for the post-secondary age group.

These ideals set a standard for the development of education. In the quest for educational renaissance, the developing world must consider the formulation of a philosophy encompassing all levels of education. Creative
wisdom and knowledge for developing such a philosophy become essential.

Beeby and Mayer indicate that creativity in planning is an essential attribute because it strives for order out of confusion by clarifying goals and the means of accomplishing them (1, pp. 46-47; 16, pp. 92-98). Harbison sees human beings as the active agents through their intelligence and creativity, while everything else is inactive (13, p. 188). Cowan and Elliot see attitudes in persuasion and indoctrination as an integral part of that creativity as ingredients for a lasting social, economic, and political change (5, pp. 140-156; 7, pp. 106-119). This approach to planning would avoid what Curie refers to as a reactionary rather than a progressive force (6, pp. 106, 140-152), while Jones sees it as an overemphasis on the short run, obscuring the long run and consequently negating the important problems (14, pp. 5, 25-34, 51-66).

Definition of Terms

Due to local usage of the following terms, they are hereby defined:

**Local Government Area**--a geographically delineated unit divided into subdivisions for administrative convenience. A comparable term in the United States is the county.
NCE--National Certificate of Education.

ATC--Advanced Teachers Certificate; a post-secondary professional teaching diploma awarded after three years of satisfactory course work and practicum; used interchangeably with the term NCE.

GCE--General Certificate of Education; a certification of academic achievement administered by the West African Examination Council and offered in two tiers: "Ordinary" and "Advanced" levels, grade twelve and junior college graduate equivalents, respectively, designed primarily for post-primary institutions of education.

Post-Primary Institutions--defined by Ogunsola as the education young men and women receive after primary education and before the tertiary stage (19, p. 65). Schools within this category include secondary schools--grammar, technical, and teachers' colleges. Technical secondary schools were excluded from this study.

Instrument

The instrument used in collecting data was a modified form of the Institutional Goals Inventory Questionnaire. This instrument contains 90 goal statements developed by Peterson and Uhl (1970; revised, 1972), sponsored by the Educational Testing Service.

The twenty goal areas include some goals that have historically been part of higher education and others that
are more recent additions and reflect more contemporary social, economic, and political currents. The theoretical framework of the instrument consists of twenty goal areas divided into two categories: **outcome goals**—the substantive objectives of institutions, such as intellectual development, vocational preparation, or public service programs—and **process goals**—internal objectives that relate for the most part to educational process and campus climate. Using a five-point scale of importance, from extremely high importance to no importance, respondents give two judgments for each goal statement. For example:

1. **How important is the goal presently at the school?**
2. **How important should the goal be at the school?**

   5—of absolute importance  
   4—of great importance  
   3—of medium importance  
   2—of little importance  
   1—of no importance

Is refers to the existing attitudes towards the goals as perceived by the respondents and should be to what respondents would prefer the goals to be.

A supplementary instrument to the inventory questionnaire were utilized in the study in the form of a personal interview. Thirty heads of departments, planning officers, administrators, and instructors were interviewed; a systematic set of questions was posed to these respondents (see Appendix B) to elicit information directed toward the research questions of this study.
Procedure for Collection of Data

Data were collected from students, instructors, administrators, and policy-makers from a survey questionnaire instrument, using 325 samples randomly selected. Using a stratified random sampling, post-primary institutions in five of the fourteen Local Government Areas were delimited for the study. An average of three post-primary institutions are located in each administrative area, with a ratio of two secondary schools to one teacher college. The questionnaire was delivered to a total of 15 post-primary institutions, 9 secondary schools and 6 teacher colleges. Each of the 15 schools selected for the study was sent a total of 20 questionnaires for the three participating groups (17 for students, 2 for instructors, and 1 for the administrator). Questionnaires were also sent to 10 policy-makers in the Ministry of Education, and an additional 10 students, 3 instructors, and 2 administrators were selected from the total population to obtain a total of 325.

For distribution of the questionnaires, names of participants and addresses were obtained from the Ministry of Education. The names of respondents were identified from the list by means of a simple random approach. The questionnaires were mailed with enclosed self-addressed stamped envelopes.
A return rate of 64.6 per cent was considered adequate for the purposes of analyzing and interpreting the data.

Procedure for Analysis and Treatment of Data

The data collected from the students, instructors, administrators, and policy-makers were tabulated on computer punch cards, providing information for the purpose of analysis. The following procedure for the interpretation of the data constituted a guideline for obtaining descriptive statistics:

1. A description of respondents from the computer printout to provide the required information for demographic data.

2. Goal area summaries for the total group rank-ordered by IS means, SHOULD BE means, and their discrepancies.

3. Goal area results in terms of subgroup IS means, SHOULD BE means, and mean discrepancies.

4. Goal statement summaries for the total group and subgroups in terms of IS means, SHOULD BE means, and mean discrepancies.

Summary

Based on the discrepancies between perceived and preferred goals and the existing institutional factors, a set
of recommendations was made. The conclusions and the research findings formed the basis for recommendations. It is anticipated that the recommendations will become a resource for effective planning for both short- and long-range projections in an effort towards improving post-primary education in Kaduna-State, Nigeria.
CHAPTER BIBLIOGRAPHY


CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of the literature pertinent to the subject of this study. The major source of information was synthesized from books, articles, journals, and research reports. The purpose of this inquiry was to provide a comprehensive understanding of institutional goals and a basis for the analysis of data within the context of goals as they relate to educational planning in post-primary schools and colleges in Nigeria, with specific reference to Kaduna-State. The chapter is organized and presented under three subheadings: (1) rationale for institutional goals, (2) related studies, and (3) scope for institutional goals in the Nigerian educational context.

Rationale for Institutional Goals

"If we do not watch where we are going, we are likely to end up where we are headed" (10, p. 35). This is a Chinese proverb which provides a philosophically fundamental statement applicable to an understanding of the rationale for institutional goals and objectives.

Most universities and colleges have been noted for operating on ambiguous goal systems. Consequently, serious
conflict situations frequently arise from goal divergence between different groups or constituencies, both internal and external to the organization. If priorities are obscure and goal systems are not adequately operational, it is usually not possible for the institution to obtain the most suitable inputs or to use them very efficiently or effectively to achieve its goals. Most of the environmental constraints confronting academic organizations stem from the attempts of interested outsiders to change institutional goal systems and priorities. A key task is to structure the goal system in order to maximize advantages and minimize disadvantages to the institution. A tested and effectively proven means of accomplishing this task on the campus is goals and goal-setting (36, p. 331).

Cohen and March discuss the rationale for goals at length. They assert that goals are the tools of intelligence for any reasonable behavior in contemporary society. "Goals are thrust upon the intelligent man. We ask that he act in the name of goals. We ask that he keep goals consistent. We ask that his actions be oriented to his goals" (8, p. 219).

The rationale for institutional goals from a broad perspective has been summarized and enumerated by Larson. Goals serve to

1. Legitimize the organization in the eyes of the employees, constituent groups, and the general public, and
provide the rationale to obtain the moral, financial, and political support needed for organizational survival.

2. Identify accountability in terms of the organization's societal functions and prevent or inhibit encroachment on its or another organization's functions.

3. Create norms which will commit employees and constituent groups to a direction, to common purposes, and to work for a better future.

4. Promote norms which stimulate morale and motivation.

5. Reduce random and discretionary employee and constituent behavior which limits organizational energy expended on control activities.

6. Enhance the effectiveness and efficiency of the decision-making process.

7. Promote integration of various organization functions, which enhances organizational effectiveness and efficiency.

8. Assist in planning and in determining how resources are to be allocated.


10. Establish standards against which to assess efficiency and effectiveness and to evaluate organization and employee performance (22, pp. 2-3).

Retrospectively, a positive correlation has existed between institutions and institutional goals determined
by purpose and mission. From medieval times, institutions of higher learning were specifically geared to produce literate individuals to staff the chanceries of the nation. Millett states, "When the first college was created in colonial America in 1636, it had a professional purpose: to advance learning and perpetuate it to posterity; dreading to leave an illiterate ministry to the churches, when the present ministers died" (30, p. 37). The German and American Land Grant universities produced graduates with some of the knowledge needed to consolidate and exploit the resources of a large nation-state. These earlier universities, relatively small in terms of enrollment, had a single purpose with regard to society and service. As long as they fulfilled societal expectations, the political climate continued to protect them. Institutional goals under this amicable climate, if needed, were predominantly concerned with internal management and functions. However, as society became more complex, its expectations from institutions of higher learning also grew increasingly complex to sustain its transformed nature. It became essential for institutions to "dance to the tune" played by the societies in which they functioned since their existence was largely dependent on public support (26, p. 183; 28, p. 151).

The rise of pluralism during the second half of the twentieth century is attributable to pressures exerted on
institutions. New communities of interests and practice were beginning to emerge, each seeking to develop internally consistent standards within its own frame of reference. To maintain those consistent standards within some reasonable limits, the literature supports and recommends institutional goals. To disregard the changing nature of society by negating the prioritization of goals as an effective means of appropriating funds in essential areas minimizes the institution's chance of surviving the market crunch (13, p. 148).

The major thrust of planning is the need for primary academic programs that meet the changing demands and interests of students. Programs developed in response to changing needs will not have the benefit of tradition; a shift is required to planning by objectives. Failure in planning is a result of not applying institutional planning to academic programs. Unless planning is conducted in terms of objectives that have been formulated systematically, the planning process will necessarily fall back on projected trends that cannot easily continue. As Fincher observes, "It is not enough to know how we plan; it is necessary to know what we are planning for" (17, p. 760).

Change governs all aspects of human existence, with every moment presenting a new challenge. To ignore change—to say that is has no meaning for education—is
to invite disaster for mankind. Egalitarianism has also been brought about by change, adding another dimension to the demands made upon educational institutions by society. Students have protested, among other things, a lack of relevance and other inconsistencies in higher education. Higher education was passing through a threshold era, from a "rosy" period to a troubled time of insecurity. It is left to administrators and boards of control to reassess their concerns and goals. Planning is taking a higher priority. One of the largest tasks, vital in the planning process, is the assessment of current goals and objectives and the establishment of new ones (5, p. 245; 25, pp. 1-8; 39, p. 95).

Institutions of higher learning have become sensitive centers where administrators, teachers, and students are constantly seeking solutions to problems of both the past and the present in the changing process of society, and using knowledge to project to the distant future. Educational institutions as instruments of society are, or should be, structured into the functioning purposes and mechanism of society (20, pp. 287-290).

Educational planning has been regarded as an organizational "blanket," giving a sense of order and direction to avoid—or to gain a sense of avoiding—uncertainty. Through goal-setting, educational planning has been recognized as a key to strategy for change, due
to its potentials to stimulate the community towards a common goal. Educational administrators must employ all legitimate means, first, to avoid "ending up where we are headed," and, consequently, to maintain integrity and respectability through accountability (22, p. 30).

The literature widely supports institutional goals and objectives as means which offer at least partial solutions to the nagging issue of accountability. This issue has become protracted as its scope continually widens from fiscal matters to outcomes, general managerial styles, and governance. The allocation and use of the institution's resources should be directly related to its goals and priorities. Since higher education is on the defensive, it can change its stand only by meeting criticism where it is justified and answering it soundly and vigorously where it is not. Needs assessment, a corollary to institutional goals, has much to contribute to the effective management of colleges and universities. Morgan and Feldman state, "determining priorities and providing for public accountability by documenting the degree to which management decisions which are made result in programs which meet the needs of the community" (31, p. 48). They further explain that measurement of performance is central to the issue of accountability. This performance is applicable to cost regulation, managerial efficiency, and codification of internal decision-making processes.
Behavioral accountability relates to outcomes of manpower supply and demand, and societal environmental concerns.

Due to the waning of public confidence in higher education at a time when costs have been pushed rapidly upward both by inflation and new demands upon educational institutions arising from egalitarianism, the call for accountability has been intensifying. People are simply not willing to support, financially or otherwise, institutions which fail to assume responsibility for specific operations. The old modus operandi which permitted "passing the buck" is no longer tenable. It becomes increasingly clear that the formulation of goals and consequent proceeding with initiative to ensure implementation in a follow-up process are essential. The assumption that, once goals are set, a college or university naturally moves along on the right track to the expected goals is a fallacy and should be discarded, for goals in themselves are inactive. In order to activate them, the responsibility for implementation must be delegated to individuals or groups who will ultimately be accountable for success or failure in goal achievement (5, pp. 245-247; 12, p. 135; 29, pp. 3-5).

The California Master Plan (1974) is a case in point with regard to the issue of accountability. The report stated that the reasons for a legislative study were numerous, but the public's declining confidence in the
higher education community was probably the most significant. Findings from the study led to the observation that accountability was required of institutions from a diversity of constituencies—-from the faculty, staff, students, and public—-for support and development. The California Master Plan was derived from a vigorous participatory process involving governing board members, administrators, faculty, students, and the public—a process which has been recommended as a basis for political support for implementation. Demands for accountability are direct demands for identification of specific organizational objectives in operational terms (24, p. 220). Details of this report are to be found in the related studies of institutional goals surveyed later in this chapter.

The formulation of goals precedes their implementation and evaluation and is a starting point for effective planning and decision-making. The process of goal derivation involves participation in arriving at a consensus among diverse individuals and groups. Decision-making in an organization seeks to evoke motivations and interest on the part of participants toward a common mission. For these participants to accept the goals of the enterprise is to identify themselves with them and to seek their achievement. The behavioral theorists caution that organizations mean people working together and that people must be motivated to accept goals (30, pp. 26-27).
Goals have been perceived as a consciously organized value system that lists and ranks in order of priority the objects or conditions to be produced by ongoing activities in the organization and serve as criteria for decision-making. By the same token, goals can give a more insightful understanding of organizational behavior and serve as standards by which to determine organizational success or failure, thus providing a source of legitimacy (9, p. 505).

Two types of goals have been identified: outcome or output goals and support goals. Output goals are those ends which the educational institution seeks to realize and are eventually translated into precise measurable objectives. Support goals, when attained, facilitate reaching the outcome goals, but they may in themselves be regarded as goals since they are essential to the healthy functioning of the organization and clearly involve the intention or aim of the organization as a whole (6, p. 8; 19, p. 9).

Self-studies have recently become a common practice among institutions of higher education, with committees on objectives and goals and curriculum being assigned specific evaluative tasks. This phenomenon has arisen as the need for improved management and governance became a matter of survival. The literature states that institutions of higher education have a special obligation
to carry a program of institutional research beyond the obvious concerns for efficiency and effectiveness; higher education must be dedicated to the production of individuals who are capable of making wise judgments. As Dressel observes, choices and decisions based upon extensive knowledge and evidence are better than those made without knowledge or evidence (14, p. xi), and Richardson agrees that no university should stop with one self-study, but should instead create some mechanism for continuing introspection about its goals and objectives (34, p. 297).

Planning, especially in the area of budgeting, calls for terms of reference about where funds and personnel can most effectively be utilized. Flexibility in the process of goal-setting provides for short-range, medium-range, and long-range planning in attaining those goals which have been given the institution's highest priority. David Henry describes the rationale for goals in relation to measure of performance: "The purposes and objectives constitute the standard to which evaluation is calibrated and without which measurement is meaningless" (20, p. 289). Through an understanding of the operational implications of goals, administrators and institutional caretakers can direct a purposeful and acceptable practice.

Sources from the literature indicate that participation in the formulation of goals can be viewed as a means
of improving human relations. When the participants work in harmony, they see institutional problems as the concern and responsibility of everyone and congruence is likely to be established between participants and the goals of the college or university. The board of governors, who were formerly the final arbiters in the evaluation process representing public interest, are now considered institutional members while the coordinating board represents the public interest. This shift in the administrative structure of higher education has more than ever before called for the use of goals (40, pp. 670, 673, 765).

Dressel places goals in perspective in the sequence of planning as a process. First, assumptions about the future should be developed; second, a review of past operations, trends, and assessments of the current study of the college or university should be carried out; third, goals clarification should be accomplished, including the delineation of the role of the institution in society, the constituency which it serves, the particular emphasis of the institution, and its relationship with the community and with other institutions; and, fourth, a projection should be made of existing and anticipated new programs (14, pp. 259-262).

Despite the convincing rationale for institutional goals presented in the preceding pages, goals must be regarded critically and with caution. What can the field
of educational evaluation and individual evaluators contribute to the resolution of value conflicts embedded in educational policies and disagreement over basic goals? This question raises some skepticism as to the validity and reliability of goals—how accurately and consistently do goals measure the variables they are supposed to measure?

The policy-maker's basic goals and values, whether openly professed, implicit, or falsely attributed, are currently being questioned. Often the charge of the challengers is that the system or its leaders are pursuing goals based on underlying values which are vague. An expert who sees his role as helping to resolve differences regarding educational goals must be prepared to contribute to the resolution of differences in moral judgments, and he must be prepared to demonstrate that he himself is an expert in rendering moral judgments (4, pp. 261, 262, 266).

Breuder identifies some of the dysfunctional elements of goals:

1. Too much reliance on the magic of words.
2. Too little public participation in formulating goals.
3. Too little understanding of what a goal is.
4. Too much readiness to assume that goals are already established and require only to be achieved (6, p. 8).

He emphasizes that "institutional goal determination has two end products: identification of goals and establishment
of priorities; goals must be developed which accommodate diverse constituencies and respond to changing and conflicting societal demands" (6, p. 8).

Ebel expresses some concern about detailed specification of objectives in relation to effective educational output, a concern about the relative importance of reaching agreement on general goals as compared with the importance of stating specific goals in great detail (15, pp. 273-275). Specific objectives have been questioned for the following reasons:

1. Most college and public school teachers feel that statements of general objectives serve their purposes adequately.

2. The process of preparing specific objectives, or locating, examining, and selecting a suitable ready-made statement among those available, requires too much time and effort. In addition, an innovative teacher, or one who teaches a unique course, is unlikely to find any prefabricated statement of objectives that is suitable to his or her particular purposes.

3. What happens to unexpected opportunities or difficulties that may arise? What becomes of the flexibility required to adapt instruction to student needs? What becomes of spontaneity that makes teaching and learning an interesting process? In short, preplanned instruction could be rigidly mechanical. Berlak concludes
that it is more urgent for educators to reach agreement on their general purposes and goals than to specify in detail the outcome they seek (5).

Larson summarizes reasons why administrators and institutional planners, before accepting the logical and commonsense appeal of goals, should be cognizant of possible dysfunctions in the seven functional dimensions of goals:

1. Assessing effectiveness and efficiency on the basis of goal attainment may be misleading because multiple goals may be in conflict and, hence, inhibit single goal realization.

2. Frequent measurement of goal attainment may lead to an emphasis on more quantitative-, as opposed to equally important but more difficult to measure, qualitative-type goals.

3. Unanticipated demands on an organization may require energy and resources to be expanded on problem-solving which, although necessary for survival, may not be directly related to any goal.

4. Unless goals are occasionally updated, public or official goals may, over time, be succeeded by new goals which, although important, may not be stated and thus not be assessed. In such a situation, it may seem that the organization is not performing effectively.
5. Too forced a commitment on official goals may inhibit the organization from adopting new goals which may constitute a more appropriate mission.

6. Overemphasis on attainment of certain goals may divert resources from other vital organization functions which may not be as clearly linked with the stated goals. Official goals can also divert management attention from the more immediate personal needs of employees. Personnel relationships are seldom a publicly stated goal, yet failure to attend to them can lead to serious internal motivation and morale problems.

7. Certain goals, although societally sanctioned, may, if publicly pronounced, be unpalatable to segments of the clientele served. An unproductive conflict may thus result which will inhibit the attainment of related goals (22, pp. 3-4).

The literature indicates the complex nature of institutional goals. Academic institutions exist in what Cohen and March term "organized anarchy" (8, p. 4) as a result of their several unique organizational characteristics: ambiguous goals, service to clients who demand a voice in decision-making processes, professionalized organizations in which employees require a large measure of control over decisions, and increasing vulnerability to their environments. The growing demand for accountability, intensified by pluralism--external and internal to the
institutions—and the rise of egalitarianism, supports the need for colleges and universities to become seriously involved in goal-setting through self-studies. Institutions of higher education are being pressured by diverse clientele groups to uphold public confidence to ensure their continued support. Prioritizing of goals and objectives as a guide for implementation promotes a judicious utilization of funds and institutional renewal and growth. Plausible arguments with regard to goal dysfunction should encourage a more vigorous pursuit of goals. If solutions to dysfunctional goals are found, goals can become an effective institutional panacea.

Related Studies

Gross and Grambsch have conducted two studies, in 1968 and 1971, on perceived and preferred goals. The 1968 study comprised 68 American universities and included academic administrators, governing board members, and faculty members. The instrument contained 47 goals subdivided into output and support goals. Output goals were student expressive, student instrumental, research, and service; support goals were adaptation, management, motivation, and position.

The study found that the first perceived and preferred goal was protecting academic freedom. Seven top goals of American universities were also identified: protecting the
faculty's right to academic freedom; increasing or maintaining the prestige of the university; maintaining top quality in those programs felt to be especially important; ensuring the continued confidence and support of those who contribute substantially to the finances and other material resource needs of the university; keeping responsive and up to date; training students in methods of scholarship, scientific research, and creative endeavor; and carrying on pure research (19, pp. 29-30). It was observed that only one of the seven top-ranked goals was concerned in any way with students—the output goal of training students for research and scholarship, with emphasis on pure research. Five of the top goals were support goals reflecting the importance of maintaining internal and external constituencies. The four lowest-ranked goals were related to the student as a good consumer, keeping the university as it is, emphasizing undergraduate instruction, and involving students in the government of the university.

Further synthesis of the Gross and Grambsch study indicates that harmony existed, in general, among institutions between perceived and preferred goals, with a high degree of satisfaction among faculty and administrators that goals were receiving the proper emphasis. There was, however, a discord between perceived and preferred goals relating to having a local as opposed to a cosmopolitan
orientation. The study inferred that this may reflect, in part, the problem that administrators have with faculty mobility.

The 1971 study found that external constituencies expressed a preference for emphasis on practical and service goals and, by the same token, a de-emphasis on research and graduate work, as well as reduced concern for facilitating faculty interests and careers (18, p. 52). The internal constituencies, however, emphasized goals associated with the classical ideas of liberal education, students' freedom to pursue their own interests, and faculty's rights. They also preferred a de-emphasis on undergraduate instruction and preparing students for practical careers.

In comparing important aspects of Gross and Grambsch's 1968 and 1971 goal findings, not much overall change in the goal rank orders is found. A trend toward congruence within the universities on perceived and preferred goals is apparent, although the top goals continued to relate primarily to faculty interests and career improvement. Protecting academic freedom remained in first place in both categories.

Cohen and March conducted a study in 1974 to discover factors which determined successful campus presidents (8, pp. 44-45). Eight defined factors and characteristics were found to be attributable to successful presidents:
financial status of the president's institution; the quality of educational programs; growth of the institution; relative quiet of the campus; quality of the faculty; quality of the students; a good relationship between the students, faculty, and president; and a good rapport between the president and external constituencies. The quality of the faculty and the growth of the institution had the highest frequencies as evidence of success.

Breuder and King also published a study on institutional goals (6, pp. 8-12). The survey instrument was the Institutional Goals Inventory developed by Peterson and Uhl. The population consisted of four groups in Brevard County and Brevard Community College, Florida. From a total of 866 administered questionnaires, a 53 percent return rate was received. The processed data were rank-ordered in goal area summaries for the total group and subgroups.

Findings from the study reported that vocational preparation was and should be the most important goal at the college. Traditional "religiousness," advanced training, and "research" were considered to be of little importance as goal areas. The top five high-ranked goals were vocational preparation, community, individual personal development, intellectual orientation, and meeting local needs. The study reflected the purpose and mission of
community colleges as opposed to those of four-year colleges and universities.

Incongruence was detected between residents and institutional groups with regard to goal areas, rank-ordered by subgroups, on what the legitimate goals of the college should be. The faculty were found to be sensitive to goals related to freedom and democratic governance, students' off-campus learning, and social criticism and activism; community members, about meeting local needs and vocational preparation; and administrators, about accountability and efficiency. Breuder and King arrived at the following conclusions:

There was a need for institutional goals to be made more explicit and measurable in the form of institutional objectives. By translating objectives, the incremental progress toward goals could be measured. Even more important, those specific objectives can provide focus for directing activities designed to achieve certain results (6, p. 12).

The study is considered significant because it reaffirmed the philosophy underlying the creation of community colleges in the higher education enterprise.

Baldridge conducted a study at New York University; the survey taken constituted 569 faculty senate members as respondents. According to Baldridge, the nine top-ranked goals in order of importance were the following: teaching graduate students, research, maintenance of university conditions attractive to excellent scholars, enhancement of the reputation of the university, maintenance
of a scholarly atmosphere, preservation of the cultural heritage, application to life situations, and solution of problems of great national and international concern (2, p. 119).

Baldridge identified three major resources responsible for encouraging subcultures at New York University: a split between teaching and research, a rift between pure and applied orientations, and intense disciplinary specializations (2, pp. 119-120). Such conflicts, according to Richman and Farmer, tend to increase as resources become scarcer and priority choices must be made (36). Baldridge's study revealed some causes which contributed to the prevailing campus problems of the time—student activism, pluralism, and a general wave of nonconformity.

A report by the Joint Committee on the Master Plan for Higher Education in the State of California, published in November, 1973, is considered relevant related literature (24, pp. 1-5). The Institutional Goals Inventory instrument was administered to students, faculty, administrators, residents around campuses, and governing board members. Additional information was obtained from hearings, previously conducted survey research, and personal interviews. The following top seven goals were recommended for California post-secondary education in the next decade (1973-1983):
1. Academic freedom and responsibility.
2. Equal and universal accessibility for persons of both sexes and all races, ancestries, incomes, ages, and geographic areas.
3. Lifelong learning opportunities for persons with capacity and motivation to benefit.
4. Diversity of institutions, services, and methods.
5. Flexibility to adapt to the changing needs of students and society.
6. Cooperation between institutions in assessing area educational needs and resources and in meeting those needs.
7. Involvement with local communities and utilization of community resources in the educational process.

The total involvement of diverse constituencies was considered plausible in enhancing acceptance of the Master Plan by the state legislature.

Tri conducted a study at Ohio University on perceived educational goals and needs pertaining to public secondary education in four developing countries, including Nigeria, using the Phi Delphi Kappa model, a questionnaire of 18 goal statements classified under three broad categories: cognitive, affective, and psychomotor. The study reported five priority goals for public secondary education from the Nigerian group: learning how to be a good citizen; developing a desire for learning now and in the future; developing the ability to read, write, speak, and listen; learning to respect and get along with people with whom one works and lives; and developing skills to enter a specific field of work (37, pp. 123-125). The lowest-ranked goals by the Nigerian group were appreciating culture and beauty in the world, learning how to use leisure
time, understanding and practicing the skills of family living, and learning to be a good manager of money, property, and resources (37, pp. 135, 161-162).

Findings indicated a high degree of discord among the small groups of Nigerian participants with respect to intellectual attitude, nation-building, human relations, language, health and safety, moral development, and economic goals. The goal relating to intellectual skills was rated as being poorly met. A high degree of agreement was reported on the performance level in such areas as human relations, language, health and safety, moral development, and economic goals.

Scope for Goals in the Nigerian Educational Context

An examination of the literature on education and educational practices in Nigeria would provide a basis for the analysis of institutional goals in post-primary institutions, especially in Kaduna-State. It would also facilitate a perceptive understanding of the potentials of utilizing goals as instruments of effective planning.

The emergence of higher education in Nigeria is relatively recent. This is confirmed by Kwapong: "Formal modern university and higher educational institutions were . . . very late in coming throughout the various colonial dependencies, and the neglect of higher education was one of the most important sins of omission" (21, p. 186).
Richman and Farmer refer to "sins of omission" as tendencies to subordinate goals which should properly be emphasized (36, p. 34).

The first institution of higher education in Nigeria, Yaba College, was officially opened on January 19, 1934. The mission of this college was to provide vocational courses and prepare civil servants. The first landmark for higher education in Nigeria was the establishment of the Elliot Commission, instituted by the Secretary of State for the Colonies, on June 13, 1943. The Commission was to make recommendations on the founding of future colleges in West Africa. The outcome of the Commission's recommendation, the university college of Ibadan, was created in June, 1948. The curriculum and most of the important academic decisions for the college were determined by the University of London. This trend continued until 1962, when the university college of Ibadan became a full-fledged university.

The second landmark in the development of higher education in Nigeria was the Ashby Commission, which began its assignment in April, 1959. The Commission, appointed by the Nigerian government, was assigned to conduct an investigation into Nigeria's needs in the field of post-secondary school certificate and higher education over the next two decades (1960-1980). The significance of this Commission is noted by Fafunwa:
1. It was the first time in the history of education in Nigeria that the Nigerians themselves decided to examine the higher educational structure in terms of the needs of the country not only for that material time but for a long term.

2. It was the first official comprehensive review of higher education in Nigeria to be undertaken by a team of experts (16, pp. 1764-1765).

Among the major findings of the Commission was a lack of balance between primary and secondary levels and between secondary and post-secondary levels of education. It recommended the creation of universities at Nsukka, Lagos, and Zaria, and the upgrading of the university college of Ibadan to the status of a full-fledged university. By 1975, the number of universities in Nigeria had grown to thirteen (3, p. 10; 33, pp. 66, 87).

The task now facing the country is to move an entire society from its largely traditional base toward desired economic, social, and cultural goals. The recognition of the essential role of education in this task of national development has been stressed. Tri states, "Education should reflect the present and future of the dynamic Nigerian society in terms of the role the individual is expected to play in the present modernization" (37, p. 52).

The complaint has often arisen, however, that not much has been done to reorganize the educational system to
increase its relevance to the needs of the country. Although growing attention was paid to education by the colonial government in the post-war years, expansion was slow, at least in relation to the size of Nigeria's school-age population. Some of the challenges to educational planning included gross differences in educational opportunities between the sexes, disparities regarding educational availability in rural and urban areas, alarming rates of unemployment among primary school graduates, the demands of an expanding economy, and the need to conserve scarce resources (1, pp. 68-69). Much progress has been made toward solving some of these problems, but admittedly some of them still persist to the present day. The job before today's educators is so broad and so complicated in character that they must utilize every tested and approved method known in carrying it out. Their primary function would be to plan Nigeria's total educational effort, to assign necessary priorities, and to assess the impact of their endeavors (7, pp. 106-114).

The concern over the creation of institutions of higher education in Nigeria is in accordance with the universal concept of the mission and purposes of universities in relation to the communities they serve. It is generally agreed that universities everywhere exist to fulfill three objectives--teaching, research, and service--and to promote the application of this knowledge to the
service of society. The African universities were con- 
sciously conceived and designed as prime instruments for 
attaining national independence or consolidation and pro-
moting the fulfillment of urgent needs. These universities 
were expected, above all, to aid in the development and 
modernization of their various countries; hence, their 
main problem was and is how to establish a correct balance 
or "mix" between the imperatives of academic freedom and 
academic excellence on the one hand and demands of na-
tional development on the other (21, pp. 187-188).

To effectively utilize education for national de-
velopment, a comprehensive approach to educational planning 
is necessary. Ogunsola warns that "any development that 
will not reflect national planning and realistic implemen-
tation may lead to disaster (32, p. 26). In response to 
this fundamental concept of development through education, 
Nigeria created the National Policy for Education, the 
most recent document which has attempted to redirect and 
focus educational efforts in a comprehensive and purposeful 
manner. This policy was the product of a combined group 
of educators, administrators, and policy-makers appointed 
by the then Federal Military Government and was published 
in 1977.

The policy document stipulates the following goals 
for education in Nigeria:
1. A free and democratic society.
2. A just and egalitarian society.
3. A united, strong, and self-reliant nation.
4. A great and dynamic economy.
5. A land of bright and full opportunities for all citizens.

The policy is characterized by centralization, mass education, free education, and a new concept of education. It states that efforts will be made to relate education to overall community needs, but the definition of the community itself is now set at the federal level and encompasses more than the local community. This is a situation in which local representatives, school administrators, teachers, voluntary agencies, and other community groups are given no control over the curriculum (27, p. 57).

A critical examination of the National Policy for Education from various sources has been confirmed in the literature. McDowell has enumerated some of the major weaknesses and fallacies inherent in the policy:

1. Rapid expansion of schools with heavy reliance on unqualified teachers.
2. Larger classes and often inadequate facilities and support materials.
3. A prescriptive system by centralizing curriculum.
4. Arbitrary posting of teachers by state governments' ministries of education.
5. Pressure on states to adopt automatic promotion policies on students, counter to skill mastery (27, pp. 58-59).
Richardson believes that educational problems in any given situation could be resolved through good planning:

To be effective, planning procedures must be characterized by simplicity, flexibility, the ability to keep pertinent information in focus, and provision for meaningful participation by all concerned. The plan is only one benefit of planning. The real purpose is to achieve results in the pursuit of objectives, and a plan may be detrimental if it cannot be changed easily when changing circumstances dictate the need (34, p. 3).

The current literature indicates that planning should place more emphasis on the planning process both as a means of securing commitment to specific changes and of fostering a political environment that encourages and supports continuing adaptation.

Central to institutional goals is the subject of educational planning. Much hope has been attached to educational planning as a key process in maximizing education's role in development. The manner in which the goals and priorities in national educational plans may be derived is important. Recently, attempts have been made to ascertain specific consequences of change through introducing appropriate innovations and anticipating the derivative results. These attempts to anticipate and influence consequences in change may be called planning. Educational planning, however, involves the application of a rational system of choices among feasible courses of educational investment and other development actions based on a
consideration of economic and social costs and benefits (1, pp. 141-142).

In the pursuit of human aspirations and practical realities, Nigeria is committed to the development of its manpower and natural resources as support elements in building a self-reliant and democratic country. With the recognition of education as a legitimate agent for social change, it becomes necessary to understand its operational structure and consequences within the context of national development as related to planning. UNESCO confirms this view by stating, "Education is a factor of socio-economic development. The school constitutes the first basic industry which provides the necessary manpower for all sectors of political, cultural, economic, and social activities" (38, p. 38).

D'Aeth declares, "Education is not a separate affair, from which the good things flow naturally" (11, p. 107). Education should form an integral component of overall development planning in broad terms, be part of educational management, and be concerned with the quality of educational programs. Larson believes that educational planning is an organizational and personal "blanket" providing security, a sense of order, and direction to avoid—or to gain a sense of avoiding--uncertainty (22, p. 30). By the same token, goal-setting has come to be recognized as a key to changing strategy, due to its potentials to
stimulate personnel in an organization toward redirecting activities in anticipation of a better future.

Nigerian educators, planners, and policy-makers are faced by the vast educational problems and possibilities of today's complex society. To aid them in meeting this massive challenge, a careful analysis and evaluation of the literature on institutional goals would provide a better understanding of the subject of planning and educational goals; an intensive study of this literature has been presented in this chapter.

Summary

This review of related literature has provided a broad spectrum of ideas and principles relating to institutional goals in general and to goals in post-primary schools in particular. The following conclusions may be drawn from the review of literature:

1. Goals provide institutions with a sense of purpose and direction, maximizing efficiency in meeting essential demands and enhancing integrity and public confidence through accountability.

2. Goals which are clearly stated facilitate a reliable set of premises from which educational planning can be developed with optimum utilization of human and fiscal resources.
3. Goal formulation involving constituent groups promotes a democratic decision-making process with increased motivation.

4. Despite the common-sense appeal of institutional goals, educational administrators and planners are cautioned with regard to their shortcomings.

5. The Brueder King study revealed that vocational preparation, community, individual personal development, intellectual orientation, and meeting local needs were the top five highly ranked goals in the community college under investigation.

6. Retrospectively, higher education in Nigeria is relatively new, and the country is consequently attempting to formulate appropriate education programs to enhance development.

7. With regard to institutional goals, virtually all the sources reviewed agreed that institutions should adopt goals and define them clearly in the form of objectives. The literature discussed in this chapter provides some insight into the need for post-primary institutions of education in Kaduna-State to critically examine their goals and objectives.
CHAPTER BIBLIOGRAPHY


CHAPTER III

METHODOLOGY

The methodology employed in this study utilized two techniques in collecting data: (1) an Institutional Goals Inventory questionnaire and (2) personal interviews. These two techniques were used because three of the research questions could not be answered directly by the first technique alone. These research questions were deliberately and appropriately added to widen the scope of the study because of their relationship to higher education. The inventory questionnaire constituted the major source of information with regard to the purpose of the study, which was to analyze institutional goals in post-primary institutions of education in Kaduna-State, Nigeria. Data collected from the interviews thus supplemented the information gathered from the inventory questionnaire.

This chapter includes detailed discussions of the population and sample, the delimitation of the study, the research design, the instruments used to obtain data, the procedure for collecting data, and the procedure for analysis of data.
Population and Sample

Population

The population to which the inventory questionnaire was administered consisted of four groups: (1) full-time senior-year students, (2) full-time instructors, (3) administrators, and (4) educational policy-makers, all in post-primary institutions of education in Kaduna-State, Nigeria. The fourth group was located at the central administration of the Ministry of Education at the state capital in Kaduna, whereas the students, instructors, and administrators were located within the various institutions surveyed in the study.

For the interviews, 30 respondents were selected from a disproportional stratified sample rather than a random sample, as was the case with the respondents utilized in the inventory questionnaire. Thirty respondents were considered adequate for the interview phase of the study. They consisted of 6 heads of departments, 5 educational planners, 9 administrators, and 10 instructors, all working in the post-primary education system in Kaduna-State. The rationale for this type of sampling was the need to obtain experienced and well-informed opinions rather than random answers to the interview questions. The specific nature of the research questions to be addressed justified this approach in sampling because it allowed a careful selection of respondents. Results of the personal (demographic) data
from the respondents support the selective nature of the sample; 96 per cent of the respondents interviewed had academic degrees ranging from bachelor's degrees to doctorates. Only 16 per cent had less than 10 years of working experience, and over 50 per cent had 15 to 19 years of experience.

Some statistics about the population of Kaduna-State have been reported in the *Kaduna-State Statistical Yearbook* for 1976 (2). According to this source, Kaduna-State's total population in the 1963 census was 4,098,000, which remains the officially accepted figure to the present day, and its land area was 27,108 square miles (70,209 km²). Of the total population, 22,713 persons in Kaduna-State were post-primary students, and 1,436 were senior-year students. Senior-year students were selected for the study because of their greater level of maturity to help ensure high validity of their responses regarding perceived and preferred institutional goals. No documented evidence was available about the population of policy-makers and educational planners in Kaduna-State (2, p. 138).

**Sample**

Through random sampling, final-year students (N = 265), instructors (N = 33), administrators (N = 17), and policy-makers (N = 10) were selected to participate in the inventory questionnaire. This sample was considered adequate
for the research purpose since Roscoe stipulates that a large sample size ranges between 30 and 500, especially when the sample is well-chosen (4, p. 138). A total of 210 returned questionnaires (64.6 per cent) was considered usable, with the greatest returns coming from the instructors and administrators--100 per cent and 93 per cent, respectively. The rate of returns from students (57 per cent) was the lowest; the return rate from policy-makers was 70 per cent.

The sample for the interviews was as follows: heads of departments (N = 6), educational planners (N = 5), administrators (N = 9), and instructors (N = 10). Aside from the educational planners at the Ministry of Education, all of the interview groups were located within the post-primary school system. Educational planners were considered policy-makers.

Delimitation

The study was delimited to students, instructors, administrators, and policy-makers in post-primary institutions of education in Kaduna-State, Nigeria. The four groups were selected on the assumption that they constituted a valid source of information from which data for the analysis could be elicited. Students were excluded from the interviews because experienced opinion was a primary criterion in that phase of the study.
Research Design

The design for the research was developed to accomplish the purpose for which the study was intended—to analyze institutional goals of education in Kaduna-State, Nigeria. From the analysis, findings were intended to provide a basis for recommendations to be made to the Kaduna-State government, through the Ministry of Education, for educational planning purposes. The Institutional Goals Inventory questionnaire and the interviews were considered appropriate in the design of the study since Udoh (5) and Alpheus (1) had used this questionnaire instrument in the studies they conducted on Nigerian educational institutions. The inventory provides a determination of discrepancies between existing (IS) and preferred (SHOULD BE) goals.

Permission to use the questionnaire was obtained from Educational Testing Service (see Appendix B), and the instrument was modified to reflect the post-primary educational characteristics of the Nigerian educational system. For example, goal statement 52 originally read, "to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians." The modified form read, "to provide educational experiences relevant to the evolving interests of ethnic groups in Kaduna-State, Nigeria."
Goal statements in the questionnaire associated with specific goal areas were randomly dispersed in a non-sequential order; for example, the goal area of academic development was represented in statements 1, 4, 6, and 9. The questionnaire, however, was arranged in numerical order to enhance objectivity.

A set of systematic questions was prepared for the interview and posed to 30 respondents—6 department heads, 5 planners, 9 administrators, and 10 instructors—in Kaduna-State. The respondents were requested to indicate their opinion of the perceived importance of the items mentioned, using a three-point scale: 1—of great importance, 2—of little importance, and 3—undecided.

The Instrument

The first instrument used in this investigation was the Institutional Goals Inventory developed by Peterson and Uhl in 1972. The second research instrument utilized, the personal interview questions, supplemented the deficiencies left by the questionnaire in answering some of the research questions.

The questionnaire included a five-point scale of importance, ranging from "extremely important" (5) to "of no importance" (1). The center of the scale (3) was assigned to undecided responses. For each goal statement, respondents were asked to indicate their perception of
current (IS) and preferred (SHOULD BE) conditions, using
the five-point scale. For each goal statement, responses
were expected to two questions: (1) How important is this
goal in Kaduna-State post-primary institutions of educa-
tion? (2) How important should this goal be in Kaduna-State
post-primary institutions of education?

5—of absolute importance
4—of great importance
3—undecided
2—of little importance
1—of no importance

The following are a sample question and responses from the
inventory:

IS  SHOULD BE

2  1. To help students acquire depth of knowledge  4
   in at least one academic discipline.

This illustration indicates that the respondent felt that
acquiring depth of knowledge in one academic discipline
in post-primary institutions in Kaduna-State, Nigeria, was
given little importance, but perceived that it should be
of great importance. A discrepancy is consequently ob-
served between existing perception and preferred percep-
tion.

The interview instrument comprised a set of systematic
questions. The questions were prepared through a careful
evaluation of the literature in identifying some of the
major issues and constraints perceived to be important in
providing an environment conducive to the achievement of
institutional goals. In addition, the researcher sought the advice of scholars at Ahmadu Bello University who are directly involved in post-primary institutions of education in Kaduna-State as consultants. Respondents were asked to indicate their preference using the three-point scale described earlier in this chapter. The following are a sample question and responses from the interview:

Question: In your opinion, what are the major perceived internal constraints in post-primary institutions in Kaduna-State?

<table>
<thead>
<tr>
<th>Internal Constraints</th>
<th>Of Great Importance</th>
<th>Of Little Importance</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student discipline</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Shortage of instructors</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Inadequately qualified instructors</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Inadequate teaching facilities</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Low retention rate among instructors</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Responses from the illustration indicate that student discipline, shortage of instructors, and inadequate teaching facilities are rated as constraints of great importance, whereas inadequately qualified instructors are considered of little importance and therefore assumed not to be detrimental to the growth and development of post-primary
institutions of education in Kaduna-State. The respondent was undecided as to whether a low retention rate among instructors was of great importance or of little importance.

Reliability and Validity of the Instrument

A substantial amount of evidence supports the reliability and validity of the Institutional Goals Inventory utilized in this study.

In considering the reliability of the IGI, a major question is whether the goal areas are homogeneous or internally consistent. Specifically, are the statements that comprise a given goal area all measuring a group's current perceptions (IS responses) or value opinions (SHOULD BE responses) of that goal area? This is an important question because, if it were found that the goal area means were not internally consistent, they would be ambiguous and lose their usefulness (3, p. 47).

The median for the internal consistency was found to be $r = .88$ for the present (IS) and $r = .87$ for the preferred (SHOULD BE) importance. The goal area of academic development had the lowest median reliability of $r = .69$ and $r = .65$; traditional religiousness, on the other hand, had the highest reliability coefficients of $r = .98$ and $r = .98$ (3, p. 49).

To validate the Institutional Goals Inventory, answers to the following questions were sought:

1. Do the IGI goal areas represent goal areas important to the different types of higher educational institutions?
2. Do the statements that comprise each goal area provide a representative sample of the essential elements of the goal as it is commonly understood in the higher education community?

3. To what extent do the goal areas, as defined in the IGI, actually measure what they are intended to measure in terms of both present and preferred importance?

4. To what extent do the goal areas have the same meaning to an institution's different constituent groups?

The following evidence was presented to support the validity of the IGI:

1. A group of specialists familiar with the California system of higher education selected the institutional segment or type that gave the highest and lowest importance to each goal area. The judgments of the experts were compared with the ratings of faculty, students, administrators, and members of the community. Agreement between the opinions of the specialists and the IGI ratings was obtained.

2. The institutional types which received ratings of the highest and lowest importance for each goal area were identified by constituent groups. The ratings were compared for consistency, and a close agreement among the constituent groups was obtained, supporting the contention that these groups attached the same meanings to the goals.

3. An argument was presented for predicting that the types which were rated highest and lowest in present
importance would also be rated highest and lowest in preferred importance. This was proven to be true, and therefore the validity for ratings of preferred importance of the goal areas was supported.

4. Goal area correlations between ratings of present and preferred importance were calculated for each constituent group.

5. Factor analysis of the above intercorrelations revealed similar factor structures for both present and preferred ratings as well as among constituent groups.

6. Several goal area profiles for single institutions were examined as well as profiles of the four types of California institutions surveyed. The results supported the validity of each goal area as well as present and preferred ratings of importance (3, pp. 57-76).

Procedure for the Collection of Data

To collect data, a letter of permission was obtained from the Office of the Permanent Secretary in the Ministry of Education of Kaduna-State (see Appendix C). The researcher traveled to Nigeria to direct the administration of the questionnaires and conduct the personal interviews.

Simple random sampling without replacement (4, p. 118) was utilized in identifying students, instructors, administrators, and policy-makers for the survey. A similar technique was used in selecting five Local Government Areas
from the 14 such areas in Kaduna-State. Three post-
primary institutions were chosen from each of these five
Local Government Areas, for a total of 15 institutions:
9 secondary schools and 6 teacher colleges. Due to the
large number of students and instructors in these institu-
tions, a table of random numbers was used to identify 265
students and 33 instructors. Administrators were sys-
tematically selected when the 15 institutions were identi-
fied, and policy-makers were selected using the simple
random approach without replacement.

The admission requirements for secondary schools and
teacher colleges in Kaduna-State are the same. The cur-
ricula, with the exception of teaching methods in teacher
colleges, are also the same for the two types of post-
primary institutions. Before graduation, senior-year
students in secondary schools and teacher colleges are
administered the General Certificate of Education Examina-
tion by the centralized West African Examination Council.
Based on these facts, it is assumed that the student
populations of secondary schools and teacher colleges
are equal.

In collecting data through the Institutional Goals
Inventory, 325 questionnaires were sent to respondents.
Each of the 15 post-primary institutions in the study
was sent a total of 20 questionnaires--17 for students,
2 for instructors, and 1 for the administrator. Ten
institutions were sent 1 additional questionnaire each for students, three institutions were sent 1 additional questionnaire each for instructors, and two institutions were sent 1 additional questionnaire each for administrators, to yield, including the 10 policy-makers chosen from the Ministry of Education, a total of 325 participants. The 10 policy-makers chosen for the study were selected from the various departments comprising the Ministry of Education.

In delivering the questionnaires, administrators were highly instrumental because of their positions in post-primary institutions. The questionnaires were sent directly to the administrators for distribution to the specified respondents in their institutions. A package containing the questionnaires, an introductory letter (see Appendix A), a list of students and instructors identified for the survey, and a self-addressed stamped envelope was sent to each administrator.

Interviews were scheduled when the questionnaires were delivered. Appointments were made by telephone when possible, otherwise the researcher visited interview respondents without prior notice. In almost all cases, they were available and willing to be interviewed. Responses during the interviews were recorded directly on a form which contained the set of questions (see Appendix B).
Much enthusiasm was demonstrated by respondents.
Two weeks after the questionnaires were delivered, returned responses were received at a high rate of frequency. By the end of the third week a 60 per cent return, or 195 returned questionnaires, had been realized. As a follow-up measure, the researcher visited each of the 15 institutions in the study again and collected an additional 4 per cent, or 15 returned questionnaires, giving a total of 64.6 per cent, or 210 questionnaires returned.
This was considered adequate for the purpose of analysis and interpretation of institutional goals in post-primary schools of education in Kaduna-State. Table I presents the number and percentages of returns obtained from the inventory questionnaires.

**TABLE I**

**NUMBER AND PERCENTAGE OF RETURNS**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Number of Questionnaires Distributed</th>
<th>Number of Questionnaires Returned</th>
<th>Percentage Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>265</td>
<td>152</td>
<td>57.4</td>
</tr>
<tr>
<td>Instructors</td>
<td>33</td>
<td>33</td>
<td>100.0</td>
</tr>
<tr>
<td>Administrators</td>
<td>17</td>
<td>17</td>
<td>100.0</td>
</tr>
<tr>
<td>Policy-makers</td>
<td>10</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>325</strong></td>
<td><strong>210</strong></td>
<td><strong>64.6</strong></td>
</tr>
</tbody>
</table>
Procedure for the Analysis of Data

Data collected by the questionnaire and interview methods formed the basis for the analysis. Personal data, which included position and rank, sex, age, educational qualifications, years of experience, and educational specialization, also formed part of the analysis. A total of 210 returned responses was received from the questionnaires—57.4 per cent of students, 100 per cent of instructors, 100 per cent of administrators, and 80 per cent of policy-makers. For the interviews, 30 participants were selected and 30 responded—a 100 per cent return rate.

Data from the questionnaire were tabulated on computer punch cards, from which a computer print-out was generated. The print-out made available mean scores of responses on each goal statement (IS and SHOULD BE), and this information served as the basis for tabulating priorities among goal statements, and, consequently, among goal areas for each individual and for the total group.

The informational data were systematically utilized for descriptive analysis based on sample group scores of students, instructors, administrators, and policy-makers. The following procedures constituted the guidelines for the analysis: (1) personal data (independent variable), (2) percentages and frequencies for individual and combined groups as a measure of variation, (3) goal statement
summaries for the total group and subgroups in terms of IS and SHOULD BE mean discrepancies, and (4) goal area summaries for the total group and subgroups rank-ordered by IS and SHOULD BE mean discrepancies (SHOULD BE minus IS means) (3, p. 79).

Responses from the interviews were tabulated in terms of the questions addressed. In view of the comparatively low number of respondents interviewed, data were analyzed without the use of the computer. Frequencies indicating great importance were tabulated and summed up to form a criterion for ranking (high frequencies denote high importance in response values). Each of these descriptive phases of the analysis is reported in Chapter IV.

Summary

This chapter has analyzed and evaluated the population and sample used to collect data for the study; delimitation of students, instructors administrators, and policy-makers in post-primary institutions of education in Kaduna-State; the research design; the instrument; the reliability and validity of the instrument; and procedures for collection and analysis of data.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The data for this study were collected from the inventory questionnaires and interviews administered to a total of 240 respondents consisting of students, instructors, administrators, and policy-makers in post-primary institutions of education in Kaduna-State, Nigeria. The analysis was divided into three sections. The first section, in which descriptive data are presented, illustrates the distribution of respondents according to personal factors (independent variables). The second section analyzes the distribution of opinions (dependent variables) in the inventory questionnaire, as shown in Appendix A. The third section deals with interview responses from selected individuals in post-primary educational institutions and government agencies in Kaduna-State (see Appendix B).

Description of Responses to Inventory Questionnaire

Independent Variables: Personal Data

The independent variables for the survey consisted of personal data about respondents, which included their rank, sex, age, educational qualifications, years of
experience, and educational specialization. Data presented in Tables II, III, IV, V, and VI represent each of the above stated variables, respectively.

Data shown in Table II illustrate the distribution of respondents by position held and sex.

**TABLE II**

**DISTRIBUTION OF RESPONDENTS BY POSITION HELD AND SEX**

<table>
<thead>
<tr>
<th>Position</th>
<th>Male</th>
<th></th>
<th>Female</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Policy-makers</td>
<td>1</td>
<td>80.0</td>
<td>8</td>
<td>100.0</td>
</tr>
<tr>
<td>Administrators</td>
<td>17</td>
<td>100.0</td>
<td>11</td>
<td>64.3</td>
</tr>
<tr>
<td>Instructors</td>
<td>33</td>
<td>100.0</td>
<td>23</td>
<td>70.0</td>
</tr>
<tr>
<td>Students</td>
<td>152</td>
<td>57.4</td>
<td>111</td>
<td>73.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>210</td>
<td>64.6</td>
<td>153</td>
<td>72.9</td>
</tr>
</tbody>
</table>

The responses presented in this table indicate that 72.9 per cent of all participants in the questionnaire survey were males. All policy-makers, 64.3 per cent of administrators, 70 per cent of instructors, and 73 per cent of students were male. Of the remaining 27.1 per cent of the total respondents who were female, 35.7 per cent were administrators, 30 per cent were instructors, and 27 per cent were students.

Table III presents the distribution of respondents by age.
TABLE III
DISTRIBUTION OF RESPONDENTS BY AGE

<table>
<thead>
<tr>
<th>Age</th>
<th>Policy-Makers</th>
<th>Administrators</th>
<th>Instructors</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>19 or under</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>20-29</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>30-39</td>
<td>4</td>
<td>50.0</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>40-49</td>
<td>2</td>
<td>25.0</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>60 or above</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*f = frequency.

Data indicate that 67.1 per cent of students in the investigation were aged 19 or under and that 54.6 per cent of instructors were within the 30 to 39 age range. A total of 58.8 per cent of administrators also belonged to this range, while 50 per cent of policy-makers were between the ages of 40 and 49. One-fourth of the policy-makers were in the 30 to 39 and the 50 to 59 age ranges. The data also indicate that just over 30 per cent of students and instructors were between the ages of 20 and 29 and that 29.4 per cent of administrators were in the 40 to 49 age range. It was observed, however, that only one respondent, an instructor, was aged 60 years or above.

Table IV illustrates the distribution of respondents by educational level.
TABLE IV
DISTRIBUTION OF RESPONDENTS BY EDUCATIONAL LEVEL

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Policy-Makers</th>
<th>Administrators</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Non-classified</td>
<td>2</td>
<td>25.0</td>
<td>0</td>
</tr>
<tr>
<td>NCE</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>4</td>
<td>50.0</td>
<td>11</td>
</tr>
<tr>
<td>Master's degree</td>
<td>1</td>
<td>12.5</td>
<td>4</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
<td>17</td>
</tr>
</tbody>
</table>

The data indicate that 51.5 per cent of instructors, 64.7 per cent of administrators, and 50 per cent of policy-makers had earned a bachelor's degree; 18.2 per cent of instructors, 5.9 per cent of administrators, and 12.5 per cent of policy-makers had earned the National Certificate of Education (NCE). Approximately 24 per cent of instructors and administrators and 12.5 per cent of policy-makers had earned master's degrees. The data indicate that none of the policy-makers and instructors had an educational level higher than a master's degree; one administrator, however, had earned a doctorate.

Data presented in Table V illustrate the distribution of respondents to the inventory questionnaire by years of experience.
The above data show that 33.3 per cent of instructors had 5 or less years and 6 to 10 years of experience. Forty-seven per cent of administrators indicated that they had had 11 to 15 years of experience, and 50 per cent of policy-makers had 16 or more years. As expected, years of experience showed a significant relationship to position held—thus, most policy-makers had more years of experience than either administrators or instructors, and most administrators indicated more years of experience than did instructors. The data do not indicate, however, whether educational level was significantly related to position held.

Data on the distribution of respondents with regard to educational specialization are presented in Table VI.

### TABLE V
DISTRIBUTION OF RESPONDENTS BY YEARS OF EXPERIENCE

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Policy-Makers</th>
<th>Administrators</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>5 or less</td>
<td>1</td>
<td>12.5</td>
<td>2</td>
</tr>
<tr>
<td>6-10</td>
<td>2</td>
<td>25.0</td>
<td>3</td>
</tr>
<tr>
<td>11-15</td>
<td>1</td>
<td>12.5</td>
<td>8</td>
</tr>
<tr>
<td>16 or more</td>
<td>4</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
<td>17</td>
</tr>
</tbody>
</table>
TABLE VI
DISTRIBUTION OF RESPONDENTS BY EDUCATIONAL SPECIALIZATION

<table>
<thead>
<tr>
<th>Educational Specialization</th>
<th>Policy-Makers</th>
<th>Administrators</th>
<th>Instructors</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Humanities</td>
<td>1</td>
<td>12.5</td>
<td>9</td>
<td>53.0</td>
</tr>
<tr>
<td>Social sciences</td>
<td>1</td>
<td>12.5</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Education</td>
<td>6</td>
<td>75.0</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Business</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Data clearly show that the humanities and education were preferred as areas of specialization by most respondents in the investigation. Of instructors, 36.4 per cent had earned their educational qualifications in the humanities, and 53 per cent of administrators had also earned their degrees in this field. On the other hand, 75 per cent of policy-makers, 23.5 per cent of administrators, and 33.3 per cent of instructors had earned their degrees in the field of education. Whereas 63.2 per cent of students proposed majoring in the humanities, 23.7 per cent proposed education. It is important to note that 18.2 per cent of instructors, 23.5 per cent of administrators, and 12.5 per cent of policy-makers majored in the social sciences, but only 2.9 of students showed interest in this area. It was also observed that no policy-makers, administrators, or instructors had earned their academic
qualifications in the business area, but 6.6 per cent of students indicated interest in that area.

**Institutional Data: Respondents' Opinions of Perceived (IS) and Preferred (SHOULD BE) Goal Statements**

This study was designed to analyze institutional goals in post-primary educational institutions in Kaduna-State, Nigeria. The objectives of the study were to determine whether any discrepancies existed among the four groups--policy-makers, administrators, instructors, and students--with regard to perceived and preferred goal statements and goal areas through investigating differences among the dependent institutional variables. In addition, the study was intended to provide pertinent information that would be of value in planning program needs by assessing the environmental conditions of post-primary educational institutions in Kaduna-State.

The four research questions presented in Chapter I dealt with (1) perceived (IS) and preferred (SHOULD BE) goals, (2) responsibility for goal-setting, (3) current issues and constraints, and (4) the role of higher education in contributing toward the accomplishment of educational goals in post-primary institutions in Kaduna-State, Nigeria.

Findings from the inventory questionnaire administered to 210 respondents revealed the rank order in which
goals were perceived and preferred. For the purpose of analysis, the fifteen goal statements deemed most important according to the respondents' rank orderings were selected for discussion.

Tables VII and VIII present the fifteen goal statements with the highest perceived (IS) and preferred (SHOULD BE) rankings among the total respondents. All of the respondents to the inventory questionnaire indicated that each of the goal statements listed in Tables VII and VIII were and should be of high importance as institutional goals in post-primary institutions of education in Kaduna-State, Nigeria. Respondents were of the opinion that "To teach students methods of scholarly inquiry, scientific research, and/or problem-solving" was the most important goal statement, but they believed that "To help students acquire depth of knowledge in at least one academic discipline" should be the most important goal statement. The discrepancy thus identified indicated a leaning toward methodology of inquiry among respondents and a future emphasis on the acquisition of knowledge in at least one academic field. However, this discrepancy must be interpreted in light of the fact that methodology and acquisition of knowledge are mutually complementary. Both are necessary for institutional growth and development.
TABLE VII

FIFTEEN GOAL STATEMENTS WITH HIGHEST
"IS" MEANS RANK-ORDERED BY TOTAL
RESPONDENTS

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>&quot;IS&quot;</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. To teach students methods of scholarly inquiry, scientific research, and/or problem-solving.</td>
<td></td>
<td>+2.70</td>
<td>1</td>
</tr>
<tr>
<td>20. To encourage students to become committed to working for world peace.</td>
<td></td>
<td>+2.65</td>
<td>2</td>
</tr>
<tr>
<td>12. To ensure that students who graduate have achieved some level of reading, writing, and mathematics competency.</td>
<td></td>
<td>+2.50</td>
<td>3</td>
</tr>
<tr>
<td>10. To instill in students a lifelong commitment to learning.</td>
<td></td>
<td>+2.50</td>
<td>3</td>
</tr>
<tr>
<td>30. To develop educational programs geared to new and emerging career fields.</td>
<td></td>
<td>+2.49</td>
<td>5</td>
</tr>
<tr>
<td>* 6. To prepare students for advanced academic work, e.g., at ATC or university or professional school.</td>
<td></td>
<td>+2.42</td>
<td>6</td>
</tr>
<tr>
<td>29. To provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis.</td>
<td></td>
<td>+2.39</td>
<td>7</td>
</tr>
<tr>
<td>* 8. To help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events.</td>
<td></td>
<td>+2.29</td>
<td>8</td>
</tr>
<tr>
<td>26. To provide opportunity for students to prepare for specific occupation careers, e.g., accounting, engineering, nursing.</td>
<td></td>
<td>+2.28</td>
<td>9</td>
</tr>
<tr>
<td>9. To hold students throughout the institution to high standards of intellectual performance.</td>
<td></td>
<td>+2.25</td>
<td>10</td>
</tr>
<tr>
<td>22. To develop students' ability to understand and defend a theological position.</td>
<td></td>
<td>+2.20</td>
<td>11</td>
</tr>
</tbody>
</table>
TABLE VII—Continued

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>&quot;IS&quot; Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. To help students understand and respect people from diverse backgrounds and cultures.</td>
<td>+2.05</td>
<td>12</td>
</tr>
<tr>
<td>27. To develop what would generally be regarded as a strong and comprehensive curriculum.</td>
<td>+1.85</td>
<td>13</td>
</tr>
<tr>
<td>7. To develop students' ability to synthesize knowledge from a variety of sources.</td>
<td>+1.82</td>
<td>14</td>
</tr>
<tr>
<td>3. To help students identify their own personal goals and develop means of achieving them.</td>
<td>+1.75</td>
<td>15</td>
</tr>
</tbody>
</table>

*Statement appearing among total respondents' top fifteen perceived and preferred goals.

Goal statements 59, 65, and 69—"To maintain a climate in which communication throughout the organizational structure is open and candid"; "To maintain a climate of mutual trust and respect among students, faculty, and administrators"; and "To create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests"—ranked third, eleventh, and fourteenth among the fifteen most important SHOULD BE goal statements. These statements clearly expressed the need for a conducive environment in which constituent groups of the educational institution, especially students, feel a sense of belonging in their aspiration toward
TABLE VIII

FIFTEEN GOAL STATEMENTS WITH HIGHEST "SHOULD BE" MEANS RANK-ORDERED BY TOTAL RESPONDENTS

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>&quot;SHOULD BE&quot; Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To help students acquire depth of knowledge in at least one academic discipline.</td>
<td>+4.35</td>
<td>1</td>
</tr>
<tr>
<td>* 8. To help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events.</td>
<td>+4.25</td>
<td>2</td>
</tr>
<tr>
<td>69. To maintain a climate in which communication throughout the organizational structure is open and candid.</td>
<td>+4.20</td>
<td>3</td>
</tr>
<tr>
<td>14. To encourage students to become conscious of the important moral issues of our time.</td>
<td>+4.18</td>
<td>4</td>
</tr>
<tr>
<td>83. To be concerned about the efficiency with which school operations are conducted.</td>
<td>+4.18</td>
<td>4</td>
</tr>
<tr>
<td>44. To help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities.</td>
<td>+4.15</td>
<td>6</td>
</tr>
<tr>
<td>45. To move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted.</td>
<td>+4.13</td>
<td>7</td>
</tr>
<tr>
<td>32. To offer courses in such &quot;newer&quot; professions as engineering, education, and social work.</td>
<td>+4.11</td>
<td>8</td>
</tr>
<tr>
<td>* 6. To prepare students for advanced academic work, e.g., at ATC or university or professional school.</td>
<td>+4.10</td>
<td>9</td>
</tr>
</tbody>
</table>
TABLE VIII--Continued

| Goal Statement                                                                 | "SHOULD BE" | Rank |
|itm. To regularly provide evidence that the institution is actually achieving its stated goals. | +4.10        | 9    |
| 65. To maintain a climate of mutual trust and respect among students, faculty, and administrators. | +4.09        | 11   |
| 39. To provide skilled manpower for local area business, industry, and government. | +4.08        | 12   |
| 82. To carry on a broad and vigorous program of extracurricular activities and events for students. | +4.06        | 13   |
| 69. To create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests. | +4.05        | 14   |
| 25. To help students develop a dedication to serving God in everyday life. | +4.04        | 15   |

*Statement appearing among total respondents' top fifteen perceived and preferred goals.

common educational goals. These goals in the learning process should be recognized as possessing the utmost importance.

Statements 44 and 45, "To help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities" and "To move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted," are two
important goal statements with egalitarian concerns, including equal opportunity for educational needs to be met through adult and continuing education coupled with open admission policies to give disadvantaged individuals an opportunity to improve themselves. The SHOULD BE goal statements "To regularly provide evidence that the institution is actually achieving its stated goals" (81) and "To be concerned about the efficiency with which school operations are conducted" (83), ranked fourth and ninth among the top fifteen preferred goal statements, are necessary for accountability, which is essential to utilize fiscal and human resources fully. This becomes crucial in circumstances when appropriation of funds is perceived as a constraint on the functioning of the institution.

Not surprisingly, the goal statements "To encourage students to become conscious of the important moral issues of our time" (14) and "To help students develop a dedication to serving God in everyday life" (25) were considered among the fifteen with the highest SHOULD BE means as rank-ordered by the total respondents. In contrast, goal statement 42, "To provide educational experiences relevant to the evolving interests of women in Nigeria," was among neither the top fifteen perceived (IS) nor preferred (SHOULD BE) goal statements.

Data in Tables VII and VIII in general indicate that a strong incongruence exists among the total group
of respondents as to perceived and preferred goal statements. In this regard, it is most important to point out that only two of the goal statements, numbers 6 and 8 (preceded by asterisks in Tables VII and VIII), were among both the top perceived (IS) and preferred (SHOULD BE) goals. These statements are "To prepare students for advanced academic work, e.g., at ATC or university or professional school" and "To help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events." The significance of these goal statements is that the respondent group not only believed that they SHOULD BE top priorities but also that they were the goals which post-primary schools have the greatest distance to go to achieve. With the exception of these two goal statements, the rest were perceived and preferred differently by the respondents in the investigation. Thus, a wide discrepancy between current goals and preferred goals appears evident, and the need to prioritize goals in post-primary educational institutions in Kaduna-State is clear.

Tables IX and X present the fifteen goal statements with the highest IS and SHOULD BE means rank-ordered by the four subgroups of the investigation--students, instructors, administrators, and policy-makers. Goal statement numbers appear in these tables as they are presented in the inventory questionnaire (see Appendix A).


<table>
<thead>
<tr>
<th>Rank-Order Position</th>
<th>Respondent Subgroups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
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<tr>
<td>1</td>
<td>6</td>
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<tr>
<td>2</td>
<td>7</td>
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<td>14</td>
<td>58</td>
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<tr>
<td>15</td>
<td>56</td>
</tr>
</tbody>
</table>

A comparison of responses among the four subgroups generally indicated that more agreement occurred in perceptions of preferred goal statements than in perceptions of perceived goal statements in post-primary institutions of education in Kaduna-State. Data in Table IX show considerable agreement between instructors and policy-makers. They agreed that goal statements 5, 15, 25, 23, 36, 34, and 3 were perceived existing (IS) goals in post-primary institutions in Kaduna-State. The reverse was the case between students and policy-makers, who agreed on none of the fifteen most important existing goal statements. Instructors and students agreed on three goal statements,
### Table X

Fifteen goal statements with highest "should be" means rank-ordered by four subgroups of respondents

<table>
<thead>
<tr>
<th>Rank-Order Position</th>
<th>Respondent Subgroups</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
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<tr>
<td>1</td>
<td>6</td>
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<tr>
<td>2</td>
<td>13</td>
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<td>3</td>
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<td>4</td>
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<td>3</td>
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<td>10</td>
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<td>17</td>
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<td>12</td>
<td>29</td>
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<tr>
<td>13</td>
<td>44</td>
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<tr>
<td>14</td>
<td>45</td>
</tr>
<tr>
<td>15</td>
<td>49</td>
</tr>
</tbody>
</table>

Numbers 27, 44, and 42; administrators and policy-makers agreed on four statements, numbers 36, 38, 32, and 39. It should be noted that no one single goal statement was agreed upon by all four subgroups as an existing goal in post-primary schools in Kaduna State. However, goal statement 36, "To provide retraining opportunities for individuals whose job skills have become out of date," was perceived by instructors, administrators, and policy-makers as an important IS goal. Also, goal statements 44 and 42, "To help people from disadvantaged communities acquire knowledge and skills they can use in improving
conditions in their own communities" and "To provide educational experiences relevant to the evolving interests of women in Nigeria," were perceived by students, instructors, and administrators as important existing goal statements. The consensus expressed on these three statements (36, 44, and 42) legitimizes their importance in post-primary institutions in Kaduna-State.

Data in Table X indicate similar disagreements among the four subgroups of respondents with regard to SHOULD BE goal statements, with some modifications. The highest congruence occurred between instructors and policy-makers, and the lowest level of agreement was found between students and policy-makers, as was the case for existing (IS) goal statements. Instructors and policy-makers agreed on ten of the fifteen most important SHOULD BE goal statements: 3, 44, 8, 14, 65, 81, 83, 59, 39, and 5. Students and instructors agreed on six statements (6, 32, 2, 25, 3, and 44), and administrators and policy-makers agreed on five (3, 8, 14, 58, and 83). Instructors and administrators also agreed on five goal statements (3, 8, 14, 30, and 83); the least congruence was found between students and policy-makers, who agreed on only one goal statement, statement number 3.

Students, instructors, administrators, and policy-makers all agreed that statement 3, "To help students identify their own personal goals and develop means of
achieving them," should be one of the fifteen most important goals in post-primary educational institutions in Kaduna-State. Instructors, administrators, and policy-makers agreed that statements 8 ("To help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events"), 14 ("To encourage students to become conscious of the important moral issues of our time"), and 83 ("To be concerned about the efficiency with which school operations are conducted") should also be among the most important preferred goal statements. Students, instructors, and policy-makers agreed that "To help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities" (statement 44) should be one of the most important preferred goal statements. Based on the degree of consensus among respondent subgroups, goal statements 3, 8, 14, 83, and 44 should be considered as having high priority among the future goals of post-primary institutions of education in Kaduna-State Nigeria. It is also evident that SHOULD BE goal pressures were generally in the direction of greater heterogeneity. This trend supports Peterson's 1973 study, which indicated that institutional diversity is a sound and viable educational approach. Respondents' choices of perceived and preferred goal statements
indicated that the needs of the student and the community were and should be considered of great importance.

Table XI presents the fifteen goal statements with the largest discrepancy factors (SHOULD BE means minus IS means) rank-ordered by the total group of respondents. Respondents were of the opinion that the largest discrepancy (+2.70) existed for goal statement 2, "To teach students methods of scholarly inquiry, scientific research, and/or problem-solving." Each of the fifteen goal discrepancies appearing in Table XI is considered significant.

It is most important to point out that the respondents' perceptions of the fifteen existing goal statements (numbers 2, 20, 12, 10, 30, 6, 29, 8, 26, 9, 17, 27, 7, 3, and 14) indicated a discrepancy range between +2.70 and +1.58. This implies that most of the existing goals in post-primary institutions of education in Kaduna-State were far from being accomplished. Goal statements 6, 8, and 14--"To prepare students for advanced academic work, e.g., at ATC or university or professional school" (+2.42), "To help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events" (+2.28), and "To encourage students to become conscious of the important moral issues
### TABLE XI

**FIFTEEN GOAL STATEMENTS WITH LARGEST DISCREPANCY FACTORS RANK-ORDERED BY TOTAL RESPONDENTS**

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Discrepancy Factor*</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. To teach students methods of scholarly inquiry, scientific research, and/or problem-solving.</td>
<td>+2.70</td>
<td>1</td>
</tr>
<tr>
<td>20. To encourage students to become committed to working for world peace.</td>
<td>+2.65</td>
<td>2</td>
</tr>
<tr>
<td>12. To ensure that students who graduate have achieved some level of reading, writing, and mathematics competency.</td>
<td>+2.50</td>
<td>3</td>
</tr>
<tr>
<td>10. To instill in students a lifelong commitment to learning.</td>
<td>+2.50</td>
<td>3</td>
</tr>
<tr>
<td>30. To develop educational programs geared to new and emerging career fields.</td>
<td>+2.49</td>
<td>5</td>
</tr>
<tr>
<td>6. To prepare students for advanced academic work, e.g., at ATC or university or professional school.</td>
<td>+2.42</td>
<td>6</td>
</tr>
<tr>
<td>29. To provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis.</td>
<td>+2.39</td>
<td>7</td>
</tr>
<tr>
<td>8. To help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events.</td>
<td>+2.29</td>
<td>8</td>
</tr>
<tr>
<td>26. To provide opportunity for students to prepare for specific occupation careers, e.g., accounting, engineering, nursing.</td>
<td>+2.28</td>
<td>9</td>
</tr>
<tr>
<td>9. To hold students throughout the institution to high standards of intellectual performance.</td>
<td>+2.25</td>
<td>10</td>
</tr>
<tr>
<td>17. To help students understand and respect people from diverse backgrounds and cultures.</td>
<td>+2.05</td>
<td>11</td>
</tr>
</tbody>
</table>
TABLE XI--Continued

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Discrepancy Factor</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. To develop what would generally be regarded as a strong and comprehensive curriculum.</td>
<td>+1.85</td>
<td>12</td>
</tr>
<tr>
<td>7. To develop students' ability to synthesize knowledge from a variety of sources.</td>
<td>+1.82</td>
<td>13</td>
</tr>
<tr>
<td>3. To help students identify their own personal goals and develop means of achieving them.</td>
<td>+1.75</td>
<td>14</td>
</tr>
<tr>
<td>14. To encourage students to become conscious of the important moral issues of our time.</td>
<td>+1.58</td>
<td>15</td>
</tr>
</tbody>
</table>

*SHOULD BE mean minus IS mean.

of our time" (+1.58)--were believed by the total respondent group to have the highest priority among SHOULD BE goals (see Table VIII).

"To encourage students to become committed to working for world peace" (+2.65) was ranked second, and "To ensure that students who graduate have achieved some level of reading, writing, and mathematics competency" and "To instill in students a lifelong commitment to learning" (both +2.50) were ranked third. These goal statements were perceived to be vitally essential to the learning process. The second of these focuses on the need for the basics in instruction, and the wide discrepancy associated with it should be of some concern in post-primary
educational institutions in Kaduna-State. The basics of learning should precede all other aspects of educational endeavor because they are the tools necessary for the acquisition, dissemination, and utilization of knowledge. In order to begin to correct educational inadequacies, there is a clear need to evaluate and identify priorities in goal statements within post-primary schools in Kaduna-State. It is through this approach that financial and human resources can be utilized to the optimum level so that accountability and efficiency will consequently evolve.

Table XII presents goal area summaries for the total group, rank-ordered by IS and SHOULD BE means and by discrepancy factors. Data from this table show that inventory questionnaire respondents believed that greater importance should be given to each of the twenty goal areas than currently is. The goal area with the largest discrepancy was "intellectual orientation" (+2.06), followed by "humanism and altruism" (+1.70) and "individual personal development" (+1.68). The smallest discrepancy factors were in the goal areas of "freedom" (+0.35), "social criticism and activism" (+0.55), and "social egalitarianism" (+0.62), indicating that post-primary educational institutions in Kaduna-State are more on target in their attempts to achieve these goals.

Respondents clearly felt that "meeting local needs" was and should be the most important goal for post-primary
<table>
<thead>
<tr>
<th>Goal Area</th>
<th>&quot;IS&quot;</th>
<th>Rank</th>
<th>&quot;SHOULD BE&quot;</th>
<th>Mean</th>
<th>Rank</th>
<th>Discrepancy Factor</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Goals</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Academic development</td>
<td>+2.18</td>
<td>17</td>
<td>+3.85</td>
<td>5</td>
<td>+1.67</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>2. Intellectual orientation</td>
<td>+1.81</td>
<td>19</td>
<td>+3.87</td>
<td>4</td>
<td>+2.06</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3. Individual personal develop-</td>
<td>+2.47</td>
<td>15</td>
<td>+4.15</td>
<td>1</td>
<td>+1.68</td>
<td></td>
<td>3</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Humanism and altruism</td>
<td>+2.10</td>
<td>18</td>
<td>+3.80</td>
<td>8</td>
<td>+1.70</td>
<td></td>
<td>2</td>
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<tr>
<td>5. Cultural and aesthetic</td>
<td>+2.31</td>
<td>16</td>
<td>+3.23</td>
<td>20</td>
<td>+0.92</td>
<td></td>
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<td>awareness</td>
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</tr>
<tr>
<td>6. Traditional religiosity</td>
<td>+1.80</td>
<td>20</td>
<td>+3.46</td>
<td>18</td>
<td>+1.66</td>
<td></td>
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</tr>
<tr>
<td>7. Vocational preparation</td>
<td>+2.56</td>
<td>14</td>
<td>+3.89</td>
<td>3</td>
<td>+1.33</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>8. Advanced training</td>
<td>+2.75</td>
<td>7</td>
<td>+3.75</td>
<td>9</td>
<td>+1.00</td>
<td></td>
<td>12</td>
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<tr>
<td>9. Research</td>
<td>+2.74</td>
<td>8</td>
<td>+3.55</td>
<td>15</td>
<td>+0.81</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>10. Meeting local needs</td>
<td>+2.65</td>
<td>9</td>
<td>+3.75</td>
<td>9</td>
<td>+1.10</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>11. Public service</td>
<td>+3.00</td>
<td>1</td>
<td>+3.71</td>
<td>12</td>
<td>+0.71</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>12. Social egalitarianism</td>
<td>+3.00</td>
<td>1</td>
<td>+3.62</td>
<td>14</td>
<td>+0.62</td>
<td></td>
<td>18</td>
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<tr>
<td>13. Social criticism and activ-</td>
<td>+3.00</td>
<td>1</td>
<td>+3.55</td>
<td>15</td>
<td>+0.55</td>
<td></td>
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<td><strong>Process Goals</strong></td>
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<tr>
<td>14. Freedom</td>
<td>+2.90</td>
<td>4</td>
<td>+3.25</td>
<td>19</td>
<td>+0.35</td>
<td></td>
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<tr>
<td>15. Democratic governance</td>
<td>+2.80</td>
<td>5</td>
<td>+3.70</td>
<td>13</td>
<td>+0.90</td>
<td></td>
<td>14</td>
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<tr>
<td>16. Community</td>
<td>+2.80</td>
<td>5</td>
<td>+3.97</td>
<td>2</td>
<td>+1.17</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>17. Intellectual aesthetic en-</td>
<td>+2.60</td>
<td>10</td>
<td>+3.85</td>
<td>5</td>
<td>+1.25</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>18. Innovation</td>
<td>+2.60</td>
<td>10</td>
<td>+3.73</td>
<td>11</td>
<td>+1.13</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
TABLE XII--Continued

<table>
<thead>
<tr>
<th>Goal Area</th>
<th>&quot;IS&quot; Mean</th>
<th>Rank</th>
<th>&quot;SHOULD BE&quot; Mean</th>
<th>Rank</th>
<th>Discrepancy Factor</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Off-campus learning</td>
<td>+2.60</td>
<td>10</td>
<td>+3.48</td>
<td>17</td>
<td>+0.88</td>
<td>15</td>
</tr>
<tr>
<td>20. Accountability and efficiency</td>
<td>+2.60</td>
<td>10</td>
<td>+3.85</td>
<td>5</td>
<td>+1.25</td>
<td>7</td>
</tr>
</tbody>
</table>

Schools in Kaduna-State. Although "public service," "social egalitarianism," and "social criticism and activism" were currently perceived as the most important goal areas, respondents felt that they should be ranked twelfth, fourteenth, and fifteenth, respectively. On the other hand, "individual personal development," "vocational preparation," "intellectual orientation," and "academic development" were ranked first, third, fourth, and fifth, respectively, as SHOULD BE goals but were ranked much lower—fifteenth, fourteenth, nineteenth, and seventeenth—as currently perceived (IS) goal areas. "Cultural and aesthetic awareness" and "traditional religiousness" were considered to be of low importance both as IS and SHOULD BE goal statements. The total respondents were of the opinion that the goal areas ranked twentieth, nineteenth, eighteenth, seventeenth, sixteenth, fifteenth, fourteenth, and thirteenth should be of low importance in post-primary educational institutions in Kaduna-State. In comparing IS and SHOULD BE mean rankings, it can be seen
that the SHOULD BE rankings for nine ("academic development," "intellectual orientation," "individual personal development," "humanism and altruism," "traditional religiousness," "vocational preparation," "community," "intellectual aesthetic environment," and "accountability and efficiency") of the twenty goal areas were cited as higher than their IS means.

Data in Table XII indicate that the total respondents felt that the three most important goal areas—"intellectual orientation," "humanism and altruism," and "individual personal development"—were and should be outcome-oriented goals. The goal area of "freedom," a process goal, was ranked as least important (twentieth) by the total respondent group. This is a clear demonstration of a bias toward outcome goals in post-primary educational institutions in Kaduna-State. It was also observed that the goal areas of "academic development," "intellectual orientation," and "individual personal development" were perceived (IS) as being of low importance, ranking seventeenth, nineteenth, and fifteenth, respectively. Since these factors are directly related to some of the major objectives of any educational institution, it is rather surprising that they were perceived as ranking so low in importance by the respondents. "Vocational preparation," which could have been an alternative to the academic and intellectual leaning, was perceived as being
low in importance, ranking fourteenth. From this discussion, it is clear that goals in post-primary institutions of education in Kaduna-State need clear identification and direction.

Goal area discrepancy factors rank-ordered by subgroups are presented in Table XIII. From the data given in this table, it can be seen that administrators and instructors ranked the goal area of "intellectual orientation" first, whereas students and policy-makers ranked that goal area third and fourth, respectively, in terms of discrepancy between IS and SHOULD BE means. Each of these groups, however, agreed that a significant discrepancy existed for this goal. This was particularly true of instructors, who felt that "intellectual orientation" had the highest discrepancy factor (+2.1) of all the twenty goal areas rank-ordered by the four respondent subgroups.

Students believed that a significant discrepancy existed for the goal area of "humanism and altruism." Collected data clearly indicate that some misunderstanding was present among the groups in post-primary institutions of education as to the nature of their schools' legitimate goals. Policy-makers were more concerned with goals related to "community" and "intellectual aesthetic environment"; students, with "humanism and altruism" and "individual personal development"; instructors, with "advanced
<table>
<thead>
<tr>
<th>Goal Area</th>
<th>Students (N=152)</th>
<th>Instructors (N=33)</th>
<th>Administrators (N=17)</th>
<th>Policy-Makers (N=8)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Goals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Academic development</td>
<td>+0.9  10</td>
<td>+1.5  2</td>
<td>+1.4  3</td>
<td>+0.8  13</td>
</tr>
<tr>
<td>2. Intellectual orientation</td>
<td>+1.5  3</td>
<td>+2.1  1</td>
<td>+1.8  1</td>
<td>+1.5  4</td>
</tr>
<tr>
<td>3. Individual personal development</td>
<td>+1.8  2</td>
<td>+1.3  6</td>
<td>+1.3  5</td>
<td>+1.6  3</td>
</tr>
<tr>
<td>4. Humanism and altruism</td>
<td>+1.9  1</td>
<td>+0.9  15</td>
<td>+1.3  5</td>
<td>+1.4  5</td>
</tr>
<tr>
<td>5. Cultural and aesthetic awareness</td>
<td>+0.9  10</td>
<td>+0.8  17</td>
<td>+0.7  13</td>
<td>+0.6  15</td>
</tr>
<tr>
<td>6. Traditional religiousness</td>
<td>+1.2  4</td>
<td>+1.3  6</td>
<td>+1.7  2</td>
<td>+1.0  11</td>
</tr>
<tr>
<td>7. Vocational preparation</td>
<td>+0.8  13</td>
<td>+0.6  20</td>
<td>+1.2  8</td>
<td>+1.3  6</td>
</tr>
<tr>
<td>8. Advanced training</td>
<td>+0.9  10</td>
<td>+1.5  2</td>
<td>+0.4  15</td>
<td>+0.5  17</td>
</tr>
<tr>
<td>9. Research</td>
<td>+0.7  17</td>
<td>+1.3  6</td>
<td>+0.3  16</td>
<td>+0.3  18</td>
</tr>
<tr>
<td>10. Meeting local needs</td>
<td>+0.8  13</td>
<td>+1.4  4</td>
<td>+0.5  14</td>
<td>+1.1  9</td>
</tr>
<tr>
<td>11. Public service</td>
<td>+0.8  13</td>
<td>+1.2  10</td>
<td>+0.2  18</td>
<td>+0.6  15</td>
</tr>
<tr>
<td>12. Social egalitarianism</td>
<td>+0.6  19</td>
<td>+0.9  15</td>
<td>+0.3  16</td>
<td>+0.7  14</td>
</tr>
<tr>
<td>13. Social criticism and activism</td>
<td>+0.8  13</td>
<td>+1.1  12</td>
<td>+0.2  18</td>
<td>+0.2  19</td>
</tr>
<tr>
<td><strong>Process Goals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Freedom</td>
<td>+0.7  17</td>
<td>+0.7  18</td>
<td>+0.0  20</td>
<td>+0.1  20</td>
</tr>
<tr>
<td>15. Democratic governance</td>
<td>+0.4  20</td>
<td>+1.1  12</td>
<td>+0.8  11</td>
<td>+1.3  6</td>
</tr>
<tr>
<td>16. Community</td>
<td>+1.0  9</td>
<td>+1.3  5</td>
<td>+1.0  10</td>
<td>+2.8  1</td>
</tr>
<tr>
<td>17. Intellectual aesthetic environment</td>
<td>+1.1  5</td>
<td>+1.1  12</td>
<td>+1.4  3</td>
<td>+2.5  2</td>
</tr>
<tr>
<td>Goal Area</td>
<td>Subgroup</td>
<td>Students (N=152)</td>
<td>Instructors (N=33)</td>
<td>Administrators (N=17)</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------</td>
<td>-----------------</td>
<td>--------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Factor</td>
<td>Rank</td>
<td>Factor</td>
</tr>
<tr>
<td>18. Innovation</td>
<td></td>
<td>+1.1</td>
<td>5</td>
<td>+1.2</td>
</tr>
<tr>
<td>19. Off-campus learning</td>
<td></td>
<td>+1.1</td>
<td>5</td>
<td>+0.7</td>
</tr>
<tr>
<td>20. Accountability and efficiency</td>
<td></td>
<td>+1.1</td>
<td>5</td>
<td>+1.4</td>
</tr>
</tbody>
</table>
training" and "academic development"; and administrators, with "traditional religiousness" and "academic development." The policy-makers' highest-ranked goal areas, "community" and "intellectual aesthetic environment," were process goals; excepting administrators' ranking of "intellectual aesthetic environment" in third place, all other groups ranked outcome goals as the most important. It was also observed that the goal area of "freedom" had the lowest discrepancy factor as perceived by all groups in the investigation. This was one of the few goal areas in which a significant agreement was found, according to the discrepancy factors (for definitions of goal areas, see Appendix D).

Description of Responses to Personal Interviews

During the interview phase of the investigation, the selected independent and dependent variables were treated in two broad categories: personal data and opinions regarding specific issues such as responsibility for goal-setting, constraints, possible solutions to constraints, and the role of higher education in post-primary institutions in Kaduna-State.

**Personal Data**

Table XIV presents the distribution of the 30 interview respondents by position held.
TABLE XIV

DISTRIBUTION OF INTERVIEW RESPONDENTS BY
POSITION HELD

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of department</td>
<td>6</td>
</tr>
<tr>
<td>Planning officer</td>
<td>5</td>
</tr>
<tr>
<td>Administrator</td>
<td>9</td>
</tr>
<tr>
<td>Instructor</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

Data in Table IV indicate that, of a total of 30 interview respondents elected from the post-primary school system in Kaduna-State, 6 were heads of department, 5 were planning officers, 9 were administrators, and 10 were instructors. Table XV presents the educational background of these interview subjects.

TABLE XV

DISTRIBUTION OF INTERVIEW RESPONDENTS BY
EDUCATIONAL BACKGROUND

<table>
<thead>
<tr>
<th>Educational Background</th>
<th>Heads of Department</th>
<th>Planners</th>
<th>Administrators</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>NCE</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Master's degree</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

Data in Table XV indicate that 3 heads of department had bachelor's degrees and 3 held master's degrees. From the category of educational planners, 1 respondent had
an NCE, 2 had bachelor's degrees, and 2 had master's degrees. Among administrators, 1 respondent had a doctorate, 6 had earned master's degrees, and 2 had bachelor's degrees. Among 10 instructors, 5 had bachelor's degrees and 5 had master's degrees. Like the instructors, administrators, and policy-makers who responded to the inventory questionnaire, most of the interview respondents had educational backgrounds concentrated at the bachelor's and master's levels. Data in Table XVI present the distribution of interview respondents by years of experience.

**TABLE XVI**

DISTRIBUTION OF INTERVIEW RESPONDENTS BY YEARS OF EXPERIENCE

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Heads of Departments</th>
<th>Planners</th>
<th>Administrators</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>10 or less</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>15-19</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>20-24</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>25 or more</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

Data indicate that 2 heads of department had 20 to 24 years of experience, 3 had 15 to 19 years, and 1 had 10 years or less. Among planners, 2 had 15 to 19 years of experience or less. Among administrators, 3 respondents had 20 to 24 years of experience, 5 had 15 to 19 years, and 1 had 10 or less. In the group of instructors, 1
subject had 25 years of experience or more, 3 had 20 to 24 years, and 6 had 15 to 19 years of working experience in education. It is interesting to observe that the respondent with the greatest amount of experience among those interviewed was an instructor. The majority of the individuals interviewed had 15 to 19 years of experience in education.

Respondents' Opinions on Issues Vital to Higher Education in Post-Primary Institutions in Kaduna-State

Data presented in Tables XVII and XVIII indicate interview responses regarding responsibility for educational goal-setting in Kaduna-State, Nigeria. Table XVII shows interview respondents' opinions on who is currently responsible for goal-setting in post-primary institutions of education, and Table XVIII displays their opinions on who should participate in goal-setting. The numbers 1, 2, and 3 listed in the table headings represent the scale utilized in eliciting information: 1 = of absolute importance, 2 = of little importance, and 3 = undecided.

Information in Table XVII shows clearly that, at present, the federal government is responsible for setting educational goals in post-primary schools in Kaduna-State. All 30 interview respondents indicated that the federal government has absolute importance with regard
TABLE XVII

INTERVIEW RESPONDENTS' OPINIONS ON RESPONSIBILITY FOR GOAL-SETTING

<table>
<thead>
<tr>
<th>Agencies</th>
<th>Heads of Department</th>
<th>Planners</th>
<th>Administrators</th>
<th>Instructors</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f 1 2 3</td>
<td>f 1 2 3</td>
<td>f 1 2 3</td>
<td>f 1 2 3</td>
<td>f 1 2 3</td>
</tr>
<tr>
<td>Federal government</td>
<td>6 0 0 0</td>
<td>5 0 0 0</td>
<td>9 0 0 0</td>
<td>10 0 0 0</td>
<td>30 0 0</td>
</tr>
<tr>
<td>State government</td>
<td>5 1 0 0</td>
<td>4 1 0 0</td>
<td>6 3 0 0</td>
<td>9 1 0 0</td>
<td>24 6 0</td>
</tr>
<tr>
<td>Local institution</td>
<td>0 6 0 0</td>
<td>0 5 0 0</td>
<td>0 7 2 0</td>
<td>0 1 0 0</td>
<td>0 28 2</td>
</tr>
</tbody>
</table>

Twenty-four of the respondents stated that the state government is absolutely important, whereas 28 perceived the local institution as having little responsibility for goal-setting. Therefore, respondents were of the opinion that currently the federal government is responsible for setting educational goals and that the state government also has some responsibility for goal-setting. The local institution appears to be on the receiving end, engaged primarily in implementing educational programs prescribed by the federal and state governments.

Table XVIII examines who should participate in the process of goal-setting among policy-makers, administrators, students, and the general public in Kaduna-State, in addition to the federal and state governments.
The data presented in Table XVIII indicate that all of the respondents interviewed were of the opinion that policy-makers and administrators should be of absolute importance in matters affecting goal-setting. Twenty-seven of the 30 respondents believed that instructors should participate in the process of goal formulation. It is noteworthy that the local institutions in which the instructors perform their assignments were not perceived as important in the present process of goal-setting (see Table XVII); the preferences expressed by interview respondents clearly indicate a need for participation in setting goals at the local level. Only 9 of the 30 respondents perceived that students should be of absolute importance in goal-setting, and only 2 respondents out of
30 thought that the general public should play a significant role in such matters. Data show that students and the general public should not necessarily be considered important in setting educational goals. Heads of departments, educational planners, and instructors had no doubts on their preferences, except for 7 administrators who were undecided as to whether students and the general public should participate in educational goal-setting.

Information elicited from the 30 interview respondents with regard to external and internal constraints on post-primary institutions of education in Kaduna-State is presented in Tables XIX and XX.

### TABLE XIX

**INTERVIEW RESPONDENTS' OPINIONS ON EXTERNAL CONSTRAINTS AFFECTING EDUCATIONAL INSTITUTIONS IN KADUNA-STATE**

<table>
<thead>
<tr>
<th>External Constraints</th>
<th>Heads of Department</th>
<th>Planners</th>
<th>Administrators</th>
<th>Instructors</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>f</td>
<td>f</td>
<td>f</td>
<td>f</td>
</tr>
<tr>
<td>Inadequate funding</td>
<td>6 0 0</td>
<td>5 0 0</td>
<td>8 1 0</td>
<td>10 0 0</td>
<td>29 1 0</td>
</tr>
<tr>
<td>Ineffective communi-</td>
<td>6 0 0</td>
<td>5 0 0</td>
<td>9 0 0</td>
<td>10 0 0</td>
<td>30 0 0</td>
</tr>
<tr>
<td>cation and transport-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unstructured admis-</td>
<td>0 4 2</td>
<td>0 5 0</td>
<td>1 4 4</td>
<td>0 7 3</td>
<td>1 2 0 9</td>
</tr>
<tr>
<td>sion procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As shown in Table XIX, the total interview respondents believed that "ineffective communication and transportation" and "inadequate funding" were of absolute importance among educational constraints in post-primary institutions in Kaduna-State. Of the 30 interview respondents, 30 and 29, respectively, agreed on the serious nature of these two constraints. The next most serious constraints identified as of absolute importance were "non-compliance with admission procedures" and "unattractive salaries," specifically for instructors, with 25 and 16 respondents, respectively, out of 30 expressing this opinion. The least important constraints were "centralized decision-making"
and "unstructured admission procedures." It can be assumed from these responses that a structured procedure in the due process of admissions existed which respondents felt was not being followed. Also pertinent is the indication that 19 of the 30 respondents were undecided as to whether bad financial management was a constraint on educational institutions in Kaduna-State. Doubts in such an important area require a closer examination to determine the efficiency with which funds are utilized.

The study further examined some possible internal constraints in post-primary educational institutions in Kaduna-State. Data regarding such constraints are presented in Table XX. As illustrated in this table, 28 of the 30 respondents interviewed were of the opinion that "inadequate teaching facilities" were of absolute importance as a constraint in post-primary educational institutions in Kaduna-State. Referring to Table XIX, in which inadequate funding was identified by respondents as the second constraint of absolute importance, explains a justified expectation of inadequate teaching facilities. The second constraint of absolute importance, "poor learning environment," cited by 22 respondents, also appears to have a significant relationship to inadequate funding. "Shortage of instructors" was ranked third among the internal constraints enumerated in the study. It should be noted that "low retention rate among
### TABLE XX

**INTERVIEW RESPONDENTS' OPINIONS ON INTERNAL CONSTRAINTS AFFECTING EDUCATIONAL INSTITUTIONS IN KADUNA-STATE**

<table>
<thead>
<tr>
<th>Internal Constraints</th>
<th>Heads of Department</th>
<th>Planners</th>
<th>Administrators</th>
<th>Instructors</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>f</td>
</tr>
<tr>
<td>Student discipline</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Shortage of instructors</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Inadequately qualified instruc-</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>tors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate teaching facilities</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Low retention rate among instruc-</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>tors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor learning environment</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

"instructors" was perceived by 23 respondents to be of little importance as a constraint in post-primary institutions in Kaduna-State. In Table XIX "unattractive salaries" for instructors were ranked fourth among seven external constraints. Under normal circumstances, one would expect a
low retention rate where salaries are considered low, but the contrary seems to be the case in the 15 post-primary institutions surveyed in this investigation. Respondents were equally split over the importance of "inadequately qualified instructors," 15 to 15, a finding which provides inadequate information to assess this internal constraint.

Table XXI presents data on the respondents' opinions of the role of higher education in post-primary institutions in Kaduna-State, Nigeria. The data shown in this table indicate that all 30 respondents perceived "organizing research" and "preparing teachers" as roles of absolute importance that institutions of higher education can assume in contributing to the accomplishment of educational goals in post-primary institutions in Kaduna-State. Also considered of absolute importance were "designing curriculum" and "source of ideas." The preparation of teachers identified in Table XX confirms the need for graduate programs in institutions of higher education, especially to prepare enough teachers to fill the manpower needs of the post-primary institutions. Of the 30 respondents, 23 felt that "setting standards" was of little importance. It becomes important for the policy-maker to conceptualize the interrelationships between the responsibility of setting educational goals, possible constraints (internal and external) which might impede
### TABLE XXI

**INTERVIEW RESPONDENTS' OPINIONS ON THE ROLE OF HIGHER EDUCATION IN POST-PRIMARY INSTITUTIONS IN KADUNA-STATE**

<table>
<thead>
<tr>
<th>Roles</th>
<th>Heads of Departments</th>
<th>Planners</th>
<th>Administrators</th>
<th>Instructors</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f 1 2 3</td>
<td>f 1 2 3</td>
<td>f 1 2 3</td>
<td>f 1 2 3</td>
<td>f 1 2 3</td>
</tr>
<tr>
<td>Designing curriculum</td>
<td>6 0 0</td>
<td>5 0 0</td>
<td>8 1 0</td>
<td>9 1 0</td>
<td>28 2 0</td>
</tr>
<tr>
<td>Source of ideas</td>
<td>5 1 0</td>
<td>4 1 0</td>
<td>9 0 0</td>
<td>10 0 0</td>
<td>28 2 0</td>
</tr>
<tr>
<td>Setting standards</td>
<td>2 3 1</td>
<td>0 5 0</td>
<td>2 7 0</td>
<td>2 8 0</td>
<td>6 2 3 1</td>
</tr>
<tr>
<td>Organizing research</td>
<td>6 0 0</td>
<td>5 0 0</td>
<td>9 0 0</td>
<td>10 0 0</td>
<td>30 0 0</td>
</tr>
<tr>
<td>Preparing teachers</td>
<td>6 0 0</td>
<td>5 0 0</td>
<td>9 0 0</td>
<td>10 0 0</td>
<td>30 0 0</td>
</tr>
</tbody>
</table>

The achievement of educational objectives, and the contributions that institutions of higher education can make to alleviate present and future educational problems.

**Summary of Findings Relating to Research Questions**

The specific research questions originally posed in Chapter I of this study are restated here, and the findings pertaining to each question are briefly presented.

**Question 1.** What are the perceived and preferred goals in post-primary schools in Kaduna-State, Nigeria?

From the analysis of data, the four groups in the investigation identified a number of goal statements as
being extremely important. The following perceived (IS) goal statements were most frequently cited by respondents to the questionnaire: (1) "To teach students methods of scholarly inquiry, scientific research, and/or problem-solving"; (2) "To prepare students for advanced academic work, e.g., at ATC or university or professional school"; (3) "To help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events"; (4) "To provide retraining opportunities for individuals whose job skills have become out of date"; (5) "To help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities"; (6) "To provide educational experiences relevant to the evolving interests of women in Nigeria"; and (7) "To encourage students to become committed to working for world peace."

The preferred (SHOULD BE) goal statements cited most often by questionnaire respondents were as follows: (1) "To help students acquire depth of knowledge in at least one academic discipline"; (2) "To help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events"; (3) "To prepare students for advanced academic work, e.g., at ATC or university or professional school"; (4) "To help students identify their own personal goals and develop means of achieving them"; (5) "To encourage students to become conscious of
the important moral issues of our time"; (6) "To be concerned about the efficiency with which school operations are conducted"; and (7) "To help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities."

The most important perceived (IS) goal areas among respondents were the following:

1. **Intellectual orientation**—an attitude about learning and intellectual work. It means familiarity with research and problem-solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning.

2. **Meeting local needs**—providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community service activities.

3. **Public service**—working with government agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs.
4. **Social egalitarianism**—open admissions and suitable education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills.

5. **Social criticism and activism**—providing criticisms of prevailing values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in society, and being engaged, as an institution, in working for basic changes in Nigerian society.

6. **Humanism and altruism**—a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally.

7. **Individual personal development**—identification by students of personal goals and development of means for achieving them, as well as enhancement of sense of self-worth and self-confidence.

8. **Academic development**—acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus.

Preferred (SHOULD BE) goal areas among questionnaire respondents included the items listed below:
1. **Community**—maintaining a climate in which there are instructor commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, instructors, and administrators.

2. **Intellectual aesthetic environment**—a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and instructors can easily interact informally, and a reputation as an intellectually exciting campus.

3. **Accountability and efficiency**—use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving stated goals.

4. **Vocational preparation**—offering specific occupational curricula (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning.

In addition to these goal areas, **intellectual orientation**, **meeting local needs**, **humanism and altruism**, **individual personal development**, and **academic development** were also viewed as preferred goal areas by the respondents.
Question 2. Who is responsible at present for setting educational goals and who should be involved in the decision-making process in post-primary schools in Kaduna-State?

Interview respondents were of the opinion that the federal government is currently responsible for setting educational goals in post-primary schools in Kaduna-State. It was also indicated that the state government is responsible for setting such goals to some extent. With regard to who should participate in the goal-setting process, respondents believed that (1) policy-makers, (2) administrators, and (3) instructors should be involved.

Question 3. What were the perceived external and internal constraints in post-primary schools in Kaduna-State?

The respondents interviewed in this study were of the opinion that the following were the chief external constraints in post-primary institutions: (1) ineffective communication and transportation, (2) inadequate funding, (3) non-compliance with admission procedures, and (4) to a lesser degree, unattractive salaries for instructors. The perceived internal constraints were (1) inadequate teaching facilities, (2) poor learning environment, and (3) shortage of instructors.

Question 4. What are the perceived roles of institutions of higher education in post-primary schools in Kaduna-State?

The following participatory roles were cited by interview respondents in the investigation: (1) organizing
research, (2) preparing teachers, (3) designing curriculum, and (4) source of ideas.
CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is composed of four sections: a summary and review of the purposes of the study, a summary of the study's findings, the study's conclusions, and recommendations resulting from the study.

Summary and Review of Purposes
The study was designed to investigate institutional goals in post-primary schools in Kaduna-State, Nigeria. Its primary objectives were (1) to determine whether any discrepancies existed between personal data and institutional data, (2) to ascertain whether any discrepancies were present between perceived existing and preferred goal statements and goal areas, and (3) to determine specific institutional factors in post-primary institutions of education in Kaduna-State. As an outcome, this study is anticipated to provide a valuable source of information for policy-makers, administrators, and planning officers for the successful accomplishment of institutional educational goals.

Two instruments were utilized in collecting data. First, the Institutional Goals Inventory developed by
the Educational Testing Service, was administered to 325 respondents selected from fifteen post-primary schools in Kaduna-State, Nigeria. Usable questionnaires were returned by 210 (64.6 per cent) of the respondents. Second, a set of interview questions was addressed to 30 selected educational planners, administrators, and instructors in Kaduna-State post-primary institutions and governmental agencies.

Data obtained from the questionnaires were tabulated, numerically coded, and recorded on keypunch worksheets. With the assistance of staff from the NTSU Computing Center, printouts were produced from the tabulated information for analysis and interpretation. Data from the personal interviews were also tabulated in terms of frequencies without the use of the computer. Tables were assembled from the data for analysis and interpretation.

Summary of Findings

The following findings are stated in the order of the established data-collecting instruments for the study (see Appendices A and B).

Personal Data from Inventory Questionnaire

1. The majority of respondents (72.9 per cent) in the study were male. All of the policy-makers (100 per cent) were male, as well as 64.3 per cent of administrators, 70 per cent of instructors, and 73 per cent of
students. These percentages are inconsistent with the goal statement "To provide educational experiences relevant to the evolving interests of women in Nigeria."

2. The age range of respondents demonstrates that most administrators (58.8 per cent) and instructors (54.6 per cent) were between the ages of 30 and 39, whereas about half of the policy-makers were 40 to 49 years old. Most students (67.1 per cent) were 19 years of age or under.

3. A high concentration of bachelor's degrees was reported among instructors, administrators, and policy-makers.

4. Fifty per cent of policy-makers had sixteen or more years of experience, while 47 per cent of administrators had eleven to fifteen years and 63.6 per cent of instructors had ten years or less.

5. Respondents reported that 75 per cent of policy-makers earned their academic qualifications in the field of education, whereas 52.9 per cent of administrators and 36.4 per cent of instructors had acquired their qualifications in the humanities. A total of 63.2 per cent of the students responding to the questionnaire reported their intention to specialize in the humanities.
Goal Statements

From the analysis of data in Tables VII and VIII, the following findings are reported:

1. The total group of respondents indicated that a large discrepancy existed among the fifteen most important goal statements with the highest IS and SHOULD BE means in post-primary institutions of education in Kaduna-State. Of the fifteen most important goal statements, only two--numbers 6 and 8, preparation for advanced academic work and development of self-worth, self-confidence, and involvement in decision-making--were viewed as both important perceived and preferred goal statements.

2. With regard to the single most important goal statement cited by participants in the study, respondents believed that preparation for and acquisition of knowledge were and should be top priorities. An expressed desire for a shift from generalization toward specialization was also observed among the respondents.

3. Respondents cited a need for the creation of an institutional environment marked by a free flow of communication and by sharing of ideas and interests, thus facilitating an environment conducive to learning with mutual trust and respect among constituent groups. This feeling was consistent with the ideals of academic freedom as a goal area and had the lowest discrepancy factor among the total group (see Table XII).
4. The four subgroups perceived an absence of egalitarian concern relating to disadvantaged communities. Consequently, they advocated an open-door admission policy which would make equal educational opportunities available to those who would benefit from them.

5. Respondents cited a need for accountability and evidence of the institution's success in achieving its stated goals.

6. Conscious awareness of moral issues and development of dedication to serving God among students were advocated by respondents.

7. The focus of present goal statements in post-primary institutions in Kaduna-State seemed to be student-centered, whereas preferred goal statements appeared to be concerned with overall institutional well-being.

Analysis of data in Tables IX and X reveals the following findings:

8. Generally, students, instructors, administrators, and policy-makers expressed incongruence as to the nature of perceived (IS) goal statements in post-primary institutions in Kaduna-State. Specifically, however, the strongest disagreement was between students and policy-makers, whereas the opinions of instructors and policy-makers displayed a significant agreement.

9. A general consensus was found among the subgroups that goal statements 36, 44, and 42--providing retraining
opportunities for updating job skills, education for self-help among disadvantaged communities, and educational experiences relevant to the evolving interests of women—were and should be important in post-primary institutions in Kaduna-State.

10. Analysis from Table X demonstrates that the four subgroups agreed by acclamation that "To help students identify their own personal goals and develop means of achieving them" should be a high-priority goal statement.

11. Analysis of data from Table XI indicates that encouragement of students to become committed to working for world peace, instilling a lifelong commitment to learning, and a shift toward the basics were preferred by the respondents.

Goal Areas

The following findings were obtained with regard to respondents' perceptions of perceived and preferred goal areas in post-primary institutions in Kaduna-State:

1. From discrepancies between perceived and preferred goal areas, with one exception the total inventory of respondents believed that greater importance should be given to each of the twenty areas than currently is. Specifically, greater importance should be given to intellectual orientation, humanism and altruism, individual
personal development, traditional religiousness, vocational preparation, intellectual aesthetic environment, accountability and efficiency, community, innovation, meeting local needs, and advanced training in post-primary schools in Kaduna-State.

2. Meeting local needs was perceived as an important perceived and preferred goal area.

3. The most frequently cited perceived (IS) and preferred (SHOULD BE) goal areas—public service, social egalitarianism, social criticism and activism, and individual personal development—are outcome goals. Similarly, the least important IS and SHOULD BE goal areas—traditional religiousness and cultural and aesthetic awareness—are also outcome goals.

4. According to discrepancy factors rank-ordered by subgroups, instructors and policy-makers indicated that the highest IS and SHOULD BE discrepancies were in the following goal areas: intellectual orientation (+2.1), community (+2.8), and intellectual aesthetic environment (+2.5). Administrators and policy-makers felt that the goal area of freedom was being accomplished in post-primary institutions of education in Kaduna-State.

**Personal Data from Interviews**

1. Most of the respondents in the personal interviews had bachelor's and master's degrees.
2. Most instructors, administrators, and heads of department had fifteen to nineteen years of working experience.

Responsibility for Goal-Setting and Participation

1. Respondents agreed by acclamation that the federal government of Nigeria is primarily responsible at present for setting educational goals in post-primary schools. The state government also shares some of the responsibility, but the local institution is perceived to have no significance in the goal-setting process.

2. With regard to who should participate in the process of setting goals in post-primary schools in Kaduna-State, respondents felt that policy-makers, administrators, and instructors should be involved. Students and the general public were perceived as being of little importance in goal-setting.

External and Internal Institutional Constraints

1. Ineffective communication and transportation systems were identified by respondents as major external constraints in post-primary institutions in Kaduna-State.

2. Respondents indicated that inadequate funding was a serious constraint in post-primary schools.

3. Respondents indicated that set admission procedures were not followed.
4. The standard of remuneration for instructors was believed to be low.

5. Inadequate teaching facilities were cited as the most serious internal constraint, followed by poor learning environment. Shortage of instructors was also mentioned in this regard.

Role of Higher Education

The tasks of organizing research and preparing teachers were considered to be of absolute importance by respondents as roles for institutions of higher education in post-primary schools. Also of considerable importance were designing curriculum and source of ideas.

Conclusions

The following conclusions are based on the findings of this study:

1. It appears that opportunities in employment, promotion, and education for women in Kaduna-State were not equal to those for men. With regard to disadvantaged communities, emphasis on an open-door admission policy was advocated.

2. The average age of students in post-primary schools in Kaduna-State was 19 years.

3. With regard to educational qualifications, most of the respondents had bachelor's degrees with a
concentration in the humanities. The enrollment of students reflects a neglect of other important curriculum areas.

5. According to perceived and preferred goal statements, preparation of students for academic advancement and development of a sense of self-worth and self-confidence were consistently cited. Respondents also believed that vocational development should be a priority as contrasted with general education in the curriculum.

6. The total group of respondents believed that an environment conducive to learning would benefit both students and instructors.

7. A need was expressed by respondents for an overall institutional improvement in performance rather than student-centered education. Also indicated was a need to integrate moral, ethical, and religious issues in the curriculum.

8. Advocacy for increased student involvement in decisions affecting their personal development was expressed.

9. The present rate of goal achievement in post-primary schools in Kaduna-State was below the standard of expectation. Although administrators and policy-makers claimed to have accomplished the goal area of freedom, interpretation of discrepancy factors indicates that they had no clear understanding of "freedom" and the purposes for which it is meant.
10. Although local institutions appeared to be neglected in educational goal-setting, respondents recommended that they be involved through the participation of administrators and instructors.

11. The most serious external constraints upon post-primary institutions were associated with ineffective communication systems and inadequate funding. Admission procedures were not in compliance with open-door policies and goals. The most serious internal constraints were perceived to be inadequate teaching facilities, poor learning environment, and shortage of qualified instructors.

12. The role of organizing research and preparing teachers to work in post-primary schools by institutions of higher education were perceived as being of high importance. Also cited as important were designing and updating curriculum and generating new ideas.

Recommendations

This investigation has attempted to furnish new descriptive information about perceptions of policymakers, administrators, instructors, and students in post-primary institutions of education in Kaduna-State, Nigeria. The study was unable to analyze its findings in conjunction with the results of other studies with relevant content; a thorough review of the available
literature did not reveal any research that could be compared directly to the results of the present study because none of the researchers touched upon the perceptions of constituent groups in post-primary institutions in a direct way. The following recommendations are presented to suggest actions that could be taken with regard to the performance of post-primary educational institutions. In addition, these recommendations provide researchers with suggested guidelines if similar studies are conducted in the future.

Recommendations for Improvement in Post-Primary Institutions

1. It is recommended that institutional goals be made more explicit and measurable in the form of institutional objectives and that they be made available to all individuals concerned in formulating them and carrying them out. Periodic evaluation of goals in light of changing circumstances is necessary.

2. It is recommended that individual schools organize regular seminars, public lectures, and workshops to promote institutional objectives and facilitate the identification of personal and professional goals of students, administrators, and instructors in relation to current educational trends.

3. It is recommended that a concerted effort be made by the state Ministry of Education to upgrade the
educational levels of post-primary staff, particularly instructors, through in-service programs.

4. It is recommended that the most important perceived and preferred goals identified in this study be utilized in decision-making for future educational planning programs.

5. It is recommended that sufficient funds be made available for the implementation of overall educational programs. To effect this result, individual institutions should take the initiative in analyzing, identifying, and prioritizing their short-, medium-, and long-range institutional needs and goals.

Recommendations for Future Studies

1. A comprehensive statewide study involving all interested groups is needed on perceived and preferred goals in post-primary institutions of education.

2. Research is needed on the most effective and efficient methods of utilizing educational counseling.

3. A feasibility study is needed on the possible establishment of an institutional research center at the state level.

4. A feasibility study is needed on implementation of affirmative action with regard to equal opportunities in education for women and other minority groups.
5. More research is needed on institutional constraints and solutions to those constraints in post-primary schools.

6. Institutions of higher education need to conduct studies directed toward devising the best curriculum for post-primary institutions and to continuously evaluate the comprehensive needs of students in the light of change.

7. More research is needed on evaluation of present incentive systems (i.e., promotion, in-service, etc.) for staff in post-primary institutions of education.
APPENDIX A

LETTER OF PERMISSION FROM EDUCATIONAL TESTING SERVICE, COVER LETTERS, AND ADAPTED INSTITUTIONAL GOALS INVENTORY QUESTIONNAIRE
December 10, 1980

Mr. Abasiya Ahuwan
North Texas State University
P. O. Box 6543
Denton, Texas 76203

Dear Mr. Ahuwan:

Miss Nancy Beck has asked our office to provide you with permission to adapt, reproduce and use 330 copies of the Institutional Goals Inventory in a research study you will be conducting at 15 post primary institutions in Kaduna State, Nigeria. I understand you will make minor changes in the IGI to make it appropriate for use in the Nigerian higher education system. Educational Testing Service is pleased to grant this permission, which is nonexclusive and royalty-free, subject to the following conditions:

1. Each reproduced copy must carry the following copyright notice:
   Copyright © 1972 by Educational Testing Service.
   All rights reserved. Adapted and reprinted by permission.

2. All reproduced copies must be destroyed following completion of the study.

3. This permission applies only to the use described above. Any further use will require an additional permission from ETS.

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

Sincerely,

Helen C. Weidenmiller

Helen C. Weidenmiller
Copyrights, Licensing and Permissions Administrator

ACCEPTED AND AGREED TO:

Abasiya Ahuwan

DECEMBER 29, 1980
December 20, 1980

Dear Principal:

Enclosed are twenty-one questionnaires and a large self-addressed envelope. The questionnaires are to be administered to students, instructors, and administrators in your institution; the names of the participants selected are given in a list accompanying the questionnaires. Also included is a letter from the Office of the Permanent Secretary, Ministry of Education, granting permission for this survey research to be conducted.

I am asking for your prompt cooperation in view of the fact that my stay in the country will be a limited one. I would be most appreciative if you would send me the completed questionnaires, using the self-addressed stamped envelope, at your earliest opportunity.

When the study is completed, it will be made available to the public through the Kaduna-State Ministry of Education.

Thank you for your cooperation.

Yours sincerely,

Abbas M. Ahuwan

Encs.
Dear Respondent,

I am a graduate student in Higher Education Administration at North Texas State University completing work for the doctoral degree. I am conducting a study on the institutional goals in the post-primary institutions in Kaduna-State, Nigeria.

I will be appreciative for your cooperation in completing this questionnaire. Responses from you will be summarized by groups and in no instance will the identity of an individual be identified. Results of the study will be made available to the public through the Ministry of Education.

Thank you for your cooperation.

Sincerely,

Abasiya M. Ahuwan
GENERAL BACKGROUND DATA

To all respondents except where specified. Please fill out the information below.

1. Your Sex  Male    Female

2. Age at last birthday (approximate)
   19 years or under
   20-29 years
   30-39 years
   40-49 years
   50-59 years
   60 and over

3. Indicate your category
   student
   instructor
   school administrator
   government official
   other (specify)

4. Your Major Area of Study
   arts and sciences
   humanities
   social sciences
   education
   business
   other (specify)

To be filled by all except students.

5. Your level of education
   N.C.E.
   Bachelor Degree
   Master Degree
   Other (specify)

6. Your Rank (Academic/Administrative)
   Education Officer III
   Education Officer II
   Education Officer I
   Chief Education Officer
     (specify department)
   Other (specify)
7. Years of Teaching/Administrative Experience

- 5 years or less
- 6-10 years
- 11-15 years
- 16 years or more

8. Country/Institution You Obtained Your Qualification

- Nigeria
- Western Europe
- United States
- Other (specify)

9. Your Country of Citizenship

- Nigeria
- Western Europe
- United States
- Other (specify)
GOAL STATEMENTS

Please respond to each of the following goal statements, using the 5-point scale listed, with respect to these two questions:

1. How important IS each goal statement at the Kaduna-State post-primary schools?

2. How important SHOULD each goal statement BE at the Kaduna-State post-primary schools?

   5 - of absolute importance
   4 - of great importance
   3 - undecided
   2 - of little importance
   1 - of no importance

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<tr>
<td>1.</td>
<td>To help students acquire depth of knowledge in at least one academic discipline.</td>
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<td>2.</td>
<td>To teach students methods of scholarly inquiry, scientific research, and/or problem solving.</td>
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<td>3.</td>
<td>To help students identify their own personal goals and develop means of achieving them.</td>
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<td>4.</td>
<td>To ensure that students acquire a basic knowledge in the humanities, social sciences and natural sciences.</td>
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<td>5.</td>
<td>To increase the desire and ability of students to undertake self-directed learning.</td>
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5 - of absolute importance
4 - of great importance
3 - undecided
2 - of little importance
1 - of no importance

6. To prepare students for advanced academic work, e.g. at A.T.C. or University or professional school.

7. To develop students' ability to synthesize knowledge from a variety of sources.

8. To help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events.

9. To hold students throughout the institution to high standards of intellectual performance.

10. To instill in students a life-long commitment to learning.

11. To help students achieve deeper levels of self-understanding.

12. To ensure that students who graduate have achieved some level of reading, writing, and mathematics competency.

13. To help students be open, honest, and trusting in their relationships with others.

14. To encourage students to become conscious of the important moral issues of our time.
5 - of absolute importance
4 - of great importance
3 - undecided
2 - of little importance
1 - of no importance

IS

SHOULD BE

15. To increase students' sensitivity to and appreciation of various forms of art and artistic expression.

16. To educate students in a particular religious heritage.

17. To help students understand and respect people from diverse backgrounds and culture.

18. To require students to complete some course work in the humanities or arts.

19. To help students become aware of the potentialities of a full-time religious vocation.

20. To encourage students to become committed to working for world peace.

21. To encourage students to express themselves artistically, e.g., in music, painting, film-making.

22. To develop students' ability to understand and defend a theological position.

23. To encourage students to make concern about the welfare of all mankind a central part of their lives.
5 - of absolute importance
4 - of great importance
3 - undecided
2 - of little importance
1 - of no importance

24. To acquaint students with forms of artistic or literary expression in non-Western countries.

25. To help students develop a dedication to serving God in everyday life.

26. To provide opportunity for students to prepare for specific occupation careers, e.g., accounting, engineering, nursing.

27. To develop what would generally be regarded as a strong and comprehensive curriculum.

28. To introduce students to industry and business with relevant research topics and processes.

29. To provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis.

30. To develop educational programs geared to new and emerging career fields.

31. To prepare students in one or more of the traditional professions, e.g., law, medicine, architecture.
5 - of absolute importance
4 - of great importance
3 - undecided
2 - of little importance
1 - of no importance

IS

32. To offer courses in such "newer" professions as engineering, education, and social work.

33. To serve as a cultural center in the community served by the campus.

34. To conduct basic research in the natural sciences.

35. To conduct basic research in the social sciences.

36. To provide retraining opportunities for individuals whose job skills have become out of date.

37. To contribute, through research, to the general advancement of knowledge.

38. To assist students in deciding upon a vocational career.

39. To provide skilled manpower for local area business, industry and government.

40. To facilitate involvement of students in neighborhood and community-service activities.

41. To conduct advanced study in specialized problem areas, e.g., through research institutes, center, or graduate programs.
5 - of absolute importance
4 - of great importance
3 - undecided
2 - of little importance
1 - of no importance

IS

42. To provide educational experiences relevant to the evolving interests of women in Nigeria.

43. To provide critical evaluation of prevailing practices and values in Nigerian society.

44. To help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities.

45. To move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted.

46. To serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective.

47. To work with governmental agencies in designing new social and environmental programs.

48. To offer developmental or remedial programs in basic skills (reading, writing, mathematics).

49. To help students learn how to bring about change in Nigerian society.

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5 - of absolute importance  
4 - of great importance  
3 - undecided  
2 - of little importance  
1 - of no importance

50. To focus resources of the institution on the solution of major social and environmental problems.

51. To be responsive to regional and national priorities when considering new educational programs for the institution.

52. To provide educational experiences relevant to the evolving interests of ethnic groups.

53. To be engaged, as an institution, working for basic changes in Nigerian society.

54. To ensure that students are not prevented from hearing speakers presenting controversial points of view.

55. To create a system of campus governance that is genuinely responsive to the concerns of all people at the institutions.

56. To maintain a climate in which instructor's commitment to the goals and well-being of the institution is as strong as commitment to professional careers.

57. To ensure the freedom of the students and faculty to choose their own life styles (living arrangements, personal appearances, etc.).
5 - of absolute importance
4 - of great importance
3 - undecided
2 - of little importance
1 - of no importance

58. To develop arrangements by which students, faculty, administrators and trustees can be significantly involved in campus governance.

59. To maintain a climate in which communication throughout the organizational structure is open and candid.

60. To place no restriction on off-campus political activities by faculty or students.

61. To decentralize decision making on the campus to the greatest extent possible.

62. To maintain a campus climate in which differences of opinion can be aired openly and amicably.

63. To protect the right of faculty members to present unpopular or controversial ideas in the classroom.

64. To assure individuals the opportunity to participate or be represented in making any decisions that affect them.

65. To maintain a climate of mutual trust and respect among students, faculty, and administrators.

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|   | 66. To create a campus climate in which students spend much of their free time in intellectual and cultural activities. |
|   | 67. To build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life. |
|   | 68. To encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in youth corps, etc. |
|   | 69. To create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests. |
|   | 70. To experiment with different methods of evaluation and grading student performance. |
|   | 71. To maintain or work to achieve a large degree of institutional autonomy or independence in relation to government or other educational agencies. |
|   | 72. To participate in a network of college through which students, according to plan, may study on several campuses during their post-primary years. |

5 - of absolute importance  
4 - of great importance  
3 - undecided  
2 - of little importance  
1 - of no importance
5 - of absolute importance
4 - of great importance
3 - undecided
2 - of little importance
1 - of no importance

73. To sponsor each year a rich program of cultural events—lectures, concerts, art exhibitions and the like.

74. To experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs.

75. To award the General Certificate of Education for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work.

76. To create an institution known widely as an intellectually exciting and stimulating place.

77. To create procedures by which curricular or institutional innovation may be readily initiated.

78. To award the General Certificate of Education to some individuals solely on the basis of their performance in the classroom at the fifth form.

79. To apply cost criteria in deciding among alternative academic and non-academic programs.

80. To maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar college).
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<td>81. To regularly provide evidence that the institution is actually achieving its stated goals.</td>
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<td>82. To carry on a broad and vigorous program of extracurricular activities and events for students.</td>
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<td>83. To be concerned about the efficiency with which school operations are conducted.</td>
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<td>84. To be organized for continuous short, medium and long-range planning for the total institution.</td>
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<td>85. To include local citizens in planning college programs that will affect the local community.</td>
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<td>86. To excel in intercollegiate athletic competition.</td>
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<td>87. To be accountable to funding sources for the effectiveness of the school programs.</td>
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<tr>
<td>88. To create a climate in which systematic evaluation of school programs is accepted as an institutional way of life.</td>
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1 - of no importance

IS

SHOULD

BE

89. To systematically interpret the nature, purpose and work of the institution to citizens off the campus.

90. To achieve consensus among people on the campus about the goals of the institution.
APPENDIX B

PERSONAL INTERVIEW QUESTIONS
FORM FOR RECORDING INTERVIEW RESPONSES

Scale:
1--of absolute importance.
2--of little importance.
3--undecided.

I. Demographic Data

a. Status:
   - Head of department
   - Planning officer
   - College administrator
   - Instructor

b. Educational background:
   - NCE
   - Bachelor's degree
   - Master's degree
   - Doctoral degree

c. Years of experience:
   - 10 years or less
   - 15-19 years
   - 20-24 years
   - 25 years or more

II. Responsibility for Goal-Setting in Kaduna-State

a. In your opinion, who is responsible at present for setting educational goals in Kaduna-State?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal government</td>
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<td></td>
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<tr>
<td>State government</td>
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<td></td>
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<tr>
<td>Local institution</td>
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</tbody>
</table>
B. Whom do you think should be responsible for setting educational goals in Kaduna-State?

<table>
<thead>
<tr>
<th>Role</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Policy-makers</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Administrators</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Instructors</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Students</td>
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<td></td>
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<tr>
<td>Public representation</td>
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<td></td>
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</tbody>
</table>

III. Constraints on Post-Primary Institutions of Education in Kaduna-State

a. In your opinion, what are the major perceived constraints on post-primary institutions of education in Kaduna-State?

1. External constraints:

<table>
<thead>
<tr>
<th>Constraint</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate funding</td>
<td></td>
<td></td>
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<tr>
<td>Ineffective communication system (telephone, roads, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centralized decision-making</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Lack of structured admission procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-adherence to admission procedures</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Unattractive salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bad financial management</td>
<td></td>
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</tbody>
</table>

2. Internal constraints:

<table>
<thead>
<tr>
<th>Constraint</th>
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<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student discipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shortage of instructors</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Inadequate qualified instructors</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Inadequate teaching facilities</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Low retention rate of instructors</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Poor learning environment</td>
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</tbody>
</table>
b. How should these issues be addressed?

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<thead>
<tr>
<th>Issue</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decentralization of decision-making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved communications</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Evaluation of programs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Enforced admission procedures</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Improved teaching facilities</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Improved learning environment</td>
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</tbody>
</table>

IV. **Role of Higher Education in Kaduna-State**

What do you perceive as the role of higher education in post-primary institutions in Kaduna-State?

To provide leadership in:

<table>
<thead>
<tr>
<th>Issue</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Designing of curricula and examinations</td>
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<tr>
<td>Original thinking and ideas</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Supervising school examinations</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Organizing research</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Preparing teachers</td>
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</tbody>
</table>
APPENDIX C

PERMISSION LETTERS FROM THE OFFICE OF THE
PERMANENT SECRETARY, MINISTRY OF
EDUCATION, KADUNA-STATE,
NIGERIA
REQUESTING FOR PERMISSION TO ADMINISTER
A QUESTIONNAIRE IN SECONDARY AND TEACHER TRAINING
COLLEGES IN KADUNA STATE

I am directed to refer to your letter dated 15th October, 1980 requesting for permission to administer a questionnaire in some of our post primary institutions and to inform you that approval will be given if you could give us the names of the institutions you would like to include in your visit. This is so because we have to write and introduce you to these schools or colleges.

You would also note that we expect you to send us a copy of your research when it is finished.

Thank you.

For: Permanent Secretary
Ministry of Education, Kaduna State, KADUNA.
5th January, 1980

The Principal,

U. P. E.

College

Zaria.

REQUEST FOR PERMISSION TO ADMINISTER A QUESTIONNAIRE IN YOUR INSTITUTION
RE-ABASHIYA MAGAJI AHUWAN.

I am directed to inform you that formal permission has been granted for the above named Student studying his Ph.D. in North Texas State University U.S.A. to conduct a Survey - research in your institution.

2. Your co-operation is highly appreciated please.

(L.A. ABBAS)

for: Permanent Secretary,
Ministry of Education,
Kaduna.
APPENDIX D

DEFINITIONS OF GOAL AREAS
A DESCRIPTION OF TWENTY GOAL AREAS

Outcome Goals

1. **Academic development** has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus.

2. **Intellectual orientation** relates to an attitude about learning and intellectual work. It means familiarity with research and problem-solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning.

3. **Individual personal development** means identification by students of personal goals and development of means for achieving them, as well as enhancement of sense of self-worth and self-confidence.

4. **Humanism and altruism** reflect a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally.

5. **Cultural and aesthetic awareness** entails a heightened appreciation of a variety of art forms, required
study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities.

6. Traditional religiousness is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental—in short, traditional rather than secular or modern.

7. Vocational preparation means offering specific occupational curricula (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning.

8. Advanced training can be most readily understood as the availability of postgraduate education. It means developing and maintaining a strong and comprehensive graduate school, providing programs in the professions, and conducting advanced study in specialized problem areas.

9. Research involves conducting basic research in the national and social sciences and seeking generally to extend the frontiers of knowledge through scientific research.

10. Meeting local needs is providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community service activities.
11. Public service means working with government agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs.

12. Social egalitarianism has to do with open admissions and suitable education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills.

13. Social criticism and activism mean providing criticisms of prevailing values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in society, and being engaged, as an institution, in working for basic changes in Nigerian society.

Process Goals

14. Freedom is defined as protecting the right of instructors to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restriction on off-campus political activities by faculty or students, and ensuring
faculty and students the freedom to choose their own lifestyles.

15. **Democratic governance** means decentralized decision-making arrangements by which students, instructors, administrators, and policy-makers can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution.

16. **Community** is maintaining a climate in which there are instructor commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, instructors, and administrators.

17. **Intellectual aesthetic environment** means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and instructors can easily interact informally, and a reputation as an intellectually exciting campus.

18. **Innovation** is a climate in which continuous innovation is an accepted way of life; it means established procedures for readily initiating curricular or instructional innovations; and, more specifically, it means experimentation with new approaches to individualized
instruction and to evaluating and grading student performance.

19. **Off-campus learning** includes time away from the campus in travel, work-study, and the like.

20. **Accountability and efficiency** include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving stated goals.
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