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GOALS AND PRACTICES AS PERCEIVED BY FACULTY,

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A DISSERTATION

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THE PERCEPTION AND RELATIONSHIP OF INSTITUTIONAL

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APPROVED BY

DISSERTATION COMMITTEE

studies. When they grow up and come to read this, let them then ask why they had to take care of themselves while I work for our support. I owe to them a special debt of gratitude.

I wish to express my sincere appreciation to Mr. Benjamin Essien, whose support made it possible for me to come to the United States of America for further studies.

There are many other friends whose advice and encouragement have helped me to come to a successful end in my studies. To all of them, I say 'thank you!'

Lastly, when I look back at my past, the sacrifices I have made, the sufferings and hardships I have encountered and finally the academic achievement I have attained, I owe myself a special debt that may be an inspiration to others.

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CHAPTER I

BACKGROUND OF THE NIGERIAN HIGHER EDUCATION

In order to get a clear understanding of how the
students, the faculty, and the administrators of an institu-
tion of higher education in Nigeria would perceive the goals
and practices of such an institution, a brief review of the
circumstances conditioning the development of institutions
of higher education was considered necessary.

The beginning of any form of formal education in
West Africa followed the abolition of the slave trade and
the subsequent resettlement of free slaves in Sierra Leone.
In higher education, it was the missionaries who first gave
thought to this question. Samuel Ajai Crowther is considered
to be the first Nigerian to receive any form of higher educa-
tion. As a child, he was captured, sold but later freed and
resettled in Freetown, Sierra Leone. While attending a Church
Missionary Society School, he displayed such a remarkable
sense of responsibility that the mission decided to have him
trained as a potential African minister. He attended a
theological school in Great Britain and was ordained in 1861
as a bishop of the Niger.

1

For the purpose of training the West African youth
for the ministry, the Church Missionary Society founded the
Fourah Bay College in 1896.[1] The college, although small,
attracted students from other West African British Colonies,
especially Nigeria. For many years, it remained the only
center for higher education. Later on, Prince of Wales
College, Achimota, in Ghana was established. The two small
schools could not find places for all the prospective students,
hence many students went overseas for higher education. But
unlike education below the university level, the missionary
effort at higher education suffered a setback in 1926. It
is reported that in that year a Conference of Christian
Organizations was held at Le Zonte. There, it was affirmed
that education is a state function and in so far as native
education is valueless without religion, it should to a large
extent be left in missionary hands, aided by government sub-
sidy and organized under government supervision and direction.
The conference added that primary and secondary education
should be the chief sphere of mission activities and that all
forms of higher education be the responsibility of the govern-
ment; with missionary representation on all governing bodies.[2]

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[1]Collin G. Wise. _A History of Education in British West Africa_. London: Longmans Green & Co., 1956, p. 112.

[2]A. Fafunwa. An Historical Analysis of the Development of Higher Education in Nigeria. Unpublished Doctoral Dissertation. New York: Columbia University, 1955, p. 87.

Generally speaking, the British government through its administrative officials had ignored the education of the people in the colonies. The principal objectives of the imperial powers were to use the West African colonies as sources for slaves and ivory and later as markets for the products of the Industrial Revolution. The British government objected to Nigerians going abroad for higher education for fear that the educated Nigerian would imbibe European ideas that would make him unfit for the Nigerian Society.[3] At the same time, no steps were taken to have him trained within his own society.

Suprisingly enough, the first assessment of the educational needs of the Africans did not come from those who were directly in control of the welfare of the colonial people. In 1911, the Phelps-Stokes Fund was established by Miss Caroline Phelps Stokes and one of the objectives in the founder's will was the education of Negroes both in Africa and in the United States. Hence, between 1920-1924, the trustees of the fund sent a mission to British East, Central, and West Africa. Nigeria was visited in 1920-21.[4] The report entitled 'Education in Africa' touched on every aspect of

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[3] J. S. Coleman. <u>Nigeria: Background to Nationalism</u>. Berkeley: University of California Press, 1958, p. 122.

[4] L. J. Lewis. <u>Phelps-Stokes Reports on Education in Africa</u>. London: Oxford University Press, 1962, p. 2.

education in those countries visited. It revealed the
obvious neglect of education by the various governments.
Dealing with higher education, the report went on to note
that:

> for some years to come African colonies must depend
> upon Europe and North America for University training.
> It must be recognized, however that Africa should
> have its own colleges as soon as elementary and second-
> ary schools are able to supply a sufficient number of
> students to warrant the organization of colleges. 5

Following the publication of the Phelps-Stokes
Report and as a gesture of good intention, the Colonial
Office appointed an Advisory Committee on Native Education
in British Tropical African Dependencies in 1923. It also
led to the opening of the Yaba Higher College in 1930
(officially opened in 1934).[6] The new higher college was
limited in scope and the role was defined by Sir Donald
Cameron thus:

> As the level of attainment of students who marticulate
> at Yaba rises in proportion to the improvements in
> the schools from which those students come, the stand-
> ard of the work at the college will rise in correspond-
> ing degree, and we look forward to the time (which
> never came) when it will be possible for men and women
> to obtain at Yaba external degrees of a British
> University. 7

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[5]Education in Africa: A Study of West, South and
Equatorial Africa by the African Commission under the Auspices
of the Phelps-Stokes Fund and Church Missionary Societies of
North America and Europe, (1922), p. 48.

[6]Nduka Okafor. The Development of Universities in
Nigeria. London: Camelot Press Ltd., 1971, p. 69.

[7]F. H. Hilliard. A Short History of Education in
British West Africa. London: Thomas Nelson & Son Ltd.,
1957, p. 141.

It could be rightly asked who was to decide when the standard of the schools from which the Yaba students were drawn had improved and also whether the British government was really interested in establishing in Nigeria an institution comparable to Oxford or Cambridge. The fact remained that Yaba Higher College was to be only a bit higher than the high school and to remain so. It was only to be used for the training of students wishing to be assistants to white expatriates for there was no intention of giving the Nigerian an education that would make him an authority on his field or one that would give him poise and diginity in the presence of his fellows.[8]

The limited scope of the Yaba Higher College, plus the long duration to complete their study by the 'would be assistants' and the lack of other training facilities for many Nigerian youths created outcries throughout the country. Many called for the improvement and the raising of the standard of the Yaba Higher College. Others called for the establishment of an autonomous university. Among the many critics of the Nigerian education system was Dr. Nnamdi Azikiwe. Writing in his book, "Renascent Africa", he called for universities in the continent. He said:

> Universities have been responsible for shaping the
> destinies of nations and individuals. They are centres

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[8]Okechukwu Ikejiani. <u>Nigerian Education</u>. Bristol: Western Printing Services Ltd., 1964, p. 130.

where things material are made to be subservient to
things intellectual, in all shapes and forms no matter
in what field of learning, at any university, there
is an aristicracy of mind over matter.... The
universities of Europe and America have been responsi-
ble for the great movements in the national history
of these continents. Universities could produce a
genius like Hardy, who earned his B.A. with first
class honours at the age of twelve, and they could
produce a "Frankenstein" of a "Dr. Jekyll and Mr. Hyde
personality as well. Black Africa has no university.
Black Africa has no intellectual center where the raw
materials of African humanity may be reshaped into
leaders in all fields of human endeavor.

With their vaulted wealth in things material, Africans
are bankrupt beside the other races in things intellec-
tual. With taxation of one shilling per capita through-
out British West Africa, an endowment fund of more than
twelve million pounds can be raised. This is capable
of supporting three or four first class universities.
Why should African youth depend upon Oxford, Cambridge,
Harvard, Yale, Sorbonne, Berlin, Heidelberg, for
intellectual growth? These universities are mirrors
which reflect their particular societal idiosyncracies.
An African graduate of these universities, unless he
has developed his individuality, is nothing short of
a megaphone, yea a carbon copy of these societies.
Hence, I say that he is miseducated. Give the Renas-
cent African a university, you are capable of financing
same. With twelve million pounds, there is no reason
why the best libraries, laboratories, professors can-
not be produced right here, and this continent can
become, over night, "A Continent of Light". [9]

In response to these criticisms, the British Govern-

ment appointed a commission under the Chairmanship of Sir

Walter Elliot, (the Elliot Commission). The commission was

mandated to "report on the organization and facilities of

existing centers of higher education in British West Africa

and to make recomendations regarding future university

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[9]Nnamdi Azikiwe. Renascent Africa, Accra, 1937,
p. 140.

development in that area".[10]

The Elliot Commission made several recommendations on major aspects of education in West Africa. Dealing with higher education, the commission recommended the setting up of a university college in Nigeria with facilities of arts and sciences and professional schools of medicine, agriculture, forestry and animal health.[11] Five members of the commission disagreed with this aspect of the report, and instead of two universities, one in Nigeria and the other in Ghana as recommended by the majority, it went on to call for a single institution to be built in Nigeria for the whole of British West Africa. It recommended that admission for that proposed college was not to be straight from high school, but after two years at any of the territorial colleges at Ghana, Nigeria and from Fourah Bay.[12]

Partisan British politics played a part in the issuance of the reports. The majority report was signed by all Conservative members while the five Labor party members signed the minority report. Then with a change of government in ‘Britain from Conservative to Labor, the Minority Report was favored by the new government. The acceptance of the minority

[10]Report of the Commission on Higher Education in West Africa. cmd 6655. London: His Majesty's Stationery Office, 1945, (Preface, p. 141) (Elliot Commission).

[11]Ibid., pp. 125-129.

[12]Ibid., pp. 175-176.

viewpoint was vehemently opposed by Ghana because that country was denied a college. Because of the opposition, allowance was made for Ghana to establish a university if it so wished, but without financial aid from Britain.

At about the same time of the appointment of the Elliot Commission, another commission was also appointed, the new commission was chaired by Sir Cyril Asquith and it was:

> To consider the principles which should guide the promotion of higher education, learning and research and development of universities in the colonies; and to explore means whereby universities and other appropiate bodies in the United Kingdom may be able to cooperate with institutions of higher education in the colonies in order to give effect to these principles. 13

The Asquith Commission was thereby charged with broad principles and its recommendations were therefore broad. In higher education the report recommended among other things:

1. The immediate establishment of autonomous universities in the colonies.

2. that the colleges to be so established should be residential in line with those in Britain and should be opened to students of either sex.

3. that "every student, whatever subject or subjects he is studying in his regular course, should be given an opportunity to become aware of certain great conceptions. He should know something of

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13Report of the Commission on Higher Education in the Colonies cmd 6647. London: His Majesty's Stationary Office, 1945, (Asquith Commission), p. 3.

the place of science in modern civilization and
the use of scientific methods, he should have some-
thing of what is meant by sociology, so that he is
aware of the other elements and forms of civilization.
He should be enabled to gain some apprenhension of
what is involved in philosophy in the widest meaning
and some sense of the past as expressed in great
literature and in the record of history."

4.   that an Inter-University Council for Higher Education
     be set up. Membership of the council should be
     nominated from some universities in Great Britain
     and the colonies. Such a council was deemed
     necessary because the development of the new
     colonial institutions would depend largely on the
     active interest and co-operation of British
     universities.[14]

The Inter-University Council was to keep in close

touch with the new institutions, to assist in faculty re-

cruitment for the new schools, to render any assistance on

academic and financial matters.[15] The Colonial Office

accepted the report and in 1946, the Inter-University Council

was formed. In December of that year, the newly formed

Council, sent its delegation for an on the spot study. It

was headed by Hamilton Fyfe. The Fyfe delegation recommended

the establishment of two university colleges--one in Nigeria

and the other in Ghana, and for area regional colleges in

other parts of West Africa. It agreed with the Elliot

Commission that the Nigerian University College be sited

at Ibadan.[16]

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[14]Ibid., p. 15, p. 105.

[15]Ibid., pp. 106-107.

[16]Ikejiani, Nigerian Education, p. 138.

The last of the series of education commissions to
be mentioned is the Ashby Commission. Nigeria was to become
independent by October 1st, 1960. Faced with manpower short-
age at the impending exodus of expatriate colonial officials,
the Nigerian Federal Government had to appoint a commission
to investigate the needs of the country in the fields of
Post-Secondary School Certificate and Higher Education over
two decades. The recommendations were far-reaching and had
formed a blueprint for the solution of educational problems
not only in Nigeria but also in other colonial countries.
It dealt exhaustively with the primary, secondary and teacher
training education so that the foundations necessary for
providing an adequate supply of students for higher education
could be achieved. In dealing with university education, the
commission asserted:

> Our view amounts to this: that there must be more
> diversity and more flexibility in university education
> if it is to be relevant to the needs of the Nigeria
> people. The British system of university education
> suits Britain because there are so many alternative
> routes to professional training .... In a country
> where these alternative routes are missing or carry
> less prestige, the British University system is too
> inflexible and too academic to meet national needs.
> We think it is unlikely that in Nigeria these alternative
> routes will, in the foreseable future acquire the pre-
> stige which other universities already have. Accordingly,
> a much greater diversity of demand is likely to be
> made on Nigerian universities than on their British
> counterparts. We believe that Nigerian universities
> should meet this demand on one condition; that what
> is required of them is indeed a greater diversity and
> not lower indispensable anchor for the whole intellec-
> tual drags, otherwise Nigeria will fail to take her
> rightful place among nations.

However, a country can stay on the intellectual gold
standard without, as it were having to adopt the
imprint of another coinage. Fortunately there are
models for diversification of university studies with-
out lowering of standards. The land-grant universities
of the United States have had to fulfill functions
similar to those which Nigerian Universities are now
called upon to fulfill, and the best of them have done
without in any way surrendering their integrity. Let
us add that Nigeria should not imitate American land-
grant universities anymore that she should imitate
British universities. Neither kind of university
should be imported unchanged to Nigeria; but both kinds
have something to teach this country and the lessons
to be learned from America include diversity and
flexibility. [17]

The commission opposed the idea of a "federated
university which to the views of the members" would merely
have replaced the constraints of special relation with London
by the constraints of competing colleges, hindering one ano-
ther's development.[18] It went on to recommend four inde-
pendent and autonomous universities: Ibadan University,
one in the Eastern Region, one in the North and the fourth
in Lagos. Western Region, which was not mentioned to have a
university under its control did not accept this portion of
the report. It went ahead formulating plans for the opening
of the university of Ife.

Ibadan University, established in 1948, was the first
institution of higher education worth that name. It was
established as a reward for those Nigerian elites who had

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[17]Eric Ashby. Investment in Education. The Report
of the Commission on Post-School Certificate and Higher
Education in Nigeria. Lagos: Federal Ministry of Education,1960,
[18]Ibid., p. 26.

p. 12.

looked for equality of treatment, for equality of perfor-
mance and training. The British who designed it kept the
educated Nigerians out of the planning to insure academic
excellence and world wide recognition. The Inter-University
Council for the Colonies had given Nigeria what it needed,
a small residential institution whose degrees, based on ex-
ternal examination, would be comparable to Oxford or Cam-
bridge. The Nigerian Society which had looked for what to
call "its own" greeted that establishment with enthusiasm.
But as the country moved towards independence, the "varisity"
as Ibadan University is often referred to, became a symbol
of dignity and a visible status ideal for Nigerian youths.
The Ibadan faculty, mostly British, had formed a powerful
clique exercising a rigid control over academic and non-
academic policy. Thus, it was so easy for the critics of the
university to point out that another "Yaba Higher College"
was in the making. The high admission and achievement stand-
ards, the discrimination in faculty appointments, the disparity
in salary structure between the African and European staff
and the non-orientation of the curriculum to the needs of the
country were criticised. The outcry speeded up the establish-
ment of other institutions after the country's independence.

From its inception, every aspect of the Nigerian edu-
cational system has been an attempt to copy the British
educational system. It is unfortunate that those who de-
signed the Nigerian educational system either by sheer

ignorance or as a device to produce educational misfits for the Nigerian society, had failed to realize that education should be a function of the cultural matrix in which it is to operate. They should have known that the British educational system is a reflection of the British culture and tradition. They also failed to know that there are no universal principles for educational practices and that the wholesale importation of the British education system into Nigeria was not only wrong, but would not work. If the Nigerian educational system was set up to play an effective and worthy role in the building of a new nation, it showed have been geared to the Nigerian culture, the needs and the aspirations of the Nigerian people. As it was, the system was British, hence the products were and prepared in a culture different from theirs and therefore they came out as "misfits in the Nigerian society."

The purpose of the Nigerian educational system should be defined with reference to the Nigerian culture, the society and the individuals. Therefore, it is proper to ask any institution of higher education in Nigeria what exactly it is doing and how it is going about doing what it is doing.

For the Nigerian institution to survive or any organization for that matter, it must have a direction for which it is to move. This direction is always stated as the goal of the organization. From their inception in the Middle Ages, universities have never stated their mission clearly.

According to Rashdall, the medieval universities were professional schools for the training of theologians, lawyers and doctors.[19] These same goals were taken over by the early European and American universities. But with the passage of time, new functions were added and the university became the center for teaching, research and direct service to the community.

Today everyone seems to be concerned about the roles that higher education should play in the political, social and economic structure of a country. Higher education is regarded as the cure for all social ills and for this reason the goals of higher education have undergone considerable change over the years. In recent years, the objectives of higher education have increased in number, diversity, and complexity and these have also changed with changing times.

If Plato had had his way, it would have been the philosopher-king who would have received the full benefit of higher education. Nevertheless, it had for many centuries been reserved for the elite. Because higher education is regarded as the solution for all social problems, the door to higher education is now open to a larger proportion of the population. Nigerian youths are seeking higher education as a means of ushering in a new society.

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[19]Hastings Rasdall. _The Universities of Europe in the Middle Ages_, Vol. 1. London: Oxford University Press, 1936, p. 4.

When institutions were allowed to define their goals,
they were narrowed down to include only research and teaching.
But questions such as the following are being asked about
the institutions of higher education: What is the institu-
tion proposing? What is it doing? Politicians and taxpayers
are asking each institution to justify its existence. Students
are demanding increasing roles in the decision making process.

Within two decades after the establishment of the
first Nigerian University in 1948, six autonomous universities
had been established and many more are being planned. With
the unprecendented expansion of higher education, new types
of students will dominate the scene. The new students will
tend to complicate goal definition. As expansion proceeds,
costs will be rising and the evidence is that student fees
will rise much more rapidly than the cost of other goods.[20]
Each institution will be held accountable for its programs.
The rapidly expanding costs and the complexity of education
in the time of social needs will lead to increasing demands
for accountability. The question of institutional goals and
institutional practices, as well as who will define them
will be intensified.

There has been no agreement on whose goals the in-
stitution should follow. With campus unrest in many in-
stitutions, hunger affecting many parts of the world,

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[20]Louis T. Benezet. "Continuity and Change: The
Need for Both." The Future Academic Community, Continuity
and Change. John Caffrey (ed.), Washington, D.C.: American
council on Education, 1969, pp. 18-19.

drought in most African countries and the threat of a third
world war, the problems of whose goals the institution should
adopt are uppermost in people's minds. Should it adopt the
goals of the older members of the teaching profession who
are more tradition-oriented, but "there seems today to be
a would-wide consensus that the traditional system of edu-
cation does not meet any longer the educational needs of
a more and more rapidly changing society,"[21] or of those who
are research and discipline conscious, of liberal students
or of the conservative administrators? But these hold widely
different views on the goals of the institution.[22] There
are some who feel that the goals of higher education should
be redefined to be in keeping with present social problems,[23]
while many argue that goals will never be clearly defined,
hence it is futile to try to see whether or not they are
being achieved.[24]

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[21]Cited in the Preface to Alvin C. Eurich's Campus, 1980. New York: DeLacorte Press, 1968, p. 00.

[22]Richard Peterson. "Towards Institutional Goal Con- sciousness." Proceedings, Western Regional Conference on Testing Problems. Berkeley, California: Educational Testing Services, 1971, p. 11.

[23]Ernett G. Palola, Timothy Lehann, and William R. Blessihke. "The Reluctant Planner: Faculty in Institution Planning." The Journal of Higher Education, XLII, (Oct. 1971), pp. 587-602.

[24]Philip C. Winstead and Edward N. Hobson. "Institu- tional Goals: Where to From Here?" Journal of Higher Educa- tion, Vol. XLII, (Oct. 1971), pp. 6669-6677.

Finally, no matter what the arguments are for or against institutional goals, 'the time has arrived for higher education to take a closer look at itself. While there has always been a need for institutions to evaluate themselves, the external pressure for higher education to take stock of itself is higher now than ever before in history'.[25] By knowing its goals, higher education can evaluate itself, and know what its priorities are.

Statement of The Problem

The many crises facing higher education in many parts of the world in recent years have forced many institutions to assess the effectiveness of their programs. Such evaluation has become the criterion for determining which programs should be emphasized or should receive public money. One method of studying systematically the cohesiveness, consistency and the effectiveness of the ends and means of an institution is by knowing what the goals and practices are. To this end, two instruments - the Institutional Goal Inventory and the Institutional Functioning Inventory have been developed.[26] Modified versions of these instruments are used for this study.

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[25]Rodney T. Harnett. Accountability in Higher Education. New Jersey: Princeton, Education Testing Services, 1971, p. 1.

[26]Richard E. Peterson. Institutional Functioning Inventory Preliminary Technical Manual. New Jersey: Educational Testing Services, 1970, p. 63.

The general problem for this study is based on the fact that the goals of an organization provide a key for a better understanding of the organization's behavior. This can be expressed by the question: How do the students, faculty and the administration perceive the goals and practices of their institution? Another subproblem to be examined is whether there is a consensus on how each group of the participants perceive the goals and the practices to achieve such goals in their institution.

Theoretical Framework

In this study three basic assumptions will be considered.

The first assumption is based on the fact that organizations are purposely set for the achievement of certain goals. According to Parsons, organizations are marked off from other kinds of social systems because the problem of goal attainment takes precedence over all other kinds of problems.[27] He went on to note that such organizations contain subunits which can in turn be considered as subunits of a larger system. Each subunit has its particular goals to fulfill which are oriented toward achieving the over all goals of the whole organization.[28] Etzioni defined

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[27]Talcott Parsons. "Suggestions for a Sociological Approach to the Theory of Organization." Administrative Science Quarterly, Vol. I, 1956, p. 66.

[28]Talcott Parsons. Structure and Process in Modern Societies. New York: Free Press, 1960, p. 28.

organizational goals as those future states of affairs which an organization tries to achieve.[29] When these goals are achieved, they become part of the organization or its environment and are no longer considered goals.[30] But the question rises as to whose future states of affairs that the organization is aiming. Many desired future states that may seem to be goals in the faculty's eye may not be the same as either students or administrator. This brings out the second assumption for the study.

The second assumption is that organizations simult-aneously and legitimately serve multiple goals. According to Simon these multiple goals "are almost universally hier-archical in structure."[31] The goals may in many instances be incompatible or in competition with each other. Organiz-ations may therefore attend to the goals in sequence rather than trying to achieve all at once.

The third theoretical assumption is that organiza-tional goals are dynamic and constantly changing. Simon looks at organizational goals as being dynamic and changing. To

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[29]Amatai Etzioni. _Modern Organizations_. Englewood Cliffs, New Jersey: Prentice Hall, 1964, p. 7.

[30]H. A. Simon. _The New Science of Management De-cision_. New York: Harper and Row, 1960, p. 40.

[31]Etzioni, _Modern Organizations_, p. 6.

him, some goals are pursued as means of achieving other goals.
The objectives of any organization must appeal to members
before they can continue to contribute sustaining it.[32]
Perrow notes that organizations are not born with fixed
structures or stable guidance systems directing them to pre-
cise end, but are subject to countless internal and external
forces, and both their competencies and liabilities change
with changing environments. These changes do not occur at
a uniform rate, societal and output goals may change at a
glacial rate, but others may often fluctuate with seasons.[33]
Also, Walton declares that:

> In some organizations the ends are clear, undisputed,
> and relatively stable; their discernment is a simple
> matter. In educational organizations there are some
> purposes that are definite and perennial - the achieve-
> ment of literacy, for example, but there are others
> that are obscure, intangible, changing and controversial
> such as the teaching of spiritual values. In a social
> order afflicted with accelerated change, institutions
> display concern about their purposes; some purposes
> are decaying, others are emerging and often they are
> difficult to distinguish. [34]

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[32]Herbert A. Simon. "On the Concept of Organizational
Goal." Administrative Service Quarterly, 9, (June, 1964),
pp. 2-22.

[33]Charles Perrow. "Organizational Goals," In the
International Encyclopeia of the Social Sciences, Vol. II,
New York: MacMillan (1968), p. 310.

[34]John Walton. Administration and Policy-making in
Education. Baltimore: Johns Hopkins Press, 1968, p. 87.

Definitions of Terms

For this study certain terms need be defined. These definitions are as applied specifically for the study:

Organization: The institution of higher education is considered a formal organization. The term is construed to mean an ensemble of individuals who perform distinct but interrelated and coordinated functions for the sole purpose of achieving some goals.[35]

Goals: These are those future state of affairs that are seen desirable and worth striving for by the institution. For the study, goal intentions will be considered as the degree of importance to be attached to these future state of affairs by the institution quantified by the present mean scores on the modified institutional Goal Inventory.

Institutional Goal Practice: This is taken to mean an event, program, intention or attitude as perceived by the administrators, professors and senior lecturers, lecturers, graduate students, upper division and lower division students as contributing toward the achievement of one or more goals as quantified by means scores on the Institutional Functioning Inventory.

Perception: Personal judgement by participants on the emphasis placed on the institutional goal and institutional

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[35]Fred D. Carver and Thomas J. Sergiovanni. Organizations and Human Behavior. New York: McGraw-Hill Book Company, 1969, p. 368.

function.

<u>Consensus</u>: The absence of any conflict of opinion regarding the goals or practices among or between the participants on the institutional goal intention present of Institutional Functioning Scale Means.

<u>Lower Division</u>: These are the first and second year students who are currently enrolled full-time.

<u>Upper Division</u>: These are the students in their third year and are currently enrolled full-time.

<u>Graduates</u>: These are the students that have had their first degrees and are working for higher degrees or certificates.

<u>Lecturers</u>: The full-time teaching members below the rank of senior or associate lecturers during the current semester.

<u>Professors</u>: The full-time senior members of the teaching staff during the current semester.

<u>Administrators</u>: Those non-teaching members of the institution who are of supervisory rank or above. The department heads whose main duties are supervising, are included even though they may teach a few classes.

Significance of the Study

As noted elsewhere in this study, the first university in Nigeria was established in 1948 and that since then six more have been added. These institutions were established either by the Federal Government or the different Regional Governments. This situation has since changed.

The Military Government has coordinated the system
of higher education in an effort to evolve a master plan
for one system of higher education for the country. This
calls for a clear conception of what goals the country's
system of higher education will be seeking to accomplish.
Without such clarification of the goals, no appraisal can
be made of present or future plans.

In many instances, institutions have been adding
courses and programs. There has been much duplication in
many areas. The result of this breadth is soaring costs
and budgets. If Nigeria is to benefit from the mistakes of
others, now that there is not much duplication of courses
and programs is the time. The way to do it is by studying
the mission of each institution. Economic and social con-
ditions that precluded the need for planning in higher edu-
cation in the past now force planning upon all institutions.
Any study, therefore, that will contribute to the techniques
and instruments for goal clarification within an institution
of the Nigerian higher education will be of potential value.
It will help in curriculum planning and decision on new pro-
grams, in budgeting and fiscal allocation processes, in
student admissions and placement policies, in faculty recruit-
ment, in organization, governance and maintenance of distinc-
tive environments on each campus. Above all, this study will
lead to systematic studies of other aspects of higher education
in Nigeria by other interested parties.

Hypotheses

The study calls for the testing of three hypotheses. These are:

1. There is no significant difference in the perceived importance of the institutional goal intention areas between and among the faculty, students and administrators as measured by the Institutional Goal Inventory present mean scores.

2. There is no significant difference in perceived emphasis given the institutional goal practice areas between and among the participant of the institution as measured by the Institutional Functioning Inventory Scale mean scores.

3. There is no significant relationship between institutional practice on each of the goal areas as measured by the correlation coefficient of the paired Institutional Goal Inventory-Present and Institutional Functioning Inventory individual mean score.

The three hypotheses relate to the degree of agreement of consensus among the faculty, students and administrators in the institution under study on each of twenty goal areas.

Limitations of The Study

This study will be limited to only one institution,
hence generalization of the results to other institutions
and perhaps to higher education in general in Nigeria is
limited. In any institution, there are other participants -
alumni, university council members and people in the community
whose perceptions of goals are important, hence further
studies to include these groups are necessary.

Intentions and activities of an organization do
change from period to period. Perceptions of institutional
goals by the same participants may change over a period of
time. Therefore, the result of this study will be limited
to the period of study. The Institutional Goal Inventory
and Institutional Functioning Inventory do not cover all the
goals areas and the practices of the institution hence gen-
eralizations will be limited to the areas covered.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Despite the great amount of materials on the various

aspects of higher education, it will be surprising to note

that not much has been written on the goals. In recent

years, higher education has been plagued with all kinds of

crises. Financial squeezes, faculty militancy, student un-

rest resulting in all kinds of campus disruption, and legis-

lative interference with the internal affairs of institu-

tions of higher learning are some of the problems that have

combined to arouse interest in looking at what the mission

of higher education is or should be. Faced with the in-

creasing problems of higher education, the New York State

Board of Regents for Higher Education had to define what

the mission of higher education is and its definition seems

applicable to every other society. It defines the purpose

of higher education thus:

> The purpose of higher education presented herewith
> expresses the enduring aspirations of society and
> provide the departure point for goals. The goals

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state desirable conditions that are sought. They are
couched in broad, qualitative terms, identifying
functional areas of interest. It is recognized that
goals may be partially attainable; that they may
exceed our society's (any society) ability to reach
them; and that, at any given time, they may have to
be limited or deferred. Objectives are specific
ends to be achieved in the functional area of the
goal which each is designed to support.[1]

Looking at that definition, it will be noticed that

it is the society that establishes the goals of its higher

educational system. It is the responsibility of the society

to decide its direction of movement. Then it is also the

society that establishes those constraints on the things to

be fostered, tolerated or opposed and then finally decides

the tasks to assign to education in general. Therefore, it

is impossible to establish the purposes or goals of higher

education in obsolute terms because these cannot be defined

in absolute terms independently of the culture and the in-

stitutions of the society of which they are a function.[2]

No society is static. The present technological

advance has resulted in rapid exchanges of information and

ideas among people, therefore it is erroneous to assume that

the goals of higher education should remain static. The fact

is that educational goals are transitory, reflecting a

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[1]Education Beyond High School. The Regents Planning
Bulletin Concerning the Regents Statewide Plan for Develop-
ment of Higher Education, 1972. Albany, New York: The
University of New York, April, 1971, p. 2.

[2]Sterling M. McMurrin. "Goals of Education: Over-
view." In the Encyclopedia of Education, Vol. 4 (1971),
pp. 147-151.

response to social change. Nevertheless, as these changes
take place, it is possible to discern a trend which corres-
ponds to broader social change and the educational emphasis
of the time. It is because of this that Mayhew notes that
the goals of higher education often lag behind cultural need
with discernible periods of responsiveness and unresponsive-
ness.[3]

Institutional Goals

Little attention has been paid to defining institu-
tional goals. The university is a social institution de-
signed to perform the function of higher education. As a
formal organization, it is characterised by an elaborate
system of explicit rules and regulations.[4] Therefore, in
the study of any aspect of an organization, a knowledge of
the organization goal is basic.[5] Hutchins sees the knowledge
of organization's goals to be indispensable. He stresses that
the only way one could criticise or appraise an organization
is to know what it is supposed to do.[6]

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[3]Lawis B. Mayhew. "Academic and Social Goals and
Values." Journal of Higher Education, Vol. 43 (March, 1972),
p. 179.

[4]Peter M. Blau and Richard W. Scott. Formal Organiz-
ations. San Francisco: Chandler, 1962, p. 14.

[5]Edward Gross and Paul V. Grambsch. University Goals
and Academic Power. Washington, D.C.: American Council on
Education, 1969, p. 4.

[6]The Chronicle of Higher Education, March 5, 1970.

Parsons argues that goals are important elements in
the study of organizations. According to him organizations
purposely set specific goals which are not all meant to be
realized. A goal is a goal only when the organization tries
to accomplish it. It ceases to exist as a goal when it is
achieved. He goes on to stress goal as the future state,
the attainment of which is used as a defining characteristic
to distinguish social organizations from other types of social
systems. Therefore, the success in achieving any specific
goal may be used as the yardstick in evaluating the effec-
tiveness of the organization.[7]

Etzioni sees goals as the desired state of affairs
that any organization attempts to realize. He notes that
students of organization have used goals to evaluate the
effectiveness and efficiency of an organization. Goals, as
he sees them set down guidelines for all organizational
activities, constitute the source of legitimacy justifying
these activities and the existence of the organization. But
to him, the drawback of the goal-model lies in the fact that
high effectiveness is always anticipated when in actuality
low effectiveness may be the case. He therefore disagrees
with Parsons and other advocates of the use of the goal-model.
Instead he calls for the use of the system-model. With this

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[7]Parsons, Talcott. "Suggestions for a Sociological
Approach to the Theory of Organization." Administrative
Science Quarterly, Vol. I (1956), p. 64.

model, effectiveness is assessed by comparing an organization to similar organizations in terms of all the activities. He points out that similar organizations are those that are similar in structures and resources. But on the other hand, the system model pays attention to all the activities-goal (out-put) and non-goal (maintenance), hence while an organization is endeavoring to solve its goal problems, other vital non-goal problems are also tackled. Finally, he warns that even though the system-model is realistic, it is expensive, and because of its abstractness in its present stage of development, and the numerous types of organizations, more specialized models are needed for the various types of organizations.[8]

Simon, along with others, sees organization goals to be changing. He argues that the concept of a single simple goal for an organization be abandoned in favor of the idea of multiple goals. To him, the objectives of an organization must appeal to those for whom those objectives have personal values so that they will continue to sustain it. Therefore, goals are constantly adapted to the changing values of the participants. He maintains that many times organizational objectives and personal goals are in conflict and calls for a compromise between the two. The achievement of such a compromise leads to the organization maintaining

[8]Etzioni, _Modern Organizations_, pp. 14-19.

its equilibrium, necessary for its survival.[9]

Simon also sees the concept of organizational goal as being vital to the study of organizational theory and administrative behavior. He adds that goals can be regarded as a set of constraints and when these constraints act in a decision-making situation, organizational goals tend to emerge. He goes on to assert that when all the principles for administrative behavior are studied, it will no longer be necessary to say that organization should be by purpose, but rather that under such and such conditions, purpose organization is desirable, but under such and such other condition, process organization is desirable.[10]

Thompson and McEwen try to define organizational goals in terms of system linkages. They see goals as resulting in some types of outputs to a large society. Accordingly, organizations are sub-systems of larger systems, the goals of one sub-system being means or imputs of another sub-system or system. The advantage of this approach is to relate organizations to others and to the society.[11] Parsons agrees with this approach.[12] With this contention,

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[9]Herbert Simon. Administrative Behavior. p. 18.

[10]Ibid., p. 240.

[11]James D. Thompson and William McEwen. "Organization Goals and Environment." American Sociological Review, Vol. 23, (1958), pp. 23-50.

[12]Talcott Parsons. "A Sociological Approach to the Theory of Formal Organizations." Structure and Process in Modern Societies. New York: Free Press of Aleacoe, 1960, p.17.

participants within the organization will be limited in their freedom in setting goals of the organization. Many organizations have a great many outputs, both intended and unintended and with an outputs approach, it will be difficult to sort out those outputs to be regarded as goals.

Thompson and McEwen also see goal-setting behavior as purposive though not generally rational. They also agree that goals may be the outcome of all the activities within the organization and the immediate environment. In a university setting, change in the goals may be due to change in the social structure, in needs of students or through introduction of new methods of teaching. As needs for change arise, there arises also need for a redefinition of the institutional objectives. Thus "reappraisal of the goals appears to be a recurrent problem for large organizations, and a more constant problem in an unstable environment than a stable one.[13]

If there is no agreement among organization theorists as to the definition of goals, no one expects any agreement on the classification of types of goals. Etzioni sees two broad types of organization goals. These are real and stated goals. Real goals are those future states toward which majority of the organizations means and the major

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[13]Thompson and McEwen, *American Sociological Review*, Vol. 23, p. 24.

organizational commitments of the participants are devoted.
Stated goals are statements either in official documents or
verbal pronoucements and these command few resources.[14]

Perrow distinguishes two types of organizational
goals--operating and official goals. He stresses that the
types of goals relevant to organizational behavior are to be
found in the operating policies and daily decisions by the
organization's personnel and not in the official goals.
Official goals are public statements while operative goals
are ends sought. Operative goals can be ascertained only
through careful analysis of the activities of the organiza-
tion. Hence, the fundamental purposes and goals of higher
education can be discovered only by inference from actual
practices.[15]

Gross maintains that for a university, two broad
types of goals are important. Goals that result in clear
outputs such as teaching, research and community services are
the "output" goals. Those activities that help the organiz-
ation to survive in the environment, ensure its smooth
running, bring about or ensure motivated participation by
all members in the organization and finally that ensure the

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[14]Etzioni, Modern Organizations, pp. 7, 17.

[15]Charles Perrow. "The Analysis of the Goals in
Complex Organizations." In Readings on Modern Organizations,
edited by Amitai Etzioni. Englewood Cliffs, New Jersey:
Prentice-Hall, 1969, pp. 65-66.

organization's position among similar organizations are the
"support" goals.[16]

There is only one area in which all organization
theorists seem to agree. It appears that there is a general
agreement on clarification of the organization's goals.
According to Felix Robb, if one wants to know the score in
education, the first need is to identify in a clear and pre-
cise way the goals of that education.[17] Winstead goes on to
assert that all educational institutions need clear and
explicit goals in order to provide the necessary focus and
direction. He adds that it is only by having clear and ex-
plicit goals can institutions hope to receive all the necess-
ary support from their constituencies.[18] A clear and ex-
plicit formulation of institutional objectives is also im-
portant in curriculum construction and that also forms the
basis for such contruction.[19] McConnell, stressing the im-
portance of clearly stated goals, notes that it seems clear

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[16]Edward Gross and Paul V. Grambsch. *University Goals and Academic Power*, p. 9.

[17]Felix C. Robb. "Regional Accrediting Faces New Challenge." *American Association of Community and Junior Colleges Journal*, Vol. 4 (May, 1972), p. 17.

[18]Philip C. Winstead and Edward N. Hobson. "Institutional Goals: Where to From Here?" *Journal of Higher Education*, Vol. 42, (1971), p. 669.

[19]Donald Faulkner. "The Formulation of Institution Objectives." *Journal of Higher Education*, Vol. 29, (1958), p. 428.

that the human resources of an organization must be mobilized
toward the attainment of clearly stated goals of the organi-
zation and that such goals need to be widely understood
and accepted.[20]

In a study of twelve liberal art colleges in Michigan,
Wieland found out that goal clarity was related to lack of
conflict between the faculty and administrators. In a follow
up study, he added that clarity or non-clarity of goals de-
pends on the knowledge members have of the goals and the
degree of consensus.[21]

Related Studies

The study of organizational goals has generated much
interest in recent years. Sanford in the early 1960's urged
educators to study institutional objectives and stressed
that in such study attention should be paid to their origins
and consequencies.[22]

The first significant empirical effort to study in-
stitutional goals was conducted by Edward Gross and Paul V.

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[20]T. R. McConnell. "The Formulation of Leadership
in Academic Institutions." Educational Record, Vol. 49,
(1968), p. 152.

[21]George F. Wieland. Organizational Goals and Their
Clarity in Liberal Arts Colleges, Eric Microfische ED 010
557, Ann Arbor, Michigan: University of Michigan

[22]Sanford. The American College. New York: John
Wiley & Sons, Inc., 1962, p. 33.

Grambsch. In 1964, both men designed an instrument which they claimed would find out the following: (1) university goals (2) what the faculty and the administrators think the goals should be (3) whether there is a relationship between the locus of power in a university and the kinds of goals the institution pursues and (4) whether the differences (if any) between the faculty and administrators' perceptions and conceptions of the goals are great enough to be concerned with. The basic technique used for the study was a mailed questionnaire, supplemented by interviews. A careful study of the literature related to institutions was undertaken and advice was also sought from experts on university management and other participants in university affairs.[23]

The first section of the questionnaire dealt with what they considered to be university goals. They were institutions as they really existed. They wanted them to consider not merely the pronouncements in the catalogs but rather the behavior of the organization. They were interested also in knowing what the respondents thought the goals should be, which goals were overemphasized or underemphasized. Hence the first section dealt with the perceptions and conceptions of each respondent and by getting that, they

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[23]Edward Gross and Paul V. Grambsch. University Goals and Academic Power, p. 9.

expected to develop a measure which would give a rough index of areas of conflict and would also possibly give some indication of the degree of cooperation and stability within the organization.

They finally came up with forty-seven goal statements. The participants were asked to indicate the relative importance of each goal statement ranging all the way from "of absolutely top importance" to "of no importance" with three steps in between. Each participant was asked to indicate his evaluation as to the importance of what the goals were or should be. The researchers assigned weights of from five down to one on each answer. In doing this, they thought they would be able to rank order the priorities attached to each of the goal statements. By using this system they could develop a rank order on each individual respondent if desired, or they could develop a composite score for each institution or a further composite score for all the respondents from the sixty-eight universities that took part in the project.

Their concept of the term "goal" was rather broad, to include everything that might be thought of as an objective or aim of an organization. In doing so, they avoided all problems of semantics that might have arisen if they were not all inclusive. They classified the goals into two broad headings, the "output" and "support" goals. Each area was further subdivided into other headings.

One-third of the forty-seven goal statements were "output" goals which in broad terms include teaching, research and service to the community. They defined "output" goals as those goals that immediately or in the future are reflected in some product, service or skill that affect the society. These are the goals which generally have been referred to as the preservation, creation and transmission of knowledge and service to the community. The output goals were subdivided thus:

1. Student Expressive Goals:

Goals

    (7) Prepare student for status/leadership

    (8) Train students for scholarship/research

  (16) Disseminate new ideas

  (29) Keep harmony

These goals involve the attempt to change the student's identity or character in some fundamental way. These are the goals common in liberal schools and are characteristic of general education curriculum.

2. Student-Instrumental Goals:

Goals

    (9) Cultivate student's taste

  (17) Preserve cultural heritage

  (37) Provide student activities

These goals involve the students being equipped to do something specific for the society which he will be

entering or to operate in a specific way in the society. The emphasis is upon doing, social values, vocational education and skill.

3. Research Goals:

<u>Goals</u>

(25) Reward for contribution to profession

These involve the production of new knowledge or the solution of problems.

4. Service Goals:

<u>Goals</u>

(5) Develop students' character

(10) Prepare student for citizenship

(38) Protect student's right of inquiry

These involve the direct or continuing provision of services to the population outside the university walls. The services are provided because the university as a social organization better equipped than any other organization to provide them. They are educational in nature. The "support" goals are those goals that help the organization to achieve the "output" goals and they are subdivided into:

5. Adaptation Goals:

<u>Goals</u>

(1) Cultivate student's intellect

(2) Carry on pure research

(29) Ensure favor validating bodies

(26) Involve faculty in university government

(31) Emphasize undergraduate instruction

(35) Protect academic freedom

(40) Develop faculty loyalty for institution

These reflect the need for the university as an organization to survive in the environment in which it is located. It will help the university to attract students and staff, to finance the enterprise, to secure needed resources, and to validate the activities of the institution.

6. Management Support Goals:

<u>Goals</u>

(2)   Produce a well-rounded student

(3)   Affect student with great ideas

(12) Carry on applied research

(20) Educate to utmost high school graduates

(21) Accept good students only

(27) Involve students in university government

(33) Ensure efficient goal attainment

(41) Develop pride in university

(42) Maintain top quality in all programs

(43) Maintain top quality in important programs

These involve decisions on who should run the university, the need to handle conflict and the establishment of priorities as to which output goals should be given maximum attention.

7. Motivation Support Goals:

<u>Goals</u>

(4) Develop student objectivity

(6) Prepare student for useful career

(13) Provide special adult training

(14) Assist students/citizens through extension
programs

(28) Run university democratically

(44) Increase or maintain prestige

These seek to express concern for students and staffs
and to emphasize loyalty to the institution.

    8. Position Support Goals:

Goals

(15) Provide community cultural leadership

(22) Satisfy area needs

(23) Keep costs down

(32) Encourage graduate work

(45) Keep up to date

(47) Preserve institutional character

These help to maintain the position of the university
in terms of the kind of place it is or should be as compared
with other universities.

Their Sample - The researchers dealt with special problems,
particularly those problems that the faculty and the adminis-
trators would seem not to agree on goal definition, on areas
of conflict on the power structure of the institution. They
decided to limit their study to the educational institutions
that might exhibit those variations, so those that they

considered to be dominated by a single point of view or value commitment were left out. Liberal arts colleges, teacher colleges, technical institutions and denominational institutions were excluded. The population consisted of non-denominational schools that exhibited great variation due to increase in support functions thus increasing the power of the administrators. For adequate representation, the schools chosen had to have a graduate program. Institutions that came under these categories were (1) Institutions with programs for Ph.D. degree or its equivalent (2) Ph.D. granted in at least three out of the four disciplinary areas (humanities, biological sciences, physical sciences and social sciences), (3) Degrees granted in the two least emphasized fields must be about ten per cent or more of the total degrees conferred. This was to avoid undue concentration in one area, (4) Institutions must have the liberal arts undergraduate (5) The institutions must have conferred ten or more degrees during the years 1962-1963. From the sixty-eight institutions, 8,828 administrators and 6,756 faculty received the questionnaire.

The result of the study showed that all respondents agreed that the university is one of the most important institutions in the society and they perceived the president, the vice-president and the regents as having much power. There was more consensus on the perceptions and conceptions of the goals of the institutions than expected. But there

was no consensus on what the roles and purposes of each in-

stitution were or should be.[24] The report of the study was

published under the title "University Goals and Academic

Power" by the American Council on Education, Washington, D.C.

1968.

In 1969, the Danforth Foundation sponsored a study

in which a revised and shortened form of the Gross-Grambsch

instrument was administered to a sample of administrators,

faculty members and students at fourteen private, liberal

arts colleges. The study was designed to assist the insti-

tutions in better understanding their goals and in determining

if differences do exist between universities and small, pri-

vate, liberal arts colleges with limited resources. The

study again showed significant agreement among administrators,

faculty and students on most matters with regards to college

goals and governance. Emphasis was shown to be on teaching

and not on research in the small institutions. There were

differences between "is" and the "should be" responses and

that indicated that the three groups of the participants had

common views on the direction of the desired changes.[25]

The Delphi Method has also come to be used in assessing

institutional goals. The reason for this stems from the effort

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[24]Edward Gross and Paul V. Grambsch. University
Goal Academic Power, p. 97.

[25]Danforth News and Notes: A Report on College Goals
and Governance. Danforth Foundation, November, 1969.

to discover the intensity of agreement or disagreement with each of the items in any given questionnaire. In 1969, a modified version of the Delphi Technique was used in a survey study for a planned university. At the planning stage of the Governon's State University, it was deemed necessary to try to incorporate the thinking of a variety of individuals from many works of life concerning the intended goals of the new institution.[26]

Another major use of the Delphi Method was by the School of Education at the University of Virginia. It was conducted under the direction of Frederick R. Cyphert and Walter L. Grant to assess the needs, desires, and opinions of the school's on-campus clientele. The faculty, students, and administrators were samples for the on-campus category. Then professional educators, organization leaders, state politicians, businessmen and industry people made up the off-campus. The participants were asked to suggest prime targets on which the School of Education should concentrate its energies and resources. Four iterations were administered with feedback given at each successive administration. The study made influential people in the community aware of the existence of the school, thereby generating interest in its

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[26]Daniel P. Norton. "Governor's State University. Needs Assessment Survey." Project Report. Evanston, Illionis: Educational Testing Service, Midwestern Office, 1970.

future accomplishments. It further provided useful data
for planning purposes.[27]

In the late 1960's, the uncertainties that prevailed
on college campuses called for a reappraisal of the roles
that colleges should assume. The financial crisis in par-
ticular made it imperative for colleges to specify the ob-
jectives to which limited resources might be directed. Hence,
in 1969, the National Laboratory for Higher Education em-
barked on developing a process to aid institutions in plann-
ing and decision-making. This process is the clarification
and understanding of the goals of the institution. The
National Laboratory for Education and the Educational Testing
Service, co-sponsors of the study decided to investigate in
institutions what the various constituencies perceived the
institutional goals should be; to evaluate the Delphi Tech-
nique as a reliable means for gaining consensus among di-
fferent groups on institutional goals; to give administrators
a quick and accurate reading on what degree of support to
expect from the various groups concerning specific institu-
tion's planning and decising making process. The study was
directed by Norman P. Uhl.

The study included five institutions in the Carolinas
and Virginia and for comparisons the five were public versus

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[27]Frederick R. Cyphert and Walter L. Gant. "The Delphi
Technique: A Case Study." Phi Delta Kappan, LII, (January,
1971), pp. 272-273.

private, college versus university, small versus large, and predominantly black versus predominantly white. The intrument contained a series of one hundred and five goal statements covering the broad range of college and university operations.

The respondents included administrators, faculty members, trustees, students, parents, alumni and members of the local community. To encourage convergence, there were additional administrations of the instrument with feedback to allow the respondents access to the responses of others. The participants could move toward consensus or state the reason for divergence. In the first questionnaire using a five-point scale ranging from "of extremely high importance" to "of no importance", the participants were to indicate which goals they considered the college should be emphasizing on the second administration, the participants were to respond to the same kind of questions, but on the third administration in addition to the same questionnaire, a summary of the reasons given by those who did not agree with the goal ratings chosen most frequently were provided. Finally, eighteen goal areas were selected to represent the major goals that are sought by an institution and these were (1) Financial Soundness, (2) Nonacademic Activities, (3) Intellectual Development (4) Personal Development (5) Vocational Preparation (6) Religious Orientation (7) Graduate and Professional Training (8) Research (9) Local and Regional

Service (10) National and International Service (11)

Social Criticism (12) Freedom (13) Innovation (14)

Governance (15) Self-study and Planning (16) Egalitari-

anism (17) Esprit and Quality of life and (18) Concern

for Good Image.

The results of the study showed that institutional

profiles were similar; that the instrument was useful as a

means of collecting valuable data for an institution's de-

cision-making process; that it would be useful as a means

communication medium among college and university constituent

groups and finally the Delphi technique did encourage conver-

gency both within and among groups.[28]

A revised form of the instrument was used in the

spring 1971 project involving 1300 faculty and students at

ten colleges and universities on the West Coast. The object

was to set down a conceptualization of the important kinds

of goals embraced by the total spectrum of the country's

colleges and universities whether public or independent,

church-related institutions or community colleges. Changes

were made at each administration and finally, the framework

for the Institutional Goal Inventory consists of Twenty

"goal areas" and this is divided into two general categories.

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[28]Richard E. Peterson. "Toward Institutional Goal-
Consciousness." Proceedings, Western Regional Conference on
Testing Problems, Berkeley, California: Educational Testing
Service, 1971.

A detailed description of these goal areas will appear in the next chapter of the dissertation.

The study of the goals of the California System of Higher Education is yet the most comprehensive research undertaken with the use of the Institutional Goal Inventory. In an effort to review the State's System of Higher Education, the California Legislature created a Joint Committee on the Master Plan for Higher Education. The committee was to look into all aspects of higher education. With the cooperation of the Education Testing Service, one hundred and sixteen colleges and universities and about twenty-four thousand participants took part in the project. The major objective was to compile information about the beliefs of the people in the state's academic communities regarding the goals of their respective institutions. The result provided a wealth of information on what people believe their institutions should be attempting to accomplish. It was found out that there was substantial agreement between off-campus citizens and the various on-campus constituencies regarding goals different campuses should work toward.[29]

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[29]Richard E. Peterson. Goals for California Higher Education. Berkeley, California: Education Testing Service, 1972.

CHAPTER III

METHODS AND PROCEDURES

Design of The Study

This was descriptive research using correlational

analysis. It is assumed that the goals and practices of

any organization do show some relationships at a given time. A

series of studies to determine whether or not such relation-

ships exist in institutions of higher education had been

conducted at the Center for Studies in Higher Education--

University of Oklahoma in recent years. The results of these

studies seemed to support that assumption.

The Institutional Goal Inventory (IGI) developed by

the Educational Testing Service was selected for this study

because it covers a broad area of institutional goals.

On the Institutional Goal Inventory (IGI) mean scores

on present goal intentions along twenty broad areas were iden-

tified. Also, on the same twenty areas and using the mean

scores, goal practices were identified on the Institutional

Functioning Inventory. Both instruments were modified for

the study and the extent of the modification is described .

below.* Consensus on the perceived goal intentions and the goal practices among the administrators, faculty and students was determined by the absence of significant differences between group means.

Five groups were used and these were as follows: three student groups, faculty and administrators. The student subgroups included lower division, upper division and graduates. The lower division students comprised the first and second year students while the upper division group was made up of all the third year students. The graduate student group comprised all those who had completed requirements for the bachelor degree and were pursuing advanced studies at the institution. The faculty group comprised all the Nigerian members of the teaching staff. It was decided to exclude the foreign members of the faculty in as much as they were on short term contracts and might not be aware of the goals and less concerned for the functions of the institution. Other variables such as enrollment, workload status, on-campus or off-campus groups, were excluded in the study. This was done because data were not available.

To determine the variance of the groups, the multiple analysis (MANOVA) and the one-way analysis (ANOVA) statistical procedures were employed. If no significance between and among groups was found, it could be assumed there was a

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general consensus or agreement on the goal intention or goal practice. Also, correlation coefficients were computed as a means of determining the extent of the relationships that existed between goal intention and goal practice in each of the twenty goal areas.

Population and Sample

The population included the administrators, faculty and students at one public institution of higher education in Nigeria. The administrators were people at and above supervisory rank. As the institution was small, all heads of departments whose major duties were administrative in nature were included in the administrative group eventhough they might teach some classes. The students were full-time enrollees during the second semester of 1975. As noted before, only full-time Nigerian members of the staff were considered for the study. The researcher chose to exclude part-time students and foreign contract faculty members on grounds that those groups might be less knowledgeable of the goals and functions of the institution.[1]

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[1]C. Robert Pace, College and University Environment Scales Technical Manual. Princeton, N. J.: Educational Testing Service, 1969, p. 12. Here Pace stated that to identify institutional differences, the researcher must use as reporters that section of the population that is familiar with the institution.

To initiate the study, a letter explaining the study and seeking permission to carry it out was sent to the Vice-Chancellor of the institution. Upon receipt of that permission a list of students in the three categories--lower division, upper division and graduates, Nigerian faculty members and administrators was obtained. Random samples of fifty subjects were selected from each of the following groups--lower division, upper division, graduate students, and the faculty, while forty subjects were also randomly selected from the group of administrators.[2]

The population, sample and usable response used for the study are as shown in Table 1.

TABLE 1

POPULATION, SAMPLE AND USABLE RESPONSE

Group	Population	Sample	Usable Response
Lower Division Students	2,452	50	32
Upper Division Students	1,028	50	35
Graduate Students	162	50	33
Faculty	580	50	32
Administrators	102	40	32

[2]In the study of the goals for California Higher Education, Peterson recommended the following samples sizes: 100 undergraduates for a total student population of between 2,500 and 5,000 and 50 subjects for the faculty. (Peterson, Richard E. Goals for California Higher Education: A Survey of 116 Academic Communities. Berkeley: Educational Testing Service, 1972) p. D7.

Instrumentation

It is only during the second half of this century that institutions of higher education have been founded in Nigeria. The primary purpose was to provide needed trained man-power. As the years passed, and accompanied by rapid national development, the scope of the institutions expanded. Institutions take on many functions and goals become complex. The development of any instrument that could be used in studying the goals and goal practices in the new situation would be too demanding at this stage. It was, therefore, deemed expedient to work with an existing instrument. The Institutional Goal Inventory and the Institutional Functioning Inventory were found suitable for the research. Permission was sought and received for the use of the two instruments from the Educational Testing Service.

The Institutional Goal Inventory

Uhl and Peterson, under the sponsorship of the Education Testing Service, developed the Institutional Goal Inventory in 1970. It was the need for colleges and universities to describe and justify their functions that prompted the development of a single inventory. The Gross and Grambsch inventory could not satisfy that need because their study was limited to universities only. The Institutional Goal Inventory, as developed and perfected by the two men,

contains twenty scales, each measuring the perceived importance of a particular goal area. Each scale has four items with five possible responses ranging from "of no importance" to "of extremely high importance". Each item has also an "is" response column and a "should be" response. The "is" response scale is for perceived importance while the "should be" indicates the preferred importance. For this study, the researcher felt that in a new situation like Nigeria, the "should be" response calling for value judgement would not be appropriate. The "should be" response option was, therefore, not included.

The administration of the Institutional Goal Inventory in a Nigerian institution called for some modification. The modification was in wording only. There were seven items in which such changes were made: 42, 49, 52, 53, 68, 75 and 78. And the words substituted were Nigeria, Nigerian, ethnic, Nigerian, youth corps, bachelor's degree, and bachelor's degree respectively.

The twenty goal areas of the Institutional Goal Inventory are described below:

1. Academic Development (AD): This goal area has to do with acquisition of general and specialized knowledge and preparation of students for advanced scholarly study.

2. Intellectual Orientation (IO): This relates to an attitude about learning and intellectual work considered basic to a liberal arts program.

3. Individual Personal Development (IPD): This goal

area means identification by students of personal goals and development of means for achieving them.

4. Humanism/Altruism (HA): This reflects the belief that university education should not be restricted to the acquisition of knowledge and skills but that it should make students responsible and humane.

5. Cultural/Esthetic Awareness (C/EA): It emphasizes cultural sophistication and artistic appreciation.

6. Traditional Religiousness (TR): It means educating students in a particular religious heritage and helping them to see the potentialities of full-time religious work.

7. Vocational Preparation (VP): This relates to the institutions offering specific occupational curricula.

8. Advanced Training (AT): This goal refers to the availability of graduate and professional education.

9. Research (R): This involves doing contract studies for external agencies, conducting basic research in the natural and social sciences.

10. Meeting Local Needs (MLN): This is defined as providing for continuing education for adults and facilitating student involvement in community-service activities.

11. Public Service (PS): Public Service here means working with governmental agencies in social and environmental policy formation and committing institutional resources to the solution of major social and environmental problems.

12. Social Egalitarianism (SE): This means providing meaningful education for all admitted.

13. Social Criticism/Activism (SC/A): It means providing criticism of pervailing values and offering ideas for changing social institutions judged to be defective.

14. Freedom (FR): It is specifically defined as protecting the right of faculty to present controversial ideas in the classroom and not preventing students from hearing controversial points of view.

15. Democratic Governance (DG): This means decentralizing decision-making arrangements by which all campus clientele can be significantly involved in campus governance.

16. Community (COM): It refers to the campus climate in which there is a commitment to the general welfare of the institution.

17. Intellectual/Esthetic Environment (I/EE): This refers to a campus climate that facilitate student free-time involvement in intellectual and cultural activities.

18. Innovation (INN): It refers to the establishment of a climate in which continuous innovation is an accepted way of life. Procedures for readily initiating curricular or instructional innovations are established.

19. Off-Campus Learning (OCL): In the IGI, this is defined as time away from the campus in travel, work-study and so on but is related to the campus study for the award of a degree.

20. Accountability/Efficiency (A/E): It is defined as the use of cost criteria in deciding among program alternatives. [3]

A detailed description of the twenty goal scales is included in Appendix C.

The IGI is based on two broad categories--Outcome Goal Areas and Support Goal Areas. The 'Outcome' goals are these goals that reflect in some product, service or skill that affect the society. The outcome goal areas are:

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[3] Norman Uhl. Unpublished Manuscript, (pp. 6-7-6-19), no date.

1. Academic Development
2. Intellectual Orientation
3. Individual Personal Development
4. Humanism/Altruism
5. Cultural/Esthetic Awareness
6. Traditional Religiousness
7. Vocational Preparation
8. Advanced Training
9. Research
10. Meeting Local Needs
11. Public Service
12. Social Egalitarianism
13. Social Criticism

"Support" goals are those goals that help the organization to achieve the "outcome" goals and they are:

14. Freedom
15. Democratic Governance
16. Community
17. Intellectual/Esthetic Environment
18. Innovation
19. Off-Campus Learning
20. Accountability/Efficiency

For the reliability of the IGI the answers had to satisfy important statistical questions. They had to show that the goal areas were homogeneous and were internally consistent. If not the items would be ambiguous and would lose their usefulness. The researchers made use of one hundred and the Californian colleges and universities. The Kuder-Richardson formula 20 was used as a measure of internal consistency. The alphas were based on group means and were reported for each goal area in terms of present importance. The alphas ranged from a low .61 to a high of .99 and with a median of .88. Therefore, the scales of the IGI are presumed to be reliable when defined in terms of internal consistency. Another measure of reliability which

is not dependent on the spread of responses, is the standard
error of measurement. The reliability coefficient is useful
in comparing the reliability of different goal areas, and
the standard error of measurement is more useful in inter-
preting group scores. The standard error of measurement
ranged from a low of .03 to a high of .22. Accordingly,
the likelihood was that the "true" means of the Californian
schools did not vary much from the means obtained. The re-
liability coefficients obtained in the Californian study for
each of the twenty goal areas are reported in Table 2.

Another test for an instrument's usefulness is
validity which is concerned primarily with whether it meas-
ures what it sets out to measure. Numerous procedures for
assessing validity exist and these are usually classified
into the general areas of content, criterion-related and
construct validity.

Content validity is evaluated by showing how well
the contents of the test samples the class of situations or
subject matter about which conclusions are to be drawn.
Criterion-related validity compares test scores (or predic-
tion made from them) with an external variable (criterion)
considered to provide a measure of the characteristic or be-
havior in question. Construct validity is evaluated by in-
vestigating what psychological qualities a test measures,
that is, by determining the degree to which certain explana-
tory concepts or constructs account for scores on the test.[4]

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[4]Ibid., pp. 5-20.

TABLE 2

RELIABILITY OF INSTITUTIONAL GOALS INVENTORY
GOAL SCALES OF THE CALIFORNIAN STUDY

Goal Scales	Reliability Coefficient of Present Importance
1. Academic Development	.61
2. Intellectual Orientation	.75
3. Individual Personal Development	.94
4. Humanism/Altruism	.88
5. Cultural/Aesthetic Awareness	.90
6. Traditional Religiousness	.98
7. Vocational Preparation	.97
8. Advanced Training	.89
9. Research	.94
10. Meeting Local Needs	.91
11. Public Service	.80
12. Social Equalitarianism	.91
13. Social Criticism/Activism	.84
14. Freedom	.99
15. Democratic Governance	.93
16. Community	.97
17. Intellectual/Aesthetic Environment	.80
18. Innovation	.92
19. Off-Campus Learning	.99
20. Accountability/Efficiency	.75

Source: Letter from Norman P. Uhl to Robert L. Lynn
July 24, 1973.

The IGI is used by higher education institutions to assess beliefs about present and the preferred importance of institutions by the participants. Therefore in validating the IGI one would consider the following questions:

1. Do the IGI goal areas represent those goal areas important to the different types of higher education institutions?

2. Do the items which 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 by the Institutional Goal Inventory actually measure what they are intended to measure?

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

For the validity, the researchers selected higher education specialists who were familiar with at least five institutions in that study. The specialists would be able to attach most and least importance to each of the goal areas. Their judgments were compared with the ratings of the on-campus constituent for each of the twenty Institutional Goal Inventory present goal areas.

Validity of a least seventeen of the twenty scales seemed to be supported by the institutional data. Only three scales--Social Criticism/Activism Democratic Goverance and

Accountability/Efficiency were not supported because the institutional data available did not seem to be related to those areas.[5]

One would like to know the reason why the researchers came up with twenty goal areas. Uhl stated that the twenty goal areas comprised the conceptual framework of the IGI. He added that they were settled upon after extensive deliberations of what structure of goals would be of maximal usefulness to colleges and universities.[6]

Institutional Functioning Inventory--University of Oklahoma Modification (IFI-OU)

The IFI was developed by the Education Testing Service in the 1960's. The first form of the IFI came out from a study at the Columbia Teachers College.[7] The Education Testing Service commissioned Peterson to operationalize it for use in colleges and universities. The twelve areas of institutional functioning that came out from the study are:

1. Intellectual/Aesthetic Extracurriculum
2. Freedom

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[5]Uhl and Peterson, Preliminary Draft, Institutional Goals Inventory Technical Manual, pp. 29-31.

[6]Norman Uhl, Unpublished Manuscript (p. 6-5), no date.

[7]Earl J. McGrath. Liberal Education in the Professions. New York: Teachers College, Columbia University, 1969, p. 61.

3. Policy of Attracting Human Diversity
4. Commitment to Improvement of Society
5. Concern for Undergraduate Learning
6. Democratic Governance
7. Meeting Local Area Needs
8. Concern for Continuous Evaluation
9. Concern for Continuous Planning
10. Concern for Advanced Knowledge
11. Concern for Continuous Innovation
12. Institutional Esprit

In 1968, the initial instrument with 240 items were pretested in sixty-seven colleges and universities and after analyzing the results, scales nine and ten above were combined into a new scale--Self-study and Planning. The preliminary IFI had therefore eleven scales with twelve statements per scale.[8]

The Coefficient Alphas for the IFI as reported by Peterson are given in Table 3.[9] The student group only responded to six scales on which they had information.[10]

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[8]Richard E. Peterson, _Institutional Functioning Inventory Preliminary Technical Manual_. Princeton, New Jersey: Educational Testing Service, 1970, p. 63.

[9]_Ibid._, pp. 15-16.

[10]_Ibid._, p. 7.

TABLE 3

COEFFICIENT ALPHA RELIABILITIES FOR INSTITUTIONAL
FUNCTIONING INVENTORY FOR ADMINISTRATORS,
FACULTY AND STUDENTS

Functioning Scales	Administra-tors	Faculty	Students
1. Intellectual/Aesthetic Extra-curriculum	.88	.88	.91
2. Freedom	.86	.90	.93
3. Human Diversity	.86	.96	.95
4. Concern for Improvement	.92	.95	.90
5. Concern for Undergraduate	.88	.92	.87
6. Democratic Governance	.93	.96	.96
7. Meeting Local Needs	.89	.92	
8. Self-Study and Planning	.83	.86	
9. Concern for Advancing	.94	.96	
10. Concern for Innovation	.87	.92	
11. Institutional Esprit	.90	.92	

The Institutional Goal Inventory contains twenty goal
scales while the Institutional Functioning Inventory has
eleven scales. For any meaningful study to be undertaken
aimed at correlating the scales of the two instruments, a
modification of the Institutional Functioning Inventory was
necessary. Such a revision would create an instrument that

would relate the Institutional Functioning Inventory Scales
directly to the scales of the Institutional Goal Inventory
Scales. Hengst and Lynn wrote the draft of the Institutional
Functioning Inventory--University of Oklahoma Modification
(IFI-OUM).

In revising the instrument, seventy-two out of the
one hundred and thirty-two items of the Institutional
Functioning Inventory items were used. The researchers
then wrote forty-five additional new items.

The first draft was examined by eight higher edu-
cation specialists to evaluate the appropriateness of each
item to its scale. The first draft was then further modified
following the recommendations of those eight practitioners.
In Appendix C the one hundred and twenty goal practices
statements of the modified version of the Institutional
Functioning Inventory arranged by the twenty goal areas,
beside the parallel Institutional Goal Inventory--goal in-
tention statements is reported.

The reliability of the revised instrument (IFI-OUM)
was examined with data collected from three different in-
stitutions--a large state university, four community colleges
and a new state four-year university. Medians on the three
administrations were .70, .64 and .64. The coefficients
ranged from a low of .37 to a high of .88. Only one scale
in Test-Retest A (Advanced Training), and in B (Intellectual
Orientation) was a coefficient lower than .50 registered.

Reliabilities therefore appeared to be reasonably strong on all scales except that of Intellectual Orientation in the second and third administrations.

In the four-year state institution (Section C of Table 4) twenty-five subjects from each group (faculty, students, and administrators) were selected for the reliability check. They took the retest and the completed questionnaires were sent to the office of the institutional research. After five days, the participants were given the second set of questionnaires with the same instructions for answering and returning as the first. Each group reported on its own institution.[11]

The revised Institutional Functioning Inventory was divided into two parts: the faculty and administrators to complete all items on all tests. The second questionnaire that the students were to complete along with the faculty and administrators, measured only twelve functioning areas. The reason is the same as stated by the Educational Testing Service: that the students of any institution do not know enough about the selected activities or functions of the institution to answer the remaining eight functioning areas.

The Institutional Functioning Inventory as modified

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[11]Leon Dale Kroeker. "Faculty, Student and Administrator Perceptions of Goals and Practices of a State Four-Year Institutions Unpublished doctoral dissertation. Norman: University of Oklahoma, 1973, p. 43.

was designed to show perceptions of what institutional functions are.[12]

A summary of the data on the reliability coefficients for all scales for the revised Institutional Functioning Inventory are reported in Table 4.

In operationalizing the IFI, the Education Testing Service had decided that students' responses were not required for those scales in which they had no clear information. The following scales were therefore deleted from the student groups:

7. Vocational Preparation
8. Advanced Training
9. Research
10. Meeting Local Needs
16. Community
18. Innovation
19. Off-Campus Learning
20. Accountability/Efficiency

The University of Oklahoma (Hengst and Lynn) researchers followed the same guidelines, so items relating to those scales were not included. For the modified version of the IFI to be used in Nigeria, minor changes were made. In items 23, 39 and 91, the words Washington, American Society and Peace Corp were deleted and Lagos, Nigerian Society and Youth Corps inserted.

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[12]Robert L. Lynn. "An Investigation of Institutional Goals Congruence: Intention and Practice in a Private Four-Year College". Unpublished doctoral dissertation. Norman: The University of Oklahoma, 1973, pp. 76-85.

TABLE 4

IFI-OUM TEST-RETEST RELIABILITY
COEFFICIENTS THREE ADMINISTRATIONS

Scale Bumber	Practices Area	A n=38 n=13[a]	B n=80 n=31[a]	C n=50 n=20[a]
1.	Academic Development	64	57	34
2.	Intellectual Orientation	71	38	20[b]
3.	Individual Personal Development	69	68	55
4.	Humanism/Altruism	61	56	63
5.	Cultural/Aesthetic Awareness	65	68	64
7.	Vocational Preparation	52	56	86
8.	Advanced Training	37	73	77
9.	Research	56	73	80
10.	Meeting Local Needs	73	64	84
11.	Public Service	68	65	61
12.	Social Egalitarianism	74	59	52
13.	Social Criticism/Activism	77	65	60
14.	Freedom	73	84	51
15.	Democratic Governance	84	75	53
16.	Community	79	75	85
17.	Intellectual/Aesthetic Environment	68	62	75
18.	Innovation	88	60	85
19.	Off-Campus Learning	73	54	78
20.	Accountability/Efficiency	63	51	83

[a]Small n for eight scales not answered by students, 7, 8,9,
10, 16, 18, 19, 20.

[b]All scales except these significant at .05

A = University,   B = Community Colleges,   C = State 4-year institutioı

Source: Lynn, op. cit., p. 78.

Treatment of Data

The purpose of the research was to examine the re-
lationships between the perceived importance of institutional
goals and the perceived emphasis on institutional functions
in a Nigerian institution of higher learning. To accomplish
this examination, it was necessary first of all to determine
the degree of agreement or consensus on all scales among the
administrators, faculty and students and to find out if any,
which of the groups differed within each scale. Mean scores
on the IGI were computed to test the first hypothesis--that
there is no significant difference in perceived importance
of the institutional goal intention areas between and among
the participants as measured by the IGI present scale mean
scores.

A multiple analysis of variance (MANOVA) computer
program which was developed at the University of North Carolina
and had been used by past researchers at the University of
Oklahoma, Center for Studies in Higher Education was used
for the study.[13]

A multiple analysis was run on all 164 subjects on
all twenty goal areas to determine whether there was systematic
variance in the sample means. A test of significance was

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[13]Elliot Cramer and L. L. Thurstone. Multivariate
Analysis of Variance (MANOVA). Unpublished Report. Chapel
Hill, N.C.: L. L. Thurstone Psychometric Laboratory, University
of North Carolina, revised 1968.

obtained using Wilks' lamba criterion. This set the signi-
ficant level of rejection at .05.

Secondly, a univarate analysis (ANOVA) was computed
on each scale across all 164 subjects. If in computing the
multivariate Wilks' Test, a systematic variance had been re-
vealed, the univariate F ratios would then be computed to show
in which scale the variance occurred at the .05 level of
significance.

Thirdly, on those scales that the univariate F tests
had detected the occurrence of systematic variance, it was
necessary to determine in which pairs of groups means those
differences occurred. To do this the Scheffe's test seemed
the most appropriate.[14]

The next stage was to determine agreement or consensus
on each of the twenty goal practice areas and to find out if
any, which of the group differed significantly. The Institu-
tional Functioning Inventory-University of Oklahoma Modifi-
cation mean scores were computed. The same statistical pro-
cedures were employed, but the computing was a little differ-
ent from the procedures used for the Institutional Goal
Inventory analysis. As noted before, students did not respond
to eight scales. The first stage in the computation of the
means, sixty-four subjects were used. Then with the second

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[14]E. Joseph Hill and August Kerber. Models, Methods
and Analytical Procedures in Educational Research. Detroit:
Wayne State University Press, 1967, p. 368.

computation, all 164 subjects were used. This stage was
to test the hypothesis that there is no significant dif-
ference in perceived emphasis given the institutional goal
practice areas between and among the participants of the
institution as measured by the Institutional Functioning
Inventory-University of Oklahoma Modification.

The third hypothesis was designed to test whether
there is any significant relationship between the institution-
al goals and institutional practices in each of the goal
areas as measured by the correlation coefficient of the
paired IGI present intention and the IFI-OU modification
individual mean scores. This called for the use of Pearson
Product-Moment Correlation coefficients. The mean scores
from the IGI and those of the IFI-OU modification were
paired.[15] The purpose here was to test for linearity of
regression.

Then the Eta (N), a coefficient of correlation
measure describing both linear and non-linear relationships
was computed on each scale. Any time that Pearson r was
found to have understimated the correlation, eta was used as
the coefficient.

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[15]DMDOSR Computer Program. "Polynomial Regression."
Health Sciences Computing Facility, U.C.L.A. Revised Nov.
10, 1970.

Summary

This chapter dealt with the methodology of the study. Both instruments—Institutional Goal Inventory and the Institutional Functioning Inventory—University of Oklahoma Modification were administered to a sample of administrators, faculty and students in a Nigerian institution of higher education. Only full-time participants in the institution took part in the study. The list of the subjects was sent to a member of the institution who had previously agreed to undertake the job. The rate of response was similar in all the categories, with 65% responding. This was considered acceptable taking into consideration events at the institution.[16]

The scores for the groups were analyzed to determine whether or not any agreement or consensus exist among the groups on each of the two dependent variables—the institutional goal intention and goal practice. For the analysis, the multivariate analysis of variance and other statistical calculations were employed. Correlation was computed to test the degree of relationship between the goals and the goal practice of the institution.

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[16]During the course of the study, the institution was shut down for over six weeks by the Military. After reopening the participants were presumably busy with their studies to make up for the lost period.

CHAPTER IV

ANALYSIS OF THE DATA

Two instruments which have been designed to assist in describing how college or university constituents perceive the goals and goal practices of their institution were administered to the faculty, administrators and students of a Nigerian public institution of higher education. These were the Institutional Goal Inventory and the Institutional Functioning Inventory--University of Oklahoma Modification. Both instruments were slightly modified to make them applicable to the Nigerian situation. The statistical computations in this chapter are based on the 164 respondents from the Nigerian institution in which the research was conducted. Mean scores from both the Institutional Goal Inventory and the Institutional Functioning Inventory--University of Oklahoma Modification formed the statistical bases for all computations.

The first stage of the analysis was the testing of this null hypothesis:

> There is no significant difference in the perceived importance of institutional goal-present intention areas between and among the faculty, administrators

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and students in a Nigerian public institution as measured by the _IGI_ present Scale Mean Scores.

The underlying objective of the hypothesis was to describe the degree of agreement or consensus between and among the faculty, administrators and students on the goals of the institution. To test this hypothesis, the Multiple Analysis of Variance (MANOVA), the Univariate Analysis of Variance (ANOVA) and the Scheffé Method for multiple comparisons were utilized.

Through the use of Wilks' Lambda Criterion Analysis, Rao's Approximate F test was computed on all the groups and all scales. The level of significance was set at .05. Results are reported in Table 5. They show that the respondents differed in their perceptions of the goals of the institution as presented in the _Institutional Goal Inventory_ and, therefore, the hypothesis was rejected.

TABLE 5

RESULTS OF WILKS LAMBDA'S APPROXIMATE F TEST FOR
IGI-PRESENT ACROSS ALL SUBJECTS, ALL SCALES

(n = 164)

F	DF HYP	DF ERR	PROBABILITY LESS THAN
2.727	80.00	554.704	0.001*

* Significance level .05

The rejection of this hypothesis paved the way for further statistical computations. It was then necessary to find out in which groups or scales or both there was difference. Table 6 reports the means and standard deviations of the IGI. The Univariate Analysis of Variance (ANOVA) was computed. The level of rejection was again set at .05 and the results of the F test are reported in Table 7.

The analysis indicated that the respondents disagreed on the following goal scales:

    (1)   Intellectual Orientation
    (2)   Humanism/Altruism
    (3)   Cultural/Esthetic Awareness
    (4)   Advanced Training
    (5)   Research
    (6)   Meeting Local Needs
    (7)   Public Service
    (8)   Social Criticism/Activism
    (9)   Freedom
  (10)   Democratic Governance
  (11)   Community
  (12)   Off-Campus Learning

The hypothesis was not rejected in eight goal scales. That meant the faculty, administrators and the students formed consensus and the eight scales were:

    (1)   Academic Development
    (2)   Individual Personal Development
    (3)   Traditional Religiousness
    (4)   Vocational Preparation
    (5)   Social Egalitarianism
    (6)   Intellectual/Esthetic Environment
    (7)   Innovation
    (8)   Accountability/Efficiency

On the twelve goal scales whereby significant differences had been detected, the Scheffé Multiple Comparison

TABLE 6

IGI-PRESENT GROUP MEANS AND STANDARS
DEVIATION (STANDARD DEVIATION IN PARENTHESIS)

Scale	Adm. N=32	Fac. N=32	LD Stud. N=32	Up Stud. N=35	G. Stud. N=33
1. AD	3.961 (.690)	3.943 (.422)	3.930 (.685)	4.143 (.526)	4.144 (.673)
2. IO	4.125 (.696)	4.492 (.456)	3.844 (.686)	3.986 (.618)	3.947 (.540)
3. IPD	3.969 (.891)	4.260 (.537)	4.224 (.734)	4.147 (.705)	4.023 (.779)
4. H/A	3.088 (.743)	4.063 (.835)	3.526 (.753)	3.729 (.744)	3.406 (.825)
5. C/EA	3.047 (.892)	3.344 (.815)	2.781 (.715)	2.629 (.789)	2.939 (.737)
6. TR	2.104 (1.005)	2.766 (1.213)	2.164 (.872)	2.402 (1.071)	2.333 (.898)
7. VP	3.789 (.757)	4.208 (.641)	4.023 (.719)	4.150 (.607)	3.955 (.669)
8. AT	3.833 (.862)	4.203 (.552)	3.984 (.622)	4.257 (.564)	4.255 (.579)
9. RES	3.633 (.788)	4.109 (.639)	3.843 (.710)	4.143 (.408)	4.030 (.618)
10. MLN	3.336 (.790)	3.758 (.834)	3.805 (.519)	3.979 (.676)	3.727 (.839)
11. PS	3.313 (.891)	4.226 (.739)	4.059 (.708)	4.029 (.587)	3.939 (.737)
12. SE	3.120 (.719)	3.555 (.695)	3.476 (.643)	3.393 (.772)	3.424 (.905)
13. SC/A	3.336 (.849)	4.266 (.602)	3.752 (.809)	3.700 (.824)	3.780 (.852)
14. FR	3.039 (.791)	3.700 (.818)	3.427 (.746)	3.200 (.927)	3.250 (.820)
15. DG	3.333 (.881)	3.958 (.745)	3.734 (.654)	3.586 (.800)	3.659 (.631)
16. COM	3.578 (.834)	4.127 (.657)	4.094 (.737)	3.993 (.741)	4.038 (.619)
17. I/EE	3.703 (.779)	4.016 (.575)	3.703 (.661)	3.879 (.586)	3.780 (.569)
18. INN	3.555 (.725)	3.891 (.735)	3.682 (.656)	3.736 (.750)	3.722 (.638)
19. OCL	2.461 (.862)	3.252 (.747)	3.114 (.657)	3.136 (.828)	2.990 (.828)
20. AC/E	3.828 (.720)	3.867 (.740)	3.492 (.739)	3.624 (.622)	3.697 (.612)

TABLE 7

UNIVARIATE F TEST RESULTS FOR
TWENTY IGI-PRESENT SCALE
(N=164 in 5 groups)

	Scale	$F(4,159)$ ratio	Mean Square	P Less Than
1.	AD	1.078	0.398	0.369
2.	IO	5.571	2.045	0.001[a]
3.	IPD	0.938	0.510	0.444
4.	H/A	6.973	4.251	0.001[a]
5.	C/EA	3.901	2.445	0.005[a]
6.	TR	2.083	2.168	0.085
7.	VP	1.931	0.891	0.108
8.	AT	2.822	1.171	0.027[a]
9.	R	3.586	1.475	0.008[a]
10.	MLN	3.338	1.833	0.012[a]
11.	PS	7.310	3.963	0.001[a]
12.	SE	1.532	0.870	0.195
13.	SC/A	5.585	3.518	0.001[a]
14.	FR	3.010	2.046	0.020[a]
15.	DG	2.960	1.656	0.022[a]
16.	COM	3.058	1.592	0.018[a]
17.	I/EE	1.396	0.567	0.238
18.	INN	0.942	0.465	0.441
19.	OCL	4.982	3.100	0.001[a]
20.	AE	1.591	0.751	0.179

[a]Significantly different at .05 level.

Test was computed. The main objective in doing this was to identify the group which was the source of the difference. Here it should be remembered that

> the Scheffé's test is a conservative one. If a significant difference between a pair of class means is indicated by Scheffé's test, regardless of the number of pairs of class means involved, the researcher can be quite sure that the difference between the pair being tested really is significant. [1]

Table 8 reports the results of the Scheffé's test for comparison of means for the twelve goal scales in which significant differences were observed.

The Scheffé's test was computed at the .05 level of significance. Four goal scales--Intellectual Orientation, Advanced Training, Freedom and Community, the test indicated no significant difference between any of the groups. The mean scores for the participants on these goal scales are close, and this may be construed to mean that the participants do not have sufficient knowledge of these goal scales.

On the Humanism/Altruism scale, the F test indicated a level of significance to be .001. The means for the administrators, faculty, lower division, upper division and graduate students were 3.088, 4.063, 3.526, 3.729 and

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[1] Joseph E. Hill and August Kerber. _Models, Methods, and Analytical Procedures in Education Research._ Detroit: Wayne State University Press, 1967, p. 372.

TABLE 8

RESULTS OF THE SCHEFFE'S TEST FOR
COMPARISON OF MEANS FOR FIVE GROUPS ON THE IGI

Goal Scale	F≶UD	F≶LD	F≶GS	F≶A	UD≶LD	UD≶GS	UD≶A	LD≶GS	LD≶A	GS≶A
Intellectual Orientation										
Humanism/ Altruism			F<GS	F<A						
Cultural/Esthetic Awareness	F>UD									
Advanced Training										
Research		F>LD		F>A			UD>A	LD<GS		GS>A
Meeting Local Needs							UD>A			
Public Service				F>A			UD>A		LD>A	GS>A
Social Criticism/ Activism				F>A						
Freedom										
Democratic Governance				F>A						
Community										
Off-Campus Learning				F>A						

F = Faculty, UD = Upper Division Students, LD = Lower Division Students,
GS= Graduate Students, A = Administrators.

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3.406 respectively. With the Scheffé run on these groups, it was found out significant differences did exist between the groups. The faculty differed with the administrators, faculty with graduate students and the upper division students with the administrators.

For the Cultural/Esthetic Awareness the level of significance on the F test was .005. The Scheffe's test indicated that the faculty and the upper division students differed. Looking at the group means, one could notice the faculty group mean (3.833) and that of the lower division students (3.984) were the lowest.

One might expect Research goal scale to be similar to that of Advanced Training. The F test on Research indicated a level of significance at .008. On the application of the Scheffé test, differences were observed between the faculty, upper division and graduate students with the administrators and lower division students. The administrator's group means (3.633) was the least.

For Public Service, the level of significance on the F test was .001. The Scheffé test had revealed that most of the groups differed in their perceptions regarding this goal scale. The faculty and all the student groups differed with the administrators in respect to the role the institution should play in providing public service.

On the goal scale of Social Criticism/Activism, the

level of significance on the F test was .001. On the Scheffé
test, the faculty and the administrators differed.

On Meeting Local Needs, the upper division students
and the administrators did not agree.

The faculty and the administrators differed in their
perception on the goal scale of Democratic Governance.

On Off-Campus Learning with the level of significance
at .001, the Scheffé test revealed that the faculty and the
administrators again differed.

The Scheffé's test had shown that most of the groups
differed with the administrators on the goals of the insti-
tution. It could be assumed that the Vice-Chancellor as
head of the administration of the institution does not
consult the faculty or the students on issues that affect
the welfare of the institution.

> The second null hypothesis was that there is no
> significant difference in the perceived emphasis
> given the institutional goal practice areas by
> the faculty, administrators and students in a
> Nigerian Institution as measured by the IFI-OUM
> scale mean scores.

The test for Multiple Analysis of Variance (MANOVA)
was run. The students had no clear information on eight of
the twenty goal practice scales. Therefore, responses were
not sought from them on those eight. Therefore, to test this
second hypothesis, two MANOVA had to be run. The first
MANOVA was computed on the eight scales by the faculty and
administrators. The second MANOVA involved all the five

groups. The level of significance was at .05. The results of the two MANOVA's are shown in Table 9.

TABLE 9

RESULTS OF TWO ADMINISTRATIONS OF WILKS LAMBDA'S
APPROXIMATE F TEST FOR IFI-OUM

No. Scales	No. Groups	N =	F	DF HYP	DF ERR	P LESS THAN
12	5	164	22.976	48.000	576.002	0.001*
8[a]	2	64	3.416	20.000	44.000	0.001*

*Significance level .05

[a]The F Test was computed on twenty scales, but the practical result was to identify and variance in the eight non-student response scales.

The hypothesis was rejected as the tests had shown that each was significant at .001 level. The rejection of the hypothesis then called for further computations to find out where the sysematic differences had occurred. The univariate analysis of variance (ANOVA) was employed and the results are reported in Table 10.

TABLE 10

UNIVARIATE F TEST RESULTS FOR TWENTY IFI-OUM SCALES

(n=64, two groups, 100 in three groups)

	Scale	F Ratio	Square	P Less Than
1.	Academic Development	3.022	0.552	0.020*
2.	Intellectual Orient- ation	0.447	0.075	0.774
3.	Individual Personal Development	1.503	0.424	0.204
4.	Humanism/Altruism	2.168	0.635	0.075
5.	Cultural/Esthetic Awareness	2.564	1.565	0.040*
6.	Traditional Religious- ness	0.515	0.149	0.725
‡7.	Vocational Preparation	3.652	1.752	0.061
‡8.	Advanced Training	0.253	0.105	0.617
‡9.	Research	2.285	0.767	0.136
‡10.	Meeting Local Needs	0.045	0.47	0.832
11.	Public Service	429.566	81.632	0.001*
12.	Social Egalitarianism	567.274	91.905	0.001*
13.	Social Criticism/ Activism	783.161	103.943	0.001*
14.	Freedom	198.957	79.832	0.001*
15.	Democratic Govern.	4.785	1.904	0.001*
‡16.	Community	8.361	2.200	0.005*
17.	Intellectual/Esthetic Environment	2.597	0.927	0.038*
‡18.	Innovation	3.640	0.603	0.061*
‡19.	Off-Campus Learning	2.058	0.731	0.156
‡20.	Accountability/ Efficiency	0.391	0.123	0.543

*Significantly different at .05 level.

‡n = 64 (students not included).

According to the data reported in Table 10, significant differences in the following nine goal practice scales were observed.

1. Academic Development
2. Cultural/Esthetic Awareness
3. Public Service
4. Social Egalitarianism
5. Social Criticism/Activism
6. Freedom
7. Democratic Governance
8. Community
9. Intellectual/Esthetic Environment

No significant differences were found in the following eleven scales:

1. Intellectual Orientation
2. Individual Personal Development
3. Humanism/Altruism
4. Traditional Religiousness
5. Vocational Preparation
6. Advanced Training
7. Research
8. Meeting Local Needs
9. Innovation
10. Off-Campus Learning

In Table 11 are the group means and the standard deviations for the Institutional Functioning Inventory-- University of Oklahoma Modification or goal practice scales.

The next step was to run the Scheffé's test on those scales on which significant differences have been determined. This test was conducted to show the group or groups that differed from one another on those scales where the Univariate F tests indicated significant differences among the five groups.

TABLE 11

IFI-OUM GROUP MEANS AND STANDARD DEVIATION

Scale	Adm. n=32	Fac n=32	L D Stud. n=32	U D Stud. n=35	G. Stud. n=33
1. AD	3.003 (.364)	2.760 (.610)	3.095 (.327)	3.078 (.381)	3.002 (.390)
2. IO	2.835 (.260)	2.897 (.506)	2.814 (.409)	2.787 (.440)	2.840 (.319)
3. IPD	2.789 (.457)	2.633 (.587)	2.625 (.462)	2.545 (.591)	2.811 (.538)
4. H/A	2.622 (.476)	2.603 (.667)	2.717 (.578)	2.912 (.435)	2.667 (.517)
5. C/EA	3.216 (.620)	2.935 (.996)	3.478 (.651)	3.421 (.856)	3.429 (.698)
6. TR	2.447 (.560)	2.589 (.591)	2.421 (.534)	2.414 (.470)	2.425 (.528)
7. VP	3.047 (.686)	2.719 (.699)			
8. AT	3.019 (.563)	3.099 (.714)			
9. RES	3.149 (.596)	3.366 (.562)			
10. MLN	2.816 (.948)	2.869 (1.079)			
11. PS	3.047 (.686)	3.120 (.615)	2.164 (.872)	2.781 (.715)	3.088 (.743)
12. SE	3.019 (.563)	2.479 (.514)	2.766 (1.213)	3.979 (.676)	3.555 (.695)
13. SC/A	3.149 (.596)	3.366 (.562)	3.120 (.719)	3.424 (.905)	2.700 (.818)
14. FR	2.816 (.948)	2.869 (1.079)	3.047 (.892)	2.990 (.828)	3.930 (.685)
15. DG	2.546 (.748)	3.120 (.615)	2.956 (.536)	3.140 (.562)	2.956 (.536)
16. COM	2.913 (.452)	2.545 (.566)			
17. I/EE	2.582 (.614)	3.016 (.688)	2.881 (.531)	2.803 (.621)	2.851 (.513)
18. INN	2.896 (.354)	2.704 (.452)			
19. OCL	2.328 (.558)	2.116 (.630)			
20. AC/E	3.016 (.437)	3.103 (.660)			

The Scheffè's test was run at the .05 level of
significance. On the following practice scales, the test
revealed no group differences in how each group perceived
the practice goal scale--Academic Development, Cultural/
Esthetic Awareness and Intellectual/Esthetic Awareness.

The level of significance for the Social Egalitari-
anism scale was .001. By computing the Scheffè, it was dis-
covered that significant differences occurred between all
the student groups and the faculty and also in addition
the graduate students and administrators were not in agree-
ment on this scale. The group mean of 2.479 for the faculty
is the least in this scale.

On Social Criticism/Activism, the level of signi-
ficance on the F test was .001. The Scheffè test revealed
a significant difference between both the faculty and the
administrators, The upper division and graduate students
also differed in their perception of this practice goal
scale.

On Freedom practice goal scale the test revealed
that all student groups differed with the faculty and admin-
istrators over this practice goal scale.

For Democratic Governance practice goal scale,
the difference occurred between the faculty and the upper
division students on one hand and the administrators.

A summary of the results of the Scheffè's method for
post hoc multiple comparisons is reported on Table 12.

TABLE 12

RESULTS OF THE SCHEFFE'S TEST FOR
COMPARISON OF MEANS FOR FIVE GROUPS ON IFI-OUM

Practice Scales	F≷UD	F≷LD	F≷GS	F≷A	UD≷LD	UD≷GS	UD≷A	LD≷GS	LD≷A	GS≷A
Academic Development										
Cultural/ Esthetic Awareness										
Intellectual/ Esthetic Environment										
Public Service	F>UD		F>GS		UD>LD	UD<GS	UD<A			
Social Egalitarianism	F<UD	F<LD	F<GS		UD>LD	UD>GS		LD<GS		GS>A
Social Criticism/Activism			F>GS			UD>GS				GS<A
Freedom			F<GS			UD<GS		LD<GS		GS>A
Democratic Governance				F>A			UD>A			

F = Faculty, UD = Upper Division Students, LD = Lower Division Students,
GS = Graduate Students, A = Administrators.

The results of the Scheffé test revealed that the
groups differed from one another on those scales that
significant differences had been determined by F test.
This is an indication that emphasis had not been placed
on practices to achieve the goals of the institution.

The third hypothesis was designed to examine the
level of congruency between the institutional goal intentions
and the goal practices. To do this the means on the insti-
tutional goal intentions and those of the goal practices
were correlated. Data is presented to test the hypothesis
that:

> There is no significant difference in the relation-
> ship between the Institutional present goal intention
> and Institutional goal practices on each of the twenty
> goal areas as measured by correlation coefficients
> of the paired IGI and IFI-OUM individual mean scores.

The first step in testing this hypothesis was to run
a polynomial regression on all the scales. The mean scores
from the IGI and the IFI-OUM were paired on a one to one
basis. Nonlinearity was discovered on all the scales. In
using the Pearson Product Moment Correlation (r), the assump-
tion is that the relationship between two variables under
consideration is rectilinear, but when this is not true, the
Pearson (r) under-estimates the amount of relationship be-
tween those variables in question. When the assumption of
rectilinearity is not warranted, a different measure, Eta
(n), or correlation ratio is used in determining the degree

of relationship between two variables.[2]

This is applicable because:

Eta is a more general measure than r, and can be
applied to linear as well as to nonlinear relationship
pattern is linear, n will be equal to r. If the re-
gression pattern is nonlinear, however, n will be
greater than r. [3]

In computing the Pearson (r), the .01 significance

level was utilized. An examination of Table 13 column one

indicates only six scales exceeded the critical value to re-

ject the hypothesis of no correlation between corresponding

areas in the IGI and IFI-OUM. The scales are Humanism/

Altruism, Cultural/Esthetic Awareness, Public Service, Demo-

cratic Governance, Innovation and Accountability/Efficiency.

Column two of Table 13 shows the figures for the Eta.

Lynn in his study had set a practical significant level of

n at .50 while Peterson indicated that figures for Eta that

were lower than .50 be considered as a weak relationship.[4]

With this assumption, only in the Research scale was the n

above the .50 level. The correlation of .529 between the

perceived practices of Research on the IGI would suggest an

agreement at the institution regarding practices and the goal

intention scale of Research.

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[2]Allen L. Edwards. _Statistical Analysis for Students_
in Psychology and Education. New York: Rinehart & Co., Inc.,
1946, p. 107.

[3]Hill, and Kerber, op. cit., p. 271.

[4]Lynn, op.cit., p. 119; Kenneth J. Peterson. "The Re-
lationship Between the Perceived Importance of Institutional
Goals and the Perceived Emphasis of Institutional Functions at
Two Junior Colleges." Unpub. doctoral dissertation. Norman:
The University of Oklahoma, 1973, p. 94.

TABLE 13

COEFFICIENTS OF LINEAR AND CURVILINEAR
CORRELATION FOR THE TWO IGI AND IFI-OUM

Goal Scales	r	Eta[a]
1. AD	.086	.138
2. IO	.106	.238
3. IPD	.253*	.303
4. H/A	.382*	.453
5. C/EA	.113	.130
6. TR	.067	.219
7. VP	.087	.193
8. AT	.046	.401
9. RES	.063	.529
10. MLN	.004	.452
11. PS	.239*	.284
12. SE	.008	.126
13. SC/A	.133	.230
14. FR	.113	.181
15. DG	.187*	.244
16. COM	.074	.117
17. I/EE	.135	.139
18. INN	.177*	.347
19. OCL	.103	.250
20. AE/E	.262*	.488

(a)eta exhibits Curvilinearity.

The question is often raised of how high a correlation coefficient should be in order to be regarded as "significant". It is difficult to answer this question categorically as the level of relationship indicated by r depends upon several factors:

(1) the absolute size of the coefficient;
(2) the purposes for which r was calculated;
(3) how the r compares with r's generally found for the variables or traits studied. For the beginner, who would often like definite answer, Garrett suggests that the following "rules" might serve as general guides:

$$r \text{ from } .00 \text{ to } \pm.20 \quad \text{very low or negligible}$$
$$r \text{ from } \pm.20 \text{ to } \pm.40 \quad \text{low, present but slight}$$
$$r \text{ from } \pm.40 \text{ to } \pm.70 \quad \text{substantial or marked}$$
$$r \text{ from } \pm.70 \text{ to } 1.00 \quad \text{high to very high}$$

The critical value of .148 to reject the hypothesis of no correlation between the corresponding areas in the IGI and IFI-OUM.

Henry E. Garrett. Elementary Statistics. New York: Longmans, Green and Company, 1956, p. 116 and p. 152.

Summary

This study dealt with institutional goals and institutional practices. Data were collected from 164 subjects in a Nigerian institution of higher education. Three null hypotheses were involved.

The first null hypothesis was to determine how those subjects agreed on the institutional goal intentions. The administrators, faculty, and students did not disagree on twelve goal scales: Intellectual Orientation, Humanism/Altruism, Cultural/Esthetic Awareness, Advanced Training, Research, Meeting Local Needs, Public Service, Social Criticism/Activism, Freedom, Democratic Governance, Community, and Off-Campus Learning. They did disagree on the following eight goal scales: Individual Personal Development, Traditional Religiousness, Vocational Preparation, Social Egalitarianism, Intellectual/Esthetic Environment, Innovation, and Accountability/Efficiency.

The second null hypothesis, dealing with goal practices, was also rejected in nine goal practice scales: Academic Development, Cultural/Esthetic Awareness, Public Service, Social Egalitarianism, Social Criticism/Activism, Freedom, Democratic Governance, Community, and Intellectual/Esthetic Environment. It was not rejected in the following scales: Intellectual Orientation, Individual Personal Development, Humanism/Altruism, Traditional Religiousness, Vocational

Preparation, Advanced Training, Research, Meeting Local
Needs, Innovation, Off-Campus Learning and Accountability/
Efficiency. The computation of the Scheffé's test for
multiple comparisons showed that most differences occurred
between the student groups and the administrators or the
faculty.

Hypothesis three required an examination of the re-
lationship between goal intentions and goal practices of
the institution. The null hypothesis was to test whether
that assumption was applicable in that particular Nigerian
institution of higher education. A regression analysis
was computed and it was discovered that generally there
was no significant relationship between the goal-present
intentions and the goal practices in that institution.

Even though the low correlations does not tell the
direction in which the institution is moving to achieve the
goals, it does indicate that there is no agreement between
the participants on the goals and practices. They see the
practices different from the goals. If the correlations were
high, the various groups would have perceived the institutions
as moving in the direction to achieve the goals. As the
correlations were low, the assumption is that there is no
relationship between the goal intentions and the goal prac-
tices of the institution. The third hypothesis of this
research is therefore accepted.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Nigeria is an emerging nation. Independence from British rule was achieved in 1960. As higher education is a twentieth century innovation in Nigeria, it was necessary to trace the introduction of the Nigerian system of higher education. The British government was not interested in higher education for the Nigerians and would have allowed the situation to remain as it was but for the agitation from the few educated Nigerians. It was only after commission after commission, delegation after delegation had been appointed by the Colonial Office to look into the feasibility and the propriety of colonial colleges, that a university college was established in Nigeria in 1948. That first institution, as one writer put it, was from the beginning an English university planted in the soil of Nigeria to serve the cause of an unequal partnership between Nigeria and Britain. Its academic disciplines and administrative set up were British and its declared purpose of creating an elite

received such over-emphasis that finally helped to distort the expectations of the earlier graduates. Neither the country nor these earlier graduates benefited from the education that first institution offered during its early days.[1] The disappointment caused by the failure of the first institution of higher education to give the type of education that the Nigerians wanted led, after independence, to the establishment of more colleges.

Not much thought had been given to what roles these institutions should play in the country's development. Neither was thought given to the best ways for the institutions to go about doing what they proposed to do. These would have been done by studying the goals and practices of each institution.

The main objective of this study, therefore, was to try to determine whether or not relationships exist between the goal-present intentions and the goal practices of one institution of higher education in Nigeria. Another sub problem to go along with this was to find out if there were differences on the perceived importance of institutional goals or on the emphasis given to institutional practices between

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[1]Akpan,Esen. "The Nigerian University: Toward More Relevance," In Social Change and Economic Development in Nigeria by Ukandi G. Damachi and Hans Dieter Seiber (eds.). New York: Praeger Publishers, 1973, pp. 176-179.

the faculty, students and administrators of the institution.

The study called for some basic organizational
assumptions to be considered. Three such assumptions were
(1) that organizations are purposely set to achieve some
goals (2) that such organizational goals are dynamic and
changing and (3) that organizations simultaneously and
legitimately serve multiple goals. For the study to be
conducted, three null hypotheses were formulated and tested.
The first of these hypotheses was:

> There is no significant difference in the perceived
> importance of institutional goal intention areas
> between and among the faculty, students and adminis-
> trators as measured by the IGI-present scale mean
> scores.

The hypothesis was found to be significant at the
.001 level of confidence and was therefore rejected. Fur-
ther statistical computations showed the hypothesis rejected
in twelve of the twenty goal intention scales--Intellectual
Orientation, Humanism/Altruism, Cultural/Esthetic Awareness,
Advanced Training, Research, Meeting Local Needs, Public
Service, Social Criticism/Activism, Freedom, Democratic
Governance, Community, and Off-Campus Learning.

Eight goal areas were accepted as not significant.
These were: Academic Development, Individual Personal Deve-
lopment, Traditional Religiousness, Vocational Preparation,
Social Egalitarianism, Intellectual/Esthetic Environment,
Innovation, and Accountability/Efficiency. It is not a sur-
prise that the respondents should share some consensus in

most of the goal areas that deal with individuals in the institution.

The second null hypothesis was:

There is no significant difference in the perceived emphasis given the institutional goal practice areas by the faculty, students and administrators as measured by the IFI-OUM scale mean scores.

This was found to be statistically significant at the .001 level and was rejected. A further statistical test revealed that this hypothesis was rejected in Cultural/ Esthetic Awareness, Public Service, Social Egalitarianism, Social Criticism/Activism, Freedom, Democratic Governance, Community, and Intellectual/Esthetic Environment. It was accepted in the following goal practice scales: Intellectual Orientation, Individual Personal Development, Humanism/ Altruism, Traditional Religiousness, Vocational Preparation, Advanced Training, Research, Meeting Local Needs, Innovation, Off-Campus Learning, and Accountability/Efficiency. In these areas, it means that the goal practices were not aimed at achieving the goals. For most of these scales, the respondents see that the decisions were made at the top level of the administration.

Third hypothesis was:

There is no significant relationship between the IGI- present goal intentions and institutional practice on each of the goal areas as measured by the correla- tion coefficients of the paired IGI-present goal intention and IFI-OUM individual mean scores.

The scores on the IGI and the IFI-OUM were correlated.

It was discovered that no significant relationship existed between the goal areas and the goal practices and the institution was seen as not moving in the direction of achieving the goals of the institution.

Conclusion

The faculty, students and administrators had different perceptions on various goal scales. They lacked consensus on Intellectual Orientation. This goal relating to attitude about learning, intellectual work, and ability to undertake self-directed learning are issues that are mostly personal. This will therefore generate much controversy between the groups. The college in which the study was conducted is selective in its admissions, the tuition is high in Nigerian standards, the faculty/student ratio is low and the total student body is small. These may be proofs that the institution does try to encourage high intellectual work. Humanism/ Altruism reflects the belief that college education should be restricted not only to the acquisition of knowledge and skills, but should try to make students more decent, tolerant, responsive and humane. All the constituents of the college hold this goal scale in high esteem.

Cultural/Esthetic Awareness emphasizes art work. It is surprising that this goal area which should be held high by the groups is rated low. Culturally, the institution is in the part of the country that art work is emphasized and respected. Advanced

training is one of the most important functions of an institution of higher education. One of the first functions of all Nigerian institutions was to train high man power for the country's development, hence all groups see it as important.

Research has been an important function of institutions of higher education for many years. It is being conducted in the natural and social sciences in an attempt to extend the frontiers of knowledge and to better man's conditions of living. It is in this respect that institutions of higher education in   the developing countries have emphasized research as an important goal function. Only limited resources have hampered this effort. The respondents in the Nigerian institution of the study put different emphasis on research as an important function. The faculty would like to see it being given an important place and used in assessing the quality of the teaching staff. Students especially the low division category would prefer good teaching to research.

Institutions which place great importance on meeting local needs generally have lower admission requirements so that a larger per cent of freshmen can get in. In such an institution, a lower proportion of the faculty should be of people with doctorates. Tuition and admission fees are low so that those students from low-income families can get in.

But in the institution of this research, the admission require-
ment is high because it has limited places for qualified
prospective students. It has a lower proportion of people
with doctorates not by design but in developing countries these
men are hard to come by. As noted before, tuition and admis-
sion fees are not low. Therefore, the different groups have
different views as to whether the institution is geared to
meet the needs of the local community. This same argument
holds for the assumption that as a public institution, it
should give great importance to the goal of public service.
But individual achievement rather than public service is
paramount in the minds of the students.

Social Criticism/Activism is an important goal in an
institution of higher education because the institution is
viewed as an advocate for social change, providing criticisms
for prevailing values and offering ideas for changing social
institutions judged to be defective thus helping students
learn how to bring about changes in the society. Faculty,
especially the young and militant group would emphasize this
goal area while the men in the administration for fear of loss
of revenue from the legislature would like to maintain the
status quo. Students do emphasize this goal area.

Freedom and Democratic Governance are two goal areas
that are important in institutions of higher education. Free-
dom, both academic and personal, ensure the right of faculty
and students to engage in controversial issues. For Democratic

Governance, the issue is that decision making should be decentralized and faculty, students, administrators and all governing agencies should be significantly involved in campus governance. Individuals should have the opportunity to participate in all decisions affecting them and governance must be responsive to the concerns of everyone at the institution. It is difficult to make predictions because in most cases, freedom and participatory governance depend on campus tradition and the personalities of the vice-chancellor and other campus leaders. The question here remains whether the faculty and students of this Nigerian institution are free to choose their life styles. It is to be decided whether the rights and privileges of the students and faculty are preserved or whether tribal considerations are placed above academic excellence.

The goal area "Community" refers to campus climate and is defined as maintaining a climate in which every one on campus is committed to the general welfare of the institution whereby open and candid communication, open and amicable airing of differences and mutual trust and respect for all is the rule. It is hard again to predict if the above is true.

Off-Campus Learning is an area that the faculty, students and administrators may or may not like to emphasize. Students may wish it considered important because that may

cut down expenses whereas the administrators may not want

to embark upon the extra expenses. It depends upon the idea

of whether the institution is geared to benefit the local

communities.

Gross and Grambsch in their first study of insti-

tutional goals had indicated that administrators and faculty

do see eye to eye on the goals of the institution. The

result of the studies by some students at the University

of Oklahoma had confirmed their findings.[2]

But in this study the following conclusions could

be drawn:

1. The study showed that only in the following

    goal intention scales were the practices geared

    to achieve the goals: Cultural/Esthetic Aware-

    ness, Public Service, Social Criticism/Activism,

    Freedom, Democratic Governance and Community.

    In others the practices were unrelated to the

    goal areas.

2. The research implied that in most cases the

    students groups differed from the administration

    and this may imply that students are not given

    adequate information regarding the running of

    the institution and a general feeling of apathy

[2]Supra, p. 42.

prevails. It seems that student values are not
in line with those of the administrators and the faculty.

3. By examining the mean scores on the goal inten-

tion areas, the order of the importance of the

goals intentions of the institution seem to be

as follows:

1. Individual Personal Development
2. Advanced Training
3. Intellectual Orientation
4. Vocational Preparation
5. Academic Development
6. Community
7. Research
8. Public Service
9. Intellectual/Esthetic Environment
10. Social Criticism/Activism
11. Innovation
12. Meeting Local Needs
13. Accountability/Efficiency
14. Democratic Governance
15. Humanism/Altruism
16. Social Egalitarianism
17. Freedom
18. Off-Campus Learning
19. Cultural/Esthetic Awareness
20. Traditional Religiousness

The implication from this is that goals that are
of importance to the welfare of the students are emphasized
while those relating to the institution and to the general
welfare of society are less emphasized.

The study reveals that institutional goals cannot
be defined through the general practices of the institution.
There was no correlation between most of the institutional
goal intention scales, and the goal practices. The institu-
tion should therefore redefine its goals and its

practice to achieving such goals. The decision making process of the institution needs to be evaluated so as to give all campus participants a say in the running of the institution.

Recommendations for Further Study

1. The study should be broad to include a larger proportion of the on-campus groups.

2. Off-Campus groups and other people who may have some link with campus administration should be included in subsequent studies.

3. Subsequent studies should be conducted in other campuses so that all groups be aware of goal intentions and goal practices.

4. Studies should be conducted to analyze the decision making process of the institution so that every campus clientele may have a part to play in academic governance.

5. A study conducted to determine the methods of hiring, firing and promotions may be helpful in ensuing mutual trust and respect for all will be helpful.

6. A study to evaluate all programs and curricula on campus will be helpful in determining whether or not certain practices are geared to achieve the goals of the institution.

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APPENDIX A

A. Letter to Vice-Chancellor seeking his permission for
the study.

B. Letter from Vice-Chancellor granting permission for
the study.

C. Letter to Faculty, Administrators, and students
seeking their cooperation in completing the Insti-
tutional Goal Inventory and Institutional Functioning
Inventory--University of Oklahoma Modification.

Sunday Udoh
c/o College of Education
University of Oklahoma
Norman, Oklahoma 73069

February 20, 1974

The Vice-Chancellor
University of IFE
ILE - IFE, Nigeria

Dear Sir:

In the past few years universities have been established in the different parts of Nigeria and it is my understanding additional such institutions are being planned.

I am a Ph.D. student in Higher Education Administration at the University of Oklahoma. I am interested in studying the goals and practices of higher education in two Nigerian institutions as perceived by the faculty, administrators and students. I am interested in your institution and would like to conduct the study there.

I am therefore writing to you for permission for this study. If the permission is granted, I plan to use modified instruments developed by the Educational Testing Service and the University of Oklahoma. The following steps will be taken in conducting the study: (1) Randomly select participants from the administration, faculty, and students (2) Inform participants of the study (3) Give the questionnaires to the participants (completion of the instruments takes approx. 40 min.) (4) Collect the instruments from the participants - no names will be attached so as to protect anonymity.

Please note - this study will in no way involve your school in any financial or material responsibility. I shall only wish for a full cooperation from those to be involved especially the Registrar's office in supplying the information that may be needed.

My plan is to visit your campus either next month or in January for the survey. For this reason, I shall be grateful for an immediate reply.

Sincerely yours,

Sunday Udoh

UNIVERSITY OF IFE

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Mr. Sunday Udoh,
c/o College of Education,
University of Oklahoma,
Norman,
Oklahoma 73069,
U.S.A.

Dear Mr. Udoh,

   I am writing to acknowledge the receipt of your letter
of February 20, 1974 addressed to the Vice-Chancellor and to
inform you that your request for permission to use this Univer-
sity as a base for studying the goals of higher education in
Nigeria has his approval.

   I am to add however, that this approval is given on the
strict understanding that your study will not involve this
University in any financial or material responsibility and that
you will also agree to deposit a copy of your findings with our
University Library.

   You may wish to discuss your programme of study with the
Dean of our Faculty of Education who has already been informed
of your proposed action and to whom a copy of this letter is
being sent.

                    Yours sincerely,

                    J.G.O. Adegbite,
                    Executive Assistant to the
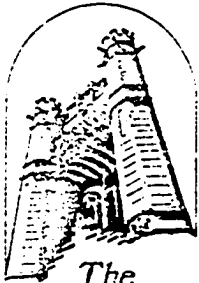
The
University of Oklahoma   601 Elm. Room 520   Norman, Oklahoma 73069

Center for
Studies In Higher Education
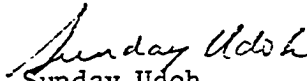College of Education

December 9, 1974

Dear Participant:

Higher Education in Nigeria is becoming more complex and decisions will
be increasingly based on the fullest and more accurate information available.

The first attempt at gathering the information is to study the goals and
practices of each institution of higher learning in the country. I have been
granted permission to conduct a study at the University of Ife.

About 30 minutes of your valuable time is required to complete the instru-
ments and because of the small sample, the success of the project is dependent
upon your cooperation. Names are not called for on the instruments. I have
no way of knowing you but I do hereby extend my sincere thanks to you for the
help rendered.

Sincerely,

Sunday Udoh
Sunday Udoh

SU:blo

APPENDIX B

Modified Institutional Goal and Goal Functioning
Inventories for the study in a Nigerian Public
Institution.

  Please respond to these goal statements by placing a circle around the appropriate number.	of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
1. to help students acquire depth of knowledge in at least one academic discipline is...	1	2	3	4	5
2. to teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution is...	1	2	3	4	5
3. to help students identify their own personal goals and develop means of achieving them is...	1	2	3	4	5
4. to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences is..	1	2	3	4	5
5. to increase the desire and ability of students to undertake self-directed learning is...	1	2	3	4	5
6. to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school is...	1	2	3	4	5
7. to develop students' ability to synthesize knowledge from a variety of sources is...	1	2	3	4	5
8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events is...	1	2	3	4	5
9. to hold students throughout the institution to high standards of intellectual performance is...	1	2	3	4	5
10. to instill in students a life-long commitment to learning is...	1	2	3	4	5
11. to help students achieve deeper levels of self-understanding is...	1	2	3	4	5
12. to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency is	1	2	3	4	5
13. to help students be open, honest, and trusting in their relationships with other is...	1	2	3	4	5

Please respond to these goal statements by placing a circle around the appropriate number.	of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
14. to encourage students to become conscious of the important moral issues of our time is...	1	2	3	4	5
15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression is...	1	2	3	4	5
16. to educate students in a particular religious heritage is...	1	2	3	4	5
17. to help students understand and respect people from diverse backgrounds and culture is...	1	2	3	4	5
18. to require students to complete some course work in the humanities or arts is...	1	2	3	4	5
19. to help students become aware of the potentialities of a full-time religious vocation is...	1	2	3	4	5
20. to encourage students to become committed to working for world peace is...	1	2	3	4	5
21. to encourage students to express themselves artistically, e.g., in music, painting, film-making is...	1	2	3	4	5
22. to develop students' ability to understand and defend a theological position is...	1	2	3	4	5
23. to encourage students to make concern about the welfare of all mankind a central part of their lives is...	1	2	3	4	5
24. to acquaint students with forms of artistic or literary expression in non-Western countries is...	1	2	3	4	5
25. to help students develop a dedication to serving God in everyday life is...	1	2	3	4	5
26. to provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing is...	1	2	3	4	5

Please respond to these goal statements by placing a circle around the appropriate number.	of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
27. to develop what would generally be regarded as a strong and comprehensive graduate school is... .	1	2	3	4	5
28. to perform contract research for government, business, or industry is...	1	2	3	4	5
29. to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis is...	1	2	3	4	5
30. to develop educational programs geared to new and emerging career fields is...	1	2	3	4	5
31. to prepare students in one or more of the traditional professions, e.g., law, medicine, architecture is...	1	2	3	4	5
32. to offer graduate programs in such "newer" professions as engineering, education, and social work is...	1	2	3	4	5
33. to serve as a cultural center in the community served by the campus is...	1	2	3	4	5
34. to conduct basic research in the natural sciences is...	1	2	3	4	5
35. to conduct basic research in the social sciences is...	1	2	3	4	5
36. to provide retraining opportunities for individuals whose job skills have become out of date is...	1	2	3	4	5
37. to contribute, through research, to the general advancement of knowledge is...	1	2	3	4	5
38. to assist students in deciding upon a vocational career is...	1	2	3	4	5
39. to provide skilled manpower for local-area business, industry, and government is...	1	2	3	4	5

Please respond to these goal statements by placing a circle around the appropriate number.	of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
40. to facilitate involvement of students in neighborhood and community-service activities is... .	1	2	3	4	5
41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs is...	1	2	3	4	5
42. to provide educational experiences relevant to the evolving interests of women in Nigeria is...	1	2	3	4	5
43. to provide critical evaluation of prevailing practices and values in Nigerian society is...	1	2	3	4	5
44. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities is...	1	2	3	4	5
45. to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted is...	1	2	3	4	5
46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective is...	1	2	3	4	5
47. to work with governmental agencies in designing new social and environmental programs is...	1	2	3	4	5
48. to offer developmental or remedial programs in basic skills (reading, writing, mathematics) is...	1	2	3	4	5
49. to help students learn how to bring about change in Nigeria society is...	1	2	3	4	5
50. to focus resources of the institution on the solution of major social and environmental problems is...	1	2	3	4	5
51. to be responsive to regional and national priorities when considering new educational programs for the institution is...	1	2	3	4	5
52. to provide educational experiences relevant to the evolving interests of ethnic groups is...	1	2	3	4	5

Please respond to these goal statements by placing a circle around the appropriate number.	of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
53. to be engaged, <u>as an</u> <u>institution</u>, working for basic changes in Nigerian society is...	1	2	3	4	5
54. to ensure that students are not prevented from hearing speakers presenting controversial points of view is...	1	2	3	4	5
55. to create a system of campus governance that is genuinely responsive to the concerns of all people at the institutions is...	1	2	3	4	5
56. to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers is...	1	2	3	4	5
57. to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.) is...	1	2	3	4	5
58. to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance is...	1	2	3	4	5
59. to maintain a climate in which communication throughout the organizational structure is open and candid is...	1	2	3	4	5
60. to place no restrictions on off-campus political activities by faculty or students is...	1	2	3	4	5
61. to decentralize decision making on the campus to the greatest extent possible is...	1	2	3	4	5
62. to maintain a campus climate in which differences of opinion can be aired openly and amicably is...	1	2	3	4	5
63. to protect the right of faculty members to present unpopular or controversial ideas in the classroom is...	1	2	3	4	5
64. to assure individuals the opportunity to participate or be represented in making any decisions that affect them is...	1	2	3	4	5
65. to maintain a climate of mutual trust and respect among students, faculty, and administrators is...	1	2	3	4	5

Please respond to these goal statements by placing a circle around the appropriate number.	of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
66. to create a campus climate in which students spend much of their free time in intellectual and cultural activities is...	1	2	3	4	5
67. to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life is...	1	2	3	4	5
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., is...	1	2	3	4	5
69. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests is...	1	2	3	4	5
70. to experiment with different methods of evaluating and grading student performance is...	1	2	3	4	5
71. to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies is...	1	2	3	4	5
72. to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years is...	1	2	3	4	5
73. to sponsor each year a rich program of cultural events-- lectures, concerts, art exhibits, and the like is...	1	2	3	4	5
74. to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs is...	1	2	3	4	5
75. to award the bachelor's degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work is...	1	2	3	4	5
76. to create an institution known widely as an intellectually exciting and stimulating place is...	1	2	3	4	5
77. to create procedures by which curricular or instructional innovations may be readily initiated is...	1	2	3	4	5

Please respond to these goal statements by placing a circle around the appropriate number.	of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
78. to award the bachelor's degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary) is...	1	2	3	4	5
79. to apply cost criteria in deciding among alternative academic and non-academic programs is...	1	2	3	4	5
80. to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges) is...	1	2	3	4	5
81. to regularly provide evidence that the institution is actually achieving its stated goals is...	1	2	3	4	5
82. to carry on a broad and vigorous program of extracurricular activities and events for students is...	1	2	3	4	5
83. to be concerned about the efficiency with which college operations are conducted is...	1	2	3	4	5
84. to be organized for continuous short-, medium-, and long-range planning for the total institution is...	1	2	3	4	5
85. to include local citizens in planning college programs that will affect the local community is...	1	2	3	4	5
86. to excel in intercollegiate athletic competition is...	1	2	3	4	5
87. to be accountable to funding sources for the effectiveness of college programs is...	1	2	3	4	5
88. to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life is...	1	2	3	4	5
89. to systematically interpret the nature, purpose, and work of the institution to citizens off the campus is...	1	2	3	4	5
90. to achieve consensus among people on the campus about the goals of the institution is...	1	2	3	4	5

Please mark _one_ answer for each of the information questions below that apply to you.

1. Mark the _one_ that best describes your role.

    ____ Faculty member
    ____ Student
    ____ Administrator
    ____ Governing Board Member
    ____ Alumna/Alumnus
    ____ Member of off-campus community
          group
    ____ Other_____

2. Faculty and students: _mark one_ field of teaching and/or research interest, or for students, major field of study.

    ____ Biological sciences
    ____ Physical sciences
    ____ Mathematics
    ____ Social sciences
    ____ Humanities
    ____ Fine arts, performing arts
    ____ Education
    ____ Business
    ____ Engineering
    ____ Other_____

3. Faculty: indicate academic rank.

    ____ Instructor
    ____ Assistant professor
    ____ Associate professor
    ____ Professor
    ____ Other_____

4. Faculty: indicate current teaching arrangement.

    ____ Full-time
    ____ Part-time
    ____ Evening only
    ____ Off-campus - extension only, etc.
    ____ Other _____

5. _All respondents:_ indicate age at last birthday.

    ____ Under 20
    ____ 20 to 29
    ____ 30 to 39
    ____ 40 to 49
    ____ 50 to 59
    ____ 60 or over

6. _Students:_ indicate class in college.

    ____ Freshman
    ____ Sophomore
    ____ Junior
    ____ Senior
    ____ Graduate
    ____ Other _____

7. _Students:_ indicate current enrollment status.

    ____ Full-time, Day
    ____ Part-time, day
    ____ Evening only
    ____ Off-campus only - e.g., extension,
          correspondence, TV, etc.
    ____ Other _____

SECTION 1

Respond to statements in this section by selecting either:

YES (Y)	NO (N)	DON'T KNOW (?)
If the statement applies or is true at your institution.	If the statement does not apply or is not true at your institution.	If you do not know whether the statement applies or is true.

(Y) (N) (?) 1. There is a campus art gallery in which traveling exhibits or collections on loan are regularly displayed.

(Y) (N) (?) 2. There are programs and/or organizations at this institution which are directly concerned with solving pressing social problems, e.g., race relations, urban blight, rural poverty, etc.

(Y) (N) (?) 3. Regulations of student behavior are detailed and precise at this institution.

(Y) (N) (?) 4. Foreign films are shown regularly on or near campus.

(Y) (N) (?) 5. Religious services are conducted regularly on campus involving a majority of the students.

(Y) (N) (?) 6. A number of professors have been involved in the past few years with economic planning at either the national, regional, or state level.

(Y) (N) (?) 7. There are provisions by which some number of educationally disadvantaged students may be admitted to the institution without meeting the normal entrance requirements.

(Y) (N) (?) 8. A number of nationally known scientists and/or scholars are invited to the campus each year to address student and faculty groups.

(Y) (N) (?) 9. Advisement (counseling) is offered students concerning personal as well as academic goals.

(Y) (N) (?) 10. Successful efforts to raise funds or to perform voluntary service to relieve human need and suffering occur at least annually on this campus.

(Y) (N) (?) 11. This institution attempts each year to sponsor a rich program of cultural events--lectures, concernts, plays, art exhibits, and the like.

(Y) (N) (?) 12. At least one modern dance program has been presented in the past year.

(Y) (N) (?) 13. Ministers are invited to the campus to speak and to counsel students about religious vocations.

(Y) (N) (?) 14. Professors from this institution have been actively involved in framing state or federal legislation in the areas of health, education, or welfare.

(Y) (N) (?) 15. A concerted effort is made to attract students of diverse ethnic and social backgrounds.

(Y) (N) (?) 16. Quite a number of students are associated with organizations that actively seek or reform society in one way or another.

(Y) (N) (?) 17. There are no written regulations regarding student dress.

(Y) (N) (?) 18. Students publish a literary magazine.

(Y) (N) (?) 19. A testing-counseling program is available to students to help them to achieve self-understanding.

(Y) (N) (?) 20. An organization exists on campus which has as its primary objective to work for world peace.

(Y) (N) (?) 21. At least one chamber music concert has been given within the past year.

(Y) (N) (?) 22. The institution sponsors groups and programs which provide students opportunities to witness to others concerning their faith.

(Y) (N) (?) 23. A number of faculty members or administrators from this institution have gone to Lagos to participate in planning and operating various federal programs.

(Y) (N) (?) 24. One of the methods used to influence the flavor of the college is to try to select students with fairly similar personality traits.

(Y) (N) (?) 25. This institution, through the efforts of individuals and/or specially created institutes or centers, is actively engaged in projects aimed at improving the quality of rural life.

(Y) (N) (?) 26. The institution imposes certain restrictions on off-campus political activities by faculty members.

(Y) (N) (?) 27. There are a number of student groups that meet regularly to discuss intellectual and/or philosophic topics.

(Y) (N) (?) 28. At least one poetry reading, open to the campus community, has been given within the past year.

(Y) (N) (?) 29. The curriculum is deliberately designed to accommodate a great diversity in student ability levels and educational-vocational aspirations.

SECTION 2

Respond to statements in this section by selecting either;

STRONGLY AGREE (SA)	AGREE (A)	DISAGREE (D)	STRONGLY DISAGREE (SD)
If you strongly agree with the statement as applied to your institution.	If you mildly agree with the statement as applied to your institution.	If you mildly disagree with the statement as applied to your institution.	If you strongly disagree with the statement as applied to your institution.

(SA) (A) (D) (SD) 30. How best to communicate knowledge to undergraduates is not a question that seriously concerns a very large proportion of the faculty.

(SA) (A) (D) (SD) 31. Students who display traditional "scholar" behavior are held in low esteem in the campus community.

(SA) (A) (D) (SD) 32. In dealing with institutional problems, attempts are generally made to involve interested people without regard to their formal position or hierarchical status.

(SA) (A) (D) (SD) 33. Capable undergraduates are encouraged to collaborate with faculty on research projects or to carry out studies of their own.

(SA) (A) (D) (SD) 34. Undergraduate programs of instruction are designed to include demonstration of the methods of problem analysis.

(SA) (A) (D) (SD) 35. Power here tends to be widely dispersed rather than tightly held.

(SA) (A) (D) (SD) 36. Almost every degree program is constructed to enable the student to acquire a depth of knowledge in at least one academic discipline.

(SA) (A) (D) (SD) 37. A major expectation of faculty members is that they will help students to synthesize knowledge from many sources.

(SA) (A) (D) (SD) 38. The important moral issues of the time are discussed seriously in classes and programs.

(SA) (A) (D) (SD) 39. Many faculty members would welcome the opportunity to participate in laying plans for broad social and economic reforms in Nigerian society.

(SA) (A) (D) (SD) 40. Serious consideration is given to student opinion when policy decisions affecting students are made.

(SA) (A) (D) (SD) 41. Certain radical student organizations are not, or probably would not be, allowed to organize chapters on this campus.

(SA) (A) (D) (SD) 42. This institution takes pride in the percentage of graduates who go on to advanced study.

(SA) (A) (D) (SD) 43. Student publications of high intellectual reputation exist on this campus.

(SA) (A) (D) (SD) 44. Professors get to know most students in their undergraduate classes quite well.

(SA) (A) (D) (SD) 45. Foreign students are genuinely respected and are made to feel welcome on this campus.

(SA) (A) (D) (SD) 46. Religious diversity is encouraged at this institution.

(SA) (A) (D) (SD) 47. Application of knowledge and talent to the solution of social problems is a mission of this institution that is widely supported by faculty and administrators.

(SA) (A) (D) (SD) 48. Governance of this institution is clearly in the hands of the administration.

(SA) (A) (D) (SD) 49. Certain highly controversial figures in public life are not allowed or probably would not be allowed to address students.

(SA) (A) (D) (SD) 50. Little money is generally available for inviting outstanding people to give public lectures.

(SA) (A) (D) (SD) 51. A high scholastic or upper division attainment brings to a student the highest recognition on this campus.

(SA) (A) (D) (SD) 52. Academic advisers generally favor that a meaningful portion of each degree program be allocated to individual study.

(SA) (A) (D) (SD) 53. Most faculty members do not wish to spend much time in talking with students about students' personal interests and concerns.

(SA) (A) (D) (SD) 54. When a student has a special problem, some of his peers usually are aware of and respond to his need.

(SA) (A) (D) (SD) 55. Religious ideals of the institution's founding fathers are considered by most faculty members to be obsolete.

(SA) (A) (D) (SD) 56. Senior administrators generally support (or would support) faculty members who spend time away from the campus consulting with governmental agencies about social, economic, and related matters.

(SA) (A) (D) (SD) 57. Compared with most other colleges, fewer ethnic groups are represented on this campus.

(SA) (A) (D) (SD) 58. The notion of colleges and universities assuming leadership in bringing about social change is not an idea that is or would be particularly popular on this campus.

(SA) (A) (D) (SD) 59. In arriving at institutional policies, attempts are generally made to involve all the individuals who will be directly affected.

(SA) (A) (D) (SD) 60. Faculty members feel free to express radical political beliefs in their classrooms.

(SA) (A) (D) (SD) 61. The student newspaper comments regularly on important issues and ideas (in addition to carrying out the customary tasks of student newspapers.)

(SA) (A) (D) (SD) 62. It is almost impossible for a student to graduate from this institution without a basic knowledge in the social sciences, natural sciences and humanities.

(SA) (A) (D) (SD) 63. Programs for the adult (out-of-school) age student are primarily designed to treat their vocational needs.

(SA) (A) (D) (SD) 64. Formal organizations designed to provide special assistance to students are accorded favorable recognition by individual members of the faculty.

(SA) (A) (D) (SD) 65. Faculty members are more concerned with helping students to acquire knowledge and professional skills than they are in helping students to be better persons.

(SA) (A) (D) (SD) 66. By example, the administration and faculty encourage students to dedicate their lives to God.

(SA) (A) (D) (SD) 67. Administrators and faculty have in the past three years been responsive to regional and national priorities in planning educational programs.

(SA) (A) (D) (SD) 68. There are no courses or programs for students with educational deficiencies, i.e., remedial work.

(SA) (A) (D) (SD) 69. The governing board does not consider active engagement in resolving major social ills to be an appropriate institutional function.

(SA) (A) (D) (SD) 70. Students, faculty and administrators all have opportunities for meaningful involvement in campus governance.

(SA) (A) (D) (SD) 71. The governing body (e.g., Board of Governors) strongly supports the principle of academic freedom for faculty and students to discuss any topic they may choose.

(SA) (A) (D) (SD) 72. Many opportunities exist outside the classroom for intellectual and aesthetic self-expression on the part of students.

Respond to statements in this section by selecting either:

YES (Y)	NO (N)	DON'T KNOW (?)
If the statement applies or is true at your institution	If the statement does not apply or is not true at your institution.	If you do not know whether the statement applies or is true.

(Y) (N) (?) 73. This institution operates an adult education program, e.g., evening courses open to local area residents.

(Y) (N) (?) 74. Counseling services are available to adults in the local area seeking information about educational and occupational matters.

(Y) (N) (?) 75. Quite a number of faculty members have had books published in the past two or three years.

(Y) (N) (?) 76. Courses are offered through which local area residents may be retrained or upgraded in their job skills.

(Y) (N) (?) 77. There is a job placement service through which local employers may hire students and graduates for full or part-time work.

(Y) (N) (?) 78. There are a number of research professors on campus, i.e., faculty members whose appointments primarily entail research rather than teaching.

(Y) (N) (?) 79. Facilities are made available to local groups and organizations for meetings, short courses, clinics, forums, and the like.

(Y) (N) (?) 80. Credit for numerous courses can be earned now solely on the basis of performance on an examination.

(Y) (N) (?) 81. Some of the strongest and best-funded undergraduate academic departments are professional departments which prepare students for specific occupations, such as nursing, accounting, etc.

(Y) (N) (?) 82. A number of departments frequently hold seminars or colloquia in which a visiting scholar discusses his ideas or research findings.

(Y) (N) (?) 83. The average teaching load in most departments is eight credit hours or fewer.

(Y) (N) (?) 84. There are a number of courses or programs that are designed to provide manpower for local area business, industry, or public services.

(Y) (N) (?) 85. A plan exists at this institution whereby a student may be awarded a degree based primarily on supervised study off-campus.

(Y) (N) (?) 86. One or more individuals are presently engaged in long-range financial planning for the total institution.

(Y) (N) (?) 87. Courses or seminars are conducted in order that former students and others may be retrained or upgraded in their skills.

(Y) (N) (?) 88. New advanced degrees have been authorized and awarded within the last three years.

(Y) (N) (?) 89. Faculty promotions generally are based primarily on scholarly publication.

(Y) (N) (?) 90. Courses dealing with artistic expression or appreciation are available to all adults in the local area.

(Y) (N) (?) 91. Several arrangements exist by which students may enroll for credit in short terms away from the campus in travel; work-study, Youth Corp type work, etc.

(Y) (N) (?) 92. Analyses of the philosophy, purposes, and objectives of the institution are frequently conducted.

(Y) (N) (?) 93. Counseling services are available to students to assist them in choosing a career.

(Y) (N) (?) 94. One or more non-traditional graduate departments (or centers) has been established within the last five years.

(Y) (N) (?) 95. In general, the governing board is committed to the view that advancement of knowledge through research and scholarship is a major institutional purpose.

(Y) (N) (?) 96. Attention is given to maintaining fairly close relationships with businesses and industries in the local area.

(Y) (N) (?) 97. Every student is encouraged to include some study abroad in his educational program.

(Y) (N) (?) 98. Planning at this institution is continuous rather than one-shot or completely non-existent.

Respond to statements in this section by selecting either;

STRONGLY AGREE (SA)	AGREE (A)	DISAGREE (D)	STRONGLY DISAGREE (SD)
If you strongly agree with the statement as applied to your institution.	If you mildly agree with the statement as applied to your institution.	If you mildly disagree with the statement as applied to your institution.	If you strongly disagree with the statement as applied to your institution.

(SA) (A) (D) (SD) 99. Most faculty members consider the senior administrators on campus to be able and well-qualified for their positions.

(SA) (A) (D) (SD) 100. It is almost impossible to obtain the necessary financial support to try out a new idea for educational practice.

(SA) (A) (D) (SD) 101. Generally speaking, top-level administrators are providing effective educational leadership.

(SA) (A) (D) (SD) 102. There is a general willingness here to experiment with innovations that have shown promise at other institutions.

(SA) (A) (D) (SD) 103. Generally speaking, communication between the faculty and the administration is poor.

(SA) (A) (D) (SD) 104. High ranking administrators or department chairmen generally encourage professors to experiment with new courses and teaching methods.

(SA) (A) (D) (SD) 105. More recognition is regularly accorded faculty members for research grants received than for service grants.

(SA) (A) (D) (SD) 106. Staff infighting, backbiting, and the like seem to be more the rule than the exception.

(SA) (A) (D) (SD) 107. This institution would be willing to be among the first to experiment with a novel educational program or method if it appeared promising.

(SA) (A) (D) (SD) 108. Laying plans for the future of the institution is a high priority activity for many senior administrators.

(SA) (A) (D) (SD) 109. The graduates of such professional colleges as the Colleges of Law and Medicine at this institution are recognized by the public as strong practitioners.

(SA) (A) (D) (SD) 110. Although they may criticize certain practices, most faculty seem to be very loyal to the institution.

(SA) (A) (D) (SD) 111. In my experience it has not been easy for new ideas about educational practice to receive a hearing.

(SA) (A) (D) (SD) 112. A graduate is usually considered by faculty to be better educated if all of his credit hours were earned at this institution, than if he had studied on several campuses in qualifying for his degree.

(SA) (A) (D) (SD) 113. Seldom do faculty members prepare formal evaluations of institutional goal achievement.

(SA) (A) (D) (SD) 114. The faculty is receptive to adding new courses geared to emerging career fields.

(SA) (A) (D) (SD) 115. Undergraduates interested in study beyond the B.A. level receive little or no formal encouragement from the faculty or staff.

(SA) (A) (D) (SD) 116. Few, if any, of the faculty could be regarded as having national or international reputations for their scientific or scholarly contributions.

(SA) (A) (D) (SD) 117. There is a strong sense of community, a feeling of shared interests and purposes, on this campus.

(SA) (A) (D) (SD) 118. This institution has experimented with new approaches to either individualized instruction or evaluation of student performance.

(SA) (A) (D) (SD) 119. Off-campus learning experiences of various types are considered as valuable, or more valuable, to the student's education, as regular courses.

(SA) (A) (D) (SD) 120. The approval of proposals for new instructional programs is regularly dependent on an estimate of potential efficiency.

APPENDIX C

INSTRUMENT

Institutional Goal Inventory

Institutional Functioning Inventory--
University of Oklahoma Modification.
Items grouped by Twenty Parallel
Goal Areas.

Lynn, Robert, pp. 152-162.

NINETY ITEMS OF THE
INSTITUTIONAL GOALS INVENTORY
AND ONE HUNDRED AND TWENTY ITEMS OF THE
INSTITUTIONAL FUNCTIONING INVENTORY--
UNIVERSITY OF OKLAHOMA MODIFICATION
GROUPED BY TWENTY PARALLEL AREAS

ACADEMIC DEVELOPMENT (1)

Description of Goal Area: This goal 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.

IGI
1. to help students acquire depth of knowledge in at least one academic discipline ...*

4. to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...

6. to prepare students for ad-

IFI-OUM

30. How best to communicate knowledge to undergraduates is not a question that seriously concerns a very large proportion of the faculty. (D-SD)**

33. Capable undergradutes are encouraged to collaborate with faculty on research projects or to carry out studies of their own. (SA-A)

36. Almost every degree program is constructed to enable the student to acquire a depth of knowledge in at least one academic

*Individual estimates present (1s) and preferred (Should Be) importance of goal statement on five-point scale; of not importance, of low importance, of medium importance, of high importance, or of extremely high importance.

**Some IFI-OUM items (55) require a choice among "yes," or "No," or "Don't Know"; 65 statements call for a choice among "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." The keyed response is indicated in parenthesis.

***Special permission to use the IGI and to revise the IFI for this study was granted by Educational Testing Service, Princeton, New Jersey.

vanced academic work, e.g.
at a four-year college or
graduate or professional
school...

9. to hold students through-
out the institution to high
standards of intellectual
performance...

discipline. (SA-A)

42. This institution takes
pride in the percentage
of graduates who go on to
advanced study. (SA-A)

51. A 4.0 grade average brings
to a student the highest
recognition on this
campus. (SA-A)

62. It is almost impossible
for a student to graduate
from this institution
without a basic knowledge
in the social sciences,
natural sciences and
humanities. (SA-A)

INTELLECTUAL ORIENTATION (2)

Description of Goal Area: This
goal area relates to an attitude
conducive to learning and intel-
lectual work on the campus.
Likewise, some conception of the
scholarly, rational, analytical,
inquiring mind has perhaps al-
ways been associated with the
academy or university.

IGI
2. to train students in methods
of scholarly inquiry,
scientific research, and/or
problem definition and solu-
tion...

5. to increase the desire and
ability of students to
undertake self-directed
learning...

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

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

IFI-OUM

31. Students who disply tra-
ditional "scholar" behavior
are held in low esteem in
the campus community. (D-SD)

34. Undergraduate programs of
instruction are designed
to include demonstration of
the methods of problem
analysis. (SA-A)

37. A major expectation of
faculty members is that
they will help students
to synthesize knowledge
from many sources. (SA-A)

43. Student publications of
high intellectual reputa-
tion exist on this campus.
(SA-A)

52. Academic advisers generally
favor that a meaningful
portion of each degree
program be allocated to
individual study. (SA-A)

63. Programs for the adult (out-of-school) age student are primarily designed to treat his vocational needs. (D-SD)

INDIVIDUAL PERSONAL DEVELOPMENT (3)

Description of Goal Area: This goal area means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence.

IGI

3. to help student identify their own personal goals and develop means of achieving them...

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

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

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

IFI-OUM

3. Regulations of student behavior are detailed and precise at this institution. (N)

9. Advisement (counseling) is offered students concerning personal as well as academic goals. (Y)

19. A testing-counseling program is available to students to help them to achieve self-understanding. (Y)

44. Professors get to know most students in their undergraduate classes quite well. (SA-A)

53. Most faculty members do not wish to spend much time in talking with students about students' personal interests and concerns. (D-SD)

64. Formal organizations designed to provide special assistance to students are accorded favorable recognition by individual members of the faculty. (SA-A)

HUMANISM/ALTRUISM (4)

Description of Goal Area: This area reflects 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.

IGI

14. to encourage students to become conscious of the important moral issues of our lives...

17. to help students understand and respect people from diverse backgrounds and cultures...

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

23. to encourage students to make concern about the welfare of all mankind a central part of their lives...

IFI-OUM

10. Successful efforts to raise funds or to perform voluntary service to relieve human need and suffering occur at least annually on this campus. (Y)

38. The important moral issues of the time are discussed seriously in classes and programs. (SA-A)

20. An organization exists on campus which has as its primary objective to work for world peace. (Y)

45. Foreign students are genuinely respected and are made to feel welcome on this campus. (SA-A)

54. When a student has a special problem, some of his peers usually are aware of and respond to his need. (SA-A)

65. Faculty members are more concerned with helping students to acquire know-ledge and professional skills than they are in helping students to be better persons. (D-SD)

CULTURAL/AESTHETIC AWARENESS (5)

Description of Goal Area: This goal area 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.

IFI-OUM

1. There is a campus art gallery in which traveling exhibits or collections on loan are regularly displayed. (Y)

4. Foriegn films are shown regularly on or near campus. (Y)

IGI
15. to increase students'
sensitivity to and appre-
ciation of various forms
of art and artistic ex-
pression...

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

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

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

11. This institution attempts
each year to sponsor a
rich program of cultural
events--lectures, concerts,
plays, art exhibits, and
the like. (Y)

12. At least one modern dance
program has been pre-
sented in the past year.
(Y)

21. At least one chamber music
concert has been given
within the past year. (Y)

28. At least one poetry
reading, open to the campus
community, has been given
within the past year. (Y)

TRADITIONAL RELIGIOUSNESS (6)

Description of Goal Area: This
goal area is intended to
mean a religiousness that is
orthodox, doctrinal, usually
sectarian, and often funda-
mental--in short, traditional
rather than "secular" or "modern."

IGI
16. to educate students in a
particular religious
heritage...

19. to help students become aware
of the potentialities of a
full-time religious voca-
tion...

22. to develop students'
ability to understand and
defend a theological posi-
tion...

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

IFI-OUM
5. Religious services are
conducted regularly on
campus involving a majority
of the students. (Y)

13. Ministers are invited to
the campus to speak and
to counsel students about
religious vocations. (Y)

46. Religious diversity is
encouraged at this in-
stitution. (D-SD)

55. Religious ideals of the
institution's founding
fathers are considered by
most faculty members to be
obsolete. (D-SD)

66. By example, the adminis-
tration and faculty en-
courage students to dedi-
cate their lives to God.
(SA-A)

22. The institution sponsors groups and programs which provide students opportunities to witness to others concerning their faith. (Y)

VOCATIONAL PREPARATION (7)

Description of Goal Area: This goal area 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.

IGI

26. to provide opportunities for students to receive training for specific occupational careers, e.g., accounting, engineering, nursing...

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

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

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

IFI-OUM

74. Counseling services are available to adults in the local area seeking information about educational and occupational matters. (Y)

77. There is a job placement service through which local employers may hire students and graduates for full- or part-time work. (Y)

81. Some of the strongest and best-funded undergraduate academic departments are professional departments which prepare students for specific occupations, such as nursing, accounting, etc. (Y)

114. The faculty is receptive to adding new courses geared to emerging career fields. (SA-A)

87. Courses or seminars are conducted in order that former students and others may be retrained or upgraded in their skills. (Y)

93. Counseling services are available to students to assist them in choosing a career. (Y)

ADVANCED TRAINING (8)

Description of Goal Area: This goal area can be most readily understood simply as the availability of post-graduate education.

IGI

27. to develop what would generally be regarded as a strong and comprehensive graduate school...

31. to provide training in one or more of the traditional professions, e.g., law, medicine, architecture...

32. to offer graduate programs in such "newer" professions as engineering, education and social work.

41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...

IFI-OUM

82. A number of departments frequently hold seminars or colloquia in which a visiting scholar discusses his ideas or research findings. (Y)

105. More recognition is regularly accorded faculty members for research grants received than for service grants. (SA-A)

109. The graduates of such professional colleges as the Colleges of Law and Medicine at this institution are recognized by the public as strong practitioners. (SA-A)

115. Undergraduates interested in study beyond the B.A. level receive little or no formal encouragement from the faculty or staff. (D-SD)

88. New advanced degrees have been authorized and awarded within the last three years. (Y)

94. One or more non-traditional graduate departments (or centers) has been established within the last five years. (Y)

RESEARCH (9)

Description of Goal Area: This goal area involves doing contract studies for external agencies, conducting basic research in the natural and social sciences,

IFI-OUM

75. Quite a number of faculty members have had books published in the past two or three years. (Y)

and seeking generally to extend the frontiers of knowledge through scientific research.

IGI

28. to perform contract research for government, business, or industry...

34. to conduct basic research in the natural sciences...

35. to conduct basic research in the social sciences...

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

78. There are a number of research professors on campus i.e., faculty members whose appointments primarily entail research rather than teaching. (Y)

83. The average teaching load in most departments is eight credit hours or fewer. (Y)

89. Faculty promotions generally are based primarily on scholarly publication. (Y)

95. In general, the governing board is committed to the view that advancement of knowledge through research and scholarship is a major institutional purpose. (Y)

116. Few, if any, of the faculty could be regarded as having national or international reputations for their scientific or scholarly contributions. (D-SD)

MEETING LOCAL NEEDS (10)

Description of Goal Areas: This area is defined as 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.

IGI

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

IFI-OUM

73. This institution operates an adult education program, e.g., evening courses open to local area residents. (Y)

76. Courses are offered through which local area residents may be retrained or upgraded in their job skills. (Y)

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

39. to provide trained man-
power for local-area
business, industry, and
government...

40. to facilitate involvement
of students in neighbor-
hood and community-service
activities...

79. Facilities are made avail-
able to local groups and
organizations for meetings,
short courses, clinics,
forums, and the like.
(Y)

84. There are a number of
courses or programs that
are designed to provide
manpower for local area
business, industry, or
public services. (Y)

90. Courses dealing with ar-
tistic expression or
appreciation are avail-
able to all adults in the
local area. (Y)

96. Attention is given to
maintaining fairly close
relationships with businesses
and industries in the
local area. (Y)

PUBLIC SERVICE (11)

Description of Goal Area: This
goal area means working with
governmental agencies in social
and environmental policy for-
mation, 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 pro-
grams.

IGI
44. to help people from disadvan-
taged communities acquire
knowledge and skills they
can use in improving condi-
tions in their own com-
munities...

IFI-OUM
2. There are programs and/or
organizations at this
Institution which are di-
rectly concerned with solving
pressing social problems,
e.g., race relations,
urban blight, rural poverty,
etc. (Y)

6. A number of professors
have been involved in the
past few years with econo-
mic planning at either
the national, regional, or
state level. (Y)

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

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...

14. Professors from this Institution have been actively involved in framing state or federal legislation in the areas of health, education, or welfare. (Y)

23. A number of faculty members or administrators from this institution have gone to Washington to participate in planning and operating various federal programs. (Y)

56. Senior administrators generally support (or would support) faculty members who spend time away from the campus consulting with governmental agencies about social, economic, and related matters. (SA-A)

67. Administrators and faculty have in the past three years been responsive to regional and national priorities in planning educational programs. (SA-A)

SOCIAL EGALITARIANISM (12)

Description of Goal Area: This goal area has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills.

IGI
42. to provide educational experiences relevant to the evolving interests of women in America...

IFI-OUM
7. There are provisions by which some number of educationally disadvantaged students may be admitted to the institution without meeting the normal entrance requirements. (Y)

15. A concerted effort is made to attract students of diverse ethnic and social backgrounds. (Y)

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

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

52. to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians...

24. One of the methods used to influence the flavor of the college is to try to select students with fairly similar personality traits. (N)

57. Compared with most other colleges, fewer minority groups are represented on this campus. (D-SD)

29. The curriculum is deliberately designed to accommodate a great diversity in student ability levels and educational-vocational aspirations. (Y)

68. There are no courses or programs for students with educational deficiencies, i.e., remedial work. (D-SD)

SOCIAL CRITICISM/ACTIVISM (13)

Description of Goal Area: This goal area means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society.

IGI

43. to provide critical evaluations of prevailing practices and values in American society...

IFI-OUM

16. Quite a number of students are associated with organizations that actively seek to reform society in one way or another. (Y)

25. This institution, through the efforts of individuals and/or specially created institutes or centers, is actively engaged in projects aimed improving the quality of urban life. (Y)

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

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

53. to be engaged, <u>as an Institution</u>, in working for <u>basic</u> changes in American society...

39. Many faculty members would welcome the opportunity to participate in laying plans for broad social and economic reforms in American society. (SA-A)

47. Application of knowledge and talent to the solution of social problems is a mission of this institution that is widely supported by faculty and administrators. (SA-A)

58. The notion of colleges and universities assuming leadership in bringing about social change is not an idea that is or would be particularly popular on this campus. (D-SD)

69. The governing board does not consider active engagement in resolving major social ills to be an appropriate institutional function. (D-SD)

FREEDOM (14)

<u>Description of Goal Areas</u>: This goal area is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life styles.

IFI-OUM

17. There are no written regulations regarding student dress. (Y)

26. The institution imposes certain restrictions on off-campus political activities by faculty members. (N)

41. Certain radical student organizations, such as Students for a Democratic Society, are not, or probably would not be,

IGI

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

57. to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...

60. to place no restrictions on off-campus political activities by faculty or students...

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

allowed to address students. (D-SD)

60. Faculty members feel free to express radical political beliefs in their classrooms. (SA-A)

71. The governing body (e.g., Board of Trustees) strongly supports the principle of academic freedom for faculty and students to discuss any topic they may choose. (SA-A)

DEMOCRATIC GOVERNANCE (15)

Description of Goal Area: This goal area means decentralized decision-making arrangements by which students, faculty, administrators, and governing board members 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.

IGI

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

IFI-OUM

32. In dealing with institutional problems, attempts are generally made to involve interested people without regard to their formal position or hierarchical status. (SA-A)

35. Power here tends to be widely dispersed rather than tightly held. (SA-A)

40. Serious consideration is given to student opinion when policy decisions affecting students are made. (SA-A)

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

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

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

48. Governance of this institution is clearly in the hands of the administration. (D-SD)

59. In arriving at institutional policies, attempts are generally made to involve all the individuals who will be direcly affected. (SA-A)

70. Students, faculty and administrators all have opportunities for meaningful involvement in campus governance. (SA-A)

COMMUNITY (16)

Description of Goal Area: This goal area is defined as maintaining a climate in which there is faculty 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, faculty, and administrators.

IGI
56. to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...

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

IFI-OUM
99. Most faculty members consider the senior administrators on campus to be able and well-qualified for their positions. (SA-A)

101. Generally speaking, top-level administrators are providing effective educational leadership. (SA-A)

103. Generally speaking, communication between the faculty and the administration is poor. (D-SD)

106. Staff infighting, backbiting, and the like seem to be more the rule than the exception. (D-SD)

62. to maintain a campus climate in which communication throughout the organizational structure is open and candid...

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

110. Although they may criticize certain practices, most faculty seem to be very loyal to the institution. (SA-A)

117. There is a strong sense of community, a feeling of shared interests and purposes, on this campus. (SA-A)

INTELLECTUAL/AESTHETIC ENVIRONMENT (17)

Description of Goal Area: This goal area 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 faculty can easily interact informally, and a reputation as an intellectually exciting campus.

IGI
66. to create a campus climate in which students spend much of their free time in intellectual and cultural activities...

69. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...

73. to sponsor each year a rich program of cultural events-- lectures, concerts, art exhibits, and the like...

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

IFI-OUM
8. A number of nationally known scientists and/or scholars are invited to the campus each year to address student and faculty groups. (Y)

18. Students publish a literary magazine. (Y)

27. There are a number of student groups that meet regularly to discuss intellectual and/or philosophic topics. (Y)

50. Little money is generally available for inviting outstanding people to give public lectures. (D-SD)

61. The student newspaper comments regularly on important issues and ideas (in addition to carrying out the more customary tasks of student newspapers). (SA-A)

72. Many opportunities exist outside the classroom for intellectual and aesthetic self-expression on the part of students. (SA-A)

INNOVATION (18)

Description of Goal Area: This goal area is defined as 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.

IGI

67. to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...

70. to experiment with different methods of evaluating and grading student performance...

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

77. to create procedures by which curricular or instructional innovations may be readily initiated...

IFI-OUM

100. It is almost impossible to obtain the necessary financial support to try out a new idea for educational practice. (D-SD)

102. There is a general willingness here to experiment with innovations that have shown promise at other institutions. (SA-A)

104. High ranking administrators or department chairmen generally encourage professors to experiment with new courses and teaching methods. (SA-A)

107. This institution would be willing to be among the first to experiment with a novel educational program or method if it appeared promising. (SA-A)

111. In my experience it has not been easy for new
    · ideas about educational practice to receive a hearing. (D-SD)

118. This institution has experimented with new approaches to either individualized instruction or evaluation of student performance. (SA-A)

OFF CAMPUS LEARNING (19)

Description of Goal Area: This goal area includes time away from the campus in travel, work-study, VISTA work, etc.; study on several campuses

IFI-OUM

80. Credit for numerous courses can be earned now solely on the basis of performance on an examination...(Y)

during under-graduate programs;
awarding degrees for super-
vised study off the campus;
awarding degrees entirely on
the basis of performance on an
examination.

IGI
68. to encourage students to
spend time away from the
campus gaining academic
credit for such activities
as a year of study abroad,
in work-study programs, in
VISTA, etc...

72. to participate in a network
of colleges through which
students, according
to plan, may study on
several campuses during their
undergraduate years...

75. to award the bachelor's
and/or associate degree for
supervised study done
away from the campus, e.g.,
in extension or tutorial
centers, by correspondence,
or through field work...

78. to award the bachelor's
and/or associate degree to
some individuals solely on
the basis of their perfor-
mance on an acceptable
examination (with no college-
supervised study, on- or off-
campus, necessary)...

85. A plan exists at this
institution whereby a
student may be awarded
a degree based primarily
on supervised study off
campus. (Y)

112. A graduate is usually
considered by faculty to
be better educated if all
of his credit hours were
earned at this institution,
than if he had studied
on several campuses in
qualifying for his degree.
(D-SD)

91. Several arrangements
exist by which students
may enroll for credit in
short terms away from the
campus in travel, work-
study, VISTA-type work,
etc. (Y)

119. Off-campus learning ex-
periences of various types
are considered as valuable,
or more valuable, to the
student's education, as
regular courses. (SA-A)

97. Every student is en-
couraged to include some
study abroad in his edu-
cational program. (Y)

ACCOUNTABILITY/EFFICIENCY (20)

Description of Goal Area: This
goal area is defined to include
use of cost criteria in de-
ciding among program alterna-
tives, concern for program
efficiency, accountability

IFI-OUM
86. One or more individuals
are presently engaged in
long-range financial
planning for the total
institution. (Y)

to funding sources for
program effectiveness, and
regular submission of evi-
dence that the institution
is achieving stated goals.

IGI

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

81. to regularly provide
evidence that the insti-
tution is actually achiev-
ing its stated goals...

83. to be concerned about the
efficiency with which
college operations are con-
ducted...

87. to be accountable to fund-
ding sources for the ef-
fectiveness of college pro-
grams...

92. Analyses of the philosophy,
purposes, and objectives
of the institution are
frequently conducted. (Y)

98. Planning at this insti-
tution is continuous
rather than one-shot or
completely nonexistent.
(Y)

108. Laying plans for the
future of the institution
is a high priority activity
for many senior adminis-
trators. (SA-A)

113. Seldom do faculty members
prepare formal evaluations
of institutional goal
achievement. (D-SD)

120. The approval of proposals
for new instructional
programs is regularly
dependent on an estimate
of potential efficiency.
(SA-A)

MISCELLANEOUS

IGI

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

71. to maintain or work to achieve a large degree of insti-
tutional autonomy or independence in relation to governmental
or other educational agencies...

80. to maintain or work to achieve a reputable standing for
the institution within the academic world (or in relation
to similar colleges)...

82. to carry on a broad and vigorous program of extracurricular
activities and events for students...

84. to be organized for continuous short-, medium-, and long-range planning for the total institution...

85. to include local citizens in planning college programs that will affect the local community.

86. to excel in intercollegiate athletic competition...

88. to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...

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...