Mailafiya, Madu Garga (1986) *Nigeria and the open university system.*

PhD thesis

http://theses.gla.ac.uk/4138/

Copyright and moral rights for this thesis are retained by the author

A copy can be downloaded for personal non-commercial research or study, without prior permission or charge

This thesis cannot be reproduced or quoted extensively from without first obtaining permission in writing from the Author

The content must not be changed in any way or sold commercially in any format or medium without the formal permission of the Author

When referring to this work, full bibliographic details including the author, title, awarding institution and date of the thesis must be given

Glasgow Theses Service
http://theses.gla.ac.uk/
theses@gla.ac.uk

NIGERIA AND THE OPEN UNIVERSITY SYSTEM

Madu Garga Mailafiya, Dip.A.E. (Manchester),
M.Sc. (Edinburgh)

Thesis submitted to the Faculty of Social Sciences
in partial fulfilment of the requirements for the
degree of Doctor of Philosophy
(in 2 volumes)

Volume 2.

UNIVERSITY OF GLASGOW

JANUARY 1986

NIGERIA AND THE OPEN UNIVERSITY SYSTEM

TABLE OF CONTENTS

VOLUME 1 — Page

Acknowledgements ... (vi)

Summary ... (x)

Table of Contents ... i.

List of Appendices ... xi.

List of Figures, Maps and Tables ... xii.

CHAPTER 1

INTRODUCTION

1.1 The research problem and its importance 1

1.2 Research objectives 2

1.3 Definition of important concepts and terms 3

1.3.1 What is distance education? 3

1.3.2 Open learning 5

1.3.3 Open university 6

1.3.4 Untrained teachers 6

1.3.5 Western education 6

1.3.6 Indigenous education 7

1.3.7 Koranic education 7

1.4 Scope of enquiry and research methodology 8

1.5 Assembly of background data and case study material 9

1.6 Sampling method 10

		Page
1.7	Number of policy-makers sampled	12
1.8	The major considerations in sampling potential Open University candidates	17
1.9	Long-term potential candidates	22
1.10	Method and size of potential candidates sampled	24
1.11	Fieldwork techniques	26
1.12	Questionnaires	27
1.13	Sampling for the questionnaires	28
1.14	Strengths of the research	29
1.15	Limitations of the study	32
1.16	Data consideration	34

CHAPTER 2

NIGERIA: A POLITICAL, ECONOMIC AND EDUCATIONAL OUTLINE 35

I.1	The general background to Nigeria and its educational system	36
1.2	Religion	38
1.3	Population	38
1.4	The economy	40
1.5	Beginnings of Western Education	41
1.6	State intervention, organisation and administration of education in Nigeria	44
2.1	The general background to Borno State and the educational position	52
2.2	Occupations and the economy	54
2.3	Western education in Borno State	56
3.1	The general background to Cross River State and the educational position	62
3.2	Occupations and economy	64

		Page
3.3	The development of Western education in Cross River State	66
3.4	Conclusion	70

CHAPTER 3

THE EXPANSION OF HIGHER EDUCATION IN NIGERIA

3.1	Beginnings and reason for expansion	73
3.2	Post-independence expansion: first decade	79
3.3	Decade of unparalleled educational expansion and reform	82
3.3.1	National goals	84
3.3.2	New National Policy on Education	84
3.3.3	Constitutional provision for education	86
3.3.4	New 6-3-3-4 structure for formal education	87
3.4	Expansion of higher education during the Second Republic, 1979-83	89
3.4.1	Federal Universities of Technology	90
3.4.2	National Open University of Nigeria	91
3.4.3	Nigerian Military University	91
3.4.4	Federal Universities in 1983	91
3.4.5	Federal Polytechnics and Colleges of Education	92
3.4.6	Growth in State Universities	93
3.4.7	State Polytechnics, Colleges of Education and Basic Studies	94
3.4.8	Private Universities	95
3.5	Major educational achievements and problems of regional imbalance	97
3.6	Problems of funding and evidence of demand for university education out-stripping conventional facilities	105
3.7	General re-organisation of Nigerian education and the streamlining of universities	113
3.7.1	National Open University of Nigeria	115
3.7.2	Federal Universities of Technology	115
3.8	Conclusion	117

Page

CHAPTER 4

THE STATE OF DISTANCE EDUCATION IN NIGERIA 119

4.1 Historical background 122
4.2 University-level distance education 125
4.2.1 Ahmadu Bello University, Zaria 126
4.2.2 Case Study 1: Teacher In-Service Education Project (TISEP). 127
4.2.3 Case Study 2: Nigerian Certificate of Education (NCE) by correspondence 129
4.2.4 Case Study 3: University of the Air, Ahmadu Bello University 131
4.2.5 Case Study 4: University of Lagos, Correspondence and Open Studies Institute (COSIT) 135
4.2.6 The organisational method 137
4.2.7 Courses 138
4.2.8 Entry requirement 140
4.2.9 The teaching system 141
4.2.10 Students 143
4.3 Non-University based distance education programmes 146
4.3.1 Case Study 5: National Teachers Institute (NTI) Kaduna 147
4.3.2 The organisational structure 148
4.3.3 Students 150
4.3.4 The teaching system 153
4.3.5 The future 155
4.4 Case Study 6: Private Correspondence Colleges, General Education and Specialist courses 157
4.4.1 Regulation of correspondence education 158
4.4.2 Correspondence students 161
4.4.3 The teaching system 161
4.4.4 Strengths of private correspondence colleges 162
4.4.5 The major problem areas 164

		Page
4.4.6	A new approach	166
4.5	Initial deductions	166
4.6	National Open University of Nigeria: its establishment and suspension	169
4.6.1	The background	169
4.6.2	Planning	171
4.6.3	Objectives	175
4.6.4	The system	176
4.6.5	Academic programmes	179
4.6.6	Students	184
4.6.7	Major problem areas	185
4.7	Conclusion	189

CHAPTER 5

PROBLEMS AND PROSPECTS OF THE OPEN UNIVERSITY SYSTEM: A WORLD PERSPECTIVE

5	The origins	192
5.1	Justifications for distance education	194
5.1.1	Education as an instrument for societal progress and democracy	195
5.1.2	Social equality and democracy	200
5.1.3	Concern for the democratisation of higher education including opening of access to groups who may never undertake full-time study	204
5.1.4	The significance of continuing and up-dating education	206
5.1.5	Potentials for more education at reduced costs	210
5.1.6	Communications technology and the enhancement of distance teaching techniques	214
5.1.7	Concern for learner freedom	215

		Page
5.2	Growth of Open University institutions	217
5.3	External studies departments within conventional universities	220
5.4	Advantages and disadvantages of autonomous open universities and conventional university-based distance teaching systems	225
5.5	Existing models and functions of university distance teaching systems	228
5.5.1	Autonomous independent centrally-controlled open universities	228
5.5.2	Autonomous de-centralised open universities	229
5.5.3	Independent external studies institutions of conventional universities	229
5.5.4	Semi-independent external studies institutions of conventional universities (integrated mode model)	230
5.5.5	Non self-governing external studies departments of conventional universities (mixed mode, multi-departmental model)	230
5.5.6	Central Government autonomous centres for university distance education	231
5.5.7	Collaborative multi-institutional model (network/ switchboard schemes.)	232
5.6	Teaching media	233
5.6.1	Print-based institutions	234
5.6.2	Video-computer based institutions	234
5.6.3	Newspaper-based education	235
5.6.4	Audio-based distance teaching institutions	235
5.7	Common characteristics and major problems of the open university system	237
5.8	Conclusion	

Page

CHAPTER 6

THE OPEN UNIVERSITY OF THE UNITED KINGDOM: A CASE STUDY

6	Introduction	254
6.1	Country profile	255
6.2	Background history	256
6.3	Justification for the open university,system	261
6.4	Objectives of the Open University, United Kingdom	266
6.5	The organisational structure	269
6.6	Finance	273
6.7	Staff	277
6.8	The teaching strategy	280
6.9	Broadcasts, non-broadcast materials and learning support services	283
6.10	Multi-media teaching/learning package	286
6.11	Course design teams	290
6.12	Courses and assessment methods	293
6.13	Assessment	295
6.14	Students demands and key characteristics	298
6.15	Key characteristics of open university students	304
6.16	New trends	308
6.17	Conclusions and policy implications	312

VOLUME 2 Page

CHAPTER 7

NIGERIA AND THE OPEN UNIVERSITY SYSTEM (1):
RESEARCH FINDINGS ON POLICY-MAKERS 318

7.1 Hypothesis 324
7.2 Methodology 325
7.3 Study population and the sampling procedure 327
7.4 Findings and discussions 329
7.5 Characteristics of policy-makers 332
7.6 Reactions to the open university system 339
7.7 Appropriateness of open university model 346
7.8 General comments 348
7.9 Reactions to the feasibility of an open university 352
7.10 General comments 358
7.11 Funding and goodwill 362
7.12 General comments 370
7.13 Academic standards 372
7.14 Basis for enrolment into open university courses 383
7.14.1 Comparability of academic standards 383

		Page
7.14.2	Emphasis on the concept of mature students	384
7.14.3	Amelioration of educational imbalance	385
7.15	Quota system of admission	391
7.16	Appropriate courses, target groups and knowledge of potential open university candidates	395
7.17	Immediate educational needs of States	403
7.18	Implications of an Open University system for broadcasting in Nigeria	409
7.19	Some broadcasting concerns and expectations	419
7.20	Conclusion	422

CHAPTER 8

NIGERIA AND THE OPEN UNIVERSITY SYSTEM (2) :

RESEARCH FINDINGS ON POTENTIAL CANDIDATES

Study Population		424
8.1	The questionnaire	427
8.2	Findings and discussions	428
8.3	Characteristics of potential candidates	429
8.4	Background of respondents and implications for home study	432
8.5	Income and personal situation of respondents	434
8.6	Home study experience and attitudes to distance education	441
8.7	Perceived relevance of an Open University system to Nigeria	450
8.8	Feasibility of an Open University system	458
8.9	Funding	464
8.10	Motivation and obstacles to home study	466

		Page
8.11	Study motives and constraints	472
8.12	Broadcasting and education	481
8.13	Appropriate type of courses, academic credibility and employment prospects for Open University graduates	483
8.14	Conclusion	494

CHAPTER 9

CONCLUSIONS, POLICY IMPLICATIONS AND FURTHER RESEARCH

9. 1	Relevance of educational innovations	497
9. 2.1	Summary findings (1) : Open University concept and application	500
9. 2.2	Summary findings (2) : Limitations of the Open University system	505
9. 3	Nigeria and the Open University system: Findings and implications	509
9.4	Conclusions	520
9.5	Policy implications	522
9.6	Possible Open University models	523
9.7	Preferred Open University model	525
9.8	Fruitful areas for further research	529

BIBLIOGRAPHY 537-556

APPENDICES 557-634

		Page
APPENDICES (Numbers linked with relevant Chapter numbers)		
Appendix 1.1	National Open University Questionnaire (Phase One) : Policy-makers	557-582
Appendix 1.2	National Open University Questionnaire (Phase Two) : Potential Candidates	583-605
Appendix 4.1	Logo of the suspended National Open University of Nigeria	606
Appendix 5.1	Basic statistics on autonomous open universities established during the 1970's	607-608
Appendix 6.1	OU-UK Undergraduate courses available in 1983	609-611
Appendix 6.2	OU-UK Associate student courses available in 1983	612-614
Appendix 7.1	List of correspondence colleges used and subjects studied by policy-makers	615-617
Appendix 7.2	Examples of arguments for and against the open university system in Nigeria published in national newspapers before and immediately after the suspension of the scheme in 1984	618-625
Appendix 7.3	Photo copy of application form for admission into the Foundation Year Programme of the National Open University of Nigeria	626-628
Appendix 7.4	Newspaper advertisement of National Open University of Nigeria Foundation Year courses	629-631
Appendix 8.1	List of correspondence colleges used and subjects studied by potential open university candidates	632-634

LIST OF FIGURES, MAPS AND TABLES

		Page
MAPS		
1	Nigeria 1985: The Nineteen States	(i)
2	Borno State Local Government Areas, 1985	(ii)
3	Cross River State Local Government Areas, 1985	(iii)
4	Nigeria 1985: Location of Higher Educational Institutions and Study Centres of the Correspondence and Open Studies Institute (COSIT)	(iv)
5	U.K.: Open University Regional Offices, 1985.	(v)
FIGURES	(Numbers linked with Chapter locations)	
2.1	Control, Finance and Management of Education in Nigeria	48
2.2	Old structure of formal education system	49
2.3	New structure of the formal education system	49
5.1	World distribution of autonomous open universities	223
5.2	World distribution of external studies departments of conventional universities	223
6.1	Open University, United Kingdom income and expenditure, 1982	275
7.1	Ethnic groups of respondents	333
7.2	Personal characteristics of policy-makers	335
8.1	Personal characteristics of potential Open University candidates	433
9.1	Organisational structure of preferred Open University model within the Nigerian University system	527
9.2	Management structure of the preferred Open University model	528

Page

TABLES (Numbers linked with Chapter locations)

1.1 Transition from secondary education, 1975/76 - 1980/81 and estimate of potential Open University candidates (short-term) 20

2.1 Nigeria: Estimated population by age group and rural-urban distribution, 1984 39

2.2 Educational institutions and enrolments in Borno State,1976-84 60

2.3 Comparison of educational institutions and enrolments in Borno and Cross River States of Nigeria, 1983. 70

3.1 Basic data on the 5 oldest Nigerian Universities 80

3.2 Educational expansion in Nigeria, 1960-70 81

3.3 Educational enrolments in Nigeria, 1970-80 83

3.4 Educational enrolments in Nigeria, 1960-85 97

3.5 JAMB Applications and admissions to Nigeria Universities by candidates from Northern and Southern States, 1982-83 99

3.6 Statistics of primary and secondary education in Nigeria, 1980/81 103

3.7 Costs of Nigerian Universities, 1980/81 - 1982/83 108

3.8 JAMB statistics of applications and offers of admission to first degree courses in Nigerian Universities, 1978/79 - 1983/84 109

3.9 Federal expenditure on education and other key sectors, 1985 112

4.1 Qualified and unqualified primary school teachers in Nigeria,1983 151

4.2 Enrolments and out-put from part-time distance education credit programmes in Nigeria 167

4.3 Proposed National Open University faculties/courses and those of traditional Nigerian universities 180

5.1 Growth of autonomous multi-media open universities, 1969-83 219

6.1 Open University of the United Kingdom staff by categories as at 31.12.83 278

TABLES

		Page
6.2	Open University students and clients statistics, 1971-83	301
6.3	Open University BA (Ordinary) Graduates by cohorts 1971-84	302
6.4	Open University BA (Honours) Graduates by cohort 1971-84	303
6.5	Increases in undergraduate tuition and summer school fees in Open University, United Kingdom, 1971-84	310
7.1	Sampling methods and returns from policy-makers	329
7.2	Participation in correspondence education by sex, age, education, occupation and state of origin of respondents	343
7.3	Need for an Open University by the sex, age, education, occupation, ethnic group, state of origin and religion of policy-makers	349
7.4	Opinion on the feasibility of an Open University by the sex, age, education, state of origin, occupation, ethnic group and religion of policy-makers	357
7.5	Opinion on the feasibility of Open University funding by the occupation and education of policy-makers	369
7.6	Perceived Open University academic acceptability compared with the conventional universities by sex, age, education, occupation and ethnic groups of policy-makers	375
7.7	Employability of Open University graduates compared with graduates of full-time universities by sex, education, occupation and States of origin of policy-makers	381
7.8	Basis for enrolment into open university courses by sex, age, education, occupation and States of origin of policy-makers	387
7.9	Perceived need of a quota system of admission in an open university by sex, age, education, occupation and States of origin of respondents	392
7.10	Opinion on future level of Open University participants by sex, age, education, occupation and States of origin of policy-makers	399

TABLES

		Page
7.11	Expectations for an Open University in the nineteen States of Nigeria by sex, age, education, occupation and the States of origin of policy-makers	407
7.12	Implications for broadcasting of an Open University system in Nigeria by sex, age, education, occupation and the States of origin of respondents	416
8.1	Occupations and percentage distribution of the employed population in Nigeria, 1984	424
8.2	Sample size and returns from potential Open University candidates	429
8.3	Income levels by the education of respondents	435
8.4	Participation in correspondence education by the sex, age, educational standard, occupation, ethnic group and state of origin of potential open university candidates	442
8.5	Attitudes of women respondents to distance education by age, religion, ethnic group and State of origin	444
8.6	Educational qualifications by the occupations of the respondents	449
8.7	Opinion on the need for an Open University system by sex, age, education, occupation and ethnic group of respondents	455
8.8	Opinion on the feasibility of an Open University system in Nigeria by sex, age, education, occupation, State of origin and ethnic group of potential candidates	459
8.9	Suggested Open University study subjects by the sex and occupation of respondents	468

TABLES

		Page
8.10	Interest in Open University study by sex, age, education, occupation and ethnic group of respondents	475
8.11	Comparison of Open University and conventional university academic standards by sex, age, education, occupation, state of origin and ethnic group of respondents	487
8.12	Opinion on employment of Open University graduates by sex, age, education, occupation, State of origin and ethnic group of respondents	490

CHAPTER 7

NIGERIA AND THE OPEN UNIVERSITY SYSTEM (1) : RESEARCH FINDINGS ON POLICY-MAKERS

Introduction: The arguments for and against the open university system

Between 1979 - 84 when the Open University system was hotly debated in Nigeria, much attention was focused on the social relevance, the technical feasibility and the economic viability of such an alternative form of higher education, given the country's stage of development. Politicians, eminent academics, economists and informed commentators were the most vocal group who argued strongly for and against an open university system in the country.

For those opposed to the system, the biggest cause of their doubts or hostility was lack of infrastructures, necessary for effective university level distance teaching. Other issues which were argued strongly were that :

a the national economy was not healthy enough to support an open university ;

b there were adequate educational opportunities in the existing universities which were under-funded, poorly staffed and ill-equipped ;

c really qualified open university candidates might be much less than is usually assumed, hence such a system might lower academic standards by admitting people who were not suitable for degree programmes ; and

d already, there was graduate unemployment and an open university

might worsen the situation through mass production of graduates mainly in the humanities and the social sciences - disciplines to which open universities, by their nature, tended to draw most of their students.

On the other hand, those who supported the establishment of an open university institution in Nigeria, argued strongly that the system was an educational innovation which was desirable and relevant to the higher education needs of the country. This group which included potential candidates for an open university, felt that, Nigeria as a dynamically changing society needed increased opportunities and diversified range of courses to cope with the number of people who should be undertaking higher education for individual and societal betterment.

To them, the best solution to increased educational opportunities was through an open university system which had emerged in other societies as socially relevant education at cheaper costs, compared with the traditional university system. One important point which was often quoted to justify the open university system was that it could serve as a complementary and alternative source of higher education for more groups who were unable to go to the university on full-time basis. To them, an open university was needed to guarantee capable Nigerians more access to higher education ; to reduce existing inequalities ; and to foster the building of a just and egalitarian society.

For example, during the National Assembly debate on the Open University Bill, a number of Senators and Members of the House of Representatives made the following points to support the system (Presidential Planning Committee, 1981b : 71-92) :

'Mr President, I would like to appeal to my colleagues that they should give support to the Bill because of other Nigerians who are outside and who are not able to get university education. This university is going to be open, it is going to be open to places, it is going to be open to the people, it is going to be open to individual ideas and it is going to be receptive to criticisms'. (Senator Olusola Saraki, Senate Majority Leader, National Assembly, Lagos, 14 July 1981)

'An open university system places no restriction either of sex, tribe, religion, family background, age or what have you - on the desire and thirst for knowledge ... In fact an open university system, could be likened to the biblical saying : "Seek, you shall find : knock and the door shall be open".' (Senator J.A.O. Odebiyi, National Assembly, Lagos, 14 July 1981)

'Whatever initial defects and logistic problems that will arise by the establishment of the National Open University, this small step taken by President Shehu Shagari, is in fact a giant stride for Nigeria. I will like to close my remarks with a Hindu proverb ... " It is better to light a candle than curse the darkness".' (Senator Ahmadu Ali, National Assembly, Lagos, 2 September 1981)

'It is an open fact that many important people in Nigeria today had their education through private tuitions ... For example, the leader of the Unity Party of Nigeria, Chief Obafemi Awolowo, had his first BCom degree privately by tuition and so also many other Nigerians. Professor Chike Obi had his own education privately and today he is one of Nigeria's greatest assets ... Those who say that Nigeria is not ripe for it have not advanced tangible reasons for that. As a matter of fact, it is the other way round. Nigeria needs education today in order to promote unity, happiness and prosperity of this country'. (Senator E.K. Ogunleye, National Assembly, Lagos, 14 July 1981)

'If the Open University is established in such a way that it is of relevance not only to the literary but also the the technological transformation of this country, and if the necessary facilities would be provided, I would give it support.' (Professor Opeyemi Ola, House of Representatives, Lagos, 16 July 1981)

Some of the arguments of either side, made outside the National Assembly before and after the suspension of the National Open University of Nigeria in 1984 are given below :

'Nigeria is not ripe to operate such an expensive university system. If we want the Open University to be a replica of the Universal Primary Education Scheme (UPE) where half-baked graduates would be produced, then the Senate should go ahead and approve the Open University Bill.

The country should be discouraged from having the feeling that university degree was an "alfa and omega"... We do not need to have everybody going to the university merely to be productive ... One can earn enough respect and position without a degree. The Open University would probably not be better than a Staff Development Centre because most of those to be enrolled were likely to be students of humanity and arts.' (Dr Bello Halliru Mohammed (Politician), Secretary General, Great Nigeria Peoples Party, 'Reject Open University Bill', New Nigerian. Kaduna, 15th December 1982, p. 3)

'Care must be taken by all concerned not to jeopardise the standard of higher education in the country ... It is only pertinent to strongly advise that Nigeria is not just ripe for an open university system ...

For Christ's sake, one does not need to be an expert to know that all our existing higher institutions of learning should be adequately staffed, equipped and consolidated to effectively perform their assigned role in the society, before thinking of establishing new ones.

As much as the open university system is laudable, it should be categorically pointed out that it is doomed to fail. Without mincing words, the system is unworkable in our present day Nigeria. Given our present level of physical and social development, the establishment of an open university system amounts to an exercise in futility and intentionally lowering the standards of higher education in the country.' (Dele Alake (Television Executive), 'Nigeria is not ripe for open university system,' in The Punch, Lagos : 2nd February 1982, p.5)

'I don't think we need an open university because our socio-cultural background and the type of communication system to be needed will not let it work. Will every student always have time to watch or sit down to listen to lectures ? Would that appropriate to the physical presence of a teacher ?

What of those who can't buy television ? How can you conduct examinations using our communication system ? Sincerely, everybody who wants university education should try to go to the conventional university physically. There are part-time courses

and all a desperate person needs is to go to a university town.

In our cultural system where it is an abomination to keep to yourself, it would create problems for everyone.' (Mrs F Tella (Educationist), 'Opinion Poll on Open University', Daily Times. Lagos, 2nd July 1982, p. 7)

'We need it. Nigeria is ripe enough to employ all avenues through which we can get education ... People think we don't need it because of facilities but I think we have enough communication media for it. Give lectures on tapes and make them available for students to buy and play ; send lectures by post, by courier service or through the television. In fact we can do it with the little we have.

If you look at the weather always you won't plant your seed ...

There is nothing like education, no matter how small it is ...

One thing wrong with us is that we are always looking at education as a means of getting a job : this is wrong. Education is a healthy foundation, not an end. If education is available to everyone, people won't attach too much importance to certificates, but in what one can do.' (John Collins (Computer Consultant), 'Opinion Poll on Open University.' Daily Times. Lagos , 2nd July 1982, p. 7)

'While some of the criticisms levelled against the open university system may be tenable, one has to point out that most of these criticisms arise from an inadequate knowledge of what open university is ; hence the fear of the unknown ...

It is my conviction that the open university would be one of the paramount things that could happen to this country in educational innovations ; it is an educational revolution. If properly operated the benefits this country can reap from the open university are immense.

Put pithily, the open university is a specialised university for adult workers interested in life-long learning. It is envisaged to deal with job-oriented courses which existing universities are not designed to cope with, even through their own extra mural departments ...

The facts are incontrovertible that if we want to build a just and egalitarian society, if we want to evolve a nation where no man is oppressed, if we want to fashion a new society in this country, an ideal society, visions of which go beyond space and time, and if our Senators are indeed democratically committed to the yearnings and sensitivity of the downtrodden masses of this country, then the establishment of the Open University of Nigeria becomes a categorical imperative ...

As the Romans will say "ex nihilo nihil fit" (out of nothing, nothing comes). Let us start something and somewhere with the Open University of Nigeria.' (Education Correspondent, 'The Open University : Giant Step towards mass education'. Daily Sketch. Ibadan : 5th January 1983, p. 7)

'At face value, the scheme looks laudable ; reasons for its establishment are often very persuasive, although sometimes emotional. Apologists will tell you ... the 28 universities in the country can only admit a negligible fraction of Nigerians who actually apply each year. You also hear loud cries from those who say that the open university scheme represents their last hope for enlightenment.

There is no doubt that there is some merit in some of these arguments. But not when the realities of the situation are considered ... No one said it was not desirable, but many contended that it was not feasible ... The planners should have recognised the inadequacy of Nigeria's communications system as exemplified by letters that take up to five months to travel from one end of the country to the other and telephones that hardly connect.

They should also have taken into consideration the erratic power supply situation in the country, which keeps some areas of the country in the dark for upwards of three consecutive weeks ...

Now supposing that these communication problems were solved, what about the question of standard and supervision of students ? University education of whatever ramification essentially needs constant, if not frequent, close contacts between lecturers and their students, even if just for the purpose of supervising students' works and ensuring a conscious application of studies.

The open university programme did not create enough allowance for close supervision of students ... This leaves a wide room for candidates to employ more knowledgeable people to answer correspondence questions for them, thereby putting honest students at a disadvantage ...

> The open university is a further manifestation of the ills that infested the nation during the last four years. (G Morka (Economist), 'We don't need a degree awarding Open University'. In Sunday Times, No. 16, 798. lagos, 13th May 1984, p. 21)

More materials on the arguments for and against the open university system as reported by the Nigerian press can be seen in Appendix 7.2.

Most of the arguments of either side were based on impressionistic evidence because so far, no researched evidence has been produced in Nigeria on the open university system, especially on expressed demand for part-time university education. Similarly, no known study has been done to ascertain how policy-makers in Nigeria, perceived the relevance of an open university to the higher education needs of the country or the feasibility of the system.

It was against this background that this study was undertaken. It is hoped that the empirical data collected and the findings of this thesis will help increase our knowledge and understanding of the system and of what it might mean to certain groups of Nigerians, policy- and decision-makers and potential students of an open university.

7.1 Hypothesis

The general assumption of this study was that :

i) the open university idea in Nigeria suffered from adverse publicity in the period since 1979 when the advantages and the limitations of the system was debated nation-wide.

ii) the system was not positively marketed. Instead, it was

portrayed as technically and economically unviable, academically an inferior alternative to the traditional university system, and socially not relevant to the demands of the nation's economy.

iii) given such arguments as outlined in i) and ii) above, an open university system would, therefore, be unpopular with the public generally and with policy-makers in particular while the potential users of such a system might have been discouraged by the widespread scepticism expressed about the system.

On the basis of these hypotheses, interview and questionnaire techniques were designed and used to collect data to test whether the assumptions would hold.

7.2 Methodology

The fieldwork (undertaken in Nigeria between November 1983 and July 1984) used a combination of stratified random sampling, clusters sampling, in-depth interviews and informal discussions as well as observation methods. In essence, data was collected largely through personal contacts with respondents(personal touch to administer face-to-face interview questionnaires ; to distribute questionnaires with stamped envelopes for completion and return to the researcher ; and for recorded in-depth interviews as well as informal interviews).

It was felt that in a culturally heterogenous society such as found in Nigeria, a single methodology could be a very costly means of sampling all the groups in the different parts of the country. As an

alternative the stratified random sampling and clusters sampling methods were employed to collect relatively limited amount of information on a representative sample of the diverse groups which reflected the larger population.

Additionally, a crucial determinant of the variety of the data collection methodologies used has been to minimise the limitations of any particular qualitative and quantitative sampling methods. For example, Goode and Hatt (1952) have rightly observed that human behaviour is too elusive, subtle and complex to yield to the rigid categorizations and artificial instruments of science. Here, the argument seems to be that human behaviour could best be studied by other human observers. In other words, there can be no rigid procedures for studying and understanding human behaviour.

Arguing the case for using a variety of research strategies for data collection for studying peoples perceptions, Filstead (1971) made the point that investigations of reality was crucial for first hand knowledge about the empirical social world in question. He sees man as a symbol manipulator who is only understood through the perception and understanding of those symbols that are being manipulated. Therefore, 'to facilitate understanding of the subject matter, the researcher must be aware of the tremendous qualitative differences between objective 'knowledge about' and inter-subjective 'acquaintance with' the data of reality'. (Filstead, 1971 : 2). To narrow this gap, Filstead suggests that researchers have to 'devise a methodology that will enable them to take account of the inner perspective as well as the outer perspective of the subjects of investigation - a combination of research strategies to get close to the data rather than rigidly structured techniques'. (Ibid.)

Also, in The Bottle Buyer (1979), Rusque-Alcaino and Bromley have pointed out how all forms of sampling have their own advantages and disadvantages, and how the use of several complementary methodologies might be appropriate in many situations. Peil (1972 and 1982) seems to have used questionnaires and complementary methodologies extensively in Africa with some success. For example, she found that the use of questionnaires provided a cheap means of collecting data from large numbers of well educated people with easy access to postal services. On the other hand, less structured data collection methods such as face-to-face interviews were often usedto overcome postal delays ; low response rate from busy officials ; reach people who do not have a postal address, or inadequate answers from people with little or no education. (Peil, et. al. 1982 : 11)

7.3 Study Population and Sampling Procedure

A structured interview questionnaire titled NATIONAL OPEN UNIVERSITY QUESTIONNAIRE PHASE - ONE (NOUQ - 1) was administered on a study population of 315 policy- and decision-makers i.e. the most influential people in Nigeria. They were drawn from key Federal, State and Local Government institutions as well as private concerns and community groups in the country. (For a fuller discussion of the sampling procedures, see Chapter 1).

The interview questionnaire sought information from policy-makers on their perception of a number of issues, which either supported or militated against the relevance and feasibility of an open university system in Nigeria. In all, the questionnaire consisted of 11 sections with 80 variables. 58 of these were nominal questions which required the respondents to choose from a list of answers supplied in

the questionnaire or to supply their own answers while 22 were Yes / No / Don't Know questions. (See Appendix 1.1 for a sample of the questionnaire administered on the policy-makers and the raw data obtained during the fieldwork).

The critical questions in the questionnaire concerned twelve issues namely :

1 The relevance of an open university system to the higher education needs of Nigeria (OU NEED)
2 The feasibility of an open university system (OU FEASIB)
3 Funding, goodwill and the availability of human and material resources for the system (FUNDMAT)
4 Academic standards and acceptance (ACADA)
5 Appropriate type of open university courses (COURSES)
6 Knowledge of potential open university candidates (CANDIDATES)
7 Entry qualifications for admission to degree programmes (ENTRY)
8 Implications of an Open University for regional imbalances in the developement of education (QUOTA)
9 Immediate education needs of State Governments (STATE NEEDS)
10 Preferred media channels for open university programmes (CHANNELS)
11 Availability of air time for open university programmes (SLOTS)
12 Implications for broadcasting of an open university (MEDIAIMP)

Other questions included in the questionnaire covered secondary issues concerning Nigeria and the open university system. They were designed to elicit information about the personal backgrounds of the policy- and decision-makers while some served as exploratory probes. The aim was to tap other aspects of the respondents' opinion in order to

obtain precise answers and reasons for their response. All the interview questionnaires administered by the researcher in face-to-face sessions, were tape recorded for accurate account of the answers and for in-depth treatment of the issues being investigated.

About 30% of the policy-makers who preferred to complete the questionnaires themselves were given self addressed envelopes which they returned by post or were collected by the researcher at agreed dates and places.

The research findings are presented below.

7.4 Findings and Discussions

The number of questionnaires distributed and the eventually achieved total sample from the nine month field work are shown in table 7.1.

Table 7.1

Sampling Methods and Returns from Policy-Makers

Total Sample	315	100%
No. interviewed face-to-face	157	50%
No. who completed questionnaires themselves	93	29%
No. of questionnaires returned	250	79%
No. of questionnaires not returned	65	21%

Of the 65 policy-makers who did not respond to the questionnaires distributed to them, 30 (i.e. 9.5% of the total sample) were based in the five Southern States surveyed (Bendel, Cross River, Imo, Lagos and Oyo). Of these, 20 (6%) were Federal-level policy-makers while 15 (5%) were based in the five states in the northern part of the

country covered by the study (Bauchi, Borno, Kaduna, Kano and Plateau).

The majority of policy-makers who were unable to participate in the survey - 45 in all (14% of the total sample) were former ministers, commissioners, legislators, political office holders and leaders of political parties who were removed from office in the military coup of 31st December 1983 shortly after the questionnaires were distributed to them. Many such politicians were subsequently arrested in January 1984 and were still being held in detention by July 1984 when the fieldwork was completed. However, there were those who were interviewed or who returned questionnaires completed by themselves before the military intervention and others who were not detained and had no need to go into hiding. In all, 12% of the achieved sample were former legislators, political party office holders (e.g. corporation chairmen and directors) as well as leaders of proscribed political parties.

In addition, about a third of the respondents in three other categories of policy-makers did not respond to the survey. For instance, 12 out of 35 principal officers of traditional universities and related institutions such as the National Universities Commission did not return questionnaires. Similarly, 40% of traditional and religious leaders as well as those from the armed and security services did not respond to the survey. The overall responses from the 15 categories of the policy-makers sampled are given below :

Category		Questionnaires distributed	Response	Response rate
1	Ministers and Commissioners	35	25	74%
2	Legislators	35	15	43%
3	Vice Chancellors, Registrars, Principal Officers of Universities and related institutions	35	23	66%
4	Permanent Secretaries, Directors and Heads of Institutions	35	34	97%
5	Heads of Communication media establishments	35	33	94%
6	Leaders of Political Parties, Chairmen and Directors of Corporations	20	15	75%
7	Chief Executives of Corporations and Parastatals	20	20	100%
8	Leaders of Women's Associations	20	15	75%
9	Private sector Chief Executives and Proprietors of Contracting and manufacturing businesses	20	18	90%
10	Secretaries to State Governments and heads of Civil Service	10	10	100%
11	Traditional rulers and religious leaders	10	6	60%
12	Heads of Armed and Security Services	10	6	60%
13	Leaders of Trades Unions	10	10	100%
14	Local Government Sole Administrators	10	10	100%
15	Local Government Education Secretaries	10	10	100%

From the list of people who did not respond to the survey despite numerous personal calls and written reminders from the researcher, it would appear that some policy-makers declined to participate on grounds that their positions in society required them to be neutral about sensitive national issues such as the open university system

which was politicised during the civilian administration (1979 - 83).

Four out of seven traditional rulers and two out of three State Chief Judges and Grand Khadis (Heads of Shari'a Courts) included in the sample are known to have refused to participate in the survey because normally, they do not comment on political or controversial issues.

As regards the failure by a third of the principal officers of conventional universities and similar institutions, the researcher is aware that some could not respond to the survey because they did not have the time. In other words, they did not respond out of a dislike for the study or the system being investigated. For example, some of the policy-makers concerned with higher education who did not respond, granted a few minutes to the researcher for informal discussions on the research. Others later sent messages regretting their failure to respond to the questionnaire.

In addition, some policy-makers, notably legislators and public office holders had been withdrawn from their positions and no longer had the interest or the mandate to respond to the questionnaire.

On the whole, 250 out of the 315 policy-makers who were given questionnaires eventually participated in the survey. This represents an overall response rate of 79% which is still a valid rate.

7.5 Characteristics of Policy-Makers

The eventually achieved total sample of 250 policy-makers consisted of

219 men (88%) and 31 women (12%) in different age groups and from both urban and rural areas in the northern and the southern parts of Nigeria. Although the number of female respondents looks low compared with that of men, it probably reflects the scarcity of women in the country's policy-making positions, particularly their low participation in education and in political or public offices. For instance, to date, Ministerial appointments to State Executive Councils has been based on the ratio of 1.10 - hence in each of the 19 states, 1 female Commissioner is usually appointed against 10 or more male Commissioners. Also, during the political era, there were, in the Federal Executive Council, 2 female Ministers compared with about 25 male Cabinet Ministers.

With regards to ethnic groups, a total of 36 participated in the total sample. They were drawn from the three major geographical zones of the country as in figure 7.1.

Figure 7.1

Ethnic Groups of Respondents

Eastern Areas		Northern Areas		Western and Mid-Western Areas	
Annang	(5)	Bade	(1)	Bini	(3)
Efik	(8)	Babur	(26)	Edo	(2)
Ekoi	(2)	Berom	(1)	Ijaw	(3)
Ibibio	(31)	Bolewa	(9)	Urhobo	(3)
Igbo	(16)	Bura	(33)		
Oron	(2)	Chibok	(3)	Yoruba	(18)
Yalla	(2)	Ebira	(2)		
		Fulani	(5)		
		Hausa	(17)		
		Jukun	(1)		
		Kanuri	(27)		
		Karai-Karai	(1)		
		Katab	(1)		
		Kilba	(1)		
		Marghi	(9)		
		Ngamo	(1)		
		Ngizim	(1)		
		Nupe	(3)		

Salidva	(1)
Shuwa-Arab	(5)
Tangale	(1)
Taroh	(1)
Terah	(1)
Tiv	(1)

Additionally, no African country has, as yet, experimented with the open university system. Therefore, the opportunity was taken to get information from three African nationals - an Ethiopian, a Ghanaian and a Sierra Leonian who were working in Nigeria during the fieldwork as General Manager of a large scale agricultural project ; Dean of Education and as Head of University Department of Business and Management Studies, respectively.

The ethnic groups of the respondents are categorised and analysed under six clusters namely :

i) Hausa / Fulani and allied groups

ii) Igbo

iii) Yoruba

iv) Northern Minority groups

v) Southern Minority groups

vi) Others (Non-Nigerian African nationals)

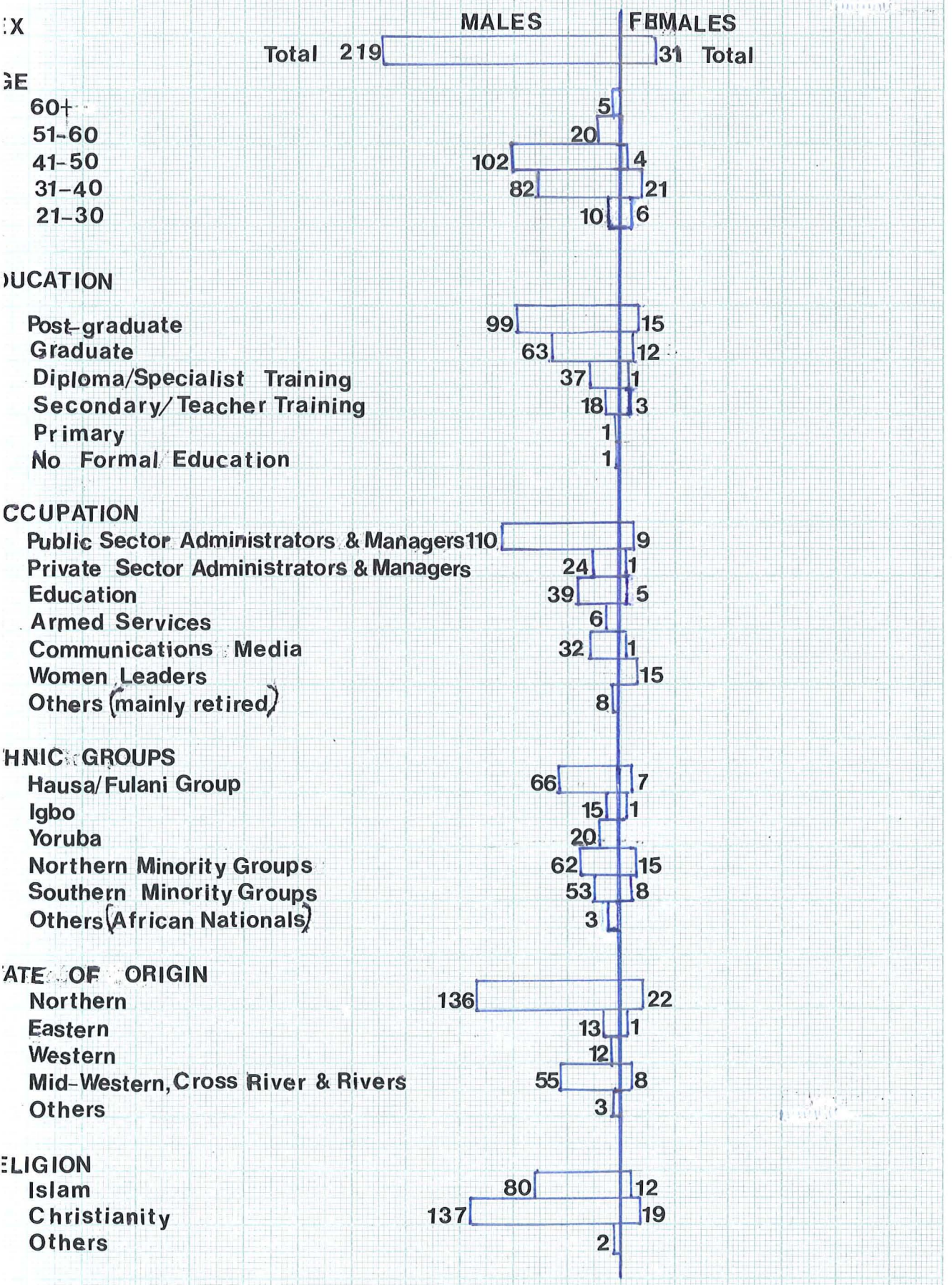
Figure 7.2 shows the ethnic and the other major characteristics of the policy-makers in the total sample : sex, age, education, main occupation, state of origin and religion.

From the statistical evidence given in figure 7.2 on the characteristics of policy-makers, we can conclude that :

Figure 7.2

PERSONAL CHARACTERISTICS OF POLICY-MAKERS (N=250)

▭=50 Persons



Text cut off in original

The majority of the eventually achieved total sample consisted of some of the most formally educated people in the country. Altogether, 189 or 76% of the respondents were university graduates. Of these, 114 or 46% were postgraduates. The number of postgraduates was particularly high among female policy-makers : 87% were university graduates while nearly half of the women who participated in the survey, 48% were postgraduates. It would appear that higher education is an important factor for reaching positions of power and influence in Nigeria. Further, the fact that nearly half of the female respondents were postgraduates, suggests that higher education not only helps in bringing about equality in the sexes in Nigeria, but more importantly perhaps, enables women to achieve their heights in national affairs, many at comparatively young age. This probably explains why 209 (84%) of the policy-makers in the sample are in their thirties and forties.

It must be stressed, however, that higher education or indeed formal schooling is not the sole criterion for attaining positions of power and influence in the country. For example, although two of the respondents had no formal education or only primary education, both also happened to be among the most successful people in the country. The one with no formal education is the chief executive and proprietor of a chain of manufacturing and contracting companies with branches throughout Nigeria and in many European capitals, with about two thousand employees including postgraduates. The other respondent who had only primary education, heads a security organisation.

Clearly, both have made their way to the top without formal schooling because as entrepreneurs, success is largely dependent upon capital

and entrepreneurial abilities rather than on educational qualifications. This contrasts with public sector employees who need formal educational qualifications for progress at work especially university degrees to reach positions of power and influence. In essence, this is a major factor to the well-known thirst for higher education among talented or ambitious public employees in Nigeria who, having missed the opportunity to acquire higher education in their youth, study privately to become better educated and equipped to earn respectable living as well as status in society.

Secondly, the population balance between the numerically more dominant Northern States and the economically and educationally more advanced Southern States, (Mentioned in Chapters 2 and 3) is also reflected in the sample. Of the eventually achieved total sample of 250 policy-makers, 158 (63%) named States located in the northern part as their States of origin, compared with 92 (37%) from States in the southern part. According to the 1985/86 projected population of about 97 million, there are 51.531 million in the ten states in the northern part of the country (53%), compared with 45.57 million in the nine southern states of the country who constituted nearly 47% of the total population. (Federal Office of Statistics, 1982 : 35)

On the other hand, the breakdown by religious characteristics of the respondents shows that the sample consisted of 92 Muslims (37%) ; 156 Christians (62%), while 2 (1%) policy-makers were followers of other religions (both Eckan Kar). This does not properly reflect the religious balance in Nigeria where slightly more than half of the total population is Muslim. However, it is accepted in Nigeria as inevitable for this kind of survey, considering that most Federal

Government institutions, even those located in the predominantly Muslim States in the northern areas of the country, are headed by people from the southern areas who are predominantly Christian. In addition, a large number of people in key positions in State Government institutions in the northern states, particularly Borno State, were non-indigenes and mostly non-Muslims. Also, in Borno State and in some of the northern states where there has been Islamic religious hostility to Western education, the survey found that many key professional positions e.g. manpower development, survey, architecture, education, etc. were occupied by people from the minority Christian areas within these States. Usually, such minority areas were more keen on Western education and therefore educationally more advanced hence they normally produced more highly educated people for professional ministries such as education, agriculture, health and works, compared with the number from areas still hostile to Western education.

Finally, three of the four centres for extensive urban and rural sampling (Biu in Borno State ; Calabar and Uyo in Cross River State) produced policy-makers who were predominantly Christian. For instance, only one of the policy-makers who responded to the survey throughout Cross River State was a Muslim. He happened to be the head of a Federal institution who was posted there from one of the Muslim northern states. The predominance of Christian respondents in the Cross River State is not surprising considering the fact that the State is one part of Nigeria which was never Islamised but was a centre for Christian Missionary activity since about the middle of the 19th century, while earlier in the 18th century, the Cross River, particularly Calabar was a centre for European trade. (MacFarlane, 1946 : 98 - 109 ; Forde, 1956 : 79 - 115 and Ogunlade, 1982 : 11)

Nevertheless, the total number of the policy-makers who were eventually reached by the survey represent a wide range of characteristics and the sample is perhaps best justified in terms of its diversity which also reflects the culturally diverse people of Nigeria.

7.6 Reactions to the Open University System

Respondents were first asked about their reaction to the need for an open university in Nigeria and what they considered to be the arguments for or against such a system of higher education. From their answers, the majority of policy-makers in the survey perceived the open university system as a desirable innovation in expanding the scope and function of higher education in Nigeria.

In all, 199 (80%) of them said that Nigeria needed a national open university. For most policy-makers, the open university idea was an important phenomenon which links studies with productive work. They also felt that the system was worthwhile since it would provide opportunities to university education to a larger segment of the population; promote the educational well being of the community generally for the benefit of the country as a whole and help reduce elitism in higher education, often connected with the conventional university system.

Only 51 respondents (20%) said that Nigeria does not need an open university because it was not feasible. They doubted if Nigeria is

right now in a position to successfully organise an open university because the country lacks the essential infrastructures of communication while existing resources - both financial and human, were inadequate. To them, an open university was premature because what Nigeria needs most at this stage of her development is technical manpower which they felt an open university could not teach effectively. They argued that an open university can only teach the traditional art-based subjects which at present, were not a national priority. These are the major themes ;

VAR 02 : In your opinion, does Nigeria need and open university ?

Yes	199	(80%)
No	51	(20%)
Don't know	-	-

However, when asked about the relevance of an open university to the higher education needs of Nigeria, far more policy-makers responded positively. 15 from among those who had previously said that Nigeria did not need an open university changed their minds. Only 36 (14%) policy-makers said that an open university was not relevant to the higher education needs of Nigeria while 214 (86%) replied that the system was relevant and a relatively cheap medium of education.

A majority of the policy-makers (66%) were also unhappy with the existing system of higher education in the country. Only a third rated higher education in the country as either relevant, efficient or accessible while two-thirds described the system as either inefficient, elitist or disappointing :

VAR 07 : Which of the following descriptions of higher education in Nigeria do you find appropriate ?

Relevant	55	(22%)
Efficient	5	(2%)
Inefficient	65	(26%)
Accessible	24	(10%)
Elitist	92	(37%)
Disappointing	9	(4%)

In contrast, more than two-thirds of the policy-makers scored high marks for the open university as a study method. As shown below, only 17% perceived the system as a means to the used as a last resort, compared to 83% who responded positively, including 19 (8%) who felt that the open university system was a first class way to study. Altogether, four descriptions dominated the responses of the policy-makers on their view of distance education namely :

VAR 15 : Do you regard open university study as a method of study that is :

A first class way to study	19	(8%)
Equal to evening classes	42	(17%)
Part-time provision for those unable to study full-time	146	(58%)
A means to be used as a last resort	43	(17%)

In the main, 207 (83%) of the respondents regarded distance education as an acceptable alternative provision for people unable to attend full-time educational institutions. The endorsement of the open

university system as a part-time provision by the majority of the policy-makers is not surprising because as already shown in Chapter 4, ambitious Nigerians precluded from formal education, had since the late 1880's, taken to correspondence studies with overseas colleges to upgrade their qualifications for re-entry into formal education or to enhance thier jobs.

A series of questions were put to the policy-makers to find out about their earlier connection with correspondence education and if any, what subjects they studied and with what correspondence college :

VAR 70 : Have you done any correspondence studies after your formal education ?

Yes	72	(29%)
No	178	(71%)

VAR 71 : With what college did you study ?

Nigerian based correspondence college	6	(8%)
UK based correspondence college	61	(85%)
USA based correspondence college	4	(6%)
Australian and others	1	(1%)

VAR 72 : What did you study ?

For external degree	3	(4%)
For university matriculation	46	(64%)
For professional membership, diploma or certificate	19	(26%)
For leisure / religious purposes	4	(6%)

The survey found that 27 different correspondence institutions served the 72 policy-makers who had studied part-time. Three of the institutions were based in Nigeria while the majority (19) were in the United Kingdom. The others were based in the United States of America (4) and in Australia (1).

The survey also established that two of the policy-makers studied for law degrees with UK based colleges after graduating from Nigerian universities for self and family use while another was still studying with an American College for a doctoral degree in business administration. However, for most policy-makers, the courses were for the General Certificate of Education (GCE Ordinary and Advanced levels). 64% registered for such courses in their struggling days in order to qualify for admission into the conventional universities. Other correspondence study subjects identified in the survey were :

> Membership courses for professional bodies such as the Royal College of Physicians (self evaluation), military science, banking, accountancy and insurance examinations.

As table 7.2 shows, about a third of the male respondents had taken correspondence tuition, compared to one-tenth among the female policy-makers.

Table 7.2

Participation in correspondence education by sex, age, education, occupation and state of origin or respondents (N = 250)

Characteristics	Total in Sample	Yes	No
Total	250	72 (29%)	178 (71%)
Sex			
Male	219 (100%)	69 (32%)	150 (68%)
Female	31 (100%)	3 (10%)	28 (90%)
Age			
Over 60 years	5 (100%)	2 (40%)	3 (60%)
51 - 60 years	20 (100%)	8 (40%)	12 (60%)
41 - 50 years	106 (100%)	39 (37%)	67 (63%)
31 - 40 years	103 (100%)	21 (20%)	82 (80%)
21 - 30 years	16 (100%)	2 (13%)	14 (87%)
Education			
Postgraduate	114 (100%)	32 (28%)	82 (72%)
Graduate	75 (100%)	16 (21%)	59 (79%)
Diploma/Specialist Training	38 (100%)	18 (47%)	20 (53%)
Secondary/Teacher Training	21 (100%)	6 (29%)	15 (71%)
Primary Education	1 (100%)	----	1 (100%)
No Formal Education	1 (100%)	----	1 (100%)
Occupation			
Public Sector Administrators and Managers	119 (100%)	36 (30%)	83 (70%)
Private Sector Administrators and Managers	25 (100%)	11 (44%)	14 (56%)
Education	44 (100%)	8 (18%)	36 (82%)
Armed Services	6 (100%)	3 (50%)	3 (50%)
Communications Media	33 (100%)	9 (27%)	24 (73%)
Women Leaders	15 (100%)	2 (13%)	13 (87%)
Others (mainly retired)	8 (100%)	3 (38%)	5 (62%)
State of Origin			
Northern	158 (100%)	38 (24%)	120 (76%)
Eastern	14 (100%)	4 (29%)	10 (71%)
Western	12 (100%)	4 (33%)	8 (67%)
Mid-West, Cross River and Rivers	63 (100%)	26 (41%)	37 (59%)
Others	3 (100%)	----	3 (100%)

The findings of the study shows that a substantial proportion of older policy-makers (50 years and over) had studied part-time. More than a third from this group had studied at home after their formal education, but among the younger age range (21 - 40 years), only one fifth had enrolled for correspondence courses. This suggests that, with increased educational opportunities over the years, fewer from among the younger group, have felt the need for part-time studies.

The breakdown by the educational background of the respondents, shows that 25% of all the postgraduate and graduate policy-makers had taken correspondence courses, mainly to upgrade their educational qualifications for conventional university admission while 40% of the non-graduates in the sample had also taken correspondence tuition to be better educated. The survey also established that, among the occupational groups in Nigeria, ocrrespondence education was patronised most by the armed and the security services (army and police). 50% of the respondents from these services had experience in correspondence education. In the private sector of the economy, 44% of the respondents had studied while still working, compared to 30% in the public sector.

As regards the geographical zones in the country, the evidence is that there was a higher rate of participation in distance education in the southern minority areas of Bendel, Cross River and Rivers States where 41% of the respondents had studied privately after their formal education. Among respondents from the western states, there was a 33% participation rate in correspondence education, compared with 29% by those from the eastern states of Anambra and Imo while far less people from the northern states, 24% had direct experience of correspondence education.

On the whole, it would appear that more people in Nigeria attached some value to distance education than is generally assumed since 29% of the sample of the people in the country's policy- and decision-making groups had studied at home either to qualify for full-time degree programmes or to up date their previous formal educational

qualifications to enhance their jobs. Furthermore, the wide range of the courses studied by the country's educated elite, mostly through overseas correspondence institutions, suggests that a well organised open university system in Nigeria might attract students from many segments in the population for all kinds of courses. In other words, an open university could save Nigeria a lot of the hard earned foreign exchange being remitted to overseas correspondence colleges. It is also possible that the proportion of Nigerian policy- and decision-makers who had done correspondence tuition would probably represent a larger number of persons with direct experience of correspondence education than might be found in some of the developed countries with longer experience in distance education. For example, the number of policy-makers in Britain with direct experience of correspondence education might not be as high as those found by this study in Nigeria.

Appendix 7.1 shows the actual correspondence institutions which enrolled the policy-makers in the sample and also the courses offered.

7.7 Appropriateness of open university model

As to the appropriateness of open university model for Nigeria, the largest body of opinion (46%) supported an autonomous national open university model while the second largest group among the respondents (29%) preferred the system to operate as external study departments of the conventional universities. Up to 7% opted for models that emphasized state educational needs such as vocational education. The different models suggested and the reasons for their appropriateness were as follows :

VAR 03 : Which of the following open university models do you consider appropriate for Nigeria ?

Model 1	Autonomous national open university	114	(46%)
Model 2	State based open university colleges for basic and vocational education	13	(5%)
Model 3	Open university departments of existing universities	73	(29%)
Model 4	State based open university colleges for secondary and technical education	6	(2%)
Don't know		42	(17%)

VAR 04: What are your reasons for selecting this particular model ?

Model 1	Use central facilities for wider access to university education	114	(46%)
Model 2	Give priority to state needs for basic and vocational education	13	(5%)
Model 3	Save costs and ensure comparable academic standards	73	(29%)
Model 4	Give priority to secondary/technical education	6	(2%)
Don't know		42	(17%)

When asked about factors which affected attitudes towards the open university in Nigeria, only 10% felt that the system was an inferior form of higher education while half of the policy-makers were of the opinion that, over the years, the system had become necessary and acceptable. Slightly over a third of the policy-makers felt that an open university was more difficult to operate and that its courses took longer time than full-time study.

VAR 16 : Which of the following favours or hinders the development of an open university system in Nigeria ?

Is more difficult to operate	60	(24%)
Is inferior to full-time study	25	(10%)
Takes a longer time than full-time study	36	(14%)
Has recently become acceptable	51	(20%)
Has become necessary	74	(30%)
Don't know	3	(1%)

7.8 General Comments

In the responses of policy-makers who supported the relevance of an open university to the higher education needs of Nigeria, the recurrent theme concerned their perception of the system as a desirable innovation because they believed the existing system was not adequately responding to the country's needs for university education. They were also consistent in their view that an open university will gain acceptability. In other words, they were convinced that the country has already accepted university distance education as comparable to what the conventional universities are doing.

On the other hand, those who said 'No' were against the open university system not because they do not see it being educationally relevant or being academically at par with conventional university education. The fact that many among those who rejected the idea used the argument about its possibility in increasing graduate unemployment, particularly in art-based subjects, means that the open university is seen as something which is going to be comparable to what the existing universities are doing. In other words, they did

not say, 'No' because the open university was of no use at all, but probably felt this way because they saw it as a potential threat to the elitist system of university education in the country.

Judged by the main characteristics of the respondents, it would seem that sex, age, educational standard, occupation, ethnic groups, state of origin and religion were important factors behind policy-makers perception of the need or relevance of an open university in Nigeria. For example, over one-quarter of the females in the sample were against an open university while only one-fifth of the male respondents opposed the system. Among, women leaders, one-third responded negatively. Table 7.3 below shows responses to the first question on the need for an open university in Nigeria by the major characteristics of the policy-makers.

Table 7.3

Need for an open university by the sex, age, education, occupation, ethnic groups, state of origin and religion of policy-makers (N = 250)

Characteristics	Total in Sample	Yes	No
Sex			
Males	219 (100%)	176 (80%)	43 (20%)
Females	31 (100%)	23 (74%)	8 (26%)
Age			
Over 60 years	5 (100%)	4 (80%)	1 (20%)
51 - 60 years	20 (100%)	17 (85%)	3 (15%)
41 - 50 years	106 (100%)	84 (79%)	22 (21%)
31 - 40 years	103 (100%)	81 (79%)	22 (21%)
21 - 30 years	16 (100%)	13 (81%)	3 (19%)
Education			
Postgraduate	114 (100%)	89 (78%)	25 (22%)
Graduate	75 (100%)	58 (77%)	17 (23%)
Diploma/Specialist Training	38 (100%)	32 (84%)	6 (16%)
Secondary/Teacher Training	21 (100%)	18 (86%)	3 (14%)
Primary	1 (100%)	1 (100%)	----
No Formal Education	1 (100%)	1 (100%)	----

Characteristics	Total in Sample	Yes	No
Occupation			
Public Sector Administrators and Managers	119 (100%)	94 (79%)	25 (21%)
Private Sector Administrators and Managers	25 (100%)	21 (84%)	4 (16%)
Education (not administrative)	44 (100%)	34 (77%)	10 (23%)
Armed Services	6 (100%)	6 (100%)	----
Communications Media	33 (100%)	29 (88%)	4 (12%)
Women Leaders	15 (100%)	10 (67%)	5 (33%)
Others (mainly retired)	8 (100%)	5 (63%)	3 (37%)
Ethnic Groups			
Hausa/Fulani Group	73 (100%)	48 (65%)	25 (34%)
Igbo	16 (100%)	12 (75%)	4 (25%)
Yoruba	20 (100%)	20 (100%)	----
Northern Minority Groups	77 (100%0	64 (83%)	13 (17%)
Southern Minority Groups	61 (100%)	52 (85%)	9 (15%)
Others (non-Nigerian Africans)	3 (100%)	3 (100%)	----
States of Origin			
Northern	158 (100%)	120 (76%)	38 (24%)
Eastern	14 (100%)	10 (71%)	4 (29%)
Western	12 (100%)	12 (100%)	----
Mid-West, Cross River and Rivers	63 (100%)	54 (86%)	9 (14%)
Others	3 (100%)	3 (100%)	----
Religion			
Islam	92 (100%)	64 (70%)	28 (30%)
Christianity	156 (100%)	133 (85%)	23 (15%)
Others (Eckan Kar)	2 (100%)	2 (100%)	----

From the statistics given in table 7.3, one-fifth of respondents aged between 31- 50 years (who formed 84% of the total) were against the open university system. The system enjoyed more support among older policy-makers, 84% of those aged over 50 years said 'yes' while only 16% in the group responded negatively.

On the other hand, the survey found that the higher the educational standard of the policy-makers, the less likely they perceived an open university as of any relevance to Nigeria. Among graduates and postgraduates, for example, nearly a quarter of the respondents were against the system. Altogether 147 of them (59% of the total sample), said 'Yes' to the open university idea while 22% were against it.

This contrasts sharply with the non-graduate policy-makers : 85% of them supported the system, compared to only 15% of the group who said 'No'.

By occupation, the Armed Services registered 100% support for an open university. The system was also supported by 88% of those engaged in communications media ; 84% by private sector administrators and managers, while among top political and public office holders, 79% said 'Yes' and 21% said 'No'.

Similarly, one in three female respondents were against the open university system ; only 67% said 'Yes' : 33% said 'No' while the idea was least popular among the retired, 63% of them said 'Yes' : 37% said 'No'. Among educationalists, 77% of the respondents said 'Yes" while 23% were against the system. In other words, nearly one-quarter of educationalists rejected the open university.

In terms of ethnic groups, the highest rate of rejection was registered among the Hausa / Fulani group ; 34% of policy-makers in this group were against an open university system. Also, one quarter of the few Igbo policy-makers in the sample were opposed to the system. Since the Igbo policy-makers in the sample were all conventional university graduates, it would appear that higher educational attainment lowered peoples perceived need or relevance of an open university.

In relation to States of origin, more than one quarter of the respondents in the Eastern States of Anambra and Imo were against an open university system in Nigeria. This correlates with the earlier findings on the implications of educational standard on people's

perception of the need for an open university, as all the respondents from the two Eastern States were university graduates. Among policy-makers from the northern part of Nigeria, the system was equally unpopular because 24% rejected the idea. This is not surprising because as Table 7.3 shows, religion also influenced people's attitude to the system. Whereas, about one-third of Muslims were against an open university system in the country, only 15% 'No' response was recorded among the Christians in the sample.

As regards the few Yoruba respondents in the sample who came from the Western areas of the country, all supported the open university system. The system was also very popular among respondents from the southern minority States of Bendel, Cross River and Rivers. In all, 86% of the policy-makers from the three states who constituted 24% of the sample, endorsed the open university system.

7.9 Reactions to the feasibility of an open university

On the issue of the technical feasibility of an open university in Nigeria, the policy-makers were almost equally split. 51% of the respondents felt that the system was technically possible while 49% said it was not feasible. Significantly however, even those who responded in the positive, agreed that there were difficult technical problems but felt that the problems were the same as those faced by any other Nigerian institution and need not affect the viability of an open university in the country. Most of those who responded negatively felt that the technical problems for an open university in Nigeria were staggering and impossible. In their opinion, the public electricity supply, postal, telephone and the electronic media which constituted a fundamental pre-requisite to the successful

implementation of an open university programme, were grossly inadequate and inefficient. Furthermore, that the organisation of open university programmes and their inaccessibility to a large needful rural areas which were still virtually inaccessible through modern communications system, would present formidable challenges to the technical viability of an open university as not all local government areas had libraries, electricity, motorable roads etc. The recurrent theme in the responses on the technical feasibility of an open university ranged from the poor state of infrastructures in the country to lack of financial and human resources and problems of the environmental setting including lack of quiet environment to read, view lectures or do assignments as well as societal problems, such as the flair for fraud, fronting, impersonation, cheating and examination leakages.

Altogether, the policy-makers foresaw seven main technical problems which could hinder the viability of an open university in Nigeria namely :

1	Inadequate infrastructures, poor energy and communication services	148	(59%)
2	Inadequate support services	32	(13%)
3	Scarcity of competent academics	24	(10%)
4	Decline in national financial resources	19	(8%)
5	Societal distractions	5	(2%)
6	Indiscipline in national life (e.g. exam leakages)	5	(2%)
7	Professional rivalry	9	(4%)
8	No peculiar OU problems	7	(3%)
9	Don't know	1	(-)

But when asked about the prospects for solving the technical problems listed above, the majority of the policy-makers declared that the problems were hardly soluble. Altogether, 127 respondents (51%) said the technical problems were difficult to handle and 123 (49%) said the problems were not difficult to handle.

According to those who questioned the feasibility of an open university, things go wrong a lot with the communications, power and other essential services in Nigeria. For many in this group, the existing electricity, postal, telephone, radio and television services were seen as poorly organised, irregular and inefficient. Another problem which they associated with Nigerian urban centres was that whilst virtually every town suffered from power failures either in the house or at radio and television stations, societal distractions could also discourage many people from open university studies. The main argument in this respect was that unlike in countries such as Britain where one could watch television in his own room for hours with nobody disturbing, in Nigeria at least five people might call uninvited during any evening. If the home student does not give them attention, he will be considered un-African and anti-social and begin to loose friends.

For rural areas, the main problems concerned the technical feasibility of local study centres. It was felt that apart from the general scarcity of books, television and electricity in rural areas, it might be difficult to find academically acceptable tutor-counsellors and technicians to man local study centres. For example, when student support services such as television set, video machine or stand-by generator broke down, there might be no money, no spare part or no competent technician to repair them.

Another argument against the technical feasibility of an open university was that the academic staff of the conventional universities were unlikely to participate actively in an open university because the existing Nigerian universities were themselves under staffed so that the academic staff were already over burdened in coping with their full-time students. Many policy-makers who were academics felt that the time they might be able to participate in open university teaching functions might probably be during the long vacations because good and active participation from them was almost impossible during the sessions.

On the other hand, the policy-makers who declared that an open university was feasible, felt that for every problem there is a solution. Some mentioned for instance, that before the Americans and the Russians went to the Moon, it was thought to be impossible. For such policy-makers, the massive and macro infrastructural problems were simply general problems of development which could be overcome with planning, dedication and national discipline. They felt that the basic problem with Nigeria was that people were generally not serious about overcoming national problems. Among this category of policy-makers, an open university was seen as a challenge for Nigeria and Nigerians to improve their communication system in all its ramifications.

When the responses on the feasibility were cross tabulated by the major characteristics of the policy-makers, retired experts and women leaders emerged as the most pessimistic over the viability of an open university in Nigeria. Approximately 87% of the retired experts in the sample declared that an open university was not technically feasible

while only 13% among them felt that it was possible. Among women leaders, 73% said 'No', compared to only 27% who said 'Yes'. Again, when the responses were cross tabulated by the sex of the policy-makers, the results showed that the majority of women, 55% declared that an open university was not viable in contrast to 52% of the male respondents who felt that it was technically feasible.

Also, the majority of young policy-makers (56%) ; of university graduates and postgraduates (53%) ; those from the educationally backward northern states in the country (54%) and Muslims (52%), all felt that an open university was not feasible. In contrast, among seven other groups, the majority agreed that an open university was technically feasible. For instance, among members of the Armed Services in the sample, all but one said an open university was feasible - 83% of them said 'Yes' : 17% said 'No'. They were followed by Communications Media experts, 73% of whom siad 'Yes' : 27% of them said 'No'. The third group who declared that an open university was viable were non graduate policy-makers, 64% of them said 'Yes' : 'No' was 36%. Similarly, among older policy-makers (50 years and over), 56% felt that the system was technically viable, compared to 44% among the group who said 'No'.

About 51% of political leaders, public office holders and top government functionaries (who decide educational policies) believed that an open university was feasible while among senior academics and professional educationists (who actually implement the country's educational policies), opinion was evenly split : 50% said 'Yes' and 50% of them said 'No'. The computer run results in Table 7.4 show that sex, age, educational standard, occupation, ethnicity, regional and religious background of respondents, were important factors behind

their reaction to the issue of the feasibility of an open university system in Nigeria.

Table 7.4

Opinion on the feasibility of an open university system by the sex, age, education, state of origin, occupation, ethnic groups and religion of policy makers (N = 250).

Characteristics	Total in Sample	Yes	No
Total	250	128 (51%)	122 (49%)
Sex			
Males	219 (100%)	114 (52%)	105 (48%)
Females	31 (100%)	14 (45%)	17 (55%)
Age			
Over 60 years	5 (100%)	3 (60%)	2 (40%)
51 - 60 years	20 (100%)	11 (55%)	9 (45%)
41 - 50 years	106 (100%)	52 (49%)	54 (51%)
31 - 40 years	103 (100%)	55 (53%)	48 (47%)
21 - 30 years	16 (100%)	7 (44%)	9 (56%)
Education			
Postgraduate	114 (100%)	52 (46%)	62 (54%)
Graduate	75 (100%)	37 (49%)	38 (51%)
Diploma/Specialist Training	38 (100%)	24 (63%)	14 (37%)
Secondary/Teacher Training	21 (100%)	13 (62%)	8 (38%)
Primary	1 (100%)	1 (100%)	- -
No Formal Education	1 (100%)	1 (100%)	- -
Occupation			
Public Sector Administrators and Managers	119 (100%)	60 (50.4%)	59 (49.6%)
Private Sector Administrators and Managers	25 (100%)	12 (48%)	13 (52%)
Education (not administrative)	44 (100%)	22 (50%0	22 (50%)
Armed Services	6 (100%)	5 (83%)	1 (17%)
Communications Media	33 (100%)	24 (73%)	9 (27%)
Women Leaders	15 (100%)	4 (27%)	11 (73%)
Others (mainly retired)	8 (100%)	1 (13%)	7 (87%)

Ethnic Groups			
Hausa/Fulani Group	73 (100%)	37 (51%)	36 (49%)
Igbo	16 (100%)	11 (69%)	5 (31%)
Yoruba	20 (100%)	8 (40%)	12 (60%)
Northern Minority Groups	77 (100%)	33 (43%)	24 (39%)
Southern Minority Groups	61 (100%)	37 (61%)	24 (39%)
Others (non-Nigerian Africans)	3 (100%)	2 (67%)	1 (33%)
States of Origin			
Northern	158 (100%)	72 (46%)	86 (54%)
Eastern	14 (100%)	9 (64%)	5 (36%)
Western	12 (100%)	6 (50%)	6 (50%)
Mid-West, Cross River and Rivers	63 (100%)	39 (62%)	24 (38%)
Others	3 (100%)	2 (67%)	1 (33%)
Religion			
Islam	92 (100%)	44 (48%)	48 (52%)
Christianity	156 (100%)	83 (53%)	73 (47%)
Others (Eckan Kar)	2 (100%)	1 (50%)	1 (50%)

7.10 General Comments

From the foregoing findings, it is clear that opinion of experts about the technical feasibility and indeed the relevance of an open university to the higher education needs of Nigeria, is to a greater extent, influenced by parochial and political considerations mainly for individual or sectional needs for university education rather than in the context of national needs. For example, the statistical evidence has consistently shown that a good proportion of the elites, notably university graduates and postgraduates, senior academics and retired experts as well as some policy-makers from the educationally backward northern states, have all along questioned the relevance and the feasibility of an open university. This could mean that such experts viewed an open university to be either irrelevant for their own needs as graduates (both males and females) while senior academics were generally less keen on the system, probably because apart from concern with protecting the existing university standards, they saw an open university as a competitor for scarce and dwindling financial, human and material resources. On the other hand, retired experts re-

acted less favourable probably because they considered an open university to be of no use to them as individuals.

Similarly, some policy-makers from the educationally backward northern states reacted with some hostility to the system probably because of fear that an open university might benefit the educationally more advanced states in the southern part who, being more educationally conscious would therefore be more likely to seize on opportunities offered by an open university to further widen the educational gap to the disadvantage of the northern areas.

On the whole, the fact that the majority of policy-makers, 51% believed that an open university is technically feasible, compared with 49% who declared that it was not feasible, suggests that the system could succeed given favourable conditions. Again, individual and sectional considerations could be attributed to the reason why 51% declared that the technical problems which an open university in Nigeria would face were difficult to handle, compared to 49% who felt that the technical problems were not difficult to handle. For example, experts who supported an open university and believed that the technical problems could be handled, offered suggestions on ways of overcoming such problems, such as avoiding concentration on the use of a particualr media or setting national priorities right to correct pressing problems.

In contrast, most of the respondents who were opposed to the system, tended to have capitalised on existing communication problems and to have perceived an open university purely as a media venture. In doing so, they tended to have ignored options such as prudent management of available resources for the best possible results as is the case with

other Nigerian institutions which function despite inadequate national infrastructures.

From all indications, it would appear that the feasibility of an open university in Nigeria would inevitably be dependent to a greater extent upon two major factors. First, a high degree of government support for the system. A lot will depend on government support and priority attention, in particular, official commitment to properly fund and to integrate an open university system into the country's educational system.

This is important since the success of an open university in virtually every society is very much conditioned by the context in which it is launched and developed. In other words, there should be no scarcity of funds and resources. There should also be national consensus to ensure that the system starts and develops in a favourable climate. If launched in a hostile climate without adequate resources, funding or goodwill and some national consensus, success would be difficult.

Herein lies the importance of strong government support for an open university particularly since in Nigeria, government statements or stand on national issues usually influenced public opinion. The government decides what is good for the country and the people - at least the vast majority listen to and respect government decisions, hence a strong government suppport for an open university would almost certainly ensure goodwill in the existing universities which are also government owned. Without such favourable conditions, an open university could hardly succeed given Nigeria's difficult communication, political and economic climate such as the recession,

uneven development of education among the States and even within some States.

Secondly, there is a great need for proper planning and disciplined dedication by Nigerians concerned with the development of an open university. Without a realistic assessment and concerted effort to create the necessary goodwill, consensus and smooth operation, success would be extremely difficult. Apart from proper funding, there should be no hostility, suspicion and contempt among the principal officers and the senior academics of the existing universities and other tertiary institutions in the country. This means that to be successful, an open university in Nigeria should not face any competition, illwill or contempt. In other words, it should be developed as a popular national programme designed to complement the existing universities and colleges. In this way, the existing universities and colleges might be prepared to contribute to an open university in terms of course design, production of study materials, teaching, examination and the provision of facilities such as accommodation and laboratory facilities for long vacation schools and for use as local study centres.

7.11 Funding and Goodwill

On the issue of proper funding of an open university in Nigeria, the majority of policy-makers, 163 (65%) said 'No' adequate funds could not be provided, while 87 (35%) said 'Yes', they expected the government to provide adequate funds for such a university. When asked about the reasons for their opinion on funding, three issues were highlighted as follows :

- Government should give priority to an open university as a good and cheaper alternative higher education system	87	(35%)
- Not possible at this time of recession	113	(45%)
- Government should give priority to proper funding of conventional universities instead of an open university	47	(19%)
- Don't know	3	(1%)

However, when the policy-makers were asked what they would like to see done by the Federal Government in financing the effective development of higher education in the country, the responses were :

- Be more generous to the cause of an open university	12	(5%0
- Be more generous to the conventional universities	67	(27%0
- Be more generous to both an open university and the conventional universities	171	(68%)

The immediate conclusion to be drawn from the answers given above, is that, under a favourable economic condition, most policy-makers expected the government in Nigeria to provide adequate funds for the full development of both traditional and alternative systems of higher

education.

On the whole, slightly more than one-third of the respondents 93 (37%) felt that it would be in the national interest to ensure the full development of an open university even during the recession because it was a cheap and good alternative form of higher education. According to such experts, the current economic depression should not have a role because whether the economy was buoyant or not, it was the responsibility of government to provide funds for education which should be the first priority for the purposes of national development. They also believed that the recession was not likely to last for a long time and that failure to develop an open university might not augur well in the near future when the economy becomes buoyant again.

For 10% of the policy-makers, an open university was unwise at this time of recession. They felt that an open university was not in the core of programmes to be accorded top priority at this time because there were more pressing national needs competing for scarce resources. However, 22% of the respondents felt that the government need not fund an open university single-handedly. In their view, private contributions towards an open university should be encouraged, especially from industrial / commercial bodies, other employers of labour and from wealthy Nigerians as well as philanthropists. Such experts believed that if profit tax exemptions were given to companies donating to an open university, many might be encouraged to contribute financially to the scheme.

But some among this group of the policy-makers said they did not expect the government to fund every aspect of an open university because that would be too heavy a burden for the government alone. Rather, they expected the government to provide only the initial

capital cost for the take-off of the open university. Thereafter, the university could be encouraged to generate its own funds by engaging in consultancy, research and commercial activities such as publications, farming and property development. They also expected the university to place emphasis on pay and value for its teaching functions. In other words, they did not expect an open university in Nigeria to be a charity and therefore felt that since the students would be mainly workers who would be earning a living while pursuing their studies, they could be asked to pay towards their education. Such policy-makers also believed that by charging for tuition fees, study materials and for use of study centre facilities, open university students were likely to value the system more. Pay and value policy they felt, might also force the system to be efficient since students were likely to cry out whenever printed lectures were delayed or when radio / television lectures failed.

However, almost a quarter of the policy-makers (24%) declared that the most important factors for the smooth operation of an open university were the calibre of the staff recruited into the university and adequate provision of the essential structures for prudent financial management. For such policy-makers, human and material resources were more challenging than the question of funding.

In all, seven measures of funding an open university in Nigeria were identified by the policy-makers, while three types of negative comment were made :

- Accord top priority to open university as a useful national programme 52 (21%)

- Levy adult population and enlist private contribution	41	(16%)
- Charge students for tuition, services and encourage companies to donate (e.g. tax exemption on profits)	37	(15%)
- Engage in consultancy, research and commercial activities	16	(6%)
- Provide appropriate structures and staff OU with people of proven integrity	60	(24%0
- Seek external aid (e.g. World Bank, UNESCO and from friendly nations)	3	(1%)
- Too ambitious for available human and material resources	10	(4%)
- Unwise at this time of recession	11	(4%)
- Operate within conventional universities to reduce costs	4	(2%)
- Don't know / No suggestions	16	(6%)

The survey established that respondents felt that at least N300 million was needed for the open university in Nigeria to take off while they estimated that a recurrent expenditure of about N 10 million would be required yearly. Incidentally, the capital costs are almost the same as the N295 million originally proposed in 1981 for the open university in addition to about N48 million yearly recurrent expenditure (Presidential Planning Committee, 1981a : 37) to cater for about 100,000 students in the first five years. Available evidence shows that the view that far less money was needed yearly for an open university in the country than originally proposed, was actually initiated by the planners of the university, probably to secure a safe passage for the Open University Bill. For example in 1982, the Chairman of the Open University Planning Committee announced that 'a capital expenditure of between N75 million and N100 million was required for the university to take off instead of the N295 million originally proposed.' (Ojo, 1982 :2)

Clearly, the amounts perceived by the policy-makers for running costs and the scaled down proposals from the university planning group are unrealistic considering the rising cost of university education in Nigeria and the lack of spare capacity for human and material resources in the university sector which were bound to increase the cost of the open university system. For instance, it has been shown in Chapter 3 that the National Universities Commission computes that it now costs the government about N677 million to establish a medium sized conventional university of 10,000 students while the operational costs of each university is between N30 million to N50 million yearly. Also, as shown in Chapter 6, the Open University in Britain spends about £70 million (N88 million) on its operational costs yearly despite the existence of abundant national assets including spare human and material resources in the country's conventional higher educational institutions. It can therefore be argued that although the flexibility of the open university system made it a relatively cheaper form of higher education (e.g. potentials for using few experts to teach a large number of students), the amounts proposed by the planning group and perceived as adequate by the policy-makers in the sample had greatly under-estimated the operational costs of the system.

From all indications, at least N300 million would be required for the capital expenditure and a minimum of N25 million yearly for recurrent expenditure to ensure that there were adequate facilities for home-based students (e.g. a study centre at each of the 301 Local Government Headquarters in the country) and for the efficient operation of the open university based on the model and scale proposed by the Presidential Planning Committee. We shall say more on this issue when we come to the section on the policy implications of open

university models in Chapter 9.

As to the question of goodwill and the provision of facilities, most policy-makers declared that they would be prepared to support an open university personally and officially. The questions and responses in this regard were :

VAR 20 : Would you personally be prepared to support the proper funding of an open university ?

Yes	199	(80%)
No	51	(20%)

VAR 21 : To what extent would you personally be prepared to make your own time, staff, buildings or technical facilities available to an open university ?

Will make available	138	(55%)
May consider	64	(26%)
Unlikely to make available	37	(15%)
Will not make available	10	(4%)
Don't know	1	(-)

Furthermore, most States indicated that they would treat an open university equally with the existing universities and colleges in the country and support it financially and materially within the limits of their resources. When 178 policy-makers in the sample who were connected with the State and Local Governments were asked, what their States would be prepared to do for an open university to succeed, the following responses were given :

Provide moral and material support (e.g. educate the people, provide security and accommodation)	86	(48%)
Provide mainly moral support (publicity)	10	(5%)
Provide mainly physical infrastructures (e.g. extend electricity to rural areas and supply radio / TV sets etc..)	16	(10%)
Unlikely to do much	11	(6%)
Don't know	55	(31%)

From the list given above, only 6% categorically said that they were unlikely to support an open university in their states (mostly those from the educationally less developed northern areas) while 31% refused to answer the question. Therefore, 37% of all the state policy-makers, reacted with either some hostility or with cold reserve to the question of assisting an open university in the States of the Federation, while the majority, 63%, promised to extend to the system, their goodwill and material resources.

On the other hand, when the responses to the questions on funding and goodwill were computed by the major characteristics of the respondents, significant differences were noticed among the occupational groups. The education standards of the policy-makers also appeared to have affected how they reacted to the prospects for providing adequate financial and material resources for an open university system.

For example, whereas the majority of university graduates and postgraduates in the sample, 134 (71%) declared that proper funding of an open university was not foreseeable, 32 (52%) of the non-graduate policy-makers declared that an open university could be properly

funded and equipped despite the prevailing economic depression in the country. Among the least educated policy-makers (secondary education and below) 61% of them said 'Yes',compared with only 39% of them who felt that adequate funding were difficult at present.

Similarly, a cross-tabulation of the responses in this section by the occupation of the policy-makers showed that only two groups : Armed Services and Communications Media believed that adequate funds and resources could be made available to an open university under the existing economic and technological climate as in Table 7.5 .

Table 7.5

Opinion on the feasibility of open university funding by the occupation and education of policy makers (N = 250)

Characteristics	Total in Sample	Yes	No
Occupation			
Public Sector Administrators and Managers	119 (100%)	38 (32%)	81 (68%)
Private Sector Administrators and Managers	25 (100%)	6 (24%)	19 (75%)
Education (not administrative)	44 (100%)	16 (36%)	28 (64%)
Armed Services	6 (100%)	4 (67%)	2 (33%)
Communications Media	33 (100%)	17 (51.5%)	16 (48.5%)
Women Leaders	15 (100%)	5 (33%)	10 (67%)
Others (mainly retired)	8 (100%)	1 (12.5%)	7 (87.5%)
Education			
Postgraduate	114 (100%)	30 (26%)	84 (74%)
Graduate	75 (100%)	25 (33%)	50 (67%)
Diploma/Specialist Training	38 (100%)	18 (47%)	20 (53%)
Secondary/Teacher Training	21 (100%)	12 (57%)	9 (43%)
Primary	1 (100%)	1 (100%)	- -
No Formal Education	1 (100%)	1 (100%)	- -

From the statistical evidence, it is only among two occupations - Armed and Security Services and Communications Media that the majority of the respondents felt that an open university could be properly funded. Among members of the Armed and Security Services, 67% said 'Yes' while 33% responded negatively. Also, approximately 52% of Communications Media experts said 'Yes', compared with 48% of them who said 'No. On the other hand, roughly two-thirds of public and private sector administrators ; educationists, women leaders and virtually all retired policy-makers believed that adequate funding of an open university in Nigeria was not feasible at present.

Similarly, two-thirds of the most educated elite graduate political office holders and top administrators ; senior academics and professional educationists as well as women leaders all felt that proper funding of an open university was not possible under the present economic climate. But when asked about their own attitudes towards an open university, particularly their readiness to personally and officially support the system, 80% of all such groups said 'yes', while only 20% on them said 'No, they would not be prepared to support the university.

7.12 General Comments

Overall the responses to prospects for proper funding and goodwill for an open university system in Nigeria, reflect the earlier trends in the policy-makers reaction to the issues of the relevance and the technical feasibility of a distance teaching university in Nigeria. Again, the responses suggest that the least educated among the policy-makers tended to perceive an open university largely in terms of a fair deal for the educationally disadvantaged members of the society. It is therefore, possible that non-university graduates in the sample

were somewhat biased in favour of an open university and probably less critical about the implications for an alternative form of higher education, of the present poor state of the country's economy and low level of technological advancement.

Looked at in another way, their views are, however, important since they probably were reflecting the opinion of the non-university educated members of the society who formed a substantial proportion of the population. Also, they constituted the group of the potential candidates for an open university system in Nigeria.

On the other hand, the stand maintained by the most educated elite group, namely graduate top political office holders, administrators, senior academics and professional educationists, that an open university could not be provided with proper funding and material resources under the existing economic and technological climate is very significant in two main respects. First, these are the people directly responsible for the formulation and the implementation of educational and other national policies in Nigeria. They are, therefore, not only among the well informed but also, one of the most influential groups in the country. In this regard, it is possible that their views that an open university could not be properly funded and equipped, were based on a better understanding of the exisitng economic and infrastructural problems which convinced them that an open university cannot now be meaningfully organised to benefit the country.

Secondly, since nearly all the graduate policy-makers in Nigeria are products of the formal university system, it is possible that some of their views on the issues of open university feasibility, reflected

their own prejudice against alternative forms of higher education.

Overall, the lack of a national consensus about the availability of adequate funds for an open university suggests that the current economic depression could be the main obstacle. This means that unless the Nigerian economy becomes buoyant again, the most educated of the elites who are also the most influential among the policy makers are unlikely to support the development of an open university which from the available evidence, they have consistently argued cannot now be properly financed. However, the evidence that the majority of the policy-makers in the country are prepared to support an open university personally and officially, means that, established under a favourable economic condition, such a university could enjoy the goodwill of top government leaders and officials, the universities, colleges and the communications media provided adequate steps were taken by those concerned to enter into working partnerships with the relevant bodies.

7.13 Academic Standards

A regards the acceptance of the academic standards of open university degrees, most policy-makers said they expected them to be equivalent to those of the existing Nigerian universities.

VAR 23 : How do you foresee acceptance of the academic standards of open university degrees as compared to those of the existing universities ?

- Higher 9 (3.5%)

-	Equivalent	122	(49%)
-	Lower	102	(41%)
-	Depends on the products	9	(3.5%)
-	Depends on the proper organisation of open university	7	(3%)
-	Don't know	1	(-)

Among approximately 53% who foresaw open university academic standards to be comparable or even higher than those of the conventional universities, the recurrent themes concerned the relevance of university education for society when undertaken by people who were already working. In addition, maturity, motivation and determination of mature people to succeed through part-time studies were seen as important factors which were likely to enhance the academic credibility of an open university in Nigeria. Roughly 4% of the policy-makers believed that open university standards could be higher, compared with those of the existing universities because they felt that studies by people in full-time employment in subjects relevant to their jobs and background should enable such people to perform better than young graduates. According to them, combining work with studies enabled mature people to strike a balance between practice and theory for a superior knowledge which is usually absent in full-time study by young people. They also expected an open university to have similar examination procedures and external examination programmes as the conventional universities for enhanced academic credibility.

Most of the 41% who responded in the negative felt that full-time education could not be compared with part-time education because in the latter, students were normally not fully exposed to libraries, face-to-face interaction with teachers and fellow students. Also, in

part-time education, effective supervision of projects and experiments were usually lacking. In their view effective supervision, group discussions and sharing of ideas made full-time education superior to part-time education which was limited to studies from prepared texts in isolation for most of the time.

The third category (6%) who said that the academic credibility of an open university depended either on the products or the organisation of the university or both, believed that initially, the standards would be more suspect, but that ultimately, the calibre of staff, the proper organisation, course content, entry requirements and the reliability of the services of the university would determine the worth of its degrees and products. Table 7.6 shows the perceived open university academic acceptability by the major characteristics of the policy-makers.

Men and women did not differ significantly in their endorsement of the academic credibility of an open university in Nigeria. For example, 51% of men expected open university academic standards to be the same or higher than the traditional universities while 58% of the women rated them equally. More than half of political leaders and top administrators, professional educationists and communications media experts expected open university standards to be comparable while over two-thirds of those in the armed services rated them as equivalent.

As far as the characteristics of the policy-makers and academic standards are concerned, the most significant perhaps, are the factors of education levels and the ethnic affiliation of the respondents. For instance, more than half the graduate and postgraduate policy-makers (52%) believed that open university standards were likely to be below those of the traditional universities. In contrast, among the

Table 7.6

Perceived open university academic acceptability compared with the conventional universities by sex, age, education, occupation and ethnic groups of policy-makers (N=250)

Characteristics	Total in Sample	Higher	Equivalent	Lower	Depends on Organisation	Depends on the Products	Don't Know
Sex							
Males	219 (100%)	9 (4%)	104 (47%)	90 (41%)	9 (4%)	6 (3%)	1 -
Females	31 (100%)	0 -	18 (58%)	12 (39%)	0 -	1 (3%)	
Age							
Over 60 years	5 (100%)	1 (20%)	3 (60%)	1 (20%)	-	-	-
51 - 60 years	20 (100%)	1 (5%)	10 (3%)	7 (35%)	1 (5%)	1 (5%)	-
41 - 50 years	106 (100%)	3 (3%)	53 (50%)	42 (40%)	5 (5%)	3 (3%)	-
31 - 40 years	103 (100%)	4 (4%)	48 (47%)	44 (43%)	3 (3%)	3 (3%)	-
21 - 30 years	16 (100%)	-	8 (50%)	8 (50%)	-	-	-
Education							
Postgraduate	114 (100%)	3 (3%)	50 (44%)	52 (46%)	5 (4%)	4 (3%)	-
Graduate	75 (100%)	2 (3%)	36 (48%)	32 (43%)	3 (4%)	2 (3%)	-
Dip./Specialist Training	38 (100%)	3 (8%)	20 (54%)	12 (32%)	1 (3%)	1 (3%)	1 (3%)
Secondary/Teacher Training	21 (100%)	1 (5%)	14 (67%)	6 (28%)	-	-	-
Primary	1 (100%)	-	1 (100%)	-	-	-	-
No Formal Education	1 (100%)	-	1 (100%)	-	-	-	-

Characteristics	Total in Sample	Higher	Equivalent	Lower	Depends on Organisation	Depends on the Products	Don't Know
Occupation							
Public Sector Admin and Managers	119 (100%)	4 (3%)	58 (49%)	52 (44%)	1 (0.8%)	1 (3%)	-
Private Sector Admin and Managers	25 (100%)	1 (4%)	11 (44%)	10 (40%)	2 (8%)	1 (4%)	-
Education (not admin)	44 (100%)	3 (7%)	22 (50%)	16 (36%)	2 (4%)	1 (2%)	-
Armed Services	6 (100%)	-	5 (83%)	-	1 (17%)	-	-
Communications Media	33 (100%)	1 (3%)	16 (50%)	12 (37%)	3 (9%)	-	-
Women Leaders	15 (100%)	-	6 (40%)	8 (53%)	-	1 (7%)	-
Others (mainly retired)	8 (100%)	-	4 (50%)	4 (50%)	-	-	-
Ethnic Groups							
Hausa/Fulani Group	73 (100%)	2 (3%)	37 (51%)	27 (37%)	1 (1%)	5 (7%)	1 (1%)
Igbo	16 (100%)	-	7 (44%)	7 (44%)	2 (12%)	-	-
Yoruba	20 (100%)	-	8 (40%)	9 (45%)	2 (10%)	1 (5%)	-
Northern Minority Groups	77 (100%)	4 (5%)	29 (38%)	44 (57%)	-	-	-
Southern Minority Groups	61 (100%)	3 (5%)	39 (64%)	14 (23%)	4 (6%)	1 (2%)	-
Others	3 (100%)	-	2 (67%)	1 (33%)	-	-	-

non-graduate respondents, 66% of them expected comparable or higher open university standards, while among those with secondary education and below (74%) felt open university standards would be equivalent or higher.

Similarly, more than half of the policy-makers from the educationally backward northern states of the country (53%) and more than two-thirds of those from the minority areas in the southern states (Bendel, Cross River and Rivers) endorsed open university standards as comparable to the existing universities. But, among policy-makers from the eastern zone (Anambra and Imo States), more than half (56%) rated open university academic standards lower. Again, nearly two-thirds of those from the western zone (60%) expected open university standards to be lower, compared to the traditional universities. This view was also endorsed by policy-makers from the educationally conscious minority groups in the northern states : (57%) rated open university standards below those of the existing universities.

From the findings, it seems clear that most people, notably those from the educationally more conscious southern states and others across the country preferred full-time education and would probably enrol for open university courses only as a second choice.

To find out whether or not policy-makers valued the open university system, particularly people who obtained their degrees in maturity and while still working full-time, the respondents were asked as follows :

VAR 25 : Personally, how would you rate the employment chances of graduates of an open university, compared with those from the residential universities ?

-	Higher than other graduates	25	(10%)
-	Same as other graduates	112	(45%)
-	Lower than other graduates	107	(43%)
-	Depends on successful operation of OU	4	(1.6%)
-	Don't know	2	-

Particular themes dominated the responses on the issue of employment of people who study through an open university system. These include :

-First, that graduate unemployment in the country was not expected to affect the employment chances of open university graduates. Altogether 55% believed that open university graduates were unlikely to face employment problems since most of them would be already employed. Among this group, 10% of the respondents believed that open university graduates were bound to have an advantage over other graduates in the employment market. They felt their chances would be higher because employers would not see them as 'freshers', but as experienced, productive and ready materials whocould be slotted into their appropriate organisations or assigned higher schedules of duties than their previous schedules in their work places. 45% rated them equally with other graduates because most of them would need promotion or grade adjustment rather than new employment.

- Secondly, that open university graduates might be discriminated against in the job market, particularly those not already employed or those who graduated in courses which were not related to their jobs. This view was shared by 43% of the

policy-makers. They believed that, initially, there were bound to be some bias or suspicion that people who studied at home could not be equal with graduates who had the benefit of full-time university education. Furthermore, that some employers might suspect that examination papers might have been written for open university candidates given the flair among Nigerians for fraud, fronting and examination leakages. Such policy-makers also raised the possibility of people who never registered for open university courses coming up with degrees of the university. In their view, the logistics for examinations and efficient system of knowing who is enrolled, who is in which faculty / department etc., might be very complicated and difficult to attain eventhough the operations of the university were fully computerised. They based their fears on well known national problems such as unreliable public electricity supply, poor organisational structures and general inconsistencies in the execution of major national projects.

- Thirdly, that the acceptability of open university graduates would be contingent upon the successful organisation of such a university, particularly the facilities available to the system ; the quality of its staff and teaching ; the types of courses offered and the qualifications of the candidates admitted to the university. In all, 2% of the policy-makers felt that Nigerians were generally suspicious of new things - hence some employers might first watch the performance of the university and the first set of its products before determining their acceptability.

Men and women differed significantly in their expectations about open university graduates. Whereas 56% of men rated them likely to be

higher or the same as conventional university graduates, the majority of women, 52% attached lower values to them in relation to graduates of full-time universities. Table 7.7 highlights this and other significant differences in policy-makers assessment of the employment chances of people who obtained their degrees through part-time studies.

As Table 7.7 indicates, policy-makers from the armed and security services attached the highest value to the open university system - 67% of them showed preference for people who studied part-time over conventional university graduates. The majority of professional educationists (63%) also rated open university graduates as comparable to other graduates. Among private sector administrators and managers, open university graduates were judged likely to be comparable for employment by 60% of the respondents as against 54% favourable rating by top public office holders and administrators. Among women leaders, slightly over two thirds (67%) said they would prefer graduates of conventional universities over those from an open university.

In terms of the marked geographical zones in Nigeria, it would appear that open university graduates would be likely to suffer a higher degree of discrimination in the northern states where 52% of the policy-makers from these areas rated them lower than full-time university graduates. On the other hand, all other areas of Nigeria accorded high marks for people who study part-time : 73% by those from the southern minority states of Bendel, Cross River and Rivers ; 64% in the eastern part (Anambra and Imo states) ; and 58% in the western states.

Table 7.7

Employability of open university graduates compared with graduates of full-time universities by sex, education, occupation and states of origin of policy-makers (N = 250)

Characteristics	Total in Sample	Higher than other graduates	Same as other graduates	Lower than other graduates	Depends on performance	Don't know
Sex						
Males	219 (100%)	25 (11%)	98 (45%)	91 (42%)	3 (1%)	2 (1%)
Females	31 (100%)	0 -	14 (45%)	16 (52%)	1 (3%)	0 -
Education						
Postgraduate	114 (100%)	11 (10%)	45 (40%)	53 (47%)	3 (3%)	1 -
Graduate	75 (100%)	7 (9%)	34 (45%)	34 (45%)	-	-
Diploma/Specialist Training	38 (100%)	3 (8%)	19 (50%)	15 (39%)	1 (3%)	-
Secondary/Teacher Training	21 (100%)	4 (19%)	12 (57%)	5 (24%)	-	-
Primary	1 (100%)	-	1 (100%)	-	-	-
No Formal Education	1 (100%)	-	1 (100%)	-	-	-
Occupation						
Public Sector Administrators and Managers	119 (100%)	9 (8%)	55 (46%)	54 (45%)	1 (1%)	-
Private Sector Administrators and Managers	25 (100%)	3 (12%)	12 (48%)	10 (40%)	-	-
Education (not administrative)	44 (100%)	4 (9%)	23 (54%)	13 (30%)	2 (5%)	2 (5%)
Armed Services	6 (100%)	4 (67%)	2 (33%)	-	-	-
Communications Media	33 (100%)	5 (15%)	14 (42%)	14 (42%)	-	-
Women Leaders	15 (100%)	-	4 (27%)	10 (67%)	1 (6%)	-
Others (mainly retired)	8 (100%)	-	2 (25%)	6 (75%)	-	-

Characteristics	Total in Sample	Higher than other graduates	Same as other graduates	Lower than other graduates	Depends on performance	Don't know
States of Origin						
Northern	158 (100%)	16 (10%)	57 (36%)	81 (52%)	3 (2%)	1 –
Eastern	14 (100%)	1 (7%)	8 (57%)	4 (29%)	–	1 (7%)
		1 (8%)	6 (50%)	5 (42%)	–	–
		7 (11%)	39 (62%)	16 (25%)	1 (2%)	–
		–	2 (67%)	1 (33%)	–	–
Western	12 (100%)					
Mid-West, Cross River and Rivers	63 (100%)					
Others	3 (100%)					

Judged by the education standards of the respondents, just about half of graduate and postgraduate policy-makers (51%) would find open university graduates to be acceptable for employment while 66% of those who were not university graduates in the sample considered people who obtained their degrees while still working to be comparable with other graduates. Among those with not more than secondary education, 78% felt that open university graduates would have better or comparable employment chances with conventional university graduates.

7.14 Basis for enrolment into open university courses

On the issue of entry qualifications for open university degree programmes, the respondents differed in three ways as follows :

- Same minimum university entry requirements as conventional universities	176	(70%)
- Flexible to be truly open to all those capable and motivated	35	(14%)
- Based on location and considerations for remedying effects of uneven development of education	30	(12%)
- Don't know	9	(4%)

The recurrent themes which dominated this aspect of the findings were :

7.14.1 Comparability of academic standards

For more than two-thirds of the policy-makers the major proviso for acceptability was that open university students must be seen by employers and the society at large, to be really qualified for higher

education. Altogether, 70% felt that requisite entry qualifications were necessary so that the products of an open university were not discriminated against by employers. They felt that no matter how mature or experienced, all open university candidates should possess the minimum academic qualifications of at least two GCE Advanced level papers with good passes in three subjects at the Ordinary level in GCE, or the Nigerian Certificate of Education and other equivalent qualifications. All others without these qualifications should be required to pass foundation level courses before they could proceed to the degree programme. Such policy-makers also felt that all open university candidates should be properly interviewed and assessed by a selection panel to ensure that only those who were really qualified, motivated and truly interested in part-time studies were admitted. In their view, screening interviews during open university enrolment exercises could help minimise drop-outs caused by students leaving for the conventional universities as some might be applying and enrolling for open university courses until something better came along.

7.14.2 Emphasis on the concept of mature students

A minority of policy-makers, 14% believed that an open university in Nigeria should not have rigid entry qualification requirements, but should be open to all who were mature, experienced, in gainful employment, with family obligations, demonstrable desire for part-time study and with average competence to pursue a course of study at university level independently. Rather than insistence on the possession of formal educational qualifications, such policy-makers felt that other important considerations ought to concern a good understanding of the language of instruction, necessary for home based students to appreciate and understand printed lectures. They also

believed that access to postal, radio, television, library services were other important consideratons for admission. According to them candidates without access to essential facilities for university level distance education, notably rural residents not mobile enough to travel to learning resources, need not be registered for open university courses as they might encounter a lot of problems in their studies.

It should be observed, however, that since one aim of an open university is to provide oportunities for persons in areas far off from existing educational institutions, this is an anomalous standpoint to take.

7.14.3 Amelioration of educational imbalance

About one-eighth of the policy-makers felt that quota system of admission ought to be the basis for admission into the courses of an open university in Nigeria. They believed that such a political consideration rather than merit factors were required in order to correct the existing imbalance in the development of education among the states in the country. According to this group, student places in an open university ought to be allocated to the state governments on the basis of population, available higher educational opportunities within the states and their manpower needs. Thereafter, the state governments would use their discretion to select capable students from all their local government areas to fill their quotas.

As table 7.8 shows, policy-makers who supported considerations for ameliorating the uneven development of education through an open

university system, were from both the educationally backward states in the northern and southern parts of Nigeria.

From the statistical evidence in Table 7.8 it would appear that the policy-makers differed significantly over two main issues in their endorsement of the basis for enrolment into open university courses. On the one hand are those whose acceptance of an open university seemed to be dependent upon measures taken to ensure comparable academic standards with the traditional universities. On the other, are those who appear to be suspicious of an open university system which they probably fear might work against their regional or sectional interests and thus widen existing gaps in the development of education among segments of the country.

The fact that about three-quarters of the policy-makers endorsed conventional university entry requirements as the basis for enrolment into open university courses, suggests that, in the main, most people in Nigeria accept the academic standards of the existing universities as the yardstick for the academic credibility of any alternative form of higher education eventhough the student body of an open university might be larger than the student population in all the traditional universities combined. It may further be supposed that, for most people, the academic credibility of an open university would depend to a greater degree, upon its requiring from its students, the same formal academic entry qualifications as the conventional universities. In other words, they did not expect an open university in Nigeria to be open to all comers but to admit only people who were perceived as 'real materials' for university education.

Women, it seems, want more rigid entry requirements than men : 90% of

Table 7.8

Basis for enrolment into open university courses, by sex, age, education, occupation and states of origin of policy-makers. (N = 250)

Characteristics	Total in Sample	Same entry requirements as trad. universities	Flexible admissions policy	Quota system of admission	Don't know
Sex					
Males	219 (100%)	148 (68%)	34 (15%)	28 (13%)	9 (4%)
Females	31 (100%)	28 (90%)	1 (3%)	2 (7%)	0 -
Age					
Over 60 years	5 (100%)	1 (20%)	2 (40%)	2 (40%)	-
51 - 60 years	20 (100%)	15 (75%)	3 (15%)	2 (10%)	-
41 - 50 years	106 (100%)	76 (72%)	16 (15%)	11 (10%)	3 (3%)
31 - 40 years	103 (100%)	70 (68%)	13 (12.5%)	15 (14.5%)	5 (5%)
21 - 30 years	16 (100%)	14 (88%)	1 (6%)	-	1 (6%)
Education					
Postgraduate	114 (100%)	80 (70%)	15 (15%)	14 (12%)	5 (4%)
Graduate	75 (100%)	56 (75%)	10 (13%)	9 (12%)	-
Diploma/Specialist Training	38 (100%)	27 (71%)	5 (13%)	3 (8%)	3 (8%)
Secondary/Teacher Training	21 (100%)	13 (62%)	5 (24%)	2 (9%)	1 (5%)
Primary	1 (100%)	-	-	1 (100%)	-
No Formal Education	1 (100%)	-	-	1 (100%)	-

Characteristics	Total in Sample	Same entry requirements as trad. universities	Flexible admissions policy	Quota system of admission	Don't know
Occupation					
Public Sector Administrators and Managers	119 (100%)	80 (67%)	21 (18%)	15 (12%)	3 (2%)
Private Sector Administrators and Managers	25 (100%)	20 (80%)	2 (8%)	3 (12%)	-
Education (not administrative)	44 (100%)	32 (73%)	1 (2%)	6 (14%)	5 (11%)
Armed Services	6 (100%)	4 (67%)	2 (33%)	-	-
Communications Media	33 (100%)	19 (58%)	7 (21%)	6 (18%)	1 (3%)
Women Leaders	15 (100%)	15 (100%)	-	-	-
Others (mainly retired)	8 (100%)	6 (75%)	2 (25%)	-	-
States of Origin					
Northern	158 (100%)	110 (72%)	27 (18%)	14 (9%)	7 (4%)
Eastern	14 (100%)	11 (79%)	2 (14%)	1 (7%)	-
Western	12 (100%)	9 (76%)	2 (17%)	1 (7%)	-
Mid-West, Cross River and Rivers	63 (100%)	44 (71%)	4 (6%)	13 (20%)	2 (3%)
Others	3 (100%)	2 (67%)	-	1 (33%)	-

them endorsed same conventional entry qualifications for open university courses, compared with 68% among the male policy-makers. Among university graduates, 72% felt the same entry qualifications should decide who gets a place on open university courses, compared with 65% endorsement among the non university graduates in the sample. In contrast, just over half (56%) of those with secondary education and below, felt that an open university in Nigeria should have the same entry requirements as the traditional universities.

Similarly, among occupational groups, the majority said they expected an open university to have the same entry requirements as the existing universities. Whereas, one-third of the armed services and one-fifth of communications media experts supported flexible admissions policy for an open university, 100% of women leaders, 80% of private sector administrators and 73% of senior academics and professional educationists - all insisted on the same minimum university entry qualifications for open university degree courses. Most significant perhaps is that among professional educationists, only 2% supported open admissions policy in an open university. The immediate conclusion to be drawn from this piece of evidence is that an open university in Nigeria which was not rigid on entry qualifications might be discriminated against by senior academics and professional educationists.

The findings also revealed that policy-makers aged over 50 years were more flexible about entry requirements : only 64% said an open university should have the minimum entry requirements as the conventional universities, compared with 71% among the younger policy-makers. In contrast, quota system of admission had more support among the older policy-makers, 16% as against 12% among those aged under 50

years felt that quota system was necessary in an open university.

Equally important is the factor of the states of origin of the respondents, particularly the issue of quota system of admission into open university courses. Interestingly, the issue of quota system of admission into an open university system in Nigeria was first brought up by one-fifth of the respondents from the educationally backward states in the southern part of Nigeria, mostly from Cross River and Rivers States and by one-tenth of policy-makers from the educationally backwards states in the northern areas (Table 7.8). The fact that one in every eight policy-makers from both the northern and the southern states initiated discussion about the quota system long before the research question on the issue was put to them, suggests that there might be a large body of opinion in these areas to the effect that an open university could actually work in the reverse. In other words, an open university might be seen by many in the educationally backward states as a system which could benefit mostly areas which were already educationally more advanced and with surplus qualified candidates for university education - thus widen further, the existing gaps in education among the states in the Federation.

From the findings, it is also clear that the majority of younger people who constituted the bulk of the policy-making group (Table 7.8) endorsed merit rather than political considerations for non merit factors in university admissions. Again, this suggests that such people considered merit and healthy competition in university education to be more important factors for fostering national unity and for high academic standards.

7.15 Quota system of admission

When the issue of quota system of admission into open university courses was eventually put to all the respondents, 70% of the policy-makers rejected the idea while 30% supported it. The recurrent themes in the responses of those who supported a quota system of admission concerned the underlying political issues in Nigerian education caused largely by uneven expansion of education. They believed that lopsided admissions into an open university could be a great danger to national unity. In their view,it was desirable to temper admissions policy with considerations for equity, balanced development and continued national unity. This group of policy-makers felt that without a quota system, many states might be left out of an open university in the country because some states had more admissable candidates than others, hence without a quota system, candidates from few states could fill up all available places in the university. Further, that without a quota system of admission, an open university might neutralise steps taken since the mid-seventies to correct the imbalance in the country's education through the traditional universities. Such policy-makers also believed that an open university could be fair to all parts of the country without lowering academic standards if it insisted on minimum university entry qualifications from all its candidates but using a weighting scale to grade passes obtained in the qualifying examinations in terms of points. In this way, higher points could be required from candidates from the educationally more advanced states e.g. 10 points compared to 8.

On the other hand, policy-makers who were opposed to a quota system of admission felt that merit and quality should not be sacrificed for political considerations which were detrimental to academic standards.

They also believed that a quota system of admission could defeat the purpose of an open university since it was likely to impose restrictions on a system whose name and concept suggested open access for people who had the ability and the motivation for part-time learning. For such respondents, a quota system of admission was unrealistic because they felt that candidates who were not genuinely motivated but somewhat forced to study through an open university might easily drop-out.

As Table 7.9 shows, regional interests appeared to have been the most important factor behind the policy-makers' support or opposition to the idea of a quota system of admission in an open university in Nigeria. Age and education were among other important factors in the way respondents reacted to the quota system.

Table 7.9

Perceived need of a quota system of admission in an open university by sex, age, education, occupation and the states of origin of respondents (N = 250)

Characteristics	Total in Sample	Yes	No
Sex			
Males	219 (100%)	63 (29%)	156 (71%)
Females	31 (100%)	12 (39%)	19 (61%)
Age			
Over 60 years	5 (100%)	2 (40%)	3 (60%)
51 - 60 years	20 (100%)	4 (20%)	16 (80%)
41 - 50 years	106 (100%)	37 (35%)	69 (65%)
31 - 40 years	103 (100%)	28 (27%)	75 (73%)
21 - 30 years	16 (100%)	4 (25%)	12 (75%)

Education						
Postgraduate	114	(100%)	35	(31%)	79	(69%)
Graduate	75	(100%)	18	(24%)	57	(76%)
Diploma/Specialist Training	38	(100%)	12	(32%)	26	(68%)
Secondary/Teacher Training	21	(100%)	8	(38%)	13	(62%)
Primary	1	(100%)	1	(100%)	-	-
No Formal Education	1	(100%)	1	(100%)	-	-
Occupation						
Public Sector Administrators and Managers	119	(100%)	41	(35%)	78	(65%)
Private Sector Administrators and Managers	25	(100%)	5	(20%)	20	(80%)
Education (not administrative)	44	(100%)	11	(25%)	33	(75%)
Armed Services	6	(100%)	2	(33%)	4	(66%)
Communications Media	33	(100%)	5	(15%)	28	(85%)
Women Leaders	15	(100%)	6	(40%)	9	(60%)
Others (mainly retired)	8	(100%)	5	(63%)	3	(37%)
State of Origin						
Northern	158	(100%)	66	(42%)	92	(58%)
Eastern	14	(100%)	1	(7%)	13	(93%)
Western	12	(100%)	-	-	12	(100%)
Mid-West, Cross River and Rivers	63	(100%)	7	(11%)	56	(89%)
Others	3	(100%)	1	(33%)	2	(67%)

Clearly, policy-makers from the northern areas of Nigeria were the strongest supporters of a quota system of admission in an open university in the country. Whereas 42% of all the respondents from the northern parts supported the idea, it was rejected by 100% by policy-makers from the western areas of the country and by 93% of those from the eastern parts (Anambra and Imo states).

More than two-thirds of the university graduates in the sample were also opposed to a quota system of admission in an open university. Two-thirds of policy-makers aged below 50 years who had earlier insisted on the same conventional university admission requirements for open university courses, were also against the quota system of admission. In the main, it would appear that the majority of the policy-makers in Nigeria had negative feelings about the need for a quota system of admission because they viewed the system as unnecessary in an open university since people applied mainly as they

are motivated.

However, when the policy-makers were asked about what they expected an open university in Nigeria to do in meeting the needs of both the educationally disadvantaged and the educationally more advanced states, they differed significantly in their perceptions namely :

-	Assist both segments proportionately	130	(52%)
-	Give special attention to the disadvantaged states	67	(27%)
-	Likely to widen existing gaps in education	21	(8%)
-	Don't know / Refusal	32	(13%)

There was a high rate of refusal (13%) because some policy-makers, presumably those opposed to the existing quota system of admission used in Nigerian conventional universities, felt that the issue was inappropriate for an open university. Some of the policy-makers who refused to answer the question properly gave some indication of their criticism of the quota system, by the comments which they made in the 'Don't know' column of the questionnaire. These include :

- Why quotarize everything?
- Quota kills intelligence
- Quota is unpopular
- Quota holds people down
- Nigeria is a quota country. Very sad.
- Quota is reverse discrimination.
- Quota has not even worked in the traditional universities.
- Quota is responsible for the country's poor standards of education.
- There should be no discrimination in educational standards.
- Do not politicize open university.

Clearly, the above comments only reflected the view of a small but significant sub-group as most such respondents were graduate policy-makers in top positions in the public sector. They were mostly administrators, senior academics and professional educationists and the implication of their hostility to a quota system of admissions could probably be translated to lack of goodwill for an open university institution in Nigeria which operates the system which they strongly opposed.

7.16 Appropriate courses, target groups and knowledge of potential open university candidates

Policy-makers were asked a series of questions about the types of courses they considered appropriate for an open university in Nigeria, the groups in society who should benefit from the courses and about the knowledge of potential candidates for such a system of higher education. On appropriate type of courses, the respodents differed significantly in their endorsement of degree programmes and non-degree level courses as follows :

- Offer a combination of degree programmes, pre-degree and professional updating courses	129	(52%)
- Offer mainly non-degree level courses to prepare candidates for entry into university degree courses and for professional upgrading	119	(48%)
- Don't know	2	-

Four themes dominated the survey's findings on the appropriateness of open university courses namely :

7.16.1 Reflection of manpower needs of both Federal and State

Governments and those by industries. Agriculture, irrigation, medicine, law, mass communications, accountancy, business administration, education, catering, brewing technology and economics were recognised by most respondents as areas where university graduates were in short supply nationally. In particular, broadcasting, journalism, catering, education and law were repeatedly mentioned by the respondents as areas where shortages of manpower were acute and also as disciplines where available programmes by traditional universities were inadequate especially in the northern parts of the country. All these were viewed as subjects which could be taught over a distance. Subjects such as law, accountancy, business administration, journalism and hotel management were recognised by slightly over 57% of the men as courses which might continue to be vital for employment and for self or family use. On the other hand, two-thirds of the women felt that courses in education, catering, law and economics might be more appropriate for females who study through an open university system in the country.

In the view of both sexes, an open university ought to design courses aimed at a very large number of students for the following reasons :

i) the demand for university education was far more than the conventional universities could absorb ;

ii) the system was a particularly attractive and practical alternative higher education programme to some groups in the society who were constrained from full-time university education due to reasons of job and family obligations or financial and other disabilities ;

iii) most civil servants and workers have interest to study while still working to acquire higher qualifications to keep pace

with their peers and to enhance their jobs ;

iv) workers were increasingly becoming reluctant to leave their jobs for full-time studies due to the recent mass retrenchment of workers and decline in job opportunities due to the depression in the national economy ; and

v) control in the number of Nigerians going abroad to study due to official policy cancelling overseas scholarship awards and foreign exchange approval for courses available in the country.

7.16.2 Gearing courses to respond to distinct groups and to societal needs. For instance, people in stable employment who are unable to study in the residential universities to obtain university education and to be equipped to perform better in their jobs. Particular groups dominated the survey's findings. These include :

- Teachers
- Housewives
- Small scale business people, and
- People in the services : army, air force, navy and police.

7.16.3 Division of labour in higher education. In other words, that the aim of open university ought not to duplicate courses of the conventional universities but offer subjects that were more amenable to distance teaching methods. The subjects repeatedly mentioned by the respondents were accountancy, mass communications (both print and broadcasting). economics, education, catering, and law. The belief among policy-makers was that these subjects do not require intensive student / teacher contacts as engineering and science subjects.

7.16.4 Remedying inadequacies of the formal educational system such as responding to needs in society which were not being adequately met. Teachers in-service courses leading to the Nigerian Certificate of Education (NCE) and degree programmes in education were considered to be among areas of pressing manpower needs which were not being met adequately by the traditional universities and colleges.

When asked to name social groups which they expected an open university in the country to reach, the policy-makers again differed significantly in their endorsement of percieved needs for education and training, with most people indicating preference for all groups capable and interested.

VAR 34 : What social groups in the society should benefit from open university courses ?

-	All capable adults and workers	177	(71%)
-	Mainly teachers, lower and middle level manpower	41	(16%)
-	Secondary school failures and drop-outs needing remedial education	8	(3%)
-	Housewives and housebound individuals	7	(3%)
-	Surplus qualified but unplaced university candidates	13	(5%)
-	Don't know	4	(2%)

VAR 35 : Personally, do you believe that there will be sufficient candidates participating in an open university system in Nigeria ?

-	Yes	226	(90%)
-	No	23	(9%)
-	Don't know / Refusal	1	

All but one respondent from the southern parts of Nigeria said they believed that there would be sufficient candidates participating in an open university, while the 9% who responded negatively to the question were all from the educationally disadvantaged states in the northern areas. This confirms the earlier evidence to the effect that many in the northern areas are sceptical about an open university probably because it is seen as something which could benefit the educationally advanced states in the south more and thus widen the existing gaps in education between the states of the country. In other words, their response reflected a rejection for an open university system. Table 7.10 gives an indication of the other characteristics of the policy-makers with regards to their opinion on future level of participants.

Table 7.10

Opinion on future level of open university participants by sex, age, education, occupation and states of origin of policy-makers (N = 250)

Characteristics	Total in Sample	Yes	No
ALL	250	226 (90%)	24 (10%)
Sex			
Males	219 (100%)	198 (90%)	21 (10%)
Females	31 (100%)	28 (90%)	3 (10%)
Age			
Over 60 years	5 (100%)	5 (100%)	- -
51 - 60 years	20 (100%)	18 (90%)	2 (10%)
41 - 50 years	106 (100%)	95 (90%)	11 (10%)
31 - 40 years	103 (100%)	93 (90%)	10 (10%)
21 - 30 years	16 (100%)	15 (94%)	1 (6%)
Education			
Postgraduate	114 (100%)	99 (87%)	15 (13%)
Graduate	75 (100%)	71 (95%)	4 (5%)
Diploma/Specialist Training	38 (100%)	33 (87%)	5 (13%)
Secondary/Teacher Training	21 (100%)	21 (100%)	- -
Primary	1 (100%)	1 (100%)	- -

No Formal Education	1 (100%)	1 (100%)	-	-
Occupation				
Public Sector Administrators and Managers	119 (100%)	108 (91%)	11	(9%)
Private Sector Administrators and Managers	25 (100%)	23 (92%)	2	(8%)
Education (not administrative)	44 (100%)	39 (89%)	5	(11%)
Armed Services	6 (100%)	6 (100%)	-	-
Communications Media	33 (100%)	30 (9%)	3	(9%)
Women Leaders	15 (100%)	13 (87%)	2	(13%)
Others (mainly retired)	8(100%)	7 (88%)	1	(12%)
States of Origin				
Northern	158 (100%)	135 (85%)	23	(15%)
Eastern	14 (100%)	13 (93%)	1	(7%)
Western	12 (100%)	12 (100%)	-	-
Mid-West, Cross River and Rivers	63 (100%)	63 (100%)	-	-
Others	3 (100%)	3 (100%)	-	-

- - - - - - - - - - - - - -

The statistical evidence in Table 7.10 again shows that political considerations were probably responsible for the opinion among a substantial number of policy-makers from the northern part of the country who felt that there might not be sufficient number of students who could benefit from an open university system. Whereas all but one of the respondents from the southern areas of Nigeria unanimously agreed that there would be sufficient pool of capable students to justify an open university system, about one in every six policy-makers from the northern areas responded in the negative. While the only exception among the southern policy-makers reflects a degree of freedom, part of the problem for the scepticism among many respondents from the northern states is probably brought about by the attitude of people in the areas most affected by the imbalance in Nigerian education created by years of uneven expansion of all aspects of education.

As to whether or not the policy-makers actually knew people who might be interested in studying in an open university they responded thus :

VAR 29 : Do you know anybody who might be interested in studying in an open university ?

-	Yes	192	(77%)
-	No	58	(23%)

The 58 above or 23% of all the respondents consists largely of the 32 from the southern states who had earlier reacted strongly against the quota system of admission and the 24 shown in Table 7.10 (mostly from the northern states) who felt that there might not be a sufficient pool of qualified candidates for an open university system in Nigeria.

In view of the comments made by the respondents in the two groups and given their distinct regional circumstances, it would appear that for many, the roots of hostility to an open university system are to be found in their regional political considerations and interests. It would also appear that the 58 (23%) are the total in the sample who were really opposed to an open university system in Nigeria although only 51 (20%) actually admitted this in their responses.

To find out about the number of known qualified but unplaced university candidates and potential candidates who were in stable employment, the following questions were put mainly to the 192 who had earlier responded positively :

VAR 30 : Among your children or children of your relations, friends or neighbours or your staff are there any who are qualified, but have not found a place in the existing universities ?

-	Yes	196	(79%)
-	No	53	(21%)
-	Don't know	1	-

VAR 31 : How many of the unplaced candidates or the workers known to you are interested in studying in an open university ?

1	Will personally enrol for another degree	4	(2%)
2	Ten people	129	(52%)
3	Twenty people	22	(9%)
4	Thirty people	11	(4%)
5	Forty people	9	(3%)
6	Fifty people	11	(4%)

7	One hundred or more people	6	(2%)
8	Don't know	58	(23%)

From the responses, a total of 3,574 university materials were known to 192 policy-makers. This means that for the total sample of 250, at least 14 potentail open university candidates were known to each policy-makers. When this average is multiplied by the estimated population of 200,000 people concerned with policy-formulation or implementation in Nigeria, the findings of the survey mean that, there might be up to about 2.8 million people related to or working under the country's top people who could benefit from university education but were precluded from the existing universities for one reason or another.

7.17 Immediate educational needs of States

The research established that policy-makers across the country differed significantly in their assessment of the immediate educational needs of the 19 states in the Federation. For example, among respondents from the educationally disadvantaged states in the northern part of the country, the recurrent theme concerned programmes geared towards redressing the existing imbalance in Nigerian education such as pre-degree programmes to prepare more of their candidates for degree courses. On the other hand, the dominant theme in the responses of policy-makers from the educationally more advanced southern states was provision of more facilities and opportunities to broaden access to university education.

On the whole, the policy-makers believed that there were eight major and immediate educational needs of the states in the country namely :

7.17.1 Better organised schools of basic studies and increased pre-degree programmes (full and part-time) to prepare more candidates for degree courses.

7.17.2 Increased provision and access to university education.

7.17.3 Accelerated production of university graduates to narrow educational gaps with sister states and to provide more qualified indigenous manpower to man professional ministries, institutions and other essential services.

7.17.4 Accelerated training of teachers including in-service programmes for Nigerian Certificate of Education (NCE) and degree courses in education to increase the number of trained teachers for proper staffing of all levels of education as well as to curtail the recruitment of large numbers of expatriate teachers.

7.17.5 Enhancement of science and technology for three levels of qualified indigenous manpower :

i) Artisans and field workers in agriculture, health, industries, building and other essential services ;

ii) Middle level cadres such as technicians, extension workers in agriculture and health services, and technologists ; and

iii) Professionals in engineering, medicine, agriculture, veterinary medicine, mass communications, architecture, accountancy, education, law, business administration etc.

7.17.6 Enhancement of educational standards and the proper funding of all aspects of education.

7.17.7 Mass adult literacy and functional education programmes to reduce high rate of illiteracy, lessen breaks on the wheels of progress and to eliminate hostility to Western education ; and

7.17.8 Increased participation in education by females, including adequate provision for women who went into early marriage or were confined to their homes due to cultural and religious practices, to improve their education for greater contribution to their families, communities and to the development of the society as a whole.

The research also established that the majority of the state policy-makers in the sample had some expectations about what an open university could do to assist the states in meeting some of the immediate educational needs listed above. Approximately, 76% of the 178 state policy-makers in the sample (54% of all the respondents) said they expected an open university in Nigeria to assist in meeting their educational needs. On the other hand, 24% of the state policy-makers (17% of the total sample) said they did not believe that an open university would be in a position to assist with the immediate educational needs of their areas while the remainder said they could not comment on state policies.

Asked to state precisely what they expected an open university to do for their states, five themes dominated the survey's findings as follows :

- Run remedial (pre-degree) programmes to give chance to more people to up-grade their education and qualify for degree courses 33 (18%)

-	Provide extra opportunities for increased access to university education to absorb surplus candidates	46	(26%)
-	Help produce more university graduates	51	(29%)
-	Expand mass adult literacy and functional education	12	(7%)
-	Help train more teachers	16	(9%)
-	Don't know	20	(11%)

As regards future demand for open university courses in the states, the survey established that more than two-thirds of state policy-makers felt that they had sufficient evidence to believe that there would be a lasting demand in their areas for alternative form of higher education. The responses and the evidence for continuing or lack of demand for open university courses were given as follows :

VAR 46 : Is there any evidence that there will be a lasting demand in your state for an open university ?

-	Yes	140	(79%)
-	No	35	(20%)
-	Don't know	3	(1%)

VAR 47 : What are your reasons (for future demand or lack of it ?

-	Upsurge in demand for university education	90	(51%)
-	Growing awareness among workers for intellectual development while still working	44	(25%)
-	Educationally backward to take full advantage	14	(8%)
-	No zeal for education	13	(7%)
-	Don't know	17	(9%)

Table 7.11 sets out the background of the policy-makers who expect an open university to assist with the immediate educational needs of

their states and those who felt that the system would be inappropriate for their needs.

Table 7.11

Expectations for an open university in the 19 states of Nigeria by sex, age, education, occupation and the states of origin of state policy-makers (N = 178)

Characteristics	Total in Sample	Yes		No	
Sex					
Males	155 (100%)	117	(75%)	38	(25%)
Females	23 (100%)	18	(78%)	5	(22%)
Age					
Over 60 years	5 (100%)	5	(100%)	-	-
51 - 60 years	17 (100%)	14	(82%)	3	(18%)
41 - 50 years	72 (100%)	54	(75%)	18	(25%)
31 - 40 years	73 (100%)	55	(75%)	18	(25%)
21 - 30 years	11 (100%)	7	(64%)	4	(36%)
Education					
Postgraduate	82 (100%)	63	(77%)	19	(23%)
Graduate	52 (100%)	38	(73%)	14	(27%)
Diploma/Specialist Training	27 (100%)	20	(74%)	7	(26%)
Secondary/Teacher Training	15 (100%)	12	(80%)	3	(20%)
Primary	1 (100%)	1	(100%)	-	-
No Formal Education	1 (100%)	1	(100%)	-	-
Occupation					
Public Sector Administrators and Managers	98 (100%)	76	(78%)	22	(22%)
Private Sector Administrators and Managers	14 (100%)	10	(71%)	4	(29%)
Education (not administrative)	27 (100%)	19	(70%)	8	(30%)
Armed Services	3 (100%)	3	(100%)	-	-
Communications Media	19 (100%)	15	(79%)	4	(21%)
Women Leaders	10 (100%)	8	(80%)	2	(20%)
Others (mainly retired)	7 (100%)	4	(57%)	3	(43%)
States of Origin					
Northern	123 (100%)	91	(74%)	32	(26%)
Eastern	7 (100%)	5	(71%)	2	(29%)
Western	5 (100%)	4	(80%)	1	(20%)
Mid-West, Cross River and Rivers	43 (100%)	35	(81%)	8	(19%)

Whereas men and women did not differ significantly in their perceived role of an open university in the states, age, education, occupation and the states of origin of policy-makers were clearly, important factors. Older policy-makers it seems, expected more from an open university than those in the younger and middle age ranges (21 - 40) especially those over 60 years (Table 7.11). For example, whereas all the respondents aged over 60 years believed that an open university was capable of responding to the immediate educational needs of the states, about one-third of policy-makers in the younger and middle age ranges felt that the system was inappropriate for their needs.

Similarly, a third of university graduates responded negatively while between 80% - 100% of the non-graduate policy-makers expected an open university to assist their states educationally. Among the occupational groups, almost a third of senior academics and professional educationists had no expectations for an open university in the states while 100% of those in the armed services believed that the system would be able to meet some of the immediate educational needs of the states.

As regards regional factors, the survey established that the Northern and Eastern States of Anambra and Imo had lower expectations for an open university, compared with the Western states and the minority areas in the southern part of the country (Bendel, Cross River and Rivers states). Altogether, 74% of state policy-makers from the northern areas felt that an open university was appropriate for their needs while about a third did not consider the system to be of immediate assistance to them. It seems educational backwardness is principally responsible for the negative attitutde in this regard. On the other hand, a third of respondents from the Eastern States did not

consider the role of an open university to be crucial in tackling their immediate educational needs, probably due to their strong belief and support for the formal system.

Overall the findings confirm that many among senior academics and professional educationists still believe in conventional expansion of education as a solution to the educational needs of the states in particular and the country as a whole. From the statistical evidence given in Table 7.11, it also seems that most qualified young people would prefer the conventional universities while an open university appears to be popular among older or more mature people - possibly because of the practicality of the system for working or people with family obligations who are unable to study full-time in the residential universities.

7.18 Implications of an open university system for broadcasting in Nigeria

In Nigeria, both higher education and broadcasting are, constitutionally, the responsibility of Federal and State Governments. In other words, both are services provided and controlled by government which during military rule such as at present, means the same ruling body at the Federal and State levels. Therefore, to assess the possible role and implications of an open university system in Nigeria for broadcasting, all policy-makers in the sample were asked to comment about radio and television standards as well as the contribution of broadcasting to education in Nigeria. In addition, communications media experts in the sample were asked a series of questions for their own perception of broadcasting standards, responsibility for education and their preparedness to allocate air time for

open university programmes.

These are some of the insights into the reactions and expectations of policy-makers to broadcasting standards and educational relevance to the society in Nigeria.

VAR 50 : In your opinion, do the programmes of our radio and television services encourage education ?

-	Both radio and television services encourage education	147	(59%)
-	Only radio encourages education	25	(10%)
-	Only television encourages education	22	(9%)
-	Both radio and television do not encourage education	56	(22%)

VAR 51 : In which way does broadcasting encourage or discourage education ?

-	Expose people to new ideas and new perspectives	190	(76%)
-	Too inclined towards entertainment	33	(13%)
-	Too much imported programmes (films)	8	(3%)
-	Poor in production and reception	19	(8%)

VAR 52 : How would you describe the standards of radio and television programmes in Nigeria ?

-	Excellent radio and television standards	2	(1%)
-	Good radio and television standards	19	(8%)
-	Fair radio and television standards	69	(27%)
-	Poor radio and television standards	50	(20%)

-	Very poor radio and television standards	7	(3%)
-	Radio performs better than television	91	(36%)
-	Television performs better than radio	12	(5%)

VAR 54 : On which channel or channels would open university programmes be more meaningful ?

-	All available radio and television channels	59	(23%)
-	Only network radio and television channels	23	(9%)
-	Only television network channel	15	(6%)
-	Only radio network channel	2	(1%)
-	Radio and television channels based in the states	27	(11%)
-	Zonal radio and television channels	114	(46%)
-	Separate educational radio/television provision (ETV)	9	(4%)

VAR 55 : In your opinion, would an open university system have implications for broadcasting in Nigeria ?

-	Yes	218	(87%)
-	No	32	(13%)

VAR 56 : What implications do you foresee ?

-	Challenge broadcasting to be more efficient	92	(37%)
-	Force broadcasting to play a greater role in education and to be more meaningful to society	76	(30%)
-	Broaden intellectual horizons of broadcasters	11	(4%)
-	Necessitate separate network channels for education	11	(4%)
-	Interfere with slots of popular programmes	19	(8%)
-	Existing channels should cope with OU		

	requirements	21	(8%)
-	Don't know	20	(8%)

VAR 57 : Inyour opinion, does an open university in Nigeria need to establish its own radio and television services ?

-	Yes	89	(36%)
-	No	160	(64%)
-	Don't know	1	-

VAR 58 : What reasons would you give ?

-	For efficiency and self-reliance	85	(34%)
-	Too expensive to undertake	69	(28%)
-	Not necessary	80	(32%)
-	Not feasible	3	(1%)
-	Don't know	13	(5%)

Additional insights into the performance of broadcasting in Nigeria were provided by 33 communications media experts who responded to a series of questions about their assessment of themselves as well as their own preparedness to allocate air time for open university programmes. These are some of the reactions from within the media.

VAR 59 : As a media policy-maker, how much air time will you personally be prepared to allocate for open university programmes daily or weekly ?

-	1 hour daily	7	(21%)
-	1 1/2 hours daily	2	(6%)

-	2 hours daily	8	(24%)
-	More than 2 hours daily	12	(36%)
-	Separate educational channel should be provided	1	(3%)
-	Depends on the type and number of courses offered	1	(3%)
-	Don't know	2	(6%)

VAR 60 : Are you prepared to allocate air time for open university programmes during prime broadcasting time e.g. between 7pm and 11pm ?

-	Yes	16	(48%)
-	No	15	(45%)
-	Don't know	2	(6%)

VAR 61 : Are you prepared to allocate air time for repeat transmission of open university programmes ?

-	Yes	30	(91%)
-	No	1	(3%)
-	Don't know	2	(6%)

VAR 62 : As a media expert, how would you describe the general quality and standard of broadcasting in Nigeria ?

-	Excellent	1	(3%)
-	Good	7	(21%)
-	Fair	10	(30%)
-	Poor	8	(24%)
-	Very poor	5	(15%)
-	Don't know	2	(6%)

The survey established that about a fifth of all the respondents were dissatisfied with both the role of broadcasting in education and the general quality and relevance of radio / television services in Nigeria. A third of the policy-makers rated radio services in the country higher than those rendered by television.

As regards the implications of an open university system for broadcasting, about one-third of the respondents expected that such a university would have positive effects because they expected that broadcasting would be forced to improve and to pay more attention to education - hence become more meaningful to the society. On the other hand, the majority of policy-makers, 64% rejected suggestions for separate radio and television services specific to an open university because they felt that it was too costly and unnecessary. Instead, they expected existing radio and television services of the Federal Government to be improved and be required to meet adequately, all the requirements of an open university system in the country.

The findings have also established that whereas 88% of communications media experts were prepared to allocate adequate air time for open university programmes (1 or more than 2 hours daily), nearly half of them, 45% were opposed to the transmission of educational programmes during peak family viewing period. Media experts were also critical of the standard of broadcasting in the country. For example, only slightly more than half of the experts, 55% found the existing performance to be acceptable, compared with nearly 40% who rated them as poor or very poor while the remainder refused to answer the question.

Table 7.12 shows the major factors behind the differing views among all the respondents in the sample, on the standards and implications for broadcasting of an open university system in Nigeria. From the foregoing statistical evidence, it is clear that there is a higher preference among women than men for entertainment and less support for an open university system : 16% of the female respondents or one in every six women felt that an open university might interfere with the slots for popular programmes. Among male respondents, only one in sixteen indicated that they preferred popular entertainment to open university programmes.

Respondents in the older age ranges (51 years and over) showed more concern for efficiency in broadcasting standards. But among policy-makers in the younger and middle age ranges (31-50 years) there was more concern for the relevance of broadcasting to the society. On the other hand, a high rate of refusal, 11% was noticed among the young age range (31 - 40) which suggests that many in the group are either indifferent to the issue of broadcasting and nation building or are hostile to an open university system, or both.

As regards the factor of educational standards of the policy-makers, the findings clearly established that univeristy graduates were the most dissatisfied group as far as the quality of media personnel in Nigeria was concerned. For example, one in twenty graduates complained that radio and television stations in the country lacked qualified broadcasting staff and expressed the hope that an open university would help broaden the intellectual horizons of media personnel. Also, 8% of the graduates felt that an open university might interfere with the slots for popular programmes, compared to only one in twenty among non-graduate respondents. Again, the

Table 7.12

Implications for broadcasting of an open university system in Nigeria by sex, age, education, occupation, and states of rigin or respondents (N = 250)

Characteristics	Total in Sample	Made more efficient	Do more education & become more meaningful	Broaden intellectual horizons of broadcasters	Necessitate separate channels	Interfere with popular programmes	Existing channels could cope	Don't know / refusal
Sex								
Males	219 (100%)	82 (37%)	67 (31%)	10 (50%)	11 (5%)	14 (6%)	19 (9%)	16 (7%)
Females	31 (100%)	10 (32%)	9 (29%)	1 (3%)	-	5 (16%)	2 (6%)	4 (13%)
Age								
Over 60 years	5 (100%)	4 (80%)	-	-	-	-	1 (20%)	-
51 - 60 years	20 (100%)	9 (45%)	6 (30%)	1 (5%)	-	1 (5%)	2 (10%)	1 (5%)
41 - 50 years	106 (100%)	41 (39%)	29 (27%)	6 (6%)	6 (6%)	9 (8%)	10 (9%)	5 (5%)
31 - 40 years	103 (100%)	31 (30%)	38 (37%)	3 (3%)	5 (5%)	7 (7%)	7 (7%)	12 (11%)
21 - 30 years	16 (100%)	7 (44%)	3 (19%)	1 (6%)	-	2 (12%)	1 (6%)	2 (12%)
Education								
Postgraduate	114 (100%)	46 (40%)	40 (36%)	5 (4%)	6 (5%)	8 (7%)	5 (4%)	4 (3%)
Graduate	75 (100%)	26 (35%)	22 (29%)	4 (5%)	3 (4%)	8 (11%)	5 (7%)	7 (9%)
Diploma/Specialist Training	38 (100%)	15 (39%)	10 (26%)	1 (3%)	-	2 (5%)	6 (16%)	4 (11%)
Secondary/Teacher Training	21 (100%)	4 (19%)	4 (19%)	1 (5%)	2 (9%)	1 (5%)	5 (24%)	4 (19%)
Primary	1 (100%)	-	-	-	-	-	-	1 (100%)
No Formal Education	1 (100%)	1 (100%)	-	-	-	-	-	-

Characteristics	Total in Sample	Made more efficient	Do more education & become more meaningful	Broaden intellectual horizons of broadcasters	Necessitate separate channels	Interfere with popular programmes	Existing channels could cope	Don't know / refusal
Occupation								
Pub. Sector Admin and Managers	119 (100%)	45 (38%)	41 (34%)	2 (1%)	5 (4%)	9 (7%)	10 (8%)	7 (6%)
Priv. Sector Admin and Managers	25 (100%)	11 (44%)	2 (8%)	2 (8%)	1 (4%)	2 (8%)	2 (8%)	5 (20%)
Education (not admin)	44 (100%)	16 (36%)	12 (27%)	3 (7%)	2 (5%)	2 (5%)	4 (9%)	5 (11%)
Armed Services	6 (100%)	5 (83%)	-	-	-	-	1 (17%)	-
Comm. Media	33 (100%)	8 (24%)	15 (45%)	2 (6%)	3 (9%)	3 (9%)	1 (3%)	1 (3%)
Women Leaders	15 (100%)	5 (33%)	3 (33%)	1 (12%)	-	3 (20%)	1 (7%)	2 (13%)
Others	8 (100%)	2 (25%)	3 (38%)	1 (12%)	-	-	2 (25%)	-
States of Origin								
Northern	158 (100%)	61 (39%)	42 (27%)	4 (2%)	8 (5%)	16 (10%)	17 (11%)	10 (6%)
Eastern	14 (100%)	6 (43%)	4 (29%)	2 (14%)	-	-	-	2 (14%)
Western	12 (100%)	4 (33%)	4 (33%)	-	1 (8%)	1 (8%)	-	2 (17%)
Mid-West, Cross River and Rivers	63 (100%)	19 (30%)	26 (41%)	5 (8%)	1 (2%)	2 (3%)	4 (6%)	6 (9%)
Others	3 (100%)	2 (67%)	-	-	1 (33%)	-	-	

findings show that, generally graduates were less keen on an open university because they have less need for it.

Most communications media experts questioned reacted positively to an open university system - 69% of them felt that such a system would challenge broadcasting in Nigeria to be more efficient and to do more educational programmes - thus forced to become more meaningful to the society. 83% of respondents from the armed and security services expressed similar expectations of broadcasting, compared to 79% among public sector administrators ; 52% among those in the private sector ; 63% among senior academics and professional educationists while among women leaders, the need was recognised by 53% of the respondents.

Judged by the distinct geographical zones in the country, the Western areas and Bendel, Cross River as well as Rivers States expected broadcasting to devote more time and attention to education and to cut down on entertainment. Altogether, 41% of the policy-makers from Bendel, Cross River and Rivers States, believed that broadcasting ought to do more in the area of education. Among respondents from the Western states, 33% (the largest single group among the seven opinions in Table 7.12), also wanted more attention paid to education to make broadcasting more meaningful to the society.

On the whole, the majority of policy-makers from all the different segments of the country wanted the quality, content, reception, transmissions and the concept of broadcasting to be transformed to enhance the relevance and efficiency of radio and television services in the country. This view was endorsed by 66% of the policy-makers from the northern and western areas, compared to 71% by those from Bendel, Cross River and Rivers States. In the Eastern States of

Anambra and Imo, the issue of improved standards and relevance of broadcasting was endorsed by 72% of the policy-makers. In addition, 14% of the respondents from the Eastern States identified intellectual development as a critical need among broadcasting personnel, compared to only 2% of those from the Northern States who considered it to be an important factor for improvement in broadcasting.

7. 19 Some broadcasting concerns and expectations

Among the minority of policy-makers who gave negative answers on radio and television programmes (displayed on p.410), eleven issues were highlighted. These are that:

7.19.1 Radio and television did not manifest encouragement of education. Television, in particular, dwelt too much on entertainment, mainly using cheaply produced musical programmes, imported humour and culture which portrayed violence, horror, murder, drug addiction, robbery, rape, crime and other undesirable habits that were alien and irrelevant to Nigeria as a developing country.

7.19.2 Broadcasting tended to be too frivolous and dwelt too much on information about personalities and who said what? (This probably reflected mainly reactions to the practice and control of broadcasting during the defunct civilian administration of 1979-83).

7.19.3 There were too many poor quality programmes, inconsistent transmission, power and satellite failures.

7.19.4 At the state level, most stations lacked qualified broadcasting staff and adequate training programmes for reporters, presenters, newscasters, editors and producers.

7.19.5 There was lack of uniformity of broadcasting standards among national, zonal and state stations and among different zones in the country. For example, whereas national television and some television zones had well developed transmitters, personnel and programming etc with standards as high as possible, in some other zones, standards were low largely because of inadequate broadcast equipment and trained manpower.

7.19.6 Job stability was lacking. On the whole, few people stayed in the media long enough to acquire worthwhile expertise to excel or to pass it on to others.

7.19.7 Overall, broadcast equipment and facilities were inadequate at all levels to match national expectations.

7.19.8 The quality of scripts, programme content, acting etc., suffered due to lack of cultural and literary infrastructure such as great writers and actors with national appeal and acceptance in culturally diverse Nigeria.

7.19.9 Broadcasting was sometimes distant from the society due to pursuit of alien standards and values which were essentially American or European.

7.19.10 In general, inadequate attention was given to civic responsibilities and obligations ; community affairs ; individual and societal growth e.g. DO IT YOURSELF Series on how to raise poultry, rabbitry, gardening, mend cars, electric repairs and maintenance of household appliances and understanding computer technology. Also, health care, exercises, parental responsibility, road safety, development issues and programmes on traditional norms and cultural values such as how people in different parts of Nigeria, Africa etc., live ; and

7.19.11 Finally, that television in Nigeria was essentially an urban service because it lacked rural penetration.

In the main, the majority of the respondents believed that an open university in Nigeria might have a positive implication for broadcasting in two main ways. First, an open university might hasten the development of radio and television services since they were bound to improve the calibre of broadcasting staff, procure more equipment and extend their coverage areas to respond to the requirements of the university. Secondly, the existing concept of broadcasting might alter radically by moving from entertainment to greater commitment to education and to serving the public. On the whole, an open university might force broadcasting to be more consistent in programmes transmission and to improve the general quality of their services as frequent failures in university lectures could provoke violent protests from the students of the system.

7.20 Conclusion

This aspect of the study was undertaken to assess the relevance of an open university to the higher education needs of Nigeria and the feasibility of the system through the perceptions of the country's policy-makers. From the research findings presented and assessed in this chapter, the general assumptions of this study that an open university lacked national acceptability because of several years of adverse publicity and the recession, was disproved. On the contrary, the findings revealed that the idea of an open university system enjoys a considerable support among Nigerian policy-makers. In all, 80% of the respondents endorsed the system as a desirable innovation needed in the country to supplement the traditional system of higher education. The major reasons given concerned the need to train more people from among those who were already working and unable to study full-time, in critical areas of manpower needs and vital areas for employment or for self and family use, in a dynamically changing society. Lessening social pressures on the traditional universities ; a movement towards an educated society and cost advantages, were among other justifications mentioned by those who supported the open university idea.

The study also established that the majority of the policy-makers, 51% believed that despite the recession and the inadequacies of the existing infrastructures of communication, an open university was technically feasible. They believed that the system could be funded, given access to available national resources and operate successfully with comparable academic standards provided such a system was properly planned, avoided expensive structures and launched as a useful national educational programme aimed at gradual but firm growth on a

solid foundation.

Clearly, the general assumptions which guided this study were disproved and should, therefore, be rejected. The findings also revealed that the majority of the policy-makers did not expect Nigeria to wait for an economic boom or to attain the sophisticated technological level of the industrialised nations before experimenting with an open university system. The view among most policy-makers was that Nigeria ought to accept an open university as a challenge to improve its communications system. In addition, Nigerian philanthropists, the rich and employers of labour were expected to contribute financially to the system to lessen the financial burden for the government while the university was also expected to meet part of its operational costs through consultancy and research services as well as other revenue earning ventures.

Furthermore, as will be shown in the subsequent chapter, the study established that potential open university candidates in the country, mostly junior and intermediate level workers (earning between N2000 - N4000 per annum) indicated their preparedness to pay up to 25% of their yearly income for their tuition from an open university. This is roughly N500 (£397) per student per year and does not include enrolment forms and other educational services which were expected to be paid for.

The foregoing findings suggest that a number of people expect the Nigerian authorities to review the suspension order placed on the open university system by the former Head of State, Major General Muhammadu Buhari on 7 May 1984.

CHAPTER 8

NIGERIA AND THE OPEN UNIVERSITY SYSTEM (2) RESEARCH FINDINGS ON POTENTIAL CANDIDATES

Study Population

The study population consisted of 400 men and women resident in both the rural and urban areas of Borno and Cross River States who had the minimum secondary education for degree-level studies (i.e. school certificate or equivalent qualifications). The respondents were drawn from:

(i) The employed population of 36 million (National Manpower Board, 1983), working in the agricultural, construction, manufacturing, processing and crafts, distribution trades, transport, communications, public utilities, public administration and other service sectors of the economy. Table 8.1 sets out the main occupations and the distribution of the Nigerian labour force which the survey tried to reach.

Table 8.1

Occupations and percentage distribution of the employed population (formal and informal sectors) in Nigeria, 1984

Occupation	% of labour force
Professional, technical and managerial	2.7
Clerical	1.3
Commercial (Sales and Services)	17.0
Agricultural (Farmers,fishermen,hunters & loggers)	57.0
Skilled craftsmen, technicians,production-process etc.	3.2
Unskilled craftsmen,production workers and labourers	12.8
Unspecified workers	6.0

Sources: (a) National Population Bureau (1984) Nigeria Fertility Survey 1981-82. Principal Report, Vol. 1. Huddersfield: International Statistical Institute/National Population Bureau p. 14.

(b) Rimmer, D. (1984) The Economies of West Africa London: Weidenfeld and Nicolson, pp. 63-86.

(ii) Not in the labour force. Since not all the economically, active groups in the population are included in labour force figures, the survey looked for people excluded from the official occupational categories (in Table 8.1), but who had some secondary education and thus might be potential users of an open University system in Nigeria. People in this category often include members of the armed forces, full-time housewives, students, the retired, not currently employed, unemployed, disabled and prison in-mates.

(iii) Occupations requiring secondary education. It was necessary to sample people in particular employment sectors and occupations and not just the entire population because Nigerian official statistics show that 68.4% of the economically active population is illiterate (National Manpower Board Report, cited in Olaloku, 1979: 106). Furthermore, only a small proportion of the labour force, 4.3% have had some secondary schooling, but do not possess a school certificate while only 0.5% of the labour force have at least a school certificate but have not had university education (Ibid: 106).

It is the latter category of the labour force which contains the group of people assumed to be potential customers of an open university and which currently constitute about 5% of the workforce (about 1.8 million). The increase is based on the fact that since the survey (mentioned above), the annual output from all phases of secondary education in Nigeria escalated from just under 70,000 in the late 1960's to the current figure of 2,500,000 of whom 10% get paid jobs in the public and private sectors.

In both sectors, secondary education, teacher training and their equivalents are the minimum qualifications for paid employment. As a result, the group we are investigating normally work in the lower and middle-level grades of the modern sector of the economy first as clerks, typists, primary teachers, privates in the police and the armed forces, nurses, midwives, shop assistants, carpenters, welders, news and programme assistants, driver-mechanics, waiters, stewards, laboratory attendants, engineering assistants, etc.

With experience and often following in-service training, people in the public and private sectors who have not had university education, gradually get promoted to middle-grade positions (e.g. administrative assistants, executive officers, accounts officers, office managers, junior military and police officers, health and building inspectors, library officers, surveyors, technical officers, agricultural, community and welfare officers, reporters, sales/ marketing managers and programme production officers, etc.).

(iv) Not in Paid Employment: This category consists largely of married women with secondary, teacher training and vocational qualifications, who, although they often work very hard, are not employed by anybody. Other related groups are the educated, but self-employed (e.g. businessmen), the retired, unemployed and students.

To obtain a representative sample of the various groups of people who have the education to be potential students of an open university system in Nigeria, the study population eventually reached consisted of people from 9 broad employment categories which require basic education for entry. In addition, respondents were drawn from 3 other

groups to account for people in unpaid or self-employment (the retired, unemployed, students and those in institutions such as prison in-mates). The composition of the sample was:

1.	Primary and Secondary teachers	(55)
2.	Clerical and Secretarial staff	(110)
3.	Administrative Officers and Office Managers	(55)
4.	Armed and Security Services (private and junior officers	(30)
5.	Communications media personnel	(25)
6.	Agricultural and extension services personnel	(10)
7.	Housewives and students	(30)
8.	Nurses, midwives and health inspectors	(15)
9.	Shop owners and salesmen, waiters and related)	(35)
10.	Technicians and craftsmen	(23)
11.	Self-employed, unemployed or retired	(10)
12.	In Institutions (prison in mates)	(2)
	Total	400

If an open university in Nigeria is to be credible and relevant, then it is the contention of this study that it must reach a wide range of the population and this is why the sample is so broad-based.

8.1 Questionnaire

The interview questionnaire titled National Open University Questionnaire - Two (NOUQ-2), covered 68 variables and sought information from the respondents on their personal situation, motivation for university education as well as their perceived relevance and problems of open university study in Nigeria. (See Appendix 1.2). In all, the survey of potential candidates focused on 18 background and

conceptual issues. These are:

1. Sex of respondents
2. Age of respondents
3. Educational standard of respondents
4. Marital status of respondents
5. Size of family of respondents
6. Types of accommodation of respondents
7. Annual income of respondents
8. Possession or access to communication and library facilities
9. Preparedness to pay for open university study
10. Amount prepared to pay for open university study yearly
11. Experience in correspondence education
12. Knowledge of other potential candidates
13. Motivation for open university study
14. Opinion on relevance of open university system to society
15. Anticipated obstacles to home-based study
16. Opinion on the viability of an open university system
17. Perceived acceptance of open university academic standards, and
18. Employment prospects for open university graduates.

8.2 Findings and Discussion

Between November 1983 and July 1984 when the fieldwork was undertaken, the distribution of questionnaires, interviews and the returns collected were as follows:

Table 8.2

Sample size and returns from potential open university candidates (N=400)

Total Sample	No. interviewed by the Researcher	No. interviewed by research assistant	Respondents who completed questionnaires themselves	No. of questionnaires not returned	No. of questionnaires returned
400	215	93	42	50	350
(100%)	(54%)	(23%)	(10.5%)	(12.5%)	(87.5%)

Altogether, 36 respondents in Cross River State failed to return questionnaires distributed along with self-addressed envelopes for their completion and return to the researcher, compared with 14 non-respondents in Borno State. In Cross River, one of the largest groups which did not return questionnaires personally distributed to them consisted of 11 naval and police personnel who required clearance from their superior officers before they could participate in the survey. Also, there were no returns from 12 clerks in banks and small scale firms and bookshops. The other non-respondents were communications media personnel (4); agricultural and extension workers (4); brewery technician (1); housewife (1); female teacher (1); nurse (1); and an unemployed male (1).

In Borno State 9 questionnaires distributed to women teachers and housewives in purdah were not returned. Others who did not respond to the interview questionnaires were: typists (2); nurse (1); factory foreman (1); and an agricultural superintendent (1).

8.3 Characteristics of potential candidates

The eventually achieved sample consisted of 278 men (79%) and 72 women (21%). This proportion of women is less than the 34% female participation rate in secondary education in Nigeria, but is

9% more than the percentage in the policy-makers sample. The main reason for women being under-represented were difficulties in reaching those in purdah (in Borno State) and the failure by those reached to return questionnaires. Part of the cause, however, could be that, on the whole, there are fewer women than men in paid employment, as most women who go into marriage after their secondary education do not join the labour force. Such a phenomenon seems common among Muslims in the Northern States, particularly in Borno State where the Purdah system is widely practised.

It is notable that the diversity in the ethnic composition of States in Nigeria which was found in the sample of policy-makers (mentioned in Chapter 7), was reflected to a greater degree in the sample of potential open university candidates. For example, whereas the sampling was conducted in only four centres (Maiduguri Metropolitan and Biu areas of Borno State and Calabar Metropolitan and Uyo areas in Cross River State), the respondents finally reached consisted of people from 17 out of the 19 States in the Nigerian Federation. Only people from Niger and Sokoto States in the northern part were not represented in the sample.

The sample taken in Borno State was culturally more diverse as it included Nigerians from 15 other states in the country (Anambra, Bauchi, Bendel, Benue, Cross River, Gongola, Imo, Kaduna, Kano, Kwara, Lagos, Ogun, Ondo, Oyo and Plateau States. On the other hand, in the Cross River, the sample included persons from only seven other states (Anambra, Imo, Kaduna, Kwara, Lagos, Oyo and Rivers).

The free movement of people and goods apart, it would appear that the reflection of Nigeria's Federal character through the

distribution of major educational and industrial projects among the States, has been a major factor for the making of States like Borno into a "miniature-Nigeria", where people from virtually all other areas of the country live, work, study, etc.

Geographically, the eventually achieved sample was almost equally distributed between the northern and southern segments of Nigeria. In all, 180 respondents (51%) were from eight States in the northern part of the country while 170 (49%) were from nine states in Southern Nigeria. Particular cultural and linguistic groups dominated the survey's findings. These are:

1.	Ibibio (from Cross River State - primary sampling area)	= 85 respondents (24%)
2.	Babur-Bura (from Borno State - primary sampling area)	= 68 respondents (19%)
3.	Hausa-Fulani (from 8 states)	= 34 respondents (10%)
4.	Efik (from Cross River - primary sampling area)	= 28 respondents (8%)
5.	Yoruba (from 5 States)	= 27 respondents (8%)
6.	Kanuri (from Borno State - primary sampling area)	= 25 respondents (7%)
7.	Igbo (from 2 Eastern and 1 Mid-Western States)	= 20 respondents (6%)
8.	Others (37 different cultural groups)	= 63 respondents (18%)
		350 (100%)

On the basis of the five clusters adopted in the study, the cultural groups in the sample are categorised and analysed under the following headings:

1. Hausa-Fulani (59)
2. Igbo (20)
3. Yoruba (27)
4. Northern Minority Groups (104)
5. Southern Minority Groups (140)

The survey established that, whereas some cultural groups in the primary sampling areas such as Kanuri in Borno and Efik in Cross River were very selective in the choice of occupations (mainly administrative, teaching and office work), people from the Babur-Bura and Ibibio groups were found in all the paid employment categories sampled. A possible explanation for this is that these two minority groups are widely dispersed across Nigeria because of historically earlier access to "Western" education as well as keen interest and also because of a need for paid employment.

Figure 8.1 sets out the personal characteristics of the potential open university candidates in the sample.

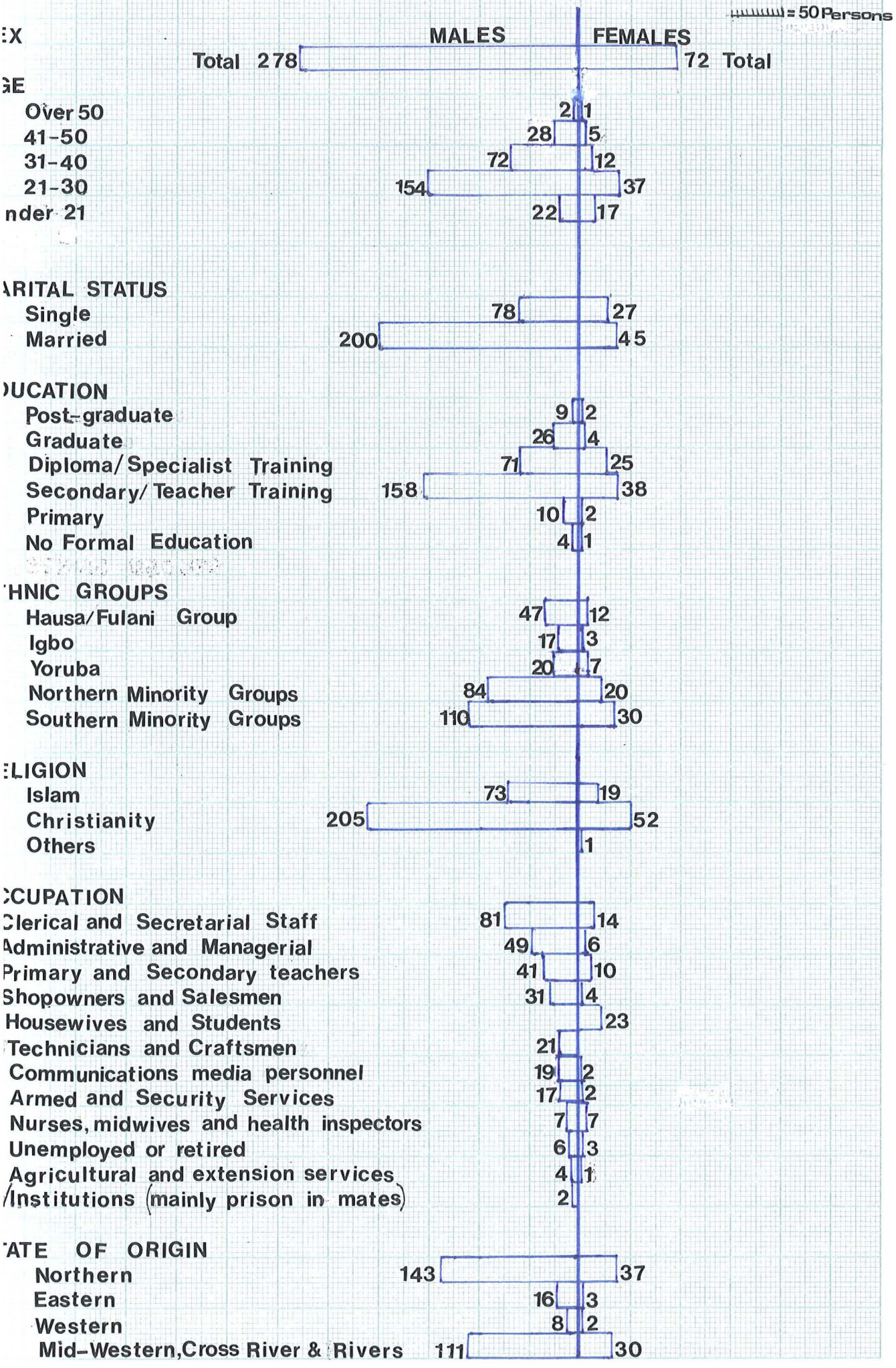
8.4 Background of respondents and implications for home study

As indicated in Figure 8.1, as many as 70% of the respondents were married while only 30% were single. Among male respondents, 72% were married while 28% were single, compared with 62.5% married females and 37.5% single females. On the whole, the majority of the potential candidates had large numbers of family dependents - altogether 183 respondents (52%) had a minimum of six family dependents (their offspring and relations). Of the 52% with large

Figure 8·1

PERSONAL CHARACTERISTICS OF POTENTIAL CANDIDATES (N=350)

= 50 Persons



numbers of family dependents, 155 (44%) were living in single-room or two-room accommodation - 31 and 124 respectively. In addition, there were 66 (19%) who had between 2 to 5 family dependents - 40 of these were living in one or two rooms.

In all, only 28 of the respondents with large numbers of family dependents were living in self-contained houses or flats.

As to the educational qualifications of the respondents, the study established that 56% had school certificate, Grade II teachers or equivalent qualifications, while 27% had more advanced qualifications, such as Ordinary National Diploma (OND), the Nigerian Certificate of Education (NCE) and their equivalents, but have not had university education (see Figure 8.1).

From the foregoing evidence, it is possible to draw a general conclusion that whilst the majority of the respondents were people with good educational background for degree-level distance studies, the home situation of many of those in the sample might not be ideal for home studies due to constraints of space and noise.

8.5 Income and personal situation of respondents

The respondents were essentially people in paid or self-employment: only 2% were either unemployed or retired. The high rate of respondents with regular incomes (98%) is not surprising, given the earlier decision to sample mainly from occupations requiring a minimum of secondary education since these were the

areas where groups of people who might be potential users of an open university system might be. Table 8.3 below sets out the income levels of the respondents and also shows that about 53% earned a minimum of ₦3,000 per year - thus they were mostly well-off, judged by the income levels of people in paid employment in Nigeria.

Table 8.3

Income levels by the education of respondents (N=350)

Characteristic	Total in Sample	Upper Grade (₦8000 or more)	Middle Grade (₦4000/ ₦7800	Lower Middle (₦3000/ ₦3900)	Lower Grade (₦1500/ ₦2500	Unpaid Self Employ-ment	Unem-ployed or re-tired
All	350(100%)	20(6%)	109(31%)	58(17%)	149(42%)	5 (1%)	9 (3%)
Education							
Postgraduate	11(100%)	2(18%)	8(73%)	-	-	-	1 (9%)
Graduate	30(100%)	6(20%)	24(80%)	-	-	-	-
Diploma/Spec-ialist Training	96(100%)	8 (8%)	39(41%)	48(50%)	-	-	1 (1%)
Secondary/Teach-er Training	196(100%)	3 (2%)	38(19%)	8 (4%)	137(70%)	5 (3%)	5 (3%)
Primary Educa-tion	12(100%)	-	-	2(17%)	10(83%)	-	-
No Formal Education	5(100%)	1(20%)	-	-	2(40%)	-	2(40%)

It can be seen from the above table that 98% of all those who had university education were in the two top salary grade levels, compared with only 29% of the non-graduates in the sample. This confirms the earlier finding (mentioned in Chapter 7) that university education is an important tool for upward mobility in paid employment

sectors in Nigeria which probably accounts for the well-known thirst for higher education in the country. In relation to the types of accommodation referred to in the previous section, the majority of those in single-room or two-room accommodation were those with the least educational qualifications who were also on the lowest levels of income. For example, of the 155 (44%) of the respondents in one or two rooms with large numbers of family dependents, 147 were also in the lower grade level (₦1,500-₦2,500 per year), while five others in this category were unemployed. Again, 4 out of the 155 had no formal education, 10 had only primary education while 141 had secondary, or teacher training, or equivalent education. It is, therefore, clear from the survey's findings that although a lot of the respondents had the necessary education for degree-level studies over a distance, the majority of such people were in the lower and lower middle income grades - hence they were living in accommodation that is inadequate given the size of their family.

The series of questions on the personal situation of the respondents and their answers were as follows:

VAR46: Do you live in town or outside town?

In town	=	285 (81%)
Near town	=	24 (7%)
In rural area	=	41 (12%)

VAR47: In what type of accommodation do you live?

A room in somebody's building	= 106 (30%)
Two rooms in somebody's building	= 99 (28%)
Self-contained two rooms in somebody's building or low-cost housing estate	= 92 (26%)
A whole house/family compound	= 51 (15%)
In Institution (prison)	= 2 (<1%)

VAR48: Which of the following public services do you have in your residence?

Both electricity and piped water supply	= 258 (74%)
Only electricity supply	= 43 (12%)
Only water supply	= 3 (<1%)
Have neither electricity nor piped water supply	= 44 (13%)
In Institution	= 2 (<1%)

VAR62: Please state the actual size of your family (i.e. number of wife/wives,children and other dependents living with you):

More than 10 dependents	= 93 (27%)
Six to 10 dependents	= 90 (26%)
Two to 5 dependents	= 66 (19%)
Alone	= 101 (29%)

VAR49: Do you or your family possess the following communication facilities?

Radio,television,audio-video sets and home telephone	= 16 (5%)
Radio,television and audio-video sets	= 75 (21%)
Radio and television sets	= 193 (55%)
Radio and audio cassette recorder	= 44 (13%)
Television set only	= 5 (1%)
None of the above	= 17 (5%)

VAR54: Is there a post office or postal agency near where you live?

Yes	= 316 (90%)
No	= 34 (10%)

VAR55:

Do you experience any difficulties in getting your mail?

Yes	= 123 (35%)
No	= 226 (65%)
Don't know	= 1 (<1%)

VAR58: How do you usually get your mail?

Through the office	= 185 (53%)
Through home delivery	= 18 (5%)
Through personal post office box or mailbag	= 105 (30%)
Through an official, friend or relative	= 40 (11%)
Don't know	= 2 (<1%)

VAR59: How far do you live from the nearest library or reading room?

Near	= 225 (64%)
Far (over 10 kilometres)	= 99 (28%)
No library or reading room in Local government area	= 24 (7%)
Don't know	= 2 (<1%)

The foregoing findings highlight a number of interesting points about the prospects and obstacles to open university study for the respondents in the sample. A particularly significant one relates to the large number of potential candidates with access to essential

communication facilities. For example, 95% had access to radio and/or television including 5% who had a combination of radio, television , audio-video machines and home telephone. Only 5% of the respondents had no access to the electronic media. However, when such respondents were asked if they were prepared to acquire the facilities required for open university studies 2% responded positively. On the whole, only 3% of the sample said they had no access to the electronic media and were not prepared to buy such facilities for the purpose of open university studies. A breakdown by personal characteristics of the respondents showed that all the 17 who gave negative answers on possession of communication facilities were in the lower income levels (GL01-GL05); all had no experience in correspondence education and were not reading any book-factors which gave some indication that they had no appreciation for distance learning since they did not appear to be interested in gaining some knowledge in their spare time.

Whilst it is notable that a high proportion of the potential open university beneficiaries in the sample had access to essential services: electricity and piped water supply (87%); postal services (90%) and library facilities (64%), part of the cause could be due to the concentration of services in and around the two State capitals in the survey (Maiduguri and Calabar). These urban centres produced 88% of the respondents largely because of the concentration of occupations requiring basic education in and around the capitals.

It is also notable that nearly a third of the respondents had their personal post office boxes or mail bags which are normally rented for ease of communication. These might be useful for candidates who enrol for open university course as they give direct access to postal materials - thus minimising the delays or loss of mails

associated with the mailing system in Nigeria, particularly when delivered through places of work or busy officials.

Similarly, it would appear that the 95% radio and television ownership among the respondents not only give some indication of a wide distribution of electronic gadgets among different social groups in Nigeria, but also the possibility that open university programmes might be more accessible - thus lead to a further increase in the number of people engaged in up-grading their education while still working. Also, the answers by a third of those who were not in possession of either radio or television that they were prepared to acquire such facilities for open university studies give some indication that the system might lead to further increase in the number of radio and television receivers in Nigeria which in 1980 were estimated at 10.05 million and 2.54 million respectively (with 2.09 million television homes), with an annual growth rate of 15% (Nigerian Television Authority, 1982:1; and Farumbi, 1983:55).

On a calculation of 15% annual growth rate, there would be currently, about 20.23 million radio sets (i.e. 208 per 1000 in the population); and 5.12 million television receivers (53 per 1,000). The wide distribution of communication receivers is not surprising because from fieldwork observations and personal knowledge of Nigeria, most people with regular income resident in urban centres - even junior workers - were television owners. In general, the average income earner in Nigeria acquires a television set before a bicycle or a motor cycle. Further, these findings suggest that open university broadcasts might reach far more people

and possibly make greater impact on the general level of education in Nigeria than is usually assumed.

On the other hand, although nearly two-thirds of the respondents (65%) said they did not encounter any postal difficulties, the 35% who replied 'Yes', gave postal delays, loss of mail and interference with mail such as removal of postal orders, certificates or other important documents as the main difficulties they had encountered.

These are all problems which could undermine the efficiency of an open university system since delays or loss of posted study materials might frustrate some isolated learners to drop out of courses. However, postal problems need not be that crucial to an open university system in Nigeria since students do not have to depend on materials coming through the post before they could study. As mentioned in Chapters 4 and 6, study materials could reach students by other means such as a courier service maintained by the open university or via established newspaper distribution network which might be more appropriate as the survival of the newspaper business depends on the efficient circulation of daily newspapers around the country.

8.6 Home-study experience and attitudes to distance education

As regards previous participation in home-based study, the survey established certain important links between sex, age, educational standard, ethnic groups, states of origin, occupation and motivation for home-based study. For example, as indicated in Table 8.4 below, whereas a third of all the respondents from the educationally more conscious states in Southern Nigeria had taken correspondence tuition, only one-fifth of those from the educationally backward states in the northern part of the country had enrolled for

home studies after their formal education.

Table 8.4

Participation in correspondence education by sex, age, educational standard, occupation, ethnic groups and state of origin of potential open university candidates (N=350)

Characteristics	Total in Sample	Yes	No
All	350	92 (26%)	258 (74%)
Sex			
Male	278(100%)	79 (28%)	199 (72%)
Female	72(100%)	13 (18%)	59 (82%)
Age			
Over 50 years	3(100%)	-	3(100%)
41 - 50	33(100%)	13 (39%)	20 (61%)
31 - 40	84(100%)	36 (43%)	48 (57%)
21 - 30	191(100%)	39 (20%)	152 (80%)
Under 21	39(100%)	4 (10%)	35 (90%)
Education			
Postgraduate	11(100%)	2 (18%)	9 (82%)
Graduate	30(100%)	10 (33%)	20 (67%)
Diploma/Specialist Training	96(100%)	33 (34%)	63 (66%)
Secondary/Teacher Training	196(100%)	44 (22%)	152 (78%)
Primary Education	12(100%)	3 (25%)	9 (75%)
No Formal Education	5(100%)	-	5 (100%)
Religion			
Islam	92(100%)	16 (17%)	76 (83%)
Christianity	257(100%)	75 (29%)	182 (71%)
Others	1(100%)	1 (100%)	-
Ethnic groups			
Hausa/Fulani	59(100%)	6 (10%)	53 (90%)
Igbo	20(100%)	9 (45%)	11 (55%)
Yoruba	27(100%)	10 (37%)	17 (63%)
Northern Minority Groups	104(100%)	24 (23%)	80 (77%)
Southern Minority Groups	140(100%)	43 (31%)	97 (69%)

continued /...

Table 8.4 (contd.)

Characteristics	Total in Sample	Yes	No
State of Origin			
Northern	180(100%)	36 (20%)	144(80%)
Eastern	19(100%)	9 (47%)	10(53%)
Western	10(100%)	4 (40%)	6(60%)
Mid-Western, Cross & Rivers	141(100%)	43 (31%)	98(69%)
Occupation			
Clerical & Secretarial staff	95(100%)	28 (30%)	67(70%)
Administrative & Managerial	55(100%)	17 (31%)	38(69%)
Primary and secondary teachers	51(100%)	10 (20%)	41(80%)
Shopowners and Salesmen	35(100%)	12 (34%)	23(66%)
Housewives and students	23(100%)	5 (22%)	18(78%)
Technicians and Craftsmen	21(100%)	2 (10%)	19(90%)
Communications media	21(100%)	10 (48%)	11(52%)
Armed & Security services	19(100%)	4 (21%)	15(79%)
Nurses, midwives & health inspectors	14(100%)	2 (21%)	12(86%)
Unemployed or retired	9(100%)	1 (11%)	8(89%)
Agric. & extension services	5(100%)	1 (20%)	4(80%)
In Institutions (prison)	2(100%)	-	2(100%)

As established among policy-makers in Nigeria (Chapter 7), the statistical evidence above also shows that more men studied part-time than women. In the sample, 28% of the male respondents had taken correspondence tuition, compared with only 18% participation rate among the females. While some of this could be due to domestic obligations such as caring for young children, part of the cause of women's lower participation rate in correspondence education could be due to negative attitudes to distance education, particularly among Muslim women from the predominantly Islamic Hausa-Fulani group in the Northern States of Nigeria. Table 8.5 below indicates that, among women respondents,

religion, ethnic groups and state of origin were the major factors behind negative attitudes to distance education.

Table 8.5

Attitudes of women respondents to distance education by age, religion, ethnic group and state of origin (N=72)

Characteristic	Total in Sample	Interested	Not Interested
All			
Age	72 (100%)	58 (81%)	14 (19%)
Over 50 years	1 (100%)	-	1 (100)
41- 50 "	5 (100%)	4 (80%)	1 (20%)
31- 40 "	12 (100%)	9 (75%)	3 (25%)
21- 30 "	37 (100%)	31 (84%)	6 (16%)
Under 21 "	17 (100%)	14 (82%)	3 (18%)
Religion			
Islam	19 (100%)	5 (26%)	14 (74%)
Christianity	52 (100%)	52 (100%)	-
Other	1 (100%)	1 (100%)	-
Ethnic Group			
Hausa-Fulani	12 (100%)	2 (17%)	10 (83%)
Igbo	3 (100%)	3 (100%)	-
Yoruba	7 (100%)	7 (100%)	-
Northern Minority Groups	20 (100%)	16 (80%)	4 (20%)
Southern Minority Groups	30 (100%)	30 (100%)	-
State of Origin			
Northern	37 (100%)	23 (62%)	14 (38%)
Eastern	3 (100%)	3 (100%)	-
Western	2 (100%)	2 (100%)	-
Mid-Western, Cross River & Rivers	30 (100%)	30 (100%)	-

The high percentage of the Muslims and Hausa-Fulani women who responded negatively in the table above contrasted sharply with positive attitudes towards open university study shown by the male respondents from

the sub-group. For example, as indicated in Table 8.10 out of the 59 Hausa-Fulani respondents in the sample, 49 said they were interested in open university study. When this is compared with the reaction of the Hausa-Fulani women in Table 8.5, it becomes clear that while all the 47 men from this sub-group said 'Yes' to open university study, only 2 out of the 12 women from the group (17%) indicated interest in open university studies - thus the majority, 10 (83%) gave negative answers.

The reasons given by the women who gave negative answers on distance education concerned difficulties in combining studies with domestic work and scepticism over the academic credibility of part-time credentials.

Whereas the sample of the Muslim women in the survey (19) and that of Hausa-Fulani women (12) is not large enough to justify firm conclusions, the findings hint at a dissonance between the perceptions of men and women potential learners. Furthermore, the study found that in their general reaction to the open university concept, most of the Muslim male respondents from the Northern States where the purdah system is widely practised (both policy-makers and potential learners), felt that an open university system was especially ideal for their women. The recurrent theme in their comments was that the system was appropriate for married women with good educational background, but precluded from paid employment and full-time higher education due to family and religious obligations. In their view, an open university system could help women to make better use of their time at home, broaden their outlook about life, raise the population of educated women and make them to be more useful to themselves, their family and the society in general. They also felt that an open university might be the only opportunity for

higher education for many married women and mothers and thus it could open up higher education for more women.

Furthermore, the study found that age, educational standard, state of origin and employment, were other important factors behind the respondents' motivation for distance education. Among respondents in the younger age ranges (30 years and under), just 19% had participated in correspondence education. On the other hand, among those between 31-50 years, more than a third (42%) had taken correspondence courses after their formal schooling.

Also, whereas nearly half of the Igbo (45%) and more than a third of the Yoruba respondents (37%) had studied by correspondence tuition, only 1 in 10 (10%) of the Hausa-Fulani group in the sample had experienced home studies. Similarly, the findings suggest that good basic educational background is an incentive for distance study. For instance, the breakdown by personal characteristics in table 8.4 shows that about a third of the respondents with school certificate or post-school certificate qualifications had taken correspondence courses after their formal education, compared with only a fourth of those with lower educational qualifications (primary education). From this finding it would appear that higher educational qualifications give some people more confidence and the ambition to improve themselves academically while still working. It is notable that 33% of the graduates in the sample studied at home to obtain qualifications for admission to full-time degree courses. (See Appendix 8.1).

As regards employment, respondents in communications media, administrative, clerical, distribution and personal service sectors, clearly participated in correspondence education more than the other categories in the sample. Between 30% and 48% of respondents in the above-mentioned categories had taken correspondence tuition. In contrast, the participation rate among teachers was only 20%; agricultural and extension workers (20%); nurses, midwives and related workers (14%), while just 10% of the technicians and craftsmen in the sample had taken correspondence tuition. While some of this could be due to the fact that some subjects are less amenable to distance learning, it would appear that the main issue results from career structures and the inter-linking of in-service and education with promotion which is more institutionalised in the public sectors, particularly in the State Government Services in the northern areas. Thus, although groups such as teachers, administrative and executive officers, agricultural personnel, nurses etc. usually know that they would eventually get access to publicly funded full-time in-service training, others such as salesmen often do not have the same opportunity because in-service training is not part of the career ladder in the private sector.

The inter-linking of in-service training and education appears to be pursued with more vigour in the educationally backward Northern States in an effort to increase the level of qualified manpower from among their citizens and also to up-grade more people for university education in order to fill their admission quotas in Federally-funded tertiary institutions - and thus bridge the existing gaps in the uneven development

of education in Nigeria (mentioned in Chapters 2 and 3). This is in contrast with the educationally more advanced states in the Southern part of Nigeria where the inter-linking of in-service training and education with promotion is not a common phenomenon. This is probably the most important factor for the lower correspondence education participation rate among respondents from the Northern States, coupled with the lack of enthusiasm for home-based studies among groups such as teachers who tend to have more access to conventional institutions, compared with other groups such as salesmen, waiters, bank clerks, etc.

The specific questions and responses on correspondence education were:

VAR24: Have you done any correspondence study since leaving school?

Yes = 92 (26%)

No = 258 (74%)

VAR25: With what correspondence college did you study or still studying? (N being 92)

Nigerian Correspondence College = 43 (47%)

UK-based Correspondence College = 48 (52%)

American Correspondence College = 1 (1%)

VAR26: What did you enrol for? (N = 92)

Degree courses = 2 (2%)

Career-related courses (diploma/certificates) = 31(34%)

University Matriculation courses = 58(63%)

Leisure/Religious Studies = 1 (1%)

Table 8.6 sets out the educational qualifications of the candidates

Table 8.6

Educational qualifications by the occupations of the respondents (N = 350)

Employment	Total in Sample	Post-Graduate	Graduate	Diploma/ Specialist Trg.	Secondary Teacher Trg.	Primary Education	No Formal Education
Clerical & Secretarial	95 (100%)	-	-	12 (13%)	77 (81%)	5 (5%)	1 (1%)
Administrative	55 (100%)	6 (11%)	11 (20%)	16 (29%)	22 (40%)	-	-
Primary/Sec.Teachers	51 (100%)	2 (10%)	5 (10%)	20 (39%)	24 (47%)	-	-
Shopowners/Salesmen	35 (100%)	-	-	8 (23%)	22 (63%)	5 (14%)	-
Housewives/Students	23 (100%)	1 (4%)	3 (13%)	12 (52%)	6 (26%)	-	1 (4%)
Technicians/Craftsmen	21 (100%)	-	3 (14%)	6 (29%)	9 (43%)	2 (9%)	1 (5%)
Comm. media	21 (100%)	-	4 (19%)	8 (38%)	9 (43%)	-	-
Armed & Security Services	19 (100%)	-	4 (21%)	4 (21%)	10 (53%)	-	1 (5%)
Nurses/Midwives etc.	14 (100%)	-	-	5 (36%)	9 (64%)	-	-
Unpaid/retired	9 (100%)	1 (11%)	-	1 (11%)	7 (78%)	-	-
Agric.& extension services	5 (100%)	1 (20%)	-	4 (80%)	-	-	-
In-Institutions	2 (100%)	-	-		1 (50%)		1 (50%)

in the occupations surveyed.

It is notable from the statistical evidence in Table 8.6 that, with the exception of a few areas (e.g. clerical, nursing, those engaged in sales and personal services, and prison-inmates), all the other occupations in the sample had people who have had university education. Therefore, since post-school certificate qualifications are not confined to particular occupations, the issue about enthusiasm for, or participation in distance education might not be restricted to the educational qualifications of mature people. From this finding, it is possible to draw a general conclusion that people in occupations where in-service training is not a well-organised part of the career structure (e.g. shop assistants, salesmen, waiters etc.) tend to participate more in correspondence education in order to enhance their career prospects or to qualify for admission to full-time higher education while others such as teachers, administrative, executive and managerial staff, probably feel less enthusiastic because they know that the in-service training pattern in their institutions would eventually offer them access to publicly funded training. In an open university system, a definite government policy might be necessary to enhance the participation of serving officers in distance education, such as linking in-service training with open university courses.

8.7 Perceived Relevance of an open university system to Nigeria.

As in the survey of policy-makers, this aspect of the study put a series of questions to the potential open university beneficiaries for their reaction to the need and relevance of the system to the higher education needs of Nigeria. The particular questions raised and the answers are given below:

VAR02: In your opinion, does Nigeria need an open university?

Yes = 312 (89%)

No = 38 (11%)

VAR03: Which of the following open university set-ups (models) do you consider more appropriate for Nigeria?

A National Independent Open University (headquarters, state and local study centres) = 185 (53%)

State Open Colleges for basic and vocational education = 50 (14%)

Open University Departments operating within the existing universities = 71 (20%)

National Open College for secondary and technical education = 10 (3%)

Not feasible/Refusal = 34 (10%)

VAR04: Why did you choose this particular set-up (model)?

Use central facilities to open up access to university education = 185 (53%)

Place emphasis on basic and vocational education = 50 (14%)

Operate within existing universities to save costs and for comparable academic standards = 71 (20%)

Make secondary and technical education more accessible = 10 (3%)

Not feasible at present = 32 (9%)

Don't know = 2 (1%)

VAR05: Do you think that an open university is relevant to the higher education needs of Nigeria?

Yes = 313 (89%)

No = 35 (10%)

Don't Know = 2 (1%)

VAR07: How would you describe the existing system of higher education in Nigeria?

Relevant to national needs	= 127 (36%)
Efficient	= 46 (13%)
Inefficient	= 77 (22%)
Accessible	= 36 (10%)
Elitist	= 58 (17%)
Disappointing	= 6 (2%)

VAR33: What do you consider to be the main advantages or disadvantages of an open university system in Nigeria?

Increased access to higher education, advancement of knowledge and productivity	= 167 (48%)
Poor Infrastructural and communication facilities	= 126 (36%)
Lack of ideal home condition for home study	= 26 (7%)
Fear of poor rating of the products	= 31 (9%)

From the foregoing reactions to the open university concept, it is clear that the system enjoys wide support among the potential candidates in the survey. In all, 89% of the respondents endorsed an open university system as "desirable" in the country; while 11% were against it. There were two positive and two negative themes in the answers on the relevance of the system namely that:

1. It could open up university education for more people, particularly those unable to study full-time;
2. It offered a unique opportunity to link courses with felt needs of mature people and the manpower needs of the national economy;
3. Open university graduates might be discriminated against by the society; and

4. Open university studies could be frustrating due to power instability, poor postal services, inadequate library and other facilities for practical work as well as noisy home conditions.

In view of these factors and the consistent endorsement of the need and the relevance of an open university system by 89% of the respondents, it would seem that there is a high rate of awareness among the working population of the potential for university education while still earning a living. The fact that 53% endorsed an autonomous open university model while nearly a half of the respondents (48%) specifically mentioned the issue of opening up access to university education also suggests that the majority of the respondents perceived an open university as an alternative system of higher education to complement the existing universities, which certain groups in the society were unable to attend due to job or family commitments or some other constraints such as financial difficulties or lack of formal entry qualifications.

On the other hand, slightly over a third of the respondents (36%) anticipated that infrastructural and communication problems might make open university study quite frustrating while 7% felt that the problems of the environmental setting such as crowded homes were among other obstacles to the system. In addition, 9% feared that graduates of an open university in Nigeria might be discriminated against by the employers and the society generally on grounds of the extreme infra-structural and communication problems as well as for being a new system of higher education.

From their personal backgrounds, those who had doubts about infrastructural facilities did not include those respondents who had successfully used correspondence courses. Instead, they consisted of those who had earlier rejected the open university idea and others who felt that such a system should operate as "wings" of the existing universities. Among those who had successfully used correspondence education, the recurrent theme was that the existing facilities were adequate to support an open university system but that home study was difficult and required a lot of self-sacrifice and self-discipline (e.g. finding the time to study in spite of family obligations or other cultural obstacles). In the light of the evidence above, it would appear that the infrastructural doubts might have been used as a cover for either opposition to the open university idea or as an indication of respondents' preference for the formal university system which was popular among most of the respondents.

Altogether, 60% of the total sample of potential candidates approved of the existing university system. For example, 36% of the total sample who had doubts about infrastructural facilities for an open university system, described the conventional university system in the country as relevant to national needs. Also, all the 16% of the sample who had earlier doubted the acceptability of open university academic standards and ideal home conditions for part-time education, together with 7% out of the 48% who gave positive answers on the open university concept, described the conventional universities in Nigeria as efficient (13%), and accessible (10%). However, 41% of the respondents (who had perceived the open university system as a higher educational innovation) disapproved of the existing university system which they described as inefficient (22%); elitist (17%) and disappointing (2%).

On the whole, the findings show that whereas a fifth of all respondents preferred full-time studies at the residential universities, the other four-fifths believed that an open university was desirable to offer a second chance university education to groups who might never attend residential institutions.

Table 8. 7 sets out the personal characteristics of the respondents in relation to views on an open university and indicates that age, educational qualifications and ethnic background were the major factors behind their reaction to the question on the concept and need for an open university system in Nigeria.

Table 8.7

Opinion on the need for an open university system by sex, age, education, occupation and ethnic groups of respondents (N = 350)

Characteristics	Total in Sample	Yes	No
All	350	312 (89%)	38 (11%)
Sex			
Male	278 (100%)	248 (89%)	30 (11%)
Female	72 (100%)	64 (89%)	8 (11%)
Age			
Over 50 years	3 (100%)	1 (33%)	2 (66%)
41 - 50	33 (100%)	33 (100%)	-
31 - 40	84 (100%)	75 (89%)	9 (11%)
21 - 30	191 (100%)	170 (89%)	21 (11%)
Under 21	39 (100%)	33 (85%)	6 (15%)
Education			
Postgraduate	11 (100%)	10 (91%)	1 (9%)
Graduate	30 (100%)	25 (83%)	5 (17%)
Diploma/Specialist Training	96 (100%)	88 (92%)	8 (8%)
Secondary/Teacher Training	196 (100%)	174 (89%)	22 (11%)
Primary Education	12 (100%)	11 (92%)	1 (8%)
No Formal Education	5 (100%)	4 (80%)	1 (20%)

continued ..../

Table 8.7 continued:

Characteristics	Total in Sample	Yes	No
Occupation			
Clerical and secretarial	95 (100%)	87 (92%)	8 (8%)
Administrative and managerial	55 (100%)	47 (86%)	8 (14%)
Primary/Secondary teachers	51 (100%)	44 (86%)	7 (14%)
Shopowners and salesmen	35 (100%)	31 (89%)	4 (11%)
Housewives and students	23 (100%)	21 (91%)	2 (9%)
Technicians and craftsmen	21 (100%)	18 (86%)	3 (14%)
Communications media	21 (100%)	19 (91%)	2 (9%)
Armed and security services	19 (100%)	16 (84%)	3 (16%)
Nurses, midwives and health inspectors	14 (100%)	13 (93%)	1 (7%)
Unemployed or retired	9 (100%)	9 (100%)	-
Agricultural & Extension Services	5 (100%)	5 (100%)	-
In Institutions (prison)	2 (100%)	2 (100%)	-
Ethnic Groups			
Hausa/Fulani	59 (100%)	50 (85%)	9 (15%)
Igbo	20 (100%)	17 (85%)	3 (15%)
Yoruba	27 (100%)	24 (89%)	3 (11%)
North Minority groups	104 (100%)	94 (90%)	10 (10%)
Southern Minority Groups	140 (100%)	127 (91%)	13 (9%)

Men and women did not differ in their endorsement of an open university system - 89% of respondents from both sexes said 'Yes'; while only 11% rejected it. Equally important perhaps is the fact that the occupational groups did not differ significantly in their endorsement of an open university system. On the whole, 89% of all the occupations said 'Yes' to the open university while 11% said 'No'. Individually, three groups, agricultural and extension services; the unemployed or retired and those in institutions were unanimous (100%) in their support for an open university system in Nigeria. The system

was also highly rated among nurses, midwives and other health workers (93%); clerical and secretarial staff (92%), communications media (91%); housewives (91%); sales and distribution trades (89%), administrative and managerial (86%); teachers (86%); technicians and craftsmen (86%) and armed and security services (84%). In other words, the armed services, teaching and administration were the only sectors where about 13% of the potential candidates responded negatively to an open university system. Again, the high rate of support expressed among people in the occupations surveyed, suggests that the system is probably seen by most people as a phenomenon that is linked to the upgrading of the mature and working population in the society.

However, the most notable findings relate to the age and the educational qualifications of the respondents. For instance, the study found that support for an open university system was strongest among those between 31-50 years and weakest among those over 50 years and those under 21.

In all, 92% of those who were mature but not over 50, supported the open university concept, compared with only 33% among those over 50; and 85% among the under 21. From this evidence, it seems that some of the answers on the need for an open university system might have been influenced more by the personal aspirations of the respondents and less by considerations for the higher education needs of Nigeria. For example, the younger respondents were generally less keen about the system than the more mature respondents. It is possible that they were less enthusiastic because, with the increase in higher educational opportunities over the years, they had better prospects for institutional attendance than the older people in the sample who did not have the

opportunity during their formal schooling because university education was not as accessible as at present when such people are restrained by job and family commitments. In a similar vein, it is likely that the majority of those over 50 years gave negative answers because, for them, university education might no longer be a pressing need as they were approaching retirement or had already retired.

In view of these findings, it would appear that in Nigeria, the appropriate age groups for distance degree programmes might be those aged between 30-50 years who are probably married, with a number of family dependents, settled in their jobs and realising that part-time study could be their only opportunity for higher education. Clearly, the most educated group among the non-graduates in the sample (those with diploma certificates, mostly married, in gainful employment and aged over 30 years) were the most enthusiastic in their endorsement of the need for an open university system: 92% of them said 'Yes', compared with 89% among those with secondary education who were also younger people.

8.8 Feasibility of an open university system

On the feasibility of an open university system in Nigeria, slightly under two-thirds of the respondents (66%) felt that the system was technically possible. At the same time, 56% felt that inadequate infrastructural and communication facilities might be the most crucial problems for such an alternative system of higher education. The relevant issues and the answers on the feasibility are displayed below:

VAR08: Do you think that an open university system is technically possible in Nigeria?

Yes = 232 (66%)

No = 117 (33%)

Don't know = 1 (1%)

VAR09: What major problems do you think are likely to affect the development of an open university in Nigeria?

Infrastructural and communication problems = 179 (56%)

Lack of financial resources (recession) = 71 (20%)

Lack of human resources = 31 (9%)

Problems of the environmental setting (e.g. exam. cheating, noise and crowded accommodation) = 27 (8%)

Same as facing any other Nigerian institution = 41 (12%)

Don't know = 1 (<1%)

Table 8.8 displays some of the features behind the foregoing opinions expressed by the respondents on the issue of open university feasibility.

Table 8.8

Opinion on the feasibility of an open university system in Nigeria, by sex, age, education, occupation, state of origin and ethnic groups of potential candidates (N=350)

Characteristics	Total in sample	Yes	No	Don't Know
All	350	232 (66%)	117(33%)	1 (1%)
Sex				
Male	278(100%)	192 (69%)	85(31%)	1 (<1%)
Female	72(100%)	40 (56%)	32(44%)	-
Age				
Over 50 years	3(100%)	1 (33%)	2(67%)	-
41 - 50	33(100%)	19 (58%)	14(42%)	-
31 - 40	84(100%)	62 (74%)	22(26%)	-
21 - 30	191(100%)	127 (67%)	64(33%)	-
Under 21	39(100%)	23 (59%)	14(38%)	1 (3%)

continued over .../

Table 8.8 continued/

Characteristics	Total in sample	Yes	No	Don't know
Education				
Postgraduate	11 (100%)	6 (55%)	5 (45%)	-
Graduate	30 (100%)	20 (67%)	10 (33%)	-
Diploma/Specialist Training	96 (100%)	62 (65%)	34 (35%)	-
Secondary/Teacher Training	196 (100%)	132 (67%)	63 (32%)	1 (<1%)
Primary Education	12 (100%)	8 (67%)	4 (33%)	-
No formal education	5 (100%)	4 (80%)	1 (20%)	-
Occupation				
Clerical and Secretarial	95 (100%)	67 (71%)	27 (28%)	1 (<1%)
Administrative and Managerial	55 (100%)	32 (58%)	23 (42%)	-
Primary & Secondary Teachers	51 (100%)	28 (55%)	23 (45%)	-
Shop-owners and Salesmen	35 (100%)	22 (63%)	13 (37%)	-
Housewives (including university students)	23 (100%)	14 (61%)	9 (39%)	-
Technicians and craftsmen	21 (100%)	14 (67%)	7 (33%)	
Communications media	21 (100%)	14 (67%)	7 (33%)	-
Armed and security services	19 (100%)	16 (84%)	3 (16%)	-
Nurses, midwives and health visitors	14 (100%)	11 (79%)	3 (21%)	
Unemployed or retired	9 (100%)	7 (78%)	2 (22%)	
Agricultural & extension services	5 (100%)	5 (100%)	-	-
Institutions (prison)	2 (100%)	2 (100%)	-	-
State of Origin				
Northern	180 (100%)	120 (67%)	60 (33%)	
Eastern	19 (100%)	14 (74%)	5 (26%)	
Western	10 (100%)	7 (70%)	3 (30%)	
Mid-West, Cross River & Rivers	141 (100%)	91 (64%)	49 (35%)	1 (<1%)

continued /

Table 8.8 continued/

Characteristics	Total in sample	Yes	No	Don't Know
Ethnic Groups				
Hausa/Fulani	59 (100%)	38 (64%)	21 (36%)	
Igbo	20 (100%)	15 (75%)	5 (25%)	
Yoruba	27 (100%)	19 (70%)	8 (30%)	
Northern Minority Groups	104 (100%)	70 (67%)	34 (33%)	
Southern Minority Groups	141 (100%)	90 (64%)	49 (35%	1 (1%)

From the evidence in Table 8.8, it is clear that sex, age, educational standard and employment were the most important variables affecting the potential candidates' perception of prospects and of problems - critical to the viability of an open university system in Nigeria. Men and women differed significantly in their assessment of the technical feasibility of the system while the difference amongst the five age groups, six educational groups and the twelve occupational categories in the sample were even more marked.

For example, although the majority of both sexes endorsed the feasibility of an open university in the country, men appeared to be more optimistic about the viability of the system than women: more than two-thirds of the male respondents (69%) said 'Yes': while just over half of the women (56%) responded positively. In other words, more female respondents were doubtful about the feasibility of the system (44%), compared with 31% among the male potential candidates.

Judged by experience gained during the fieldwork it would appear that a higher proportion of women reacted negatively to the issue of technical feasibility probably out of their experience in the home

with frequent breakdowns in electricity supply and in the transmission of radio and television programmes which were particularly acute during the survey. It is a well-known fact that in Nigeria, women normally spent more time in the home than men, thus women might have been more pessimistic than men in their assessment of the infrastructures largely because they suffered more from the breakdowns in power and broadcast transmissions at that time. In other words, part of the cause could be due to women's dissatisfaction with existing electricity and broadcasting services which they tended to use more, compared with men.

Further, Table 8.8 shows that the age groups in the sample were split into two main camps - the oldest respondents (over 50 years) responded negatively (67%) while among those under 50 years, the majority (66%) said that an open university was technically feasible, compared with only 34% who responded in the negative. The conclusion to be drawn from this finding is that the older people appeared to be more idealistic in their approach to the problem and were therefore more cautious than the younger respondents who were clearly more adventurous and more optimistic that most of the existing problems could be handled. But more importantly, perhaps, the younger group consisted of more people who were needful of open university study than those in the older groups.

The relationship between candidates' need for university education and endorsement of the feasibility of an open university system is also reflected in the responses of the six educational groups in the sample. For instance, two-thirds of the non-graduates, that is, 66% of the people most likely to benefit from an open university, believed that

the system was technically possible. But among the graduates, as many as 45% felt that the technical problems were overwhelming.

Another notable finding displayed in Table 8.8 relates to teachers. Amongst all the occupations, teachers were the most pessimistic about the feasibility of an open university. In all, only 55% of the teachers in the sample endorsed the viability of the system, compared with agricultural and extension services (100%); armed and security services (84%); health (79%); clerical and secretarial (71%) and housewives (63%).

It is possible that nearly half the teachers felt that an open university was not feasible because of their own experience with formal education which in recent years had suffered from inadequate instructional materials and physical facilities (e.g. shortage of classrooms, qualified teachers, textbooks and laboratory equipment). It is likely that teachers felt that since facilities were inadequate for the established educational system, a new system such as an open university could not be expected to fare better.

So far, age, educational standard and occupation have consistently emerged as the most important variables affecting the reaction of the potential candidates. On the other hand, there has been no marked difference linked with the sex or the geo-ethnic origin of the respondents. It would appear that the majority of the non-graduates in nearly all the occupational groups supported the open university system, probably because they considered it to be their best hope for obtaining university degrees. In other words, the

generality of the people precluded from the conventional universities, expect an open university in Nigeria to cater for the educational needs of virtually all working groups in the population unable to study full-time. This could be an indication of the existence of a large pool of potential candidates for an open university system in the country since it appears that most of the people in all the occupations surveyed are keen on up-grading themselves academically through part-time studies.

This could be a political time-bomb if nothing is done to cater for their hopes and this would explain why one political party supported the establishment of an open university in Nigeria, seeing it as a vote-winner. On the other hand, if an open university turned out to be unable to meet expectations, that would also be a political time-bomb and perhaps this was one reason why some politicians resisted the establishment of such an institution.

8.9 Funding

When asked about the prospects for proper funding of an open university system in Nigeria, more than half of the respondents (55%) said they expected the government to provide enough funds for the full development of the system in spite of the current recession. However, over a third of the potential candidates (39%) feared that proper funding of an open university might not be possible because of the recession. On the other hand, 5% of the respondents felt that the conventional universities were poorly funded and equipped - hence they ought to have a priority over an open university:

VAR12: Do you think the Federal Government would provide enough funds for the full development of the open university system in Nigeria?

Yes	=	193 (55%)
No	=	155 (44%)
Don't know	=	2 ($\leq$1%)

VAR13: What is the reason for your opinion on funding?

Open university is a good alternative higher education programme	= 192 (55%)
The current recession	= 112 (39%)
Priority should go to the conventional universities	= 16 (5%)
Don't know	= 1 (<1%)

The respondents differed in their answers on funding in three ways: (i) those who perceived of the open university system as a higher educational innovation which had become acceptable and necessary for Nigeria; (ii) those who felt that the system was more difficult to operate; and (iii) those who believed that distance education was inferior to full-time education and should be a means to be used only in the last resort. Overall, just over half the respondents endorsed the system as an acceptable innovation:

Has become necessary and acceptable	= 178 (51%)
Is more difficult to operate and takes longer than full-time study	= 143 (41%)
Is inferior to full-time tuition	= 29 (8%)

The recurrent theme in the response of those who said that an open university system deserved proper funding because it had become necessary, concerned the in-built flexibility of the system particularly its appropriateness for people in full-time employment. However, among those who felt that the system was inferior to full-time education, the major criticism centred on the limitation of the system for science-based subjects, inadequate facilities for practical work and for effective supervision. On the whole, the answers implied that many potential candidates had poor knowledge of what it might cost to

finance an autonomous open university - thus they were over-optimistic in their answers on funding.

8.10 Motivation and obstacles to home study

This aspect of the study focussed on the potential candidates' motivation for open university studies; the desired courses; knowledge of other potential candidates; preparedness to pay for courses; non-work activities; major obstacles to home study and preparedness to forego hobbies/leisure-time activities in order to study in an open university. The questions and the answers were as follows:

VAR28: Are you interested in studying in an open university?

Interested	= 282 (81%)
Not interested	= 63 (18%)
Undecided	= 5 (1%)

VAR29: Why are you interested or not interested in studying in an open university?

To combine studies with work and family obligations	= 275 (79%)
For additional academic pursuits (mainly graduates)	= 15 (4%)
Prefer full-time university education/academic pursuits might not be catered by an open university	= 59 (17%)
Don't know	= 1 (<1%)

VAR30: What would you be interested in studying in an open university?

Arts or Communications degree	= 33 (9%)
Education	= 28 (8%)
Law	= 24 (7%)
Natural Sciences	= 52 (15%)
Social and Management Sciences	= 142(40%)
Environmental Sciences	= 7 (2%)
Enrichment and Leisure (non-degree)	= 3 (1%)
Academic interests might not be catered by an open university	= 58 (17%)
Undecided	= 3 (<1%)

Judged by the occupations in the sample, the above responses showed that most respondents wanted to pursue courses in disciplines closely related to their jobs.

Table 8.9 illustrates the link between the present occupation of the respondents and the chosen courses of study.

Men and women did not differ significantly in their choice of open university study subjects: social and management sciences (accountancy, business and public administration, economics, and political science) were named by nearly half of the respondents from the two sexes (48% and 47% respectively). Similarly, non-degree and enrichment courses were the least popular among both groups - just 1% indicated interest in such courses.

Overall, courses in social and management sciences were preferred by the majority of respondents from all the occupations who had

Table 8.9

Suggested open university study subjects by the sex and occupation of respondents (N = 282)

Characteristics	Total in sample	Arts or Communications	Education	Law	Natural Science & Technology	Social & Management Sciences	Environmental Sciences	Enrichment/ Leisure (Non-deg.)
Sex								
Male	224(100%)	29 (13%)	19 (8%)	21(9%)	38(17%)	108(48%)	7(3%)	2(1%)
Female	58(100%)	4 (7%)	9(16%)	3(5%)	14(24%)	27(47%)	-	1 (1%)
Occupations:								
Clerical & Secretarial	81(100%)	10(13%)	-	6(7%)	3(4%)	60(74%)	2(2%)	-
Admin.& managerial	39(100%)	3(7%)	4 (10%)	4(10%)	1(3%)	26(67%)	1(3%)	-
Primary/Sec. teachers	40(100%)	2(5%)	16(40%)	3(8%)	9(22%)	9(22%)	-	1 (3%)
Shopowners & salesmen	28(100%)	3(11%)	-	4(14%)	6(21%)	15(54%)	-	-
Housewives & students	17(100%)	2(12%)	4(24%)	2(12%)	4(24%)	5(29%)	-	-
Technicians & craftsmen	15(100%)	1(7)	-	-	8(53%)	4(27%)	2(13%)	-
Comm.media	19(100%)	6(31%)	-	3(16%)	4(21%)	6(31%)	-	-
Armed & security services	14(100%)	2(14%)	-	-	4(29%)	7(50%)	1(7%)	1(7%)
Nurses, midwives etc.	14(100%)	1(7%)	1(7%)	1(7%)	8(57%)	2(14%)	-	1(7%)
Unemployed/retired	8(100%)	2(25%)	-	1(12.5%)	-	4(50%)	1(12.5%)	-
Agric. & extension services	5(100%)	-	-	-	5(100%)	-	-	-
In Institutions	2(100%)	-	-	-	-	1(50%)	-	1(50%)

indicated interest in open university courses (48% altogether); followed by arts and communications (12%) while education was third (10%).

From the foregoing, it is clear that career enhancement was a major factor behind the respondents' interest in studying through an open university system. For example, when all the respondents in the sample were asked about the reason for their motivation or lack of motivation for open university study, 40% mentioned career reasons:

VAR32: For what reason do you want or do not want open university study?

Job or career reasons	= 141 (40%)
Personal development	= 123 (35%)
Satisfying family reasons	= 26 (7%)
Academic pursuits might not be catered by an open university	= 59 (17%)
Don't know	= 1 (≤1%)

Respondents who replied that an open university might not cater for their academic pursuits consisted of 26 out of the 41 graduates/ post graduates in the sample together with respondents working in technical fields such as graphic artists, surveyors, draughtsmen and technicians which supports the earlier argument that some groups might have shown less enthusiasm for correspondence education on grounds that their study subjects were less amenable to distance learning.

As regards what action the respondents were prepared to take in order to study in an open university, the majority consistently showed that they were willing to pay for courses (81%) and to forego certain social and leisure activities to study part-time for their educational

development (85%) as follows:

VAR31: What action have you taken so far towards studying in the National Open University of Nigeria which is expected to take-off in 1984?

Will apply when the university is operational	=	274 (78%)
Undecided	=	65 (19%)
Will not apply	=	11 (3%)

VAR17: Do you know of people who might be interested in studying in the open university system?

Yes	=	256 (73%)
No	=	94 (27%)

VAR18: How many prospective open university students do you know?

Ten people	=	135 (39%)
Twenty people	=	32 (9%)
Thirty people	=	18 (5%)
Forty people	=	4 (1%)
Fifty people	=	30 (9%)
One hundred or more	=	36 (10%)
Don't know	=	95 (27%)

VAR38: Personally, would you be prepared to pay for open university studies?

Prepared to pay for O.U. studies	=	283 (81%)
Not prepared to pay for O.U. studies	=	67 (19%)

VAR39: Up to how much are you prepared to pay yearly for open university courses?

High tuition fees and course expenses(₦1,000 or more)	=	15 (4%)
Moderate " " " (₦250-₦500)	=	158(45%)
Low " " " (₦100-₦150)	=	110(31%)
Should be free	=	31(9%)
Not prepared to pay	=	36 (10%)

VAR41: How much of your time is currently spent in other activities apart from your job (i.e. hobbies, leisure activities or voluntary work)?

A lot	= 92 (26%)
A little	=239 (68%)
None	= 19 (5%)

VAR42: Do you feel that you are too busy to study in an open university or do you have time for part-time study?

Too busy for open university study	= 40 (11%)
Have time for open university study	= 303 (87%)
Not prepared to make time for open university study	= 7 (2%)

VAR45: What non-work activities would you be prepared to forego for open university studies?

Socializing activities (e.g. playing cards, ludo etc.)	= 68 (19%)
Games, hunting, fishing etc.	= 74 (21%)
Cinema-going and watching television	= 21 (6%)
Excessive social outings (e.g. drinking and disco)	= 24 (7%)
Voluntary/humanitarian work	= 4 (1%)
Reading novels, magazines, knitting, sewing, etc.	= 6 (2%)
Have the time	= 101 (29%)
Not sure	= 52 (15%)

VAR52: How often do you read the newspaper?

Everyday	= 227 (65%)
Every other day	= 82 (23%)
Weekly	= 13 (4%)
Hardly read a newspaper	= 22 (6%)
Do not read at all	= 6 (2%)

VAR53: What books (if any) are you currently reading?

Wide-ranging interests (reference books, journals, biographies, novels and religious books)	= 11 (3%)
Mainly books and journals pertaining to area of specialization	= 121 (35%)
Mainly novels and magazines	= 90 (26%)
Mainly religious books	= 12 (3%)
Not reading any books	= 116 (33%)

8.11 Study motives and constraints

A breakdown by occupations showed that most of the 40 in the sample (11%) who said that they were too busy and the 7 (2%) who said they were not prepared to make time available for open university studies (13% altogether), were from 6 out of the 12 employment categories in the sample, namely (N being 47):

Clerical and secretarial	9 (19%)
Armed and security services	9 (19%)
Administrative and managerial	7 (15%)
Primary and secondary teachers	7 (15%)
Technicians and craftsmen	7 (15%)
Communications media	4 (8.5%)
Others (agricultural, sales and housewives)	4 (8.5%)

Furthermore, the study established that 87 respondents, that is, three-quarters of the 117 of the total sample who had doubts about existing infrastructural facilities, thus made negative reaction to the feasibility of an open university system in Nigeria (Section 8.8 VAR08 and table 8.8), were also mostly from the same employment groups (N being 117):

Clerical and Secretarial	27 (23%)
Administrative and managerial	23 (20%)
Primary and Secondary teachers	23 (20%)
Technicians and craftsmen	7 (6%)
Communications media	7 (6%)
Others (armed services, health, sales, housewives and not in paid-employment)	30 (25%)

In view of these factors, it is possible that the nature of duty in certain occupations (e.g. police, armed forces, factory work and communications media) which entail shift/nightwork as well as longer working hours, might be a real obstacle to open university studies. Additionally, it is likely that the nature of work in these occupations might be part of the reason for the lack of enthusiasm for open university studies and for the negative comments about the feasibility of the system.

A variety of themes dominated the survey's findings on motivation and perceived obstacles to open university studies. Among respondents who said they were interested in open university studies (81%), the recurrent themes were that:

1. The system offered them the best opportunity for academic advancement without having to abandon their jobs or family;
2. There was no other way for obtaining university degrees;
3. University-level distance education was important for improved working knowledge, productivity and enhanced earning capability; and
4. The system was financially affordable by people in gainful employment.

As regards obstacles to part-time study, the recurrent theme among both the male and female respondents concerned: (i) family obligations; (ii) domestic and other jobs around the house; (iii) fear of exorbitant tuition fees and other charges; (iv) shift work; (v) availability of books and contact sessions; (vi) availability of library services; (vii) poor electricity, postal and radio as well as television services; (viii) lack of ideal home environment for self-study; and (ix) examination leakages and impersonation leading to cancellation of results.

Among respondents who said that they were not interested in studying in an open university (preferred full-time education), the consistent reason was concern that an open university might not effectively cater for their academic interests. Four themes dominated their responses. These are:

1. Limitations of the open university system for practical work, particularly intensive supervision and teacher/student contacts;
2. Lack of infrastructures for easy communication, e.g., postal, telephone, telex, radio and television;
3. Lack of constant public electricity supply; and
4. Scarcity of essential facilities for distance education, namely library services, laboratories, workshops, teaching aids and apparatus as well as spare parts.

As is shown in the breakdown by personal characteristics of all respondents related to interest in open university studies in Table 8.10,

there was no marked difference between the motivation of women and men for open university studies. In all, 81% of the women said they were interested in studying through the open university system while 81% of the men also indicated that they were interested in studying through the system.

Table 8.10

Interest in open university study by sex, age, education, occupation and ethnic groups of respondents (N= 350)

Characteristics	Total in Sample	Interested	Not Interested	Undecided
All	350	282 (81%)	63 (18%)	5(1%)
Sex				
Male	278(100%)	224 (81%)	51 (18%)	3(1%)
Female	72(100%)	58 (81%)	12 (17%)	2(2%)
Age				
Over 50 years	3(100%)	1 (33%)	2 (67%)	-
41 - 50	33(100%)	26 (79%)	6 (18%)	1(3%)
31 - 40	84(100%)	65 (77%)	18 (21%)	1(1%)
21 - 30	191(100%)	158 (83%)	30 (16%)	3(1%)
Under 21	39(100%)	32 (82%)	7 (18%)	-
Education				
Postgraduate	11(100%)	6 (55%)	5 (45%)	-
Graduate	30(100%)	16 (53%)	11 (37%)	3(10%)
Diploma/Specialist Training	96(100%)	78 (81%)	18 (19%)	-
Secondary/Teacher Training	196(100%)	167 (85%)	27 (14%)	2(1%)
Primary Education	12(100%)	11 (92%)	1 (8%)	-
No Formal Education	5(100%)	4 (80%)	1 (20%)	-

Continued over /..

Table 8.10 continued:

Characteristics	Total in Sample	Interested	Not Interested	Undecided
Occupation				
Clerical & Secretarial	95 (100%)	81 (85%)	13 (14%)	1 (1%)
Admin & Managerial	55 (100%)	39 (71%)	14 (25%)	2 (4%)
Teachers	51 (100%)	40 (78%)	10 (20%)	1 (2%)
Shopowners & salesmen	35 (100%)	28 (80%)	7 (20%)	-
Housewives and students	23 (100%)	17 (74%)	5 (22%)	1 (4%)
Technicians & craftsmen	21 (100%)	15 (71%)	6 (29%)	-
Communications media	21 (100%)	19 (90%)	2 (10%)	-
Armed & security services	19 (100%)	14 (74%)	5 (26%)	-
Nurses, midwives & related	14 (100%)	14 (100%)	-	-
Unemployed or retired	9 (100%)	8 (89%)	1 (11%)	-
Agric. & extension services	5 (100%)	5 (100%)	-	-
In Institutions (prison)	2 (100%)	2 (100%)	-	-
Ethnic Groups				
Hausa/Fulani	59 (100%)	49 (83%)	10 (17%)	-
Igbo	20 (100%)	15 (75%)	3 (15%)	2 (10%)
Yoruba	27 (100%)	22 (81%)	4 (15%)	1 (4%)
Northern Minority Groups	104 (100%)	85 (82%)	17 (16%)	2 (2%)
Southern Minority Groups	140 (100%)	111 (79%)	29 (21%)	-

As established in earlier findings, older and middle-aged respondents differed significantly in their motivation for open university studies. For instance, more than two-thirds of those aged over 50 years (67%) replied that they were not interested in studying through an open university. In contrast, among respondents in the 31-50 age range, more than three-quarters (78%) said they were interested in open university studies. Equally important, perhaps, is the high proportion of respondents in their twenties, thirties and forties who said they were

interested in studying through an open university system - as many as 81% said they were motivated for university distance education degree programmes. This confirms earlier findings on the relevance and feasibility of an open university system in Nigeria which showed that respondents in the middle-age ranges were the most enthusiastic in their support for alternative forms of higher education. It can be assumed that this is some evidence that the middle-age ranges (30's and 40's) might comprise the group of potential open university candidates most likely to benefit from it, as most people in this group had good educational background in addition to being mature, married, experienced, relatively young but sufficiently motivated to benefit from university distance education programmes. Also their social, family and work responsibilities would make it harder for them to attend a full-time institution.

Another notable evidence from the correlation in Table 8.10 of personal characteristics of the respondents with interest in the open university relates to their educational qualifications. 84% of the fairly educated non-graduate in the sample (those with secondary qualifications, teacher training or even higher qualifications such as diploma certificates), said they were interested in open university studies. The typical working adult in this group is in his thirties or forties. Again, this is a confirmation of the fact that for many in this group, an open university was probably not only a worthwhile alternative, but their only chance for university education since they had not attended the residential universities for one reason or another.

Overall, the majority of the respondents in all the twelve occupations in the sample were interested in studying through an open university system, while seven employment groups had the most highly motivated potential open university candidates. These were:

1. Agricultural and extension services (100%)
2. Nursing and health services (100%)
3. Institutionalised (prison inmates) (100%)
4. Communications media (90%)
5. Self employed/unemployed or retired (89%)
6. Clerical and secretarial (85%)
7. Sales and personal services (80%)

On the other hand, five occupations had the largest proportion of respondents who were not intending to study through an open university or were undecided about studying in such a system. They were:

1. Technicians and craftsmen (29%)
2. Armed and security services (26%)
3. Administrative & managerial staff (29%)
4. Housewives and students (26%)
5. Teachers (22%)

Three possible interpretations may be made of the finding in Table 8.10. First, the fact that nearly a quarter of the teachers said they were either not interested or undecided about open university studies, might be a reflection of their preference, confidence and good prospects for publicly funded full-time university education. As shown in Section 8.6, teaching is one of the occupations in Nigeria where in-service training is a well organised part of the career ladder - hence they normally have good prospects for full-time training.

Secondly, the sample of housewives consisted of mothers who were mostly young and with good educational background: 57% were under 30 years; 30% were under 40 years while 13% were between 40-50 years. In relation to their educational standard, 3 out of the 23 housewives had university degrees; 48% had post-school certificate qualifications (diploma); 35% had secondary level education while only 1 had no formal education. In addition, 52% were already in full-time higher education, but attending universities or colleges of education from the home. From this finding, it is possible that the women in the sample, particularly the housewives were less enthusiastic about distance education because they probably prefer to combine studies in residential institutions with their domestic work. Such a phenomenon seems common in Nigeria, especially among married women living in university towns. It is therefore likely that married women in Nigeria who have good educational background might be less keen on distance learning since they know that they could have university education within the normal three years from the home instead of by distance education which might be more demanding due to the separation of the learner from the teacher quite apart from scepticism about the academic credibility of part-time credentials.

Thirdly, up to 29% of the administrative and managerial group were either not interested or were undecided about open university study. In Nigeria, the typical adult in this group would be in his thirties or forties, has probably been working since leaving primary or secondary education and risen through the ranks to the middle-level cadre without university education. The lack of

motivation among almost a third of the respondents in this category could, therefore, be a reflection of lack of ambition for higher education since they had done fairly well in their jobs without it. It is also possible that some people in this and other employment areas (e.g. manufacturing, catering and personal services as well as privates in the armed services), might consider their educational background (e.g. secondary schooling but not possessing a school certificate), inadequate for university-level distance education.

On the whole, the high proportion of the respondents who indicated interest in open university studies (81%) and those who read a newspaper daily or every other day (88%) as well as those who read books (67%) of the total sample, is an indication that the group of the potential open university candidates surveyed, were already highly motivated in gaining some knowledge in their spare time. A breakdown by the sex, education and occupations of the respondents, established that there is a strong relationship between their reading habits and their reaction to the questions on the feasibility of an open university and interest or lack of interest for studying the system. For example, it was established that the two-thirds in the sample who said they were already engaged in reading books were also the same people who had previously said that an open university system was feasible in Nigeria and that they were interested in studying through the system: 234 (67%) were reading; 232 (66%) responded positively to the issue of technical viability. In other words, only two from the reading group gave negative answers on feasibility. Similarly, the 282 (81%) who said they were interested in studying through an open university

system, consisted of all those who read and 48 others who did not read.

The findings suggest that interest in open university studies was to a greater extent, based on the respondents' experience in gaining knowledge out-of-school. This evidence appears to be in line with the essence of distance learning - students' motivation, since learning is largely dependent upon the isolated learner's initiative and resourcefulness.

8.12 Broadcasting and education

The study also raised the question of the contribution of broadcasting to the advancement of learning in Nigeria and found that while the majority of the respondents (63%) approved of the performance of the electronic media, radio was rated higher than television among some potential candidates as follows:

VAR23: How would you describe the relevance of radio and television programmes to the advancement of education in Nigeria?

Excellent radio and television	= 49 (14%)
Good " "	=101 (29%)
Fair " "	= 70 (20%)
Poor " "	= 11 (3%)
Radio performs better than television	= 94 (27%)
Television performs better than radio	= 21 (6%)
Don't know	= 4 (1%)

However, when the above responses were correlated with the respondents' access to communication services, it was established that 13 (4% of the total sample), had rated radio higher than

television even though they had no access to either services. In view of this little piece of evidence, it would appear that the overall assessment of the contribution of broadcasting to education might not be credible. Apart from the 4% who had expressed an opinion without an access to radio or television receivers, it is possible that some of those with access to communication services might have commented (either positively or negatively) on radio/ television programmes without knowing exactly what was shown. This seems to be a common phenomenon in Nigeria, even among social commentators whose criticisms of the media tend to centre on their control by government rather than the quality or relevance of their programmes. For instance, one renowned social commentator berated a Nigerian television station at a public forum in the mid-1970's for showing nothing but Westerns, and when he was reminded that the Station had not run a single Western for upwards of one year, he simply replied that he did not care to own a television set and he did not know what was shown. (cited in Maduka, 1984: 7).

Nevertheless, from the general comments made at the end of each interview questionnaire (when respondents commented on issues on which they had a strong opinion), it is possible to draw six general conclusions on the themes which developed on the relevance and quality of broadcasting in Nigeria. These are that:

1. For a largely uneducated society, broadcasting was easily the most effective means of basic education.
2. Radio and television had many useful programmes designed to broaden peoples' horizons (e.g. farming techniques and medical advice, documentaries, language programmes and talks by distinguished academics and experts on topical issues.

3. The use of Nigerian languages on radio and television made programmes immediately acceptable and instructional;
4. Imported programmes were on the whole, judged to be irrelevant to Nigeria as a developing country;
5. The amount of time and attention devoted to education was inadequate; and
6. Existing radio and television stations were expected to carry open university broadcasts in the evenings when most people were at home (between 5 p.m. - 11 p.m.).

In the main, most of the potential open university candidates (like the policy-makers in the previous chapter), felt that an open university was likely to have positive implications for broadcasting, namely to force the media to pay more attention to education; show more commitment to serving the public; improve on existing equipment, transmission and thus become more efficient and meaningful to the society as a whole.

8.13 Appropriate type of courses, academic credibility and Employment Prospects for open university graduates

The study established that the majority of the potential candidates expected an open university in Nigeria to be a multi-purpose institution, offering a combination of courses at degree level and outside degree level education. Altogether, 55% felt that a combination of degree courses, pre-degree courses (remedial programmes to prepare more candidates for full-time degree programmes) as well as courses for vocational training and upgrading of working adults, were appropriate for the country's needs for education and training. However, 45% replied that an open university in Nigeria

should offer mainly courses for up-grading and up-dating working adults.

On the whole, the general view among the respondents was that the type of courses which an open university in Nigeria should offer its clients, academic credibility and employment prospects for its graduates, would be largely dependent upon the university's commitment to achieving parity with the standards of the established universities.

VAR16: What courses do you expect an open university institution in Nigeria to offer?

Offer a combination of degree courses, pre-degree and courses for up-grading working adults	= 192 (55%)
Offer mainly courses for up-grading and up-dating working adults (non-degree level)	= 156 (45%)
Don't know	= 2 (1%)

VAR22: In your opinion, what groups in the society should benefit from open university courses?

All capable adults and workers	= 285 (81%)
Only teachers, lower and middle-level manpower	= 30 (9%)
Secondary school leavers and drop-outs needing remedial education	= 13 (4%)
Housewives and house-bound individuals	= 3 (1%)
Surplus of qualified university candidates	= 8 (2%)
Don't know	= 11 (3%)

VAR20: How should admission into open university courses be decided?

Same minimum university entry qualifications as the traditional universities	= 234 (67%)
Flexible to be open to all capable and motivated	= 90 (26%)
Based on quota system and other considerations for balanced development of education	= 22 (6%)
Don't know	= 4 (1%)

A notable point from the findings above relates to the high proportion of potential open university candidates who felt that the university should have the same minimum entry requirements as the conventional universities. Altogether two thirds believed that an open university in Nigeria should not only have fixed minimum entry qualifications but also conduct qualifying examinations to ensure that only those who were "university material" were offered admission. Clearly, this is an indication that most of the respondents consider the conventional universities as the yardstick for academic credibility in Nigeria although an open university might have a bigger student population. This trend is also reflected in the following findings on the acceptability of open university academic standards and the employment prospects of people who studied through the system:

VAR14: In your opinion, how are open university degrees likely to be compared with those of the full-time universities?

Higher	= 31 (9%)
Equivalent	= 198(57%)
Lower	=109(31%)
Depends on the open university and its products	= 10 (3%)
Don't know	= 2 (<1%)

VAR15: How do you expect employers to rate the employment chances of open university graduates compared with those from the full-time universities?

Higher than full-time university graduates	= 38 (11%)
Same as " " "	=177 (51%)
Lower than " " "	=121 (34%)
Depends on successful operation and the products of the open university	= 11 (3%)
Don't know	= 3 (1%)

Table 8.11 highlights the major factors behind the reaction of the respondents to the question of academic credibility of open university standards and shows that there are no very significant differences between the sex, state of origin and ethnic distribution of the respondents. For instance, while women appeared to be somewhat more sceptical than men, more than half of them approved of open university standards. In all, 57% of the women rated open university standards as higher or equivalent with those of the traditional universities, compared with 68% higher/equivalent rating by the male respondents.

Table 8.11 (over)

Table 8.11

Comparison of open university and conventional university academic standards by sex, age, education, occupation, state of origin and ethnic groups of respondents (N = 350)

Characteristics	Total in Sample	Higher	Equivalent	Lower	Depends on Organization and products	Don't Know
All	350	31(99%)	198(57%)	109(31%)	10(3%)	2(1%)
Sex:						
Male	278(100%)	29(10%)	159(57%)	81(29%)	8(3%)	1(1%)
Female	72(100%)	2(3%)	39(54%)	28(39%)	2(3%)	1(1%)
Age:						
Over 50 years	3(100%)	-	1(33%)	1(33%)	-	1(33%)
41 - 50	33(100%)	2(6%)	23(70%)	8(24%)	-	-
31 - 40	84(100%)	7(8%)	42(50%)	30(36%)	5(6%)	-
21 - 30	191(100%)	2(5%)	24(62%)	12(31%)	-	1(2%)
Under 21	39(100%)	2(5%)	24(62%)	12(31%)	-	1(2%)
Education:						
Postgraduate	11(100%)	-	6(55%)	5(45%)	-	-
Graduate	30(100%)	1(3%)	12(40%)	16(53%)	1(3%)	-
Diploma/Specialist Training	96(100%)	5(5%)	56(58%)	30(31%)	5(5%)	-
Secondary/Teacher Training	196(100%)	24(12%)	112(57%)	55(28%)	4(2%)	1(1%
Primary Education	12(100%)	1 (8%)	10(83%)	1(8%)	-	1(20%
No Formal Education	5(100%)	-	2(40%)	2(40%)	-	1(20%)
Occupation:						
Clerical & Secretarial Staff	95(100%)	12(13%)	56(59%)	24(25%)	3(3%)	-
Administrative and Managerial	55(100%)	3(5%)	27(49%)	25(45%)	-	-
Teachers	51(100%)	2(4%)	26(51%)	23(45%)	-	-
Shopowners and salesmen	35(100%)	5(14%)	21(60%)	7(20%)	1(3%)	1(3%)
Housewives and students	23(100%)	-	15(65%)	6(26%)	2(9%)	-
Technicians and craftsmen	21(100%)	3(14%)	13(62%)	4(19%)	1(5%)	-

continued /....

Table 8.11 continued/

Characteristics	Total in Sample	Higher	Equivalent	Lower	Depends on Organi-zation and pro-ducts	Don't Know
Occupation /....						
Communications media	21(100%)	3(14%)	13(62%)	4(19%)	1 (5%)	-
Armed Security Services	19(100%)	3(16%)	8(42%)	6(32%)	2(10%)	-
Nurses, midwives & related	14(100%)	-	11(79%)	3(21%)	-	-
Unemployed or retired	9(100½)	-	3(33%)	5(56%)	-	1(11%)
Agricultural & extension services	5(100%)	-	4(80%)	1(20%)	-	-
In Institutions(prison)	2(100%)	-	1(50%)	1(50%)	-	-
State of Origin						
Northern	180(100%)	16(9%)	92(51%)	66(37%)	5(3%)	1(<1%)
Eastern	19(100%)	2(11%)	17(89%)	-	-	-
Western	10(100%)	1(10%)	4(40%)	5(50%)	-	-
Mid-Western,Cross River & Rivers	141(100%)	12 (9%)	85(60%)	38(27%)	54%)	1(<1%)
Ethnic Groups						
Hausa/Fulani	59(100%)	6(10%)	30(51%)	23(39%)	-	-
Igbo	20(100%)	2(10%)	18(90%)	-	-	-
Yoruba	27(100%)	4(15%)	12(44%)	8(30%)	3(11%)	-
Northern Minority Groups	104(100%)	7(7%)	54(52%)	40(38%)	2(2%)	1(<1%)
Southern Minority Groups	140(100%)	12(9%)	84(60%)	38(27%)	5(4%)	1(<1%)

As Table 8.11 indicates, there were notable differences in the reaction to open university academic standards amongst the four geographical zones and the ethnic groups in the sample. Although the majority of the respondents in these groups rated open university standards higher or equivalent to conventional university standards

(50% and over), only Igbo respondents from the Eastern States of the country had no reservations about prospects for open university academic credibility in Nigeria. In all, 100% of such respondents rated open university standards higher than or equivalent to those of the established universities. On the other hand, 50% of the Yoruba respondents from the Western States felt that open university standards were likely to be lower. Again, about a third of those from the Hausa/Fulani and the Minority groups in the northern areas (37%) and those from the minority groups in the Southern areas (27%) rated open university academic standards lower, compared with those of the traditional universities.

The most striking difference in the findings in Table 8.11 relates to the educational qualifications of the respondents: of all the non-graduates in the sample, more than two-thirds (68%) rated open university standards to be higher or equivalent to those of the established universities. However, among the graduate respondents, more than half (51%) rated open university standards lower than those of the traditional universities. Also, as indicated in Table 8.12 there is a marked difference between the reaction of the graduates and the non-graduates to the question on employment prospects for open university products.

Table 8.12

Opinion on employment of open university graduates by sex, age, education, occupatin, state of origin and ethnic groups of respondents (N = 350)

Characteristic	Total in Sample	Higher than conventional graduates	Same as conventional graduates	Lower than conventional graduates	Depends on organization & products	Don't Know
All	350	38(11%)	177(50%)	121(35%)	13(4%)	1 (1%)
Sex:						
Male	278(100%)	32(11%)	141(51%)	94(34%)	10(4%)	1 (1%)
Female	72(100%)	6(8%)	36(50%)	27(37%)	3(4%)	-
Age						
Over 50 years	3(100%)	-	1(33%)	1(33%)	-	1(33%)
41 - 50	33(100%)	2(6%)	17(51%)	14(42%)	-	-
31 - 40	84(100%)	11(13%)	39(46%)	30(36%)	4 (5%)	-
21 - 30	191(100%)	21(11%)	99(52%)	63(33%)	8 (4%)	-
Under 21	39(100%)	4(10%)	21(54%)	13(33%)	1 (3%)	-
Education						
Postgraduate	11(100%)	-	5(45%)	6(55%)	-	-
Graduate	30(100%)	-	11(37%)	18(60%)	1 (3%)	-
Diploma/Specialist Training	96(100%)	4(9%)	47(49%)	34(35%)	6 (6%)	-
Secondary/Teacher Training	196(100%)	28(14%)	103(53%)	60(31%)	5 (2%)	-
Primary Education	12(100%)	1(8%)	10(83%)	1(8%)	-	-
No Formal Education	5(100%)	-	1(20%)	2(40%)	1(20%)	-

Table 8.12 (continued

Characteristic	Total in Sample	Higher than conventional graduates	Same as conventional graduates	Lower than conventional graduates	Depends on organization & products	Don't Know
Occupation						
Clerical & secretarial staff	95(100%)	16(17%)	49(52%)	27(28%)	3(3%)	-
Administrative & managerial	55(100%)	3(5%)	23(42%)	29(53%)	-	-
Teachers	51(100%)	2(4%)	25(49%)	24(47%)	-	-
Shopowners & salesmen	35(100%)	3(7%)	20(57%)	10(29%)	1(3%)	1(3%)
Housewives and students	23(100%)	1(4%)	14(61%)	6(26%)	2(9%)	-
Technicians & craftsmen	21(100%)	3(14%)	13(62%)	3(14%)	2(9%)	-
Communications media	21(100%)	4(19%)	11(52%)	5(24%)	1(5%)	-
Armed Services	19(100%)	3(16%)	6(32%)	7(37%)	3(15%)	-
Nurses, Midwives & related	14(100%)	2(14%)	9(64%)	3(21%)	-	-
Unemployed or retired	9(100%)	1(11%)	2(22%)	5(56%)	1(11%)	-
Agricultural & extension services	5(100%)	-	4(80%)	1(20%)	-	-
In Institutions (prison)	2(100%)	-	1(50%)	1(50%)	-	-
State of Origin						
Northern	180(100%)	20(11%)	81(45%)	73(41%)	5(3%)	1(1%)
Eastern	19(100%)	1 (5%)	16(84%)	2(11%)	-	-
Western	10(100%)	-	5(50%)	5(50%)	-	-
Mid-Western, Cross River & Rivers	141(100%)	17(12%)	75(53%)	41(29%)	8(6%)	-

continued over/

Table 8.12 (continued)

Characteristics	Total in Sample	Higher than conventional graduates	Same as conventional graduates)	Lower than conventional graduates	Depends on, org. and products	Don't Know
Ethnic Groups						
Hausa/Fulani	59(100%)	6(10%)	29(49%)	23(39%)	1(2%)	-
Igbo	20(100%)	1(5%)	17(85%)	2(10%)	-	-
Yoruba	27(100½)	3(11%)	14(52%)	8(30%)	2(7%)	-
Northern Minority Groups	104(100%)	11(11%)	43(41%)	47(45%)	2(2%)	
Southern Minority Groups	140(100%)	17(12%)	74(53%)	41(29%)	8(6%)	

What is striking in the statistical evidence above is the high proportion of the graduates in the sample who indicated that they might discriminate against the employment of open university graduates. Almost 59% of all the graduate respondents rated the employment chances of open university graduates lower than those from the conventional universities, compared with 63% of all the non-graduates who rated open university graduates higher or equivalent to full-time university graduates. The fact that as many as two-thirds of the graduates expressed negative opinion on the employment of open university graduates might be an indication that open university graduates in Nigeria could suffer from job discrimination since it is possible that the answers reflected to an extent, the attitude of some graduates of the formal system and also, given the increasingly important role which university graduates are playing in the public and private sectors of the country's economy. For example, in many establishments, responsibility for the appointment, promotion and training of staff is usually handled by graduate officers - hence open university graduates could face grim employment prospects if the finding is a true reflection of the attitude of the typical formal university graduate in Nigeria.

Similarly, the survey established that non-graduate potential candidates in many occupations in the sample also feared that some employers might discriminate against open university graduates. For instance, 50% of the non-graduate administrative/managerial and teachers in the sample, rated the employment chances of open university graduates lower than those from the formal universities. Also, a third of the non-graduates in the armed services and nearly a quarter of those engaged in the communications media, clerical,

nursing and related fields, rated open university graduates lower than those from the formal universities.

The answers could be a reflection of the employment policies in these sectors which probably accorded preferential treatment or gave accelerated promotion to graduates over non-graduates. On the other hand, the reaction could have been influenced by the essentially negative publicity given to the open university idea in Nigeria before and during the fieldwork, some implying that it was to open its doors to all comers irrespective of their previous educational qualifications. In view of these factors and other comments about the basis for admission into open university courses, it is possible that many perceived the credibility of any alternative system of higher education in Nigeria to be largely dependent upon insistence on the same university entry qualifications as required by the conventional universities.

8.14 Conclusion

This study has established that there is wide support for the open university system among the non-graduate working population from all over Nigeria reached by the survey. From the findings presented in this chapter, support for the system appears to be particularly strong among people in their late twenties, thirties and forties. This is in spite of the fact that 3 of the 4 major towns in the sampling areas (Maiduguri, Calabar and Uyo) were University towns.

As indicated in the survey findings, most of the non-graduates sampled, were people who had a good educational background - 83% had school certificate, grade two teachers' and post-school certificate qualifications. The sample also consisted mainly of people who were

married; 52% had large numbers of family dependents (over six offspring and relations); and most were gainfully employed (96% in paid and self-employment). Also, 95% had access to communication facilities such as radio and television sets in the family; over a quarter (26%) had experience in correspondence education; 88% read a newspaper daily or every other day while 67% read widely.

Furthermore, the majority of the potential candidates in the sample (81%) were prepared to pay towards their studies in an open university system - half of whom mentioned amounts ranging between ₦250-₦1,000 yearly.

On the whole, the findings suggest that there might exist in Nigeria, a large pool of qualified and motivated adults who could benefit from an open university system and thus justify its relevance to society and economic viability. However, the survey has shown that several obstacles existed which could be an impediment to home-based study. For example, 44% of the 52% of the respondents with large numbers of family dependents, were living in one or two rooms. These were mostly respondents in the lower middle and lower levels of earning (₦1,500-N-3,900 per annum, i.e. Grade level 01-07). Clearly, the home environment for such people would be crowded, noisy and therefore not ideal for part-time study (e.g. reading, doing assignments or listening to broadcasts). Power instability and poor communication services were also mentioned as an impediment to home studies by 22% of the number who expressed interest in studying through an open university system.

Given these factors, it would appear that an open university system in Nigeria might have to make study centres widely available for its students to have an ideal environment for study which could not be found in many homes.

Finally, although a substantial proportion of the respondents gave negative answers on open university academic standards and employment prospects (33%) while 67% advocated the same admission requirements as the conventional universities, it seems to me that stringent entry requirements would be contrary to the open university concept - that of opening up access to higher education for people who could not study full-time. As a second chance university, it would appear that the issue of academic credibility could not be dependent upon entry qualifications alone but largely on the quality of the products of the system over a period of time. In other words, the real challenge for an open university system centres on the efficiency of its distance teaching, the quality of its learning materials, its student support/tutorial services, success rates and above all, the availability of adequate resources which would make the system to work.

CHAPTER 9

CONCLUSIONS, POLICY IMPLICATIONS AND FURTHER RESEARCH

9.1 Relevance of educational innovations

This study was undertaken to examine the open university concept; its application in various parts of the world and to assess its relevance and feasibility in Nigeria.

From the foregoing account, it can be seen that there are three major factors which pointed to the relevance of an alternative form of higher education to Nigeria. The first concerns the widely accepted link between higher education and national development. In other words, since the continued existence and progress of the country was largely dependent upon the knowledge and intellectual skills of the people, innovations which opened up higher education to more groups in the population could aid individual and societal development. In addition, in alternative forms of education such as an open university, the students would be enabled to participate in university education without foregoing incomes or abandoning their jobs or families.

Another important factor relates to the promise which higher educational innovations might hold for Nigeria's needs for high-level manpower. By providing opportunities for more people to undertake university education, an open university system might help to accelerate the pace of meaningful progress which according to informed commentators, is currently being hampered by lack of qualified human resources. As was rightly argued by one such commentator: 'Nigeria does not have

all the manpower and expertise necessary for economic and technological take-off. The truth of the matter is that we are short of sufficiently experienced manpower in a lot of critical areas - managerial, executive and technical.[1]

Thirdly, as has been pointed out in Chapters 2 and 3, since independence in 1960, access to higher education has always been limited while the conventional university system has been characterized by heavy expenditure. For example, during the 1959/60 fiscal year when education's share of the Federal budget was ₦5.2 million, that is, 3% of the total expenditure, Government subvention to the only university at that time (Ibadan) and the other major tertiary institution, the Nigerian College of Arts, Science and Technology, which had only 2,112 students between them amounted to just about ₦1 million[2]. Thus, the cost of maintaining a university student then was about ₦470. In contrast, by 1981, education's share had risen to 28% of all national spending[3] while the share of the formal university sector amounted to 6.4% of the whole budget and 62% of the expenditure on education.[4] Furthermore, as has been shown in Chapter 3, between 1981-85, the Federal Government spent ₦1.7 billion on the operational costs of the country's conventional universities when their student population rose from 74,607 to the current figure of 130,910.[5] On average, as shown in Chapter 3, the cost per enrolled university student amounted to ₦3,350 yearly - an increase of 712% over the 1959/60 costs. The escalation in the cost of conventional university education in Nigeria means that what was spent on seven undergraduates before is now expended on only one student.

A major consequence of the rising cost of conventional university education in Nigeria is that university education is reaching only 0.01% of the total population. Also, effectively, the 147,710 currently enrolled into all universities in the country, represent only 1.1% of the higher education age (20-24),[6] inspite of 25 years of heavy expenditure on university education.

Thus, even if the present low access rate (less than 2% of the higher education age) is maintained, conventional university education would still put additional burden on the tax-payer and hamper the development of other vital sectors of the economy, as this would require an enormous expansion given the population explosion predicted for Nigeria.

For example, World Bank projections show that the Nigerian population annual growth rate would jump from 2.5% during the 1970s to 3.5% in the 1980s - thus phenomenally increasing the population from the present 97 million to 119 million in 1990. By the year 2000, Nigeria's population would be 169 million.[7] On the basis of the projections and the fact that the official population figures for 1981 estimated the higher education age at 12.4% of the total population, by the year 2000 to reach just 2% of that population with university education mean providing facilities for roughly 272,580. Although such an access rate would be unsatisfactory given anticipated economic and technological growth in Nigeria, to achieve this through conventional means would require high-level expenditure on university education. The cost of conventional facilities and the large number of staff required in full-time universities would continue to rise, hence access to traditional

higher education would most certainly continue to be low because to even maintain a limited participation rate would be a big problem.

Therefore, to a developing society such as Nigeria where scarce financial and material resources have to be thinly spread to provide for the basic needs of the people, university-level distance education appears to be attractive as a possible solution in that more could be done with less. The basic reason is that the facilities needed to extend post-secondary education to more groups in the population is often, comparatively cheaper than through conventional university expansion as shown in the findings of this study which are summarised below.

9.2.1 Summary of Findings (1) : Open University concept and application

From the review of the literature of distance education and the application of the open university system in both the developed and developing countries (Chapters 5 and 6), there are several arguments which point to the justification for university-level distance education in countries such as Nigeria. For example, we know from the findings in the above-mentioned chapters that the open university system when thoughtfully created and developed, could be an effective tool for the removal of restrictions and exclusions from full-time university education, often imposed by geographical remoteness or by job, family and other constraints.

We also know that the open university system could be cost-effective provided it was sensitive to the economies of scale, both in planning and executing its programmes. Essentially, there are three major

conditions for achieving cost-effectiveness in an open university system. These are:

(i) the enrolment of a large number of students into a relatively few courses selected on the basis of their relevance to the internal economy and the society, particularly the felt needs of the mature students;

(ii) concerted effort to control student drop-outs from courses to the barest minimum; and

(iii) thoughtful use of innovative teaching/learning methods and support services, for effective learning over a distance for a large through-put of students.

In the main, since the effectiveness of a course is measured by its relevance to society, a course is judged to be effective not only if it enrolled a large number of students, but also if those students stayed on and succeeded in the end.

In addition, the study has established that some of the in-built flexibility of distance education, notably the use of multi-media teaching methods to take education to the learner wherever he lived without regular class attendance, tends to encourage mature people to participate in higher education as a second chance. The main reason for this is the fact that since learning is normally part-time, the distance learner is allowed a greater control over time and space. The essence of the open university system is therefore the opportunity offered people to combine work with studies which could be undertaken at times outside job, family and other adult obligations.

In relation to the Case Study on the Open University of the United Kingdom (Chapter 6), the most important piece of evidence concerns the vital role of winning bi-partisan support for new educational innovations such as an open university system to be launched in a favourable political and economic climate. This is a necessary pre-requisite, particularly in a multi-party democracy, since if such a project is launched against opposition hostility, the continuance of adequate resources, funding and goodwill would be difficult. A national consensus is highly desirable. In the case of the British experience, the political clouds, suspicion and hostility which initially greeted the open university idea were overcome in three main ways. First, the proposal had the strong political support of the then British Prime Minister (Harold Wilson). Secondly, the planning was undertaken by a prestigious committee made up of eminent and respected academicians, educationists and all significant interest groups in the country. This was important because their recommendations could not be easily dismissed by either those in government or by the opposition.

A third crucial factor for the positive marketing of the open university idea in Britain was the fact that the project was entrusted to a Minister (Jennie Lee), who was a forceful politician.

In contrast, in Nigeria, a National Open University was almost off the ground but flopped largely due to lack of a favourable political climate. As has been pointed out in Chapter 4, the open university in Nigeria was scrapped largely because having been planned purely as an educational innovation, it was somewhat insensitive to the political

feelings and fears of some sections of the society. Thus, even if it had been allowed to take-off against hostility in high government circles and within the academic community, maintaining it would have been a problem as strong political support of government leaders and national consensus was seen to be lacking.

The lesson from the brief accounts of the British experience and the unsuccessful attempt in Nigeria to experiment with the open university system seems to be that whereas it is important to recognise strong personal support of political leaders and the political will of the government, an open university also needs a ground support. In other words, if the population want it and show that it is for them, open university or any educational innovation would most likely succeed. On the whole, justifications for educational programmes are largely dependent upon political priority and their economic contribution to society. Thus, the rationale for an open university is that it is seen to be economically relevant for economic development. Without such an attraction and national political goodwill, an open university might not succeed.

Another important piece of evidence got from the British experience is that the credibility problem arising from the low status usually accorded to distance education ventures needs to be tackled from the outset through deliberate policies geared towards academic excellence. These, in the case of the British Open University included the recruitment of eminent and respectable academicians from the conventional universitites; production of high quality materials and the presentation of radio/television programmes which convinced the academic

community and the society that the academic standards of the new university were comparable with those established by the existing ones. From the experience of the British model, it would also seem that open universities could achieve academic credibility by avoiding linkage with school-teaching institutions and by linking up with the conventional universities. For example, as a deliberate policy, all the field tutorial and counselling part-time staff at the Open University were drawn from the conventional universities and not from secondary schools.

Furthermore, the study has shown that the academic success achieved at the British Open University has encouraged the spread of open university systems around the world, especially in terms of skilful use of individualised modes of learning for academically credible distance degree programmes. Overall, there are currently thirty autonomous open university institutions around the world while there are proposals for new open universities in Egypt, India, Indonesia, Italy, Peru, Poland and Portugal.

However, it must be noted that as far as one of the original concepts of the open university in Britain is concerned - that of broadening access to higher education, it has not really been successful. To date, there is relatively low participation in the British Open University courses by people in working class occupations - hence skilled manual, partially skilled and unskilled manual workers constitute at most 45% of the current student population.

9.2.2 Summary Findings (2) : Limitations of the Open University System

Looked at in another way, some of the widely acclaimed advantages of the open university system such as openness, flexibility and the use of broadcasting in opening access to higher education, are somewhat exaggerated. Although what first attracted the world's attention to the autonomous open university system was the concept of open entry, most established open universities require their students to have the normal minimum conventional university qualifications. For example, Fernuniversitat in West Germany, UNED in Costa Rica and UNA in Venezuela, have entrance qualifications as stringent as those for full-time degree programmes. So far, the notion at the British Open University that with careful guidance people without the conventional university qualifications could successfully study at the degree-level, has clearly not inspired most of the open university institutions established in the 1970s and 1980s. Exceptions to the stringent conventional matriculation qualifications occur the case of Athabasca University in Canada; Everyman's University, Israel; the Sri Lanka Open University, and the UNED in Spain but their admissions policies are not totally open since they expected some minimum qualifications from their students. Thus, pre-degree programmes are built into the structure of open university systems to allow them proper oppotunities to screen the ability of candidates, i.e. to show that they had the ability to go on to degree programmes.

Overall, two important factors seem to lie behind the admissions policies of open university systems:

(i) the existence of very many fully-qualified candidates who

could not find admission into conventional institutions;

(ii) the desire to extend a second chance to less qualified candidates, on the ground that human potential would otherwise be wasted.

In a country such as Nigeria where the population is expanding and the school system along with it, (i) above is clearly the most important consideration. If the school system is not expanding (particularly at secondary level) as is the case in Britain, then (ii) becomes important.

As to the flexibility of the open university system, this study has shown that, although this pattern of teaching has potentials for breaking geographical and social barriers to higher and further education, the physical separation of the learner from his institution and teacher, has a number of teaching/learning limitations. Thus, although this innovation takes education to the student while he or she remains in full employment living at home, his access to education is through the learning materials provided by a far-away teacher. In essence the control over content still lies with the teacher, while learning for the most part, is done in isolation.

There is, therefore, a growing acceptance in the world of distance education that effective tutorial and back-up services in the locality of the distance learner, were required to respond to the individual needs of the student learning alone. In other words, effective distance education does not rest wholly on student-oriented learning packages. It rests rather on the inter-relationship of written tuition with the

student as an individual through effective back-up services (e.g. tutorial sessions and enrichment activities at local study centres as well as residential sessions such as summer schools). Student support services are increasingly becoming a vital part of open university systems because, apart from face-to-face tutorial and counselling from teachers, they also offer opportunities for group learning such as discussion with one's peers. These could help to enhance the learning process and also serve as a psychological boost for the isolated student who could exchange ideas on how to study and also find out how other students are coping with domestic problems or dealing with the problems of isolation.

In Nigeria, a national open university system would need to give more attention to the issue to tutorial and student support services because of the size of the country (nearly one million square kilometres), large rural population (84%) and the extended family system which entail large numbers of family dependents - thus, many distance learners might not have the ideal home environment for study.

As regards the use of broadcasting for the extension of university education, the study has shown that, although the media was one of the major attractions of the open university system, current practices around the world suggest that, on the whole, the contribution of radio and television to this new pattern of educational delivery has been neglible. In most cases broadcasts are restricted to advertising courses for potential students and simple transmission of subject matter. This is partly because since the inception of the Open University of the United Kingdom, it was recognised that students had

to use written materials to gain sufficient knowledge and insight to acquire the competence which a university degree is supposed to mark.

Thus, although it was widely accepted that broadcasting had much to offer education if used imaginatively, the bulk of the teaching was done through printed materials and occasional face-to-face tuition, supplemented with broadcasts - exceptions are the Central China Television University and the Japanese University of the Air which are essentially media systems. As has been pointed out in Chapter 6 cost is another major reason why broadcasting was not heavily used in open university systems. Programmes are very expensive to make, hence although most open university systems do not have to pay the real costs of broadcasting, being publicly-funded institutions, up to a fifth of their total budget is still spent on production costs. For example, in 1982, over 14% of the total budget of the Open University of the United Kingdom was spent on broadcasting which constituted less than 10% of the teaching elements.

From the evidence available, there appears to be a gradual movement away from broadcasting in most open university systems around the world. While some of this could be due to teaching/learning and cost factors described above, part of the cause of the downgrading of broadcasting could be due to the conflict of interest between media practitioners and academics. Such a phenomenon seems common in countries where broadcasting and open university systems are controlled by separate agencies or where broadcasting is commercial and, therefore, not government-controlled. The research implications of the problems in the use of broadcasting in education will be left to the final part of this chapter.

9.3 Nigeria and the Open University System: Findings and Implications

While the study on the open university concept and on the British Open University was undertaken from secondary sources to provide general illumination to the particular problems of Nigeria, my primary concern was to investigate the problems and prospects for an open university in Nigeria. This was my major research focus. Also, because of the earlier finding of this study about the desirability of a national consensus for an open university system, the perceptions of a cross-section of policy makers and potential open university candidates were important to study.

We have already looked in considerable detail at the responses of the two sample groups in Chapters 7 and 8. Here, by way of drawing together as a survey statement, it might be appropriate to set some of the main aggregate findings of the two samples side by side, to illuminate similarities and differences.

In all, 22 identical variables were put to the two sample groups and the answers were:

Variable		Answers	
		Policy-makers(250)	Potential Candidates (350)
VAR02:	Opinion on need for an open university		
	1. Yes	80%	89%
	2. No	20%	11%

	Policy-makers(250)	Potential Candidates (350)
VAR03: Appropriate open university model		
1. Autonomous National Open University	46%	53%
2. State Open College for basic and vocational education	5%	14%
3. Open University Departments within conventional universities	29%	20%
4. Open Colleges for Secondary and technical education	2%	3%
5. Not feasible/Refusal	18%	10%
VAR04: Reason for selection of model		
1. Use central facilities to open up higher education	46%	53%
2. Place emphasis on basic and vocational education	5%	14%
3. Operate within existing universities to save costs and to ensure comparable academic standards	29%	20%
4. Give priority to secondary and technical education	2%	3%
5. Not feasible at present/Refusal	18%	10%
VAR05: Opinion on relevance of open university to higher educational needs		
1. Yes	86%	89%
2. No	14%	10%
3. Don't know	-	1%

		Policy-makers(250)	Potential Candidates(350)
VAR06/07:	Performance of existing system of higher education		
1.	Relevant to national needs	22%	36%
2.	Efficient	2%	13%
3.	Inefficient	26%	22%
4.	Accessible	9.5%	10%
5.	Elitist	37%	17%
6.	Disappointing	3.5%	2%
VAR08:	Opinion of feasibility		
1.	Yes	66%	51%
2.	No	33%	49%
3.	Don't know	1%	-
VAR09:	Opinion on technical problems		
1.	Infrastructural and communication problems	59%	56%
2.	Lack of financial resources (recession)	20%	20%
3.	Lack of human resources	10%	9%
4.	Problems of the environmental setting (e.g. noise and fronting)	6%	8%
5.	Same as facing any other Nigerian institution	3%	12%
6.	Don't know	1%	1%

		Policy-makers(250)	Potential Candidates(350)
VAR10/15:	Description of open university concept		
	1. First class way to study	8%	8%
	2. Part-time provision for those unable to study full-time	75%	75%
	3. A means to be used as a last resort	17%	17%
VAR11/16:	Appreciation of distance education		
	1. Is more difficult to operate	24%	30%
	2. Is inferior to full-time education	10%	8%
	3. Takes longer than full-time education	14%	11%
	4. Has recently become acceptable	20%	29%
	5. Has become necessary	30%	22%
	6. Don't know	2%	-
VAR12/17:	Opinion on feasibility of proper funding by government		
	1. Yes	35%	55%
	2. No	65%	44%
	3. Don't know	-	1%
VAR13/18:	Reasons for opinion on funding		
	1. A good alternative higher education programme	35%	55%
	2. Recession	45%	39%
	3. Give priority to the conventional universities	19%	5%
	4. Don't know	1%	1%

	Policy-makers(250)	Potential Candidates(350)
VAR14/23: Comparison of open university and full-time university academic standards		
1. Higher than conventional universities	4%	9%
2. Equivalent	49%	57%
3. Lower	41%	31%
4. Depends on organisation and the products	6%	3%
VAR15/25: Opinion employment prospects		
1. Higher than conventional university graduates	10%	11%
2. Same as conventional university graduates	45%	51%
3. Lower than conventional university graduates	43%	35%
4. Depends on organisation and the products	2%	3%
5. Don't know	-	-
VAR16/26: Appropriate type of courses		
1. Offer a combination of degree courses, pre-degree and courses for upgrading workers	55%	55%
2. Offer mainly courses for upgrading and up-dating workers (non-degree level course)	44%	45%
3. Don't know	1%	-

		Policy-makers(250)	Potential Candidates(350)
VAR18/30:	Knowledge of unplaced university candidates and of people interested in open university studies		
	1. Ten people	2%	39%
	2. Twenty people	52%	9%
	3. Thirty people	9%	5%
	4. Forty people	4%	1%
	5. Fifty people	3%	9%
	6. One hundred or more people	4%	10%
	7. Don't know	26%	27%
VAR20/33:	Opinion on admissions policy		
	1. Same minimum entry qualifications as the conventional universities	70%	67%
	2. Flexible and open to all capable adults and workers	14%	26%
	3. Based on quota system for balanced educational development	12%	6%
	4. Don't know	4%	1%
VAR21/35:	Opinion on future level of participants (lasting demand for university courses)		
	1. Yes	90%	90%
	2. No	9%	9%
	3. Don't know	1%	1%

		Policy-makers(250)	Potential Candidates(350)
VAR22/34:	Opinion on beneficiaries of open university courses (target groups)		
1.	All capable adults and working people	71%	81%
2.	Only teachers, lower and middle grade level manpower	16%	9%
3.	Secondary school leavers and drop outs needing remedial education	3%	4%
4.	Housewives and housebound individuals	3%	1%
5.	Qualified but unplaced university candidates	5%	2%
6.	Don't know	2%	3%
VAR23/52:	Opinion on the contribution of Broadcasting to education in Nigeria		
1.	Excellent radio and television	1%	14%
2.	Good radio and television	7%	29%
3.	Fair radio and television	28%	20%
4.	Poor radio and television	23%	3%
5.	Radio performs better than television	36%	27%
6.	Television performs better than radio	5%	6%
7.	Don't know	-	1%

		Policy-makers(250)	Potential Candidates(350)
VAR24/70:	Respondents experience in correspondence studies		
	1. Yes	29%	26%
	2. No	71%	74%
VAR25/71:	Correspondence institutions		
	1. Nigerian correspondence institutions	8%	47%
	2. Correspondence institutions based in Britain	86%	52%
	3. Correspondence institutions based in USA and other countries	6%	1%
VAR26/72:	Correspondence courses offered		
	1. Degree courses	4%	2%
	2. Diploma/Certificates related to careers	26%	34%
	3. University matriculation	64%	63%
	4. Leisure/religious studies	6%	1%

From the foregoing findings, it is clear that most policy-makers and the potential candidates had no doubts about the relevance of an open university system to the higher education needs of Nigeria and also its feasibility. For example, 93% of the respondents in both groups had the same perception about the open university concept (described as a first class way to study and as a part-time provision for people unable to study full-time). There was also a considerable support for the need of an open university (endorsed by 80% and 89% of the policy-makers and the potential candidates respectively) while its relevance

was supported by higher percentages (86% and 89%).

It is also notable that 66% of the policy-makers believed that an open university system was feasible, compared with 51% of the potential candidates. The general view was that despite the country's present level of technological development, an open university would be feasible because with conscious government commitment and planning, the technical problems (mainly infrastructural), were soluble. Similary, 9 out of 10 policy-makers and potential candiates (90%) gave positive answers on the level of qualified people who might participate in an open university in the country. As many as 74% of the policy-makers and 73% of the potential candidates said they personally knew of people who were capable and interested in studying through an open university system, including qualified but unplaced university candidates. This finding suggests that since so many people in the sample had either members of their family or knew about their neighbours, staff or colleagues who were qualified but could not get places in the conventional universities or had expressed interest in open university studies due to constraints of family, jobs and other domestic problems, the level of participants in open university courses might be sufficiently high to make the system viable and relevant to the society.

However, the policy-makers and the potential candidates differed widely over three issues central to the open university system. The first concerned prospects for proper government funding where 55% of the potential candidates felt that an open university could be adequately funded despite the recession while 65% of the policy-makers gave negative answers. Although respondents were not asked specific

questions on funding, their reaction to this and related issues implied that there was a fundamental difference in knowledge of open university costs between the two groups and also their perceptions. Among potential candidates, the notion of open university costs was that the system was many times cheaper than the conventional university system while the answers and comments by the policy-makers showed that they were more cautious about prospects for proper funding of an open university in Nigeria which they believed could cost as much as ₦500 million, i.e. roughly the same as what it costs the government to establish a conventional university of 10,000 students. In discussing open university costs, the policy-makers pointed to the three-tier model of the suspended National Open University of Nigeria and noted that the capital costs for the headquarters, 19 regional offices and 200 local study centres proposed, could cost anything between ₦300 million and ₦500 which was a lot of money, particularly during a recession. Incidentally, the ₦300 million mentioned by many of the policy-makers was what the suspended National Open University had originally budgetted for capital expenditure during the first phase of five years.

Given the basic differences between the two sample groups, it is likely that the policy-makers related the issue of open university costs to the country's political and economic priorities. In other words, their arguments were probably based on whether scarce resources should be invested in an open university or whether there were more pressing needs.

On the other hand, it is possible that most potential candidates

spoke positively on proper funding of an open university because many of them might be saying what they liked. Unlike the policy-makers, the potential candidates might not have been in the difficult position of arguing in relation to national political and economic priorities. Thus, the answers of the potential candidates might be a reflection of their wish for a proper funding of a system which many of them wanted to take advantage of to obtain university degrees.

Secondly, the two groups also differed in their perception about open university academic standards, compared with the conventional universities. A substantial majority of the potential candidates (66%) felt that open university academic standards would be either higher or equivalent to conventional standards - a view which was endorsed by only 53% of the policy-makers. The 13% higher endorsement of open university academic standards among the potential candidates is probably because some of those candidates might have answered in terms of their expectation for the system. However, the overall reaction to academic standards was positive which correlated with their appreciation of the open university concept (VAR10/15).

Thirdly, the potential candidates were also more optimistic about employment prospects for open university graduates than the policy-makers - 62% of them rated the employment prospects of the graduates of the system either higher or the same was conventional university graduates compared with 55% similar rating among the policy-makers. While part of the cause for the substantial gap (7%) could be an expression of desire among the potential candidates for open university academic acceptability, the overall results give some indication of the

support and misgivings within each sample group for the open university system.

9.4 Conclusions

This survey of the relevance and feasibility of an open university in Nigeria, has been dominated by evidence of substantial support for the system. The support for the system among policy-makers (80%) is more than most people would expect. Alongside the support is the unique characteristics of the potential candidates which again, were higher than most people would expect. As shown in Chapter 8, and in section 9.3 above, as many as 83% of the potential candidates had the basic education to benefit from university-level distance education (i.e. secondary and post-secondary education). On top of this, 95% had access to radio and television; 64% had easy access to library facilities while 30% had personal post office boxes or mail bags.

On the other hand, the study has established that effective home study might be difficult for distance learners in Nigeria. As the case studies of distance education programmes in Nigeria (Chapter 4) and interviews with policy-makers and potential open university candidates (Chapters 7 and 8) show, the major obstacles to home study in Nigeria centre on problems of the environmental setting and inadequacies in electric power and communication services. Typical problems here include noisy and crowded homes, distraction by people calling at the home at any time of the day or night and also unstable electricity supply.

Under such circumstances, it is understandable that although many

people support the opening up of university education to respond to national higher education needs and the aspirations of people in paid- and self-employment, there is scepticism about what could be accomplished through an open university. From the evidence available, the major cause for doubts on the feasibility of an open university in Nigeria arise from three main issues:

(i) scarce financial resources due to the current recession;

(ii) lack of spare human capacity and material resources in the formal universities which are mostly new and over-stretched in coping with the demands of full-time students; and

(iii) doubts about open university academic credibility largely due to fears that there might not be the essential services to support such a system and also fears that the system might suffer from the country's well-known flair for examination cheating or leakages.

It would appear, therefore, that there are four critical issues here: first, government approach particularly the priority accorded to create and develop the scheme as an integral part of the country's system of higher education; secondly, concerted effort to create a favourable political and economic climate to ensure bi-partisan support, national consensus and goodwill for the system; thirdly, realistic assessment and provision of adequate financial and material resources to make it work; and fourthly, linking the open university programme with the conventional universities for academic credibility.

We shall now explore these issues in terms of policy implications.

9.5 Policy Implications

With the suspension of the National Open University programme in Nigeria on 7 May, 1984, the government expected that existing universities with schemes for part-time students (ABU, Benin, Ilorin, Jos, Lagos and Nsukka) would expand their programmes to take in more students. This, the government believed, would provide university education for those who would have wished to avail themselves of the opportunity of the open university programme.

So far, only one university - Ahmadu Bello, Zaria has announced plans to expand its correspondence and part-time education and law degree programmes, while the University of Ibadan intends to reinvigorate its external degree programme which was first mooted in the mid-sixties but was shelved in the seventies partly due to resistance of many of the university's staff who felt that they were already over-burdened with the demands of their full-time students.

As shown in Chapter 4, most of the off-campus degree programmes of Nigerian universities are not all that accessible to far-off students because they are based on evening face-to-face lectures - exceptions are Ahmadu Bello University and the University of Lagos Correspondence and Open Studies Institute which are open access distance teaching programmes.

Vital as the part-time degree programmes are, acquaintance with the Nigerian scene shows that the university distance education situation might not be radically changed through external degree programmes. Since the conventional universities' first obligation is

to their on-campus students and also since nearly all of them are not adequately equipped to cope with the rising demands from full-time students, they are likely to be more interested in expanding facilities for full-time degree programmes rather than to provide distance education services.

Given the circumstances in which the existing Nigerian universities find themselves, it might be argued that their burden of providing distance education degree programmes could be alleviated through a separate national open university programme but closely linked with the universities.

9.6 Possible Open University Models

It is felt that if an open university is worth having and since many influential people reached by this study as well as potential users expect Nigeria to experiment with the system, which they believe is relevant and feasible, one option could be to start the system in one area of the country. Since one aim of an open university is to provide opportunities to disadvantaged persons or areas, an open university could be established in one of the educationally backward northern parts of Nigeria as a deliberate Federal Government measure to remedy the existing imbalance in Nigerian education.

However, given the hostility for the open university system among policy-makers from the northern areas, the lack of enthusiasm for open university studies among housewives from these areas and given the known reasons for their hostility or lukewarm attitudes to university-level distance education, an open university specific to the Northern States

might not work. Furthermore, such a scheme might not even be constitutional as it would not reflect the country's Federal character.

Secondly, because we are dealing with a vast country which is not homogeneous, an Open University might start as a pilot model. For example, instead of a national open university institution, Nigeria could set up an open university project on a small-scale in a particular area of the country, chosen because it is judged to be conducive for such a scheme (e.g. centrally located; good communication and transport services; with or near to conventional higher educational institutions; and with a population consisting of the diverse cultural and linguistic groups in Nigeria). The advantages of such a model are that it would cost less; could be organised and controlled more tightly than a national institution and more importantly, it could be assessed and evaluated. In other words, a demonstration open university could provide Nigeria with experience which could be valuable if at a later stage, a national open university was thought desirable.

A third alternative could be to design a cluster of open universities, each for people within a given radius, i.e. Zonal Open Universities strategically located within some of the "older" traditional universities but using multi-media distance teaching methods rather than evening face-to-face lectures. Such Zonal Open Universities could be located at Ahmadu Bello University, Zaria (to cater for central northern areas); Ibadan (western areas); Lagos (Federal Capital and mid-western areas); Nsukka (eastern areas); Maiduguri (north-eastern areas; and Kano (Kano and north-western areas). See Maps 1 and 4.

9.7 Preferred Open University Model

The findings of this study, and the conclusions drawn on the relevance and feasibility of an open university system, all indicate that Nigeria would only do well with a system which enjoys conscious government support and the support of the conventional universities as well as the media. Additionally, it is suggested that such a model requires some autonomy from the conventional universities to ensure dedicated commitment to external students and to multi-media distance teaching methods.

The economic depression has shown that we must attempt to do more with scarce resources. Hence the success of any new distance education venture would be greatly impaired if too ambitious, prestigeous, unrealistic and out of tune with the country's available human and material resources.

Having explored many dimensions of the question, we have come to the conclusion that an open university system which might be feasible in Nigeria would be a national open university institution established and controlled by the National Universities Commission but operating in its own right. For effective provision of distance education services at the tertiary level, it would be necessary to empower such a system to have access to the services of the staff and facilities of the conventional universities. What is being proposed here is an autonomous centralised open university model. It is similar to the National Centre for Distance Education in France (called Centre National d'Enseignement par Correspondence - CNED), an autonomous institution controlled by the French Ministry of Education. CNEC

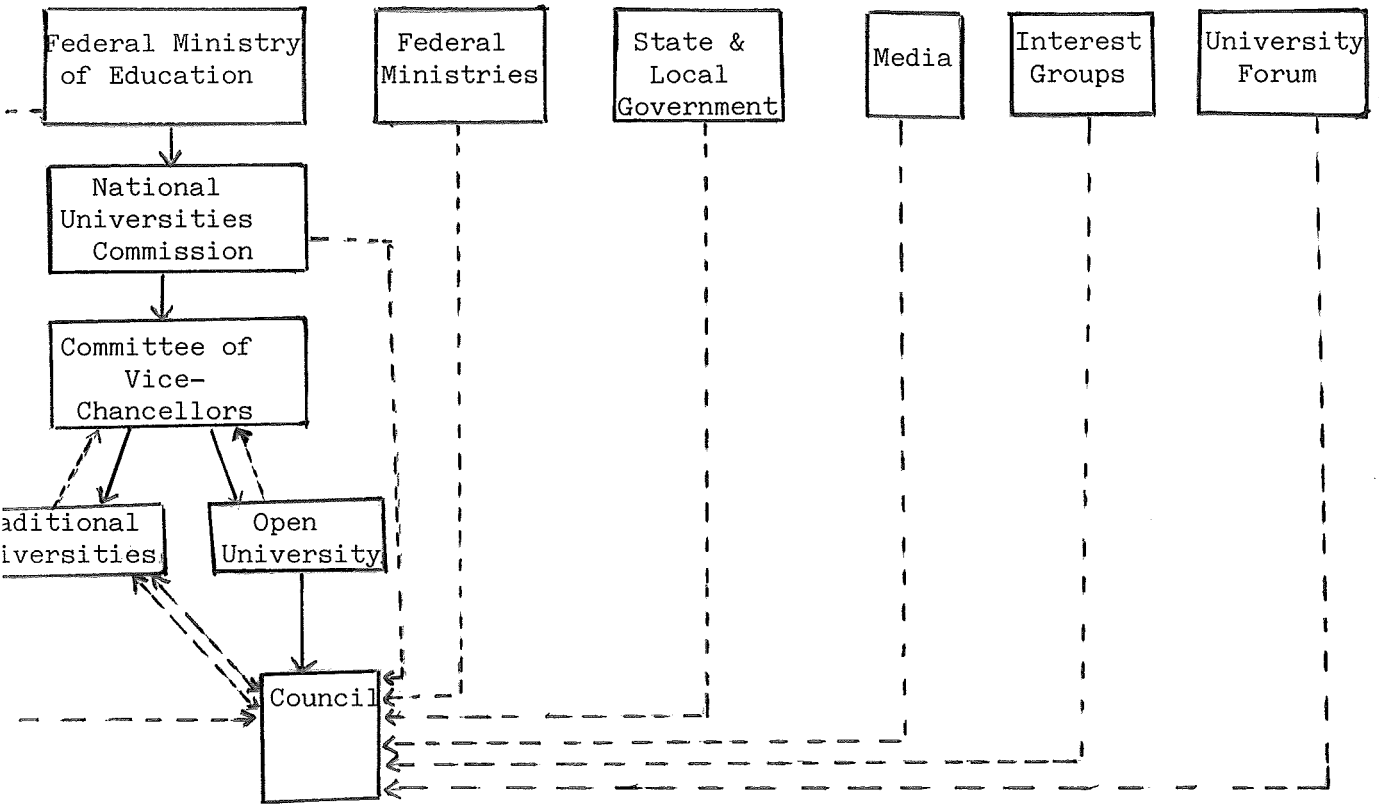
provides pre-degree, under-graduate and post-graduate programmes using common syllabus and identical examinations with the conventional universities. In France, the university system is much more centralised than the Nigerian system and hence this model is easier for that country.

In respect of Nigeria, it is suggested that the system should come directly under the National Universities Commission since this is the body responsible for higher education and which does not exist in the French system. Moreover, the overall control of the proposed open university would still rest with the Federal Ministry of Education to which the National Universities Commission is answerable. (See Diagrams 9.1 and 9.2 for the organisational and administrative structures of the proposed model).

Organisationally, the proposed model would entail a three-tier structure consisting of a modest national headquarters, state branches located in the existing universities and study centres based at each Local Government headquarters in the country. Given the current pressure on human and material resources in the conventional universities, it would be necessary to ensure that the universities were in a position to make their facilities and staff available for the teaching, examination and assessment of open university students without undermining their obligation for on-campus students. Therefore, the material and human capacities of the conventional universities would need to be strengthened to enable them to provide accommodation for the open university and to participate actively in its teaching, counselling and other functions.

Although we are advocating linking the open university closely with the conventional universities, we are envisaging an institution with its own strong academic team, its own disciplines and awarding its own degrees.

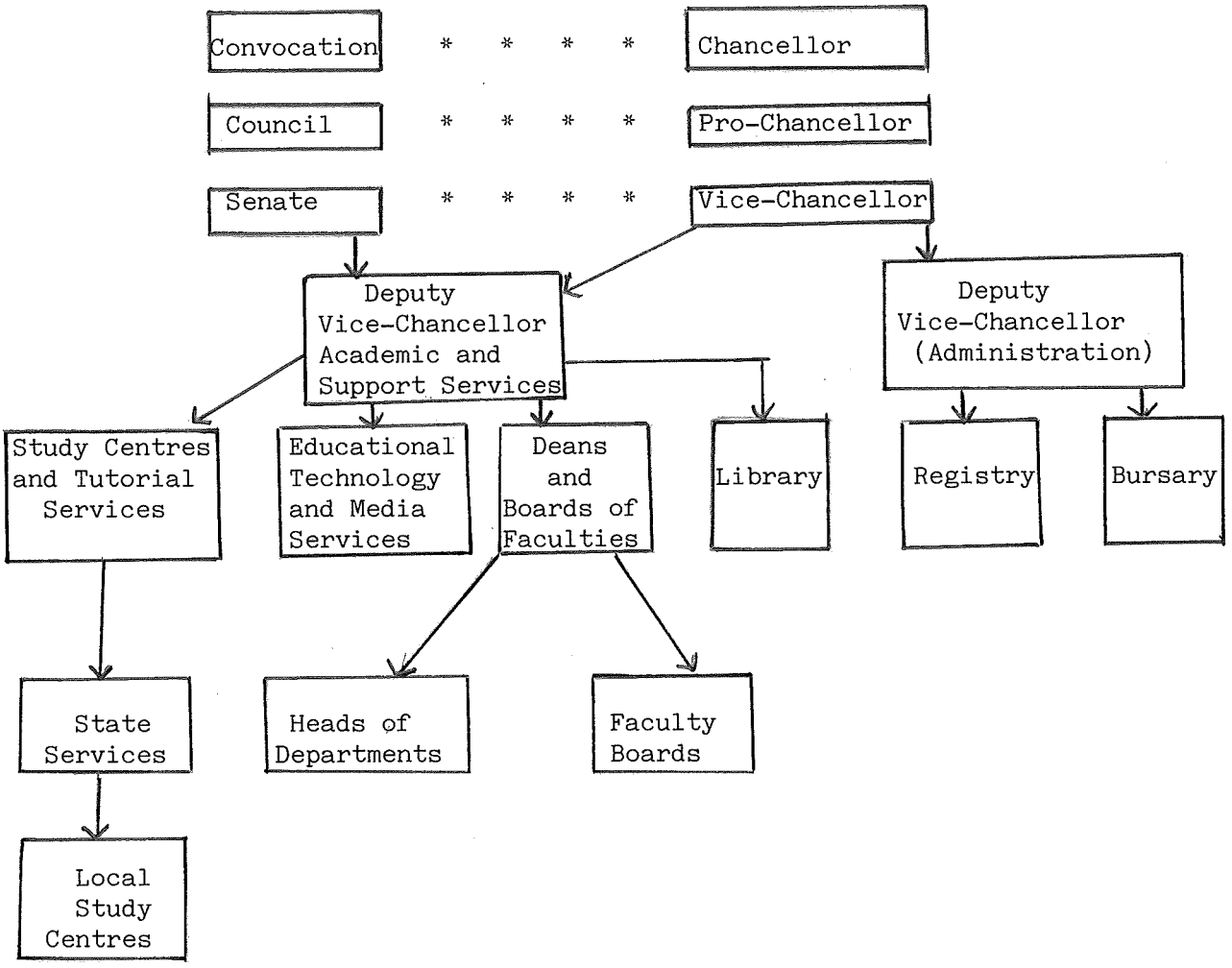
DIAGRAM 9.1 ORGANISATIONAL STRUCTURE OF PREFERRED OPEN UNIVERSITY MODEL WITHIN THE NIGERIAN UNIVERSITY SYSTEM.



COMPOSITION OF COUNCIL

1	Pro-Chancellor (Chairman)
1	Vice-Chancellor
2	Deputy Vice-Chancellors (Academic & Administration)
3	Representatives of State Governments (zonal rotation)
3	Representatives of Local Government Authorities (zonal rotation)
1	Representative of the Media
1	Representative of women's organisations
1	Representative of Commerce and Industry
2	Representatives of Unions/Professional Bodies
1	Permanent Secretary, Federal Ministry of National Planning
1	Permanent Secretary, Federal Ministry of Education
1	Permanent Secretary, Federal Ministry of Finance
1	Representative of the National Universities Commission
1	Representative of the Armed Forces
1	Representative of Open University students
5	Deans of Faculties and representatives of Senate and General Assembly
1	Registrar (Secretary)
1	Representative of University Forum (i.e. a body appointed by Council, consisting of eminent citizens representing a variety of interests and broadly representative of the whole Federation, to advise on Open University and the community at large).

DIAGRAM 9.2 MANAGEMENT STRUCTURE OF THE PREFERRED OPEN UNIVERSITY MODEL



COMPOSITION OF SENATE

Vice-Chancellor (Chairman)
Deputy Vice-Chancellor (Academic)
Deputy Vice-Chancellor (Administration)
Deans of Faculties and Heads of Departments/Institutes
The Professors
Head of Study Centres and Tutorial Services
Head of Educational Technology and Media Services
Head of Continuing Education
University Librarian
Bursar
Registrar (Secretary) or Deputy Registrar (Staff Matters)
Faculty Board Representatives
Representatives of General Assembly

On the whole, this approach appears to be less costly than would be to create a three-tier open university institution outside the existing university system.

The advantages of a national open university within the National Universities Commission centre on three main issues:

(i) harnessing the resources and facilities of the existing universities could save costs and thus make the scheme affordable and feasible;

(ii) belonging to the family of Nigerian universities removes all political clouds, academic rivalry, suspicion and hostility; and

(iii) linking the open university closely with the conventional universities might give the scheme the prestige of a university and help it to achieve academic credibility nationally.

In conclusion, another reason for advocating linking the open university closely with the conventional universities is the fact that Nigerian universities are directly controlled by the State. It would seem, therefore, that such a model could be workable provided it had the support of the government.

9.8 Fruitful areas for further research

The main focus of this thesis is the open university concept and its application in general, and in particular, the relevance and feasibility of the system in opening up access to university education in Nigeria.

From the findings of this study, the open university system has been accepted in many countries largely because it is less expensive for governments than traditional universities and because it gives the opportunity to expand and extend higher education to a wider range of people. The majority of Nigerian policy-makers and potential open university candidates reached by the study, endorsed the system because they felt that it could offer a great deal to society and that it could work.

Nevertheless, it was also found that open university academic credibility is a cause for considerable scepticism among many people.

Since this is the first study of its kind, a great deal more research needs to be done for a more conclusive analysis. For example, it would be valuable to find out why there is a credibility problem for the credentials of part-time education in Nigeria in spite of the fact that distance education had for long been recognised as a desirable objective - thus a number of important people in the country (e.g. political leaders, diplomats, mathematicians, economists, historians and administrators) had part of their education (and in some cases their degrees) privately by correspondence tuition.

Secondly, it would be useful to find out why people in the far northern areas of Nigeria appear to be less keen on distance education, compared with those from the southern parts of the country. One problem would be to have detailed accounts of groups in the country participating in distance education. Another would be to examine the social and cultural factors which militate against part-time education,

particularly among non-graduate public employees in the educationally backward northern areas.

This study found that housewives from the predominantly Islamic northern areas of Nigeria were the least keen on open university studies even though the male respondents from this sub-group felt that the system was specially ideal for their women. The men believed that women in purdah and those with good educational background who do not work due to family and religious obligations, could take advantage of an open university to make better use of their time at home to improve themselves academically. They felt their women could even learn techniques of running small-scale businesses from the home or become lawyers - hence bring in more income to their family for better living and contribute more to national development. Detailed accounts of male/female perception of the value of higher education; perception of part-time education and factors militating against married women and mothers' participation in university-level distance education would be of value particularly to educational planners in the educationally backward states in the north.

We have briefly touched on these but since they are by no means conclusive, it would be useful, for example, to investigate the implications of the inter-linking of in-service training and education with promotion in the public sector for university distance education, especially in the northern areas where in-service training is a well-established part of the career-ladder. In-depth studies by sociologists and educationists would enable us to understand better the reasons for an apparent lack of zeal among lower and middle-grade public employees

in the educationally backward states such as Borno to up-grade themselves other than through publicly funded full-time in-service training.

The impression in Borno State is that at present, most workers tend not to attach any values to studying on their own to improve their educational qualifications. What most workers appear to be interested in are short in-service courses. Part of the cause could be due to the Public Service Salaries Review Commission's Report of 1974 (generally known as the Udoji Report) and subsequent Federal Government measures introduced to eliminate stagnation among sub-professionals in the public sector. Since these changes, clerical, secretarial, executive officers, technicians and related categories of junior and middle-grade workers have had more opportunities: they could rise to upper level salary grades 12 and 14 (₦8,000 per annum and above) over the years without having to up-grade their educational qualifications. The implications of generous in-service awards and conditions of service such as outlined above for university distance education would be of value not only to an open university system but also to governments in the Northern States since the future quality of government excellence depends on the quality of government personnel.

Finally, the use of broadcasting in education, needs further research, both in Nigeria and in the world of distance education at large. The evidence from our review of the literature and consultations with academics and communications media experts on current practices in open university systems, shows that radio and television

are not really used for the purposes of teaching but for ancillary services. In most of the established open university systems, radio and television are used to supplement printed and face-to-face tuition such as the transmission of simple subject matter to enable students to listen to very distinguished academics otherwise inaccessible to them and to the eavesdropping wider public. Other uses of broadcasts include advertising courses to potential students and for making public announcements to students about, for instance, examination timetables.

Despite the limited use of broadcasting in open university teaching, the evidence is that its contribution in the system is declining gradually due to factors such as high cost of broadcasting (notably television), lack of appreciation for the role of broadcasts in the learning process and also conflicts of interest between broadcasters and academics. Therefore, a great deal more research needs to be done on how the media could be more supportive to the isolated learner.

My own view is that in dealing with individuals who are isolated, it is essential that they must have access to books and printed tuition. At the same time, there should be a way in which the media could help the distance learner to overcome some of the problems of learning in isolation. Therefore, if radio and television are not meeting the needs of isolated learners, we need to look again at ways in which the media could help the development of a technology which is more supportive to the learner (e.g. tapes and video) instead of the more traditional use of open broadcasts.

It seems to me that the way ahead is to tackle the root causes of the ineffective uses of radio and television in education so far. It is possible that in-depth studies might get to the root causes of the problems and show the way for better understanding among broadcasters and academics as well as for more effective uses of the media for the services of education.

Chapter 9

Notes

1. The whole of this paragraph has been based on a speech delivered by the Managing Director of the Nigerian National Petroleum Corporation, Chief F.R.A. Marinho titled 'Nigeria: a regeneration or vegetative existence?', the 1985 Alumni Lecture at the University of Ibadan, West Africa, No. 3548, 12 August, 1985, p.1745.

2. Computed from statistics contained in:
   1. Nduka, O. (1964): Western Education and the Nigerian Cultural Background, Ibadan University Press, p. 128;
   2. Preston, H. (1981), 'My Era at Ibadan, Experience, Reflection and Views', in Tamuno, T.N. (ed.) Ibadan Voices, Ibadan University Press.
   3. Taiwo, C.O. (1980), The Nigerian Education System: Past, Present and Future, Lagos: Thomas Nelson, p.228.

3. Figures contained in a keynote address by Major-General Tunde Idiagbon, former Chief of Staff, Supreme Military Headquarters, at the graduation ceremony of Ramat Polytechnic in Maiduguri on 24 May, 1984.

4. Computed from Federal Republic of Nigeria, Approved Recurrent and Capital Estimates, 1981, Lagos: Federal Government Printer.

5. Compiled from figures contained in a report by Alhaji Yahya Aliyu, Executive Secretary, National Universities Commission titled 'The Cost of Nigerian Universities', in West Africa,No. 3552, 23 September 1985, p. 1988.

6. National Population figures quoted in the Quarterly Bulletin of Labour Statistics, Lagos: Federal Ministry of Employment, Labour and Productivity, 1983, p.11.

7. Computed from The World Bank (1984) Towards Sustained Development in Sub-Saharan Africa. Washington D.C.: The International Bank for Reconstruction and Development/The World Bank.

BIBLIOGRAPHY

1. Published Sources

A. Books and Monographs

AFIGBO, A.E. (1983). Nigeria and the Open University System. Owerri: New African Publishing Company.

AJAYI, J.F. ADE (1965). Christian Missions in Nigeria 1841-1891. London: Longmans.

ASHBY REPORT (1960). Investment in Education: The Report of the Commission on Post-School Certificate and Higher Education in Nigeria. Lagos: Federal Ministry of Education.

BARBOUR, K.M., OGUNTOYINBO, J.S., OYENELULARE, J.O.C., and NWAFOR, J.O. (1982). Nigeria in Maps. Sevenoaks: Hodder & Stoughton.

BRAY, M. (1981) Universal Primary Education in Nigeria: A Study of Kano State. London: Routledge and Kegan Paul.

BROMLEY, R. and GERRY, C. (1979). Casual Work and Poverty in Third World Cities. Chichester: John Wiley.

CAMPEAU, P. (1972). Selective Review of the results of research on the use of audio-visual media to teach adults. Strasbourg: Council of Europe.

CHU, G. and SCHRAMM, W. (1968). Learning from Television: What the Research says. Stanford: ERIC.

COOMBS, P.H. (1973). New Paths to Learning for Rural Children and Youth. New York: International Council for Educational Development.

COMMONWEALTH UNIVERSITIES YEARBOOK, 1983-84. London: Association of Commonwealth Universities.

DANIEL, J.S., STROUD, M.A., and THOMPSON, J.R. (1982). Learning at a Distance: A World Perspective. Edmonton: Athabasca University/International Council for Correspondence Education.

DORE, R. (1976b). The Diploma Disease: Education, Qualification and Development. London: George Allen and Unwin.

EDWARDS, E.G. (1982). Higher Education for Everyone. Nottingham: Spokesman.

EVANS, N. (1980). Education Beyond School. London: Grant McIntyre.

FAFUNWA, A.B. (1974). History of Education in Nigeria. London: George Allen and Unwin.

FAURE, G. et. al. (INTERNATIONAL COMMISSION ON THE DEVELOPMENT OF EDUCATION) (1972). Learning to Be: the world of education today and tomorrow. Paris: UNESCO.

FILSTEAD, W.J. (1971). Qualitative Methodology: First Hand Involvement with the Social World. Chicago: Markham Publishing Company.

FORDE, D. (1956). Efik Traders of Old Calabar. London: Oxford University Press.

GRAHAM, S.F. (1966). Government and Mission Education in Northern Nigeria 1900-1919 with special reference to the works of Hans Vischer. Ibadan: Ibadan University Press.

GOODE, W.J. and HATT, P.K. (1952). Methods in Social Research. New York: McGraw Hill.

HARRISON, P. (1981). Inside the Third World: The Anatomy of Poverty. Harmondsworth. Penguin.

HAWES, H.W.R., THOMPSON, F.A., and ALEYIDEINO, S.C. (1970). Report of the Committee appointed to review the operation of TISEP. Zaria: Institute of Education: Ahmadu Bello University.

HOLMBERG, B. (1981a). Status and trends of distance education. London: Kogan Page.

HUSEN, T. (1979). The School in Question. Oxford University Press.

JENCKS, C. et al (1972) Equality and Inequality: A Re-assessment of the effect of family and schooling on America. Harmondsworth: Penguin.

KARABEL, J., and HALSEY, A.H. (1977). Power and Ideology in Education. New York: Oxford University Press.

KAYE, A., and RUMBLE, G. (1981). Distance Teaching for Higher and Adult Education. London: Croom Helm.

LATHAM, A.J.H.(1973). Old Calabar, 1600-1891, The Impact of the International Economy Upon a Traditional Society. London: Oxford University Press.

LENGRAND, P. (1970). An Introduction to Life-Long Education. Paris: UNESCO.

LEWIS, L.J. (1954). Education Policy and Practice in British Tropical Areas. Edinburgh: Nelson.

MACFARLANE, D.M. (1946). Calabar, The Church of Scotland Mission. London: Thomas Nelson and Sons.

MACKENZIE, N., POSTGATE, R., and SCUPHAM, J. (1975), Open Learning: Systems and Problems in Post-Secondary Education. Paris: UNESCO.

McNEIL, R.J., and SEASHORE, S.E. (1971). Management of the Urban Crisis. New York: Free Press.

NDUKA, O. (1964). Western Education and the Nigerian Cultural Background. Ibadan: Oxford University Press.

NWAGWU, N.A. (1976). Universal Primary Education in Nigeria: Issues, Prospects and Problems. Benin City: Ethiope Publishing Corporation.

OGUNSOLA, A.F. (1974). Legislation and Education in Northern Nigeria. Ibadan: Oxford University Press.

OLALOKU, F.A. (1979). Structure of the Nigerian Economy. The MacMillan Press/The University of Lagos Press.

PEIL, M. (1972). The Ghanaian Factory Worker. Industrial Man in in Africa. Cambridge UNiversity Press.

PEIL, M., MITCHELL, P.K. and RIMMER, D. (1982). Social Science Research Methods: An African Handbook. London: Hodder and Stoughton.

PENTZ, M.J. and NEIL, M.W. (1981). Education of Adults at a distance. London: Kogan Page/The Open University Press.

PERRY, W. (1972) The Early Development of the Open University. Report of the Vice-Chancellor, January 1969 - December 1970. Milton Keynes. The Open University Press.

PERRY, W. (1974) Higher Education for adults: where more means better. Cambridge University Press.

PERRY, W. (1976) Open University: A Personal Account by the first Vice-Chancellor. Milton Keynes. The Open University Press.

RIMMER, D. (1984) The Economies of West Africa. London: Weidenfeld and Nelson.

ROGERS, J. and GROOMBRIDGE, B. (1976). Right to learn: The Case for Adult Equality. London: Arrow Books.

RUDDOCK, R. (1980). Perspectives on Adult Education. Manchester Monographs, No. 2.

RUMBLE, G. and HARRY, K. (1982). The Distance Teaching Universities. London: Croom Helm.

SCHRAMM, W. (1973). Big Media, Little Media. Washington: AID Studies in Educational Technology.

SCOTTISH EDUCATION DEPARTMENT (1982). Distance No Object: Examples of Open Learning in Scotland. Edinburgh: HMSO.

SEWART, D., KEEGAN, D. and HOLMBERG, B. (1983). Distance Education: International Perspective. London: Croom Helm.

STOLPER, W.F. (1966). Planning Without Facts: Lessons in Resource Allocation from Nigeria's Development. Harvard University Press.

TAIWO, C.O. (1980). The Nigerian Education System: Past, Present and Future. Lagos: Thomas Nelson.

THE WORLD BANK (1984). Towards Sustained Development in Sub-Saharan Africa. Washington D.C. : The International Bank for Reconstruction and Development.

THE WORLD OF LEARNING, 1984-85. London: Europa.

TRENAMAN, J.M. (1967) Communication and Comprehension. London, Longmans.

TURABIAN, K.L. (1982). A Manual for Writers of Research Papers, Theses, and Dissertations London: Heinemann.

TUNSTALL, J. (1974). The Open University Opens. London: Routledge and Kegan Paul.

UNESCO (1980). Worldwide Inventory of Non-Traditional Post-Secondary Educational Institutions. Paris: UNESCO.

VAN der VOORT, T.H.A. (1975). A Survey of Researches. The Hague, Stichting not.

WEDEMEYER, C.A. and NAJEM, R.E. (1969). AIM: From Concept to reality - the Articulated Instructional Media Programme at Wisconsin. Syracuse University Press.

WEDEMEYER, C.A. (1981). Learning at the Backdoor: Reflections on Non-Traditional Learning in the Lifespan. Madison: University of Wisconsin.

YOUNG, M., PERRATON, H,, JENKINS, J. and DODDS, T. (1980) Distance Teaching for the Third World: The Lion and the Clockwork Mouse. London: Routledge and Kegan Paul.

B. Main Journals Consulted

ADULT EDUCATION, Leicester: N.I.A.C.E.

AFRICAN AFFAIRS, London: Royal African Society.

DISTANCE EDUCATION, Darling Downs Institute Press, Toowoomba, Australia.

BULLETIN OF THE NATIONAL UNIVERSITIES COMMISSION, Lagos; National Universities Commission.

NATIONAL UNIVERSITIES COMMISSION OCCASIONAL PUBLICATIONS. Washington D.C. : National Universities Commission.

OPEN HOUSE. Milton Keynes. The Open University.

SCOTTISH JOURNAL OF ADULT EDUCATION. Edinburgh: S.I.A.E.

TEACHING AT A DISTANCE. Milton Keynes: The Open University.

TEACHING AT A DISTANCE INSTITUTIONAL RESEARCH REVIEW. Milton Keynes: The Open University.

THE JOURNAL OF THE NIGERIAN NATIONAL COUNCIL FOR ADULT EDUCATION. Ibadan: NNCAE.

THE LISTENER, London.

TIMES HIGHER EDUCATIONAL SUPPLEMENT, London.

C. Articles and Conference Papers

AFIGBO, A.E. (1968) 'The Background to the Southern Nigerian Education Code of 1903', Journal of the Historical Society of Nigeria, Vol. IV, No. 2, (June, 1968).

ANSERE, J. 'The Inevitability of Distance Education in Africa', in DANIEL, J.S. et.al. (1982), op. cit.

BAIYELO, T.D. (1981) 'Open University: The Nigerian experience', in The Punch (21stJuly 1981).

BASKIN, S. (1960) 'Quest for quality', New Dimensions in Higher Education' No. 7, Washington D.C.: Government Printing Office.

BATES, T. (1982a) 'Learning from Audio-visual Media', Teaching at a Distance Institutional Research Review No. 1, Milton Keynes: The Open University Press.

BATES, T. 'Trends in the use of Audio-Visual Media in Distance Education Systems'. In DANIEL, J.S. et al. (1982) op. cit.

BELL, D. 'On Meritocracy and Equality', in KARABEL, J. and HALSEY, A.H. (1977) op.cit.

BENN, C. 'Foreword to EDWARDS, E.G. (1982), op.cit.

CARR, R.J. (1982) 'Distance Education in Pakistan', Scottish Journal of Adult Education, 5, 5. Edinburgh: S.I.A.E.

CARTER, C. 'Not enough higher education and too many universities', in EVANS (1980), op.cit.

CHARNLEY, A.H., OSBORNE, M., and WITHALL, A. (1980), 'Open Learning and Distance Education'. Review of existing research in Adult and Continuing Education, Vol. IV, Leicester: N.I.A.E.

COSGROVE, D. (1982) 'The Role of Distance and Open Learning in Adult and Continuing Education'. In Distance No Object: Examples of Open Learning in Scotland, op.cit.

DIKAU, J. (1982) 'Adult Education - opportunity for new life styles'. Vocational Bulletin, 9, Berlin: European Centre for the Development of Vocational Training.

DODD, J. and RUMBLE, G. (1984) 'Planning New Distance Teaching Universities'. In Higher Education, 13. Amsterdam: Elsevier Science Publishers.

DUNCAN, J. (1982) 'The Evolution of Distance and Open Learning'. In Distance No Object op.cit.

ESCOTET, M.A. (1980) 'Adverse factors in the development of an Open University in Latin America'. PLET, 17, 4.

EZEANI, C. (December 1982) 'Evaluation Procedures in a Distance Teaching System: The Experience from Cosu'. Adult Education in Nigeria, Vol. 7, The Journal of the Nigerian National Council for Adult Education. Ibadan: NNCAE (December, 1982).

FAJANA, A. 'A History of Western Education in Nigeria', in NWAGWU (1976), op.cit.

FARUMBI, Y. (1983) 'Nigerian Television', in African Technical Review, (May 1983).

FIELD, R. and RICHMOND, M. (1978) 'An Experiment in Group Admission to the Open University', Teaching at a Distance, No. 11, Milton Keynes: The Open UNiversity Press.

GOROCHOV, W.A. 'Distance Education in the USSR' in SEWART, D. et.al. (1983).

GUOBADIA, A.I. (1980) 'University Planning in the 1980s', Bulletin of the National Universities Commission, Vol. 2.1 Lagos (January-March 1980).

HARRY, K. 'The Open University, United Kingdom', in RUMBLE, et.al. (1982), op.cit.

HILL, J. (1984) 'Comparing Open University Systems', in Adult Education, 57, 2. Leicester: N.I.A.C.E.

KEEGAN, D. (1980) 'Drop-outs at the Open University', in Australian Journal of Education, 24.

McCLUSKY, H.Y. 'The Adult as a learner', in McNEIL, R.J. and SEASHORE, S.E. (1971), op. cit.

McINTOSH, N.E., WOODLEY, A. and MORRISON, V. (1980). 'Student demand and progress at the Open University - the first eight years', in Distance Education 1.1. Milton Keynes: The Open University Press.

McINTOSH, M. 'On Theory of Independent Study', in SEWART (1983) op. cit.

OJO, G.J. AFOLABI (December 1982) 'Planning for Distance Education: Experience from the proposed Open University system in Nigeria'. Adult Education in Nigeria, 7.

OLUMIDE, CANON A. (December 1982) 'The Place of Distance Learning in Higher Education, with special reference to Nigeria' Adult Education in Nigeria, 7.

OMOLEWA, M. (December 1982). 'Historical Antecedents of Distance Education in Nigeria, 1887-1960'. Adult Education in Nigeria,7.

ORIVIEL, F. and JAMISON, D.T. 'Cost-effectiveness of distance teaching for school equivalency'. In DANIEL, J.S. et. al. (1982), op.cit.

OSUNTOKUN, A. (1982) Expansion of University Education in Nigeria - Occasional publications of the National Universities Commission, Vol. 1,1 Washington D.C.: National Universities Commission.

OYOVBAIRE, S.E. (January 1983) 'Structural change and political process in Nigeria', African Affairs, The Journal of the Royal African Society, Vol. 82, No. 326, London.

PAGNEY, B. 'What advantages can conventional education derive from correspondence education?' in SEWART (1983) op.cit.

PERRATON, H. 'Distance Teaching North/South, in DANIEL, J.S. et al. (1982), op.cit.

PERRATON, H. 'A Theory for Distance Education' in SEWART, D. et al., (1983), op.cit.

PERRY, W. (1978) 'Teaching and Learning at a distance: The experience of Britain's Open University'. Westbrook Memorial Lecture. Vancouver: The University of British Columbia.

PERRY, W. 'The growth of distance learning', in PENTZ, M.J. et al. (1981), op.cit.

PETERS, O. 'Distance Education and Industrial Production: A Comparative Interpretation in Outline', in SEWART, D. et al. (1983), op.cit.

PHYTHIAN, T. and CLEMENTS, M. (1982) 'Drop-out from third level mathematics courses'. Teaching at a Distance, No. 21, Milton Keynes: The Open University Press.

PRESTON, H. (1981) 'My Era at Ibadan: Experience, Reflections and Views', in TAMUNO, T.N. (ed.), Ibadan Voices, Ibadan University Press.

RANDE, H. (1982) 'The Norwegian State Institute for Distance Education', The Use of Media in Adult Education, 18. Copenhagen: European Bureau of Adult Education.

ROBINSON, J. (1972) 'The Open University as a co-operative enterprise'. Adult Education, Vol. 44, No. 5, N.I.A.E.

RUMBLE, G. 'Economies and cost structures', in STEWART (1983), op.cit.

RUSQUE-ALCAINO, J. and BROMLEY, R. 'The Bottle Buyer: an occupational autobiography, in BROMLEY and GERRY (1979), op.cit.

SINGH, B. 'Distance education in developing countries: the need for central planning', in DANIEL (1982) op.cit.

THORPE, M. (1983) 'Reviews', in Distance Teaching, No. 24, Milton Keynes: The Open University Press.

WAGNER, L. (1977) 'The economies of The Open University re-visited', Higher Education, 6.

WEDEMEYER, C.A. (1974) 'Characteristics of open learning systems'. Open Learning System. Washington D.C.: National Association of Educational Broadcasters.

WHITEHEAD, P. (May, 1984) 'Crisis at the Open University? The Listener, 5.

D. Government Publications

NIGERIA

BORNO STATE GOVERNMENT (1975) Third National Development Plan 1975-80 Maiduguri: Government Printer

BORNO STATE GOVERNMENT (1981) Fourth National Development Plan 1981-85 Maiduguri: Government Printer.

BORNO STATE GOVERNMENT (1984) Report of the Panel on Education Review: Findings and Recommendations. Maiduguri: Government Printer (June, 1984).

BORNO STATE GOVERNMENT (1984) Government White Paper on the Report of the Panel on Education Review in Borno State: Maiduguri: Governor's Office (December 1984).

BORNO STATE MINISTRY OF EDUCATION (1983). Education in Borno State: A Brief. Maiduguri: Government Printer.

BORNO STATE STATISTICS DIVISION (1982) Population Projections. Maiduguri: Ministry of Economic Development.

CROSS RIVER STATE (1984) Statistical Digest. Calabar: Ministry of Economic Development.

FEDERAL DEPARTMENT OF INFORMATION (1982) Nigeria 1982, Lagos: Federal Government Printer.

FEDERAL ELECTORAL COMMISSION (1983) Voters List, Lagos: FEDECO.

FEDERAL MINISTRY OF EDUCATION (1983). Directory of Post-Primary Institutions in Nigeria, 1980-81 , Lagos: Federal Government Printer.

FEDERAL OFFICE OF STATISTICS (1981) Digest of Statistics Vol. 28, Lagos: Federal Government Printer.

FEDERAL OFFICE OF STATISTICS (1982) Projected 1981-86 Population by States of Nigeria. Lagos: Federal Government Printer.

FEDERAL REPUBLIC OF NIGERIA (1970) Second National Development Plan 1970-74. Lagos: Federal Ministry of Economic Planning.

FEDERAL REPUBLIC OF NIGERIA (1975) Third National Development Plan Lagos: Federal Ministry of Economic Planning.

FEDERAL REPUBLIC OF NIGERIA (1977). Correspondence Education (Registration Decree No. 11) Lagos: Federal Ministry of Education.

FEDERAL REPUBLIC OF NIGERIA (1977) National Policy on Education. Lagos: Federal Government Printer.

FEDERAL REPUBLIC OF NIGERIA (1979) The Constitution of the Federal Republic of Nigeria. Lagos: Federal Government Printer.

FEDERAL REPUBLIC OF NIGERIA (1981) Approved Recurrent and Capital Estimates 1981. Lagos: Federal Government Printer.

FEDERAL REPUBLIC OF NIGERIA (1981) National Policy on Education (revised). Lagos: Federal Government Printer.

FEDERAL REPUBLIC OF NIGERIA (1983) National Open University Act Lagos: Federal Government Printer.

NATIONAL MANPOWER BOARD (1984) Annual Report. Lagos: Federal Government Printer.

NATIONAL OPEN UNIVERSITY (1984) Enrichment Lectures Programmes. Lagos: Federal Government Printer.

NATIONAL POPULATION BUREAU (1984) Nigerian Fertility Survey 1981-82. Principal Report Vol. 1, Lagos: N.P.B.

NATIONAL UNIVERSITIES COMMISSION (1984). The National Universities Systems and the Fourth National Development Plan. Lagos: N.U.C.

PRESIDENTIAL PLANNING COMMITTEE (1981a) Report of the Presidential Planning Committee on an Open University System in Nigeria. Lagos: National Assembly Press.

PRESIDENTIAL PLANNING COMMITTEE (1981b) Report of the Presidential Planning Committee on an open university system in Nigeria. Part Two. Lagos: National Assembly Press.

QUARTERLY BULLETIN OF LABOUR STATISTICS 1981 - 1 & 2 (1983) Lagos: Federal Ministry of Employment, Labour and Productivity.

U. K.

ASQUITH , et.al. (1945) The Report of the Commission on Higher Education in the Colonies. London: HMSO.

ELLIOT et.al. (1945). The Report of the Commission on Higher Education in West Africa. London: HMSO.

ROBBINS, et. al.(1963). The Report of the Committee on Higher Education. London, HMSO.

UNITED KINGDOM (1966) A University of the Air (Government White Paper). London: HMSO.

VENABLES, et.al. (1969) The Open University. Report of the Planning Committee to the Secretary of State for Education and Science. London: HMSO.

E. Reports, Newspaper Reports and Miscellaneous Publications

ABDULLAHI, I.Y. (1984) 'The Cost of Free Education' in Daily Times (12th March 1984)

ADIGUN, M. (1985) 'Oil dominence in Nigeria's earnings', in West Africa, No. 3530 (22nd April 1985).

ADULT EDUCATION AND GENERAL EXTENSION SERVICES UNIT (1976) Third Report to the General Extension Services Board, Zaria: Ahmadu Bello University.

ALIYU, Y. (1983) 'Stop the rot', in New Nigerian (9th November 1983).

ANAMBRA BROADCASTING CORPORATION (1980), Two decades of Progress. Enugu: ABC.

ANGO ABULLAHI, (Professor and Vic-Chancellor of Ahmadu Bello University, Zaria) 'Summer Part-time Courses cheaper than open university', in New Nigerian, (18th July, 1983).

BROADCASTING COMPANY OF NORTHERN NIGERIA (1972) Tenth Anniversary, 1962-1972. Kaduna: Gbadaki Press.

BUHARI, MAJOR GENERAL, MUHAMMADU (1984), 'Budget of Revival' in New Nigerian (8th May 1984).

CHOLLOM, M.J. 'Teaching Literacy by Television', in Adult Education and General Extension Services Unit (1976) op. cit.

HENSHAW, S. (1984), 'Teachers In-Service - Training in Cross River State', in The Chronicle, No. 3064, Calabar (25th April 1984).

HORLOCK, J.H. (1982) 'More courses needed', in SESAME, No. 83, Milton Keynes, The Open University.

HORLOCK, J.H. (1983), Report of the Vice-Chancellor, Milton Keynes: The Open University.

JOINT ADMISSIONS AND MATRICULATION BOARD (1984), Guidelines for Admissions to first degree courses in Nigerian Universities: Brochure 1984-85 Session, Lagos: Pacific Printers.

MABOGUNJE, A. (1985), 'Population and Development in Nigeria, in West Africa, No. 3530 (22nd April 1985).

MARINHO, F.R.A. (1985) 'Nigeria: a regenerative or vegetative exisence? In West Africa, No. 3548 (12th August 1985).

MUTUAH, F.A. (1984) '11th Valedictory ceremony for correspondence and part-time students of Ahmadu Bello University', in Daily Times (24th September, 1984).

NATIONAL ELECTRIC POWER AUTHORITY (1982) Is NEPA really that bad? A publication by the Public Relations Department of NEPA, Lagos (5th July, 1982).

NATIONAL TEACHERS INSTITUTE (1983) 'Un-trained teachers and Nigerian Pupils', in Daily Times (22nd December, 1983).

OJO, G.J. AFOLABI (1982) '₦75 million needed for the first five years', in Daily Times 13th December, 1982).

OPEN UNIVERSITY (1984) Pocket Guide to OU Figures, Milton Keynes: The Open University.

OPEN UNIVERSITY (1985) Information Sheet No. 1: History, Present Position and Future Outlook, Milton Keynes, The Open University.

SHAGARI, PRESIDENT, S. (1982) Budget Speech presented to the National Assembly by President Shehu Shagari on 16th December, 1981. In Full Marks for Shagari, published by the Department of Information, Lagos: Federal Government Printer, (4th October, 1982).

THE GUARDIAN (1985)' Success Report fails to save the Open University from cash axe', Manchester (28th February, 1985).

UMOZURIKE, U.O. (1984) 'Law as an instrument for social change'. In The Chronicle (25th April, 1985).

UNIVERSITY OF CALABAR (1982) Calendar 1982-83, Calabar: Centaur Press.

VENABLES, P. (1976) Report of the Committee on Continuing Education, Milton Keynes, The Open University.

2. Unpublished Material

A. Unpublished Theses
(Doctoral Theses)

ABOBA, D. (1979). The Nigerian Press Under Military Rule. Ph.D. Thesis, State University of New York, Buffalo.

BASANEZ, E.S. (1978). A Model For Utilizing Educational Television for Higher Education. Ed. D. Thesis, The Louisiana State University.

DANSKIN, E.S. (1981). The Open University as a route to higher education in the developing countries: The case of Ramkhamhaeng University, Thailand. Ph.D. Thesis, London University, Institute of Education.

HARBER, C.R. (1982). Political Socialisation in primary and secondary education in Kano State, Nigeria. Ph.D. Thesis, Centre of West African Studies, University of Birmingham.

KIYANJUI, K. (1979). The Political Economy of Educational Inequality: A Case Study of the roots of educational inequality in colonial and post-colonial Kenya. Ed.D. Thesis, Harvard University.

MENSAH, E.A. (1980). Organized Communication in University-based adult education in Ghana. Ph.D. Thesis, Cornell University.

MMOBUOSI, I.B. (1983). The Problems of the Re-entrant In the Transfer of Learning to Public Service Organizations In Nigeria. Ph.D. Thesis, University of Glasgow Department of Management Studies.

MURRAY, D.R. (1980). A Critical Review of Practices Within the professional field of Educational Communications and Instructional Technology, Ed.D. Thesis, Boston University.

OGUNLADE, F.O. (1982). Differential Trends in The Development of Western Education In Nigeria: The Case of the Middle Belt. Ph.D. Thesis, Centre of West African Studies, University of Birmingham.

RUDDELL, D.F. (1979). Vocationalising Ghana's Schools: Purpose and Product. Ph.D. Thesis, University of Birmingham.

STANLEY, J.M. (1980). Migrant Settlement in West Africa: the case of Ayija, Kumasi. Ph.D. Thesis, University of Glasgow, Department of Social and Economic Research.

(Master Theses)

ADAMU, A.T. (1979). Western education, Political power and cleavage in Northern Nigeria 1900-1960: A Study in the political history of colonialism. M.A. dissertation, Centre of West African Studies, University of Birmingham.

ADEDOJA, O. (1984). The relevance of distance methods of education of adults in Nigeria. M.Ed. dissertation, University of Birmingham.

OKONLAWON, O.A. (1975). The Social effects of Western education in Nigeria: an analysis of opinions. M.Sc. dissertation, Centre of West African Studies, University of Birmingham.

SHARP, A.I. (1979). Educational backwardness in Sokoto State: a historical, cultural and psychological interpretation. M.Ed. dissertation, University of Birmingham.

B. Other Sources

BAIKIE, A. (1982). Constitutional Provision for Education. A Keynote address to the Second Graduation Ceremony of Borno State College of Education, Maiduguri (21st January, 1982).

FAGBULU, A.M. (1983). The Search for Adaptation and Innovation in Nigerian Education: 1960-1982. Paper presented at the National Conference on Nigeria since independence, Zaria: Ahmadu Bello University (28th - 31st March, 1983).

MACKENZIE, R.J. (1976). Multi-media distance teaching in the Northern States. Paper presented at Adult Education Research Seminar, Centre for Adult Education and Extension Services, Ahmadu Bello University, Zaria (25th May, 1976).

MADUKA, V.I. (1984). Managing a Third World Television Network: A Nigerian Experience. Paper presented at the Commonwealth Institute, African Television Conference, London (28th-30th November 1984) by the Director-General of the Nigerian Television Authority.

NATIONAL TEACHERS INSTITUTE (1983). Management and Financing Study Centres. A report presented to N.T.I. Council at its meeting held at Kaduna on 7th June, 1983.

NATIONAL TEACHERS INSTITUTE (1984). Field Services: an innovative approach to teacher education, Kaduna: N.T.I.

NIGERIAN TELEVISION AUTHORITY (1982). Digest - Establishment and Audience Survey. Lagos: NTA.

NSAN, E. (1985). Population and Development. A Keynote address delivered by the Minister of Health to a Plan of Action Workshop on Population and Development for Nigeria, held in Lagos on 5th March, 1985.

ONABAMIRO, S.D. (1983). Education in Nigeria since independence. (Xerox copy). Lagos: Federal Ministry of Education.

VANCHEESWARAN, R. (1984). Viewpoints on education in Borno State. Paper submitted to a Panel on Education Review in Borno State at Maiduguri on 9th April, 1984.

WANIKO, S.S. (1961). Lugard's Educational Policy in Nigeria, 1900-1906 and 1912-1918 (Xerox copy). Kaduna: NNAI.

Appendix 1.1

POLICY MAKERS INTERVIEW QUESTIONNAIRE

Nigerian Television Authority
Private Mail Bag 1487
Maiduguri, BORNO STATE
NIGERIA

Date

Dear Sir / Madam

NATIONAL OPEN UNIVERSITY QUESTIONNAIRE PHASE ONE (NOUQ - 1)

I am an indigene of Borno State studying for my PhD at the University of Glasgow, Scotland on the sponsorship of the Nigerian Television Authority.

May I ask for your help in a survey I am making? I am trying to find out a few important facts about Nigeria and the Open University system and what people in your position want to see done.

Your own opinion on the system will enable the survey to find out important facts about the prospects and problems of home-based study in our country.

I should be most grateful for your help in answering the attached questionnaire which will take about half an hour. I hope to interview you personally. However, if you prefer to complete the questionnaire yourself, it would be my pleasure to call again later today or tomorrow to collect it. Please treat as urgent.

Thank you for your help.

Yours faithfully

Madu G Mailafiya

NATIONAL OPEN UNIVERSITY QUESTIONNAIRE PHASE ONE (NOUQ - 1)

(by Madu G Mailafiya)

SCHEDULE I : POLICY MAKERS

VAR 1 Respondent's No .....

NAME OF RESPONDENT .....

LOCATION .....

ADDRESS .....

.....

Time Begun .....

Finished .....

Phone .....

SECTION I : (OU NEED)

I would like to ask you about a number of issues concerning the Open University system you have already heard a lot about.

VAR 2 First of all, in your opinion, does Nigeria need an Open University ? (Tick one)

1 Yes ..... ☐

2 No ..... ☐

3 D K ..... ☐

4 M V .....

VAR 3 Which of the following Open University models do you consider more appropriate for Nigeria ? (Tick one)

1 A National autonomous open university with National Headquarters, State and Local Study Centres in each state ..... ☐

2 State Open University Colleges for basic and vocational

education .....☐

3 Open University Departments operating within existing universities .....☐

4 National Open College for secondary and technical education ... ...☐

VAR 4 What are the reasons for the model selected ?

1 Use central facilities to create more access to off-campus university education .....☐

2 Give priority to state needs for basic and vocational education .....☐

3 Operate within existing universities to save costs..☐

4 Give priority to secondary and technical education ☐

5 Not yet feasible .....☐

6 Don't know .....☐

9 M V .....

VAR 5 (RELEVANCE)

Do you think that an Open University is relevant to the higher educational needs of Nigeria ? (Tick one)

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 6 (H/E)

The National Policy on Education says that education in Nigeria should serve as an instrument for effecting national development. Is education in Nigeria actually fulfilling

those objectives. (Tick one)

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 7 Which of the following descriptions of higher education in Nigeria do you find appropriate ?

1 Relevant (to national needs) .....☐

2 Efficient .....☐

3 Inefficient .....☐

4 Accessible .....☐

5 Elitist .....☐

6 Disappointing .....☐

7 M V .....

SECTION II : (OU FEASIB)

Now I would like to ask your own opinion about a number of issues which some people have identified as the likely problems for the Open University system in Nigeria.

VAR 8 First, do you think an Open University is technically feasible ? (Tick one)

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 9 (TECHPROBS)

What technical problems (if any) do you foresee in the

development of an Open University ?

1 Inadequate infrastructures for energy and communication services .....☐

2 Inadequate facilities for library and other support services .....☐

3 Scarcity of competent academics .....☐

4 Decline in national financial resources .....☐

5 Societal distractions .....☐

6 Poor attitudes to work .....☐

7 Lack of goodwill .....☐

8 Same as faced by any other Nigerian institution ....☐

9 M V .....

VAR 10 If there are problems, do you think they are ? (Tick as approriate)

1 Difficult to handle .....☐

2 Not difficult to handle .....☐

3 Don't know .....☐

9 M V .....

VAR 11 It is projected that when properly launched the National Open University of Nigeria will have the following yearly student admission targets in the first five years :

1st year ..... 10,000 - 15,000 students

2nd year ..... 25,000 - 30,000 students

3rd year ..... 45,000 - 50,000 students

4th year ..... 70,000 - 80,000 students

5th year ..... 90,000 -100,000 students

In your opinion, are the admission targets feasible ? (Tick one)

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 12 Why do you feel so ?

1 Upsurge in population growth, educational enrolments and demand for higher education .....☐

2 Flexible and cheaper higher education alternative ..☐

3 Depression in national economy .....☐

4 Manpower constraints .....☐

5 Inavailability of really qualified candidates .....☐

6 Extreme infrastructural and communication problems .☐

7 Indiscipline and lack of zeal .....☐

8 Scepticism about academic standards .....☐

9 M V.....

VAR 13 How would you describe the planning for the Open University so far ? (Tick one)

1 Adequate .....☐

2 Inadequate .....☐

3 Don't know .....☐

4 M V .....

VAR 14 From your experience, how do you foresee applications being handled by the Open University every year ? (Tick one)

1 Handled efficiently .....☐

2 Handled inefficiently .....☐

3 Handled somehow .....☐

4 Don't know .....☐

9 M V .....

VAR 15 (OU STUDY)

Do you regard Open University study as a method of study that is : (Tick one)

1 A first class way to study .....☐

2 Part-time provision for those who cannot study full-time .....☐

3 A means to be used only as a last resort .....☐

4 Don't know .....☐

9 M V .....

VAR 16 (D/ED)

In your opinion which of the following favours or hinders the development of an Open University system in Nigeria ?

1 Is more difficult to operate .....☐

2 Is inferior to full-time study .....☐

3 Takes a longer time than full-time study .....☐

4 Has recently become acceptable .....☐

5 Has become necessary .....☐

6 Don't know .....☐

9 M V .....

SECTION III : (FUNDMAT)

VAR 17 Do you think that the Federal Government will provide adequate funds for the full development of an Open University system in Nigeria ? (Tick one)

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 18 What are your reasons ?

1 Government should give priority to an Open University as a good and cheap alternative system of higher education .....☐

2 Not possible as a result of the recession .....☐

3 Government should give priority to proper funding of the conventional universities .....☐

4 Don't know .....☐

5 M V .....

VAR 19 What would you like to see done by the Federal Government in financing higher education ? (Tick one)

1 Be more generous to the cause of the Open University☐

2 Be more generous to the traditional universities ....☐

3 Be more generous to both the Open University and traditional universities .....☐

4 Don't know .....☐

9 M V .....

VAR 20 Would you personally be prepared to support the adequate financing of the Open University ? (Tick one)

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 21 (GOODWILL)

To what extent would you personally be prepared to make your own time, staff, building or technical facilities available to an Open University ? (Tick one)

1 Will make available .....☐

2 May consider .....☐

3 Unlikely to make available .....☐

4 Will not make available .....☐

5 Don't know .....☐

6 M V .....

VAR 22 What would you like to see done to ensure that an Open University in Nigeria, operates successfully without financial hazards ?

01 Accord priority to OU as a useful national education programme .....☐

02 Enlist national support and private contribution from the rich and philanthropists .....☐

03 Charge students for tuition and services ... ...☐

04 Engage in consultancy, research and commercial activities .....☐

05 Provide appropriate structure and staff with people of proven integrity .....☐

06 Seek external aid (e.g. World Bank,UNESCO, etc) ....☐

07 Too ambitious for available human and material resources .....☐

09 M V .....

10 Operate within traditional universities.....☐

11 Don't know .....☐

VAR 23 (ACADA)

How do you foresee acceptance of the academic standards of Open University degrees as compared with those of the existing universities ? (Tick one)

1 Higher .....☐

2 Equivalent .....☐

3 Lower .....☐

4 Depends on the products .....☐

5 Depends on the proper organisation of OU .....☐

6 Don't know .....☐

9 M V .....

VAR 24 How do you foresee students progress to success in the Open University ? (Tick one)

1 Most students are likely to stay on and complete courses successfully .....☐

2 Most students are likely to drop-out .....☐

3 Depends on the successful operation and acceptance of the OU .....☐

4 Don't know .....☐

9 M V .....

VAR 25 (JOBOPP)

Personally, how would you rate the employment chances of graduates of an Open University, compared with those from the residential universities ? (Tick one)

1 Higher than other graduates .....☐

2 Same as other graduates .....☐

3 Lower than other graduates .....☐

4 Depends on the successful operation and acceptance of

OU .....☐

5 Don't know .....☐

9 M V .....

SECTION IV : (COURSES)

VAR 26 What courses should the Open University in Nigeria offer ? (Tick one)

1 Offer mainly degree courses .....☐

2 Offer mainly university remedial courses to prepare candidates for entry into universities .....☐

3 Offer mainly courses for basic Secondary and Vocational education .....☐

4 Offer mainly courses for professional upgrading of workers .....☐

5 Offer a combination of degree courses, pre-degree and professional upgrading courses .....☐

6 Offer a combination of non-degree level courses ....☐

7 Don't know .....☐

9 M V .....

VAR 27 Should an Open University system offer the same courses as the conventional universities ? (Tick one)

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 28 In your opinion, what student body should Open University courses aim at ? (Tick one)

1 A very large number of students per course .....☐

2 A similar number of students as in the existing universities .....☐

3 A small number of students .....☐

4 Determined by needs of the internal economy .....☐

5 Don't know .....☐

9 M V .....

SECTION V : (POTENCANDS)

VAR 29 Do you know of anybody who might be interested in studying in the Open University ? (Tick one)

1 Yes .....☐

2 No .....☐

VAR 30 How many potential Open University students do you know ?

1 Will personally enrol .....☐

2 Ten .....☐

3 Twenty .....☐

4 Thirty .....☐

5 Forty .....☐

6 Fifty .....☐

7 Over 100 .....☐

8 Don't know .....☐

9 M V .....

VAR 31 Among your children or the children of your relations, friends, neighbours or your staff, are there any who are qualified, but have not found a place in the existing universities ? (Tick one)

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 32 (ENTRY)

Do you believe that there should be a minimum qualification to get a place in the Open University ? (Tick one)

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 33 What should be the basis for deciding who can benefit from Open University courses ?

1 Same minimum university entry qualifications as the conventional universities .....☐

2 Flexible to be really open to all capable and motivated .....☐

3 Based on considerations for remedying uneven development of education .....☐

4 Don't know .....☐

9 M V .....

VAR 34 (TARGET)

What groups in the society should benefit from Open University courses ?

1 All capable adults and working people .....☐

2 Only teachers, lower and middle level manpower .....☐

3 Secondary school leavers and drop outs needing remedial education .....☐

4 Housewives and house-bound individuals .....☐

5 Surplus qualified but unplaced university candidates ☐

6 Don't know .....☐

9 M V .....

VAR 35 Personally, do you believe that there will be sufficient candidates participating in an Open University system in Nigeria ? (Tick one)

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

VAR 36 (QUOTA)

In your opinion, is quota system of admission needed in an Open University in Nigeria ? (Tick one)

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 37 Why do you think so ?

1 Guarantees equity for balanced national and educational development .....☐

2 Defeats the Open University concept and purpose ....☐

3 Lowers academic standards .....☐

4 Don't know .....☐

9 M V .....

VAR 38 (OU IMBAL)

In your opinion, how best can an Open University meet the needs of the educationally disadvantaged states and those of the educationally advanced states of the Federation ?

1 Assist both areas proportionately .....☐

2 Give special consideration to the educationally disadvantaged areas .....☐

3 Likely to widen educational gap .....☐

4 Don't know .....☐

9 M V .....

VAR 39(MEN/WOMEN)

As a husband, would you allow your wife to study in an Open University ? (Tick one)

1 Yes .....☐

2 No .....☐

3 Not applicable (female) .....☐

4 Don't know .....☐

9 M V .....

VAR 40 (WOMEN/OU)

As a lady, would you be prepared to undertake further studies with an Open University or encourage other women to study through the Open University system ? (Tick one)

1 Yes .....☐

2 No .....☐

3 Not applicable (male) .....☐

4 Don't know .....☐

9 M V .....

VAR 41 For what reasons would you recommend or not recommend Open University to women ?

1 Bring about equality in the sexes .....☐

2 A good higher educational alternative for women ....☐

3 Inappropriate educationally .....☐

4 Time consuming .....☐

5 Not Applicable (Male) .....☐

9 M V .....☐

SECTION VI : (OU STATES)

VAR 42 What are the immediate educational needs of your State ?

1 Restoration of lost educational standards .....☐

2 Elimination of hostility to Western education.....☐

3 Acceleration of science and technology education ...☐

4 Proper funding of all aspects of education .....☐

5 Production of more university graduates .....☐

6 Production of more trained teachers .....☐

7 Expansion of mass literacy and functional education ☐

8 Can't speak for State .....☐

9 M V .....

VAR 43 Do you have any particular expectations of what an Open University can do for your state ? (Tick one)

1 Yes .....☐

2 No .....☐

3 Can't speak for State .....☐

4 Don't know .....☐

9 M V .....

VAR 44 If 'yes', precisely what do you expect an Open University to do for your State ?

1 Run remedial programmes to up-grade more people to higher education .....☐

2 Provide extra opportunities for increased access to higher education .....☐

3 Help produce more university graduates .....☐

4 Expand mass adult literacy and functional education ☐

5 Help train more teachers .....☐

6 Can't speak for State .....☐

7 Don't know .....☐

9 M V .....

VAR 45 Where in your state is the National Open University operating ?

1 In State capital .....☐

2 None .....☐

3 Don't know .....☐

9 M V .....

VAR 46 Is there any evidence that there will be a lasting demand in your State for an Open University ? (Tick one)

1 Yes .....☐

2 No .....☐

3 Can't speak for State .....☐

4 Don't know .....☐

9 M V .....

VAR 47 What are your reasons?

1 Upsurge in demand for university education .....☐

2 Growing awareness among workers for intellectual development .....☐

3 No zeal for education .....☐

4 Can't speak for State .....☐

5 Educationally backward to take full advantage .....☐

6 Don't Know .....☐

7 M.V. .....

VAR 48 SUPPORT

What is your State prepared to do for an Open University to

succeed ?

1 Provide moral and material support .....☐

2 Provide mainly moral support .....☐

3 Provide mainly physical infrastructures .....☐

4 Unlikely to do much .....☐

5 Can't speak for State .....☐

6 Don't know .....☐

9 M V .....

SECTION VII : (MEDIA)

VAR 49 Which medium or combination of media do you favour for an Open University system in Nigeria ?

1 A combination of all available media .....☐

2 A combination of all media except newspapers .....☐

3 A combination of all media except video and film ...☐

4 Use only radio, TV and correspondence tuition .....☐

5 Use only TV and correspondence tuition .....☐

6 Use only correspondence tuition .....☐

7 Don't know .....☐

8 Use only radio and correspondence tuition .....☐

9 M V .....

VAR 50 (MEDIA ED)

In your opinion, do the programmes of our radio and television services encourage education ?

1 Both radio and television encourage education .....☐

2 Only radio encourages education .....☐

3 Only television encourages education .....☐

4 Both do not encourage education .....☐

5 Don't know .....☐

9 M V .....

VAR 51 In which way does broadcasting encourage education ?

1 Expose people to new ideas and new perspectives ...☐

2 Too inclined towards entertainment .....☐

3 Too many imported programmes .....☐

4 Poor production and reception .....☐

5 Don't know .....☐

6 M V .....

VAR 52 (STANDARDS)

How would you describe the standards of radio and television programmes in Nigeria ?

1 Excellent radio and television standards .....☐

2 Good radio and television standards .....☐

3 Fair radio and television standards .....☐

4 Poor radio and television .....☐

5 Very poor radio and television .....☐

6 Radio, performs better than television .....☐

7 Television performs better than radio .....☐

8 Don't know .....☐

9 M V .....

VAR 53 How much air time do you wish see allocated to Open University programmes on the existing radio and television services ?

1 Less than 5 hours daily .....☐

2 At least 5 hours daily .....☐

3 More than 5 hours daily .....☐

4 To be determined by the type and number of courses offered .....☐

5 Provide separate channel(s) for education .....☐

6 M V .....

VAR 54 On which channel or channels would Open University programmes be more meaningful to interested Nigerians ? (Tick below)

1 All available radio and television channels .....☐

2 Only radio and television network channels .....☐

3 Only television network channel .....☐

4 Only radio network channel .....☐

5 Radio and television channels based in the States ..☐

6 Zonal radio and television channels .....☐

7 Separate educational radio and television (ETV) ....☐

8 Don't know .....☐

9 M V .....

VAR 55 (OUIMPIL)

In your opinion, will an Open University system have implications for broadcasting in Nigeria ? (Tick one)

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 56 What implications do you foresee ?

1 Challenge broadcasting to be more efficient .....☐

2 Require broadcasting to play a greater role in education .....☐

3 Broaden intellectual horizons of broadcasters .....☐

4 Necessitate separate network channels for education ☐

5 Interfere with slots for popular programmes .....☐

6 Existing channels should cope .....☐

7 Don't know .....☐

9 M V .....

VAR 57 In your opinion, does an Open University need to establish its own radio and television services ? (Tick one)

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 58 (OWN MEDIA)

What reasons would you give ?

1 For efficiency and self-reliance of OU .....☐

2 Too expensive to undertake .....☐

3 Not necessary .....☐

4 Not feasible .....☐

5 Don't know .....☐

9 M V .....

SECTION VIII : (COMMSPERTS)

VAR 59 As a media policy-maker, how much air time would you personally be prepared to allocate for Open University programmes daily ?

1 1 hour daily .....☐

2 1 1/2 hours daily .....☐

3 2 hours daily .....☐

4 More than 2 hours daily .....☐

5 Separate educational channel .....☐

6 N/A (not media expert) .....☐

7 Don't know .....☐

9 M V .....

VAR 60 Are you prepared to allocate air time for Open University programmes during prime broadcasting time ?

1 Yes .....☐

2 No .....☐

3 N/A .....☐

4 Don't know .....☐

9 M V .....

VAR 61 Are you prepared to allocate air time for repeat transmission of Open University programmes ?

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 62 (OWN ASSESS)

As a media expert, how would you describe the general quality and the standard of broadcasting in Nigeria ?

1 Excellent .....☐

2 Good .....☐

3 Fair .....☐

4 Poor .....☐

5 Very poor .....☐

6 N/A .....☐

7 Don't know ..... ☐

9 M V .....

SECTION IX : (BACKGROUND DATA)

VAR 63 Sex of Respondent

1 Male ..... ☐

2 Female ..... ☐

VAR 64 Age of Respondent

1 21 to 30 years ..... ☐

2 31 to 40 years ..... ☐

3 41 to 50 years ..... ☐

4 51 to 60 years ..... ☐

5 Over 60 years ..... ☐

VAR 65 Marital status of Respondent

1 Single ..... ☐

2 Married ..... ☐

3 Other (specify) ..... ☐

9 M V .....

VAR 66 Ethnic Group of Respondent

1 Hausa / Fulani ..... ☐

2 Igbo ..... ☐

3 Yoruba ..... ☐

4 Northern Minority Group ..... ☐

5 Southern Minority Group ..... ☐

6 Others (Non Nigerians) ..... ☐

VAR 67 State of origin of Respondent

1 Northern .....☐

2 Eastern .....☐

3 Western .....☐

4 Mid-West, Cross River and Rivers .....☐

5 Others (Non Nigerians) .....☐

VAR 68 Religion of Respondent

1 Islam .....☐

2 Christianity .....☐

3 Other (specify) .....☐

VAR 69 Educational standard of Respondent

1 No formal education .....☐

2 Primary education .....☐

3 Secondary / Teacher Training or equivalent .....☐

4 Diploma / Specialist Training (e.g. NCE, OND, etc).☐

5 Graduate - (Please state subject area e.g. Law, Medicine) .....☐

6 Postgraduate - (Please state subject area) .....☐

9 M V .....

VAR 70 (HOME STUDY)

Have you done any correspondence studies after your formal education ?

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 71 If 'yes', please tick below and also state the name of the College.

1 Nigerian Correspondence College .....☐

2 Correspondence College based in Britain .....☐

3 Correspondence College based in USA .....☐

4 Others (specify).....☐

5 N/A (no experience) .....☐

9 M V .....

VAR 72 What did you study ? (Please list the courses and the purpose)

1 External degree courses.....☐

2 University Matriculation courses .....☐

3 Career / Professional membership / Diploma etc .....☐

4 Leisure / religious studies .....☐

5 Others .....☐

6 N/A .....☐

9 M V .....

VAR 73(OCCUPATION)

Present occupation of Respondent (Please tick and state below your present main occupation)

1 Public sector administrator / manager .....☐

2 Private sector administrator / manager.....☐

3 Education (Academics and educationists) .....☐

4 Armed / Security services .....☐

5 Communications media .....☐

6 Women leaders .....☐

7 Others (mainly retired) .....☐

Appendix 1.2

POTENTIAL OPEN UNIVERSITY CANDIDATES INTERVIEW QUESTIONNAIRE

Nigerian Television Authority
Private Mail Bag 1487
Maiduguri, BORNO STATE
NIGERIA

Date

Dear Sir / Madam

NATIONAL OPEN UNIVERSITY QUESTIONNAIRE PHASE TWO (NOUQ - 2)

I am an indigene of Borno State studying for my PhD at the University of Glasgow, Scotland on the sponsorship of the Nigerian Television Authority.

May I ask for your help in a survey I am making? I am trying to find out a few important facts about Nigeria and the Open University System and what people like you expect from the system.

Your own opinion on the system will enable the survey to find out important facts about the prospects and problems of home-based study in our country.

I should be most grateful for your help in answering the attached questionnaire which will not take much of your time.

Thank you for your help.

Yours faithfully

Madu G Mailafiya

NATIONAL OPEN UNIVERSITY QUESTIONNAIRE - PHASE TWO (NOUQ - 2)

(by Madu G Mailafiya)

SCHEDULE 2 : PROSPECTIVE STUDENTS

VAR 1 Respondents No :.....

NOTE FOR RESPONDENTS AND INTERVIEWERS

Please tick answers in the appropriate space against each question or write down answers in the appropriate spaces where stated.

VAR 2 (OPEN UNIVERSITY)

In your opinion, does Nigeria need an Open University ? (Tick one)

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 3 Which of the following Open University set-up (model) do you consider to be more appropriate for Nigeria ?

1 An independent Open University nationally provided .☐

2 State Open University for basic and vocational education .....☐

3 Open University departments within the existing universities .....☐

4 National Open College for secondary and technical education .....☐

5 Don't know .....☐

9 M V .....

VAR 4 Why did you choose this particular set-up (model) ?

1 Use central facilities to create more access to off-campus university education .....☐

2 Place emphasis on basic and vocational education ...☐

3 Operate within existing universities to save costs .☐

4 Make secondary and technical educaton more accessible☐

5 Not feasible at present .....☐

6 Don't know .....☐

9 M V .....

VAR 5 Do you believe that an Open University is relevant to the higher education needs of Nigeria ?

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 6 Is the existing system of higher education actually fulfilling its obligations to the country ?

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 7 How would you describe the performance or relevance of the existing system of higher education in Nigeria ?

1 Relevant .....☐

2 Efficient .....☐

3 Inefficient .....☐

4 Accessible .....☐

5 Elitist .....☐

6 Disappointing .....☐

9 M V .....

VAR 8 (OPEN UNIVERSITY FEASIB)

Do you think that an Open University system is technically possible in Nigeria ?

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 9 What major problems do you think are likely to affect the development of an Open University system in Nigeria ?

1 Infrastructural and communication problems .....☐

2 Lack of financial resources (recession) .....☐

3 Lack of human resources .....☐

4 Problems of the environmental setting (e.g. politics, tribalism, corruption, examinations / certificate malpractices, crowded accommodation, indiscipline and poor attitude to work) ..... ☐

5 Same as facing any other Nigerian institution .....☐

6 Don't know .....☐

9 M V .....

VAR 10 (DISED)

Do you regard university level distance education as a method of study that is : (Tick one)

1 A first class way to study ? .....☐

2 Part-time education for those who cannot study full-time ? .....☐

3 A means to be used as a last resort ? .....☐

5 Don't know .....☐

9 M V .....

VAR 11 In your opinion, which of the following hinders or favours the development of the Open University system ?

1 Is more difficult to operate .....☐

2 Is inferior to full-time study .....☐

3 Takes a longer time than full-time study .....☐

4 Has recently become acceptable .....☐

5 Has become necessary .....☐

6 Don't know .....☐

9 M V .....

VAR 12 (FUND)

Do you think the Federal Government will provide funds for the full development of a national Open University ?

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 13 What are the reasons for your opinion on funding?

1 A good alternative higher education programme .....☐

2 Recession .....☐

3 Preference for traditional universities .....☐

4 For sometime only arbitrary funding of projects .....☐

VAR 14 (ACADA):

1 In your opinion how are Open University degreees likely

to compare with those of the full-time universities?

1 Higher
2 Equivalent .....☐
3 Lower .....☐
4 Depends on the proper organisation of the Open University and its products .....☐
5 Don't know .....☐
9 M V .....

VAR 15 How do you expect employers to rate the employment chances of Open University graduates compared with those from the full-time universities ?

1 Higher than other graduates .....☐
2 Same as other graduates .....☐
3 Lower than other graduates .....☐
4 Depends on its successful operation and the products ☐
5 Don't know .....☐
9 M V .....

VAR 16 (COURSES)

What courses do you expect an Open University in Nigeria to offer ?

1 Offer a combination of degree courses, pre-university general and vocational education as well as courses for upgrading and updating working adults .....☐
2 Offer mainly courses for upgrading and updating working adults .....☐
3 Don't know .....☐
9 M V .....

VAR 17 (CANDIDATES)

Do you know of people who may be interested in Open University studies ? .....☐

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 18 How many such people do you know ?

1 Ten .....☐

2 Twenty .....☐

3 Thirty .....☐

4 Forty .....☐

5 Fifty .....☐

6 Over 100 .....☐

7 M V .....

VAR 19 (ENTRY)

Should Open University candidates be required to have conventional qualifications before they are admitted ?

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 20 How should admission into Open University courses be decided ?

1 Same minimum university entry qualifications as the conventional universities .....☐

2 Flexible and open to all capable and motivated .....☐

3 Based on quota and other considerations for balanced development of education .....☐

4 Don't know .....☐

9 M V .....

VAR 21 Personally do you believe that there will be sufficient candidates for an Open University in your State ?

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 22 (TARGET)

What groups in the society should benefit from Open University courses ?

1 All capable adults and workers .....☐

2 Only teachers, lower and middle level manpower ....☐

3 Secondary school leavers and drop-outs needing remedial education .....☐

4 Housewives and housebound individuals .....☐

5 Surplus qualified university candidates .....☐

6 Don't know .....☐

9 M V .....

VAR 23 (MEDIA)

How would you describe the relevance of radio and television programmes to the advancement of education in Nigeria ?

1 Excellent radio / TV .....☐

2 Good radio / TV .....☐

3 Fair radio / TV .....☐

4 Poor radio / TV .....☐

5 Very poor radio / TV .....☐

6 Radio performs better than TV .....☐

7 TV performs better than radio .....☐

8 Don't know .....☐

9 M V .....

VAR 24 (HOMESTUDY)

Have you done any correspondence study since leaving school ?

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 25 With what correspondence study college did you or are you studying ?

1 Nigerian Correspondence Colleges .....☐

2 British Correspondence Colleges .....☐

3 American Correspondence Colleges .....☐

4 Australian and other Correspondence Colleges .....☐

5 N/A (no experience in correspondence education) .....☐

9 M V .....

VAR 26 For what did you enrol ?

1 Degree courses .....☐

2 Professional and managerial courses .....☐

3 University matriculation courses .....☐

4 Leisure and religious courses .....☐

5 Others .....☐

6 N/A (no experience in correspondence education) ....☐

9 M V .....

VAR 27 (LOCATION)

Where is the National Open University based in your State ?

1 In the State capital .....☐

2 None .....☐

3 Don't know .....☐

9 M V .....

VAR 28 (MOTIVA)

Are you personally interested in studying through the Open University system ?

1 Interested in studying in Open University .....☐

2 Not interested in studying in Open University .....☐

3 Undecided about studying in Open University .....☐

9 M V .....

VAR 29 Why are you interested in Open University studies instead of going to a full-time university ?

1 Flexible and possible to combine study with work and family obligations .....☐

2 Best hope for those not opportuned .....☐

3 For additional academic pursuits - (mainly higher degree) .....☐

4 Prefer full-time university education .....☐

5 Essential facilities for successful operation are inadequate .....☐

6 Academic pursuits cannot be catered by an Open University .....☐

7 Sceptical about the system .....☐

8 Don't know .....☐

9 M V .....

VAR 30 What subjects are you interested in studying through an Open University?

1 Arts/communication degree programme .....☐

2 Education degree programme .....☐

3 Law degree programme .....☐

4 Natural Science / Technology degree programme .....☐

5 Social and Management Sciences degree programme ....☐

6 Environmental Sciences degree programme .....☐

7 Enrichment / Leisure / Religious Studies only .....☐

8 Sceptical about the system .....☐

9 M V .....

VAR 31 What action have you taken so far towards Open University studies ?

1 Will apply when it is operational .....☐

2 Undecided .....☐

3 Will not apply .....☐

4 Don't know .....☐

9 M V .....

VAR 32 For what reason do you want or do not want Open University studies ?

1 Job or career reasons .....☐

2 Personal development .....☐

3 Satisfying family reasons .....☐

4 Academic pursuits might not be catered by OU .....☐

5 Don't know .....☐

9 M V .....

VAR 33 (OBSTACS)

What do you consider to be the main advantages and problems of an Open University system for Nigeria ?

1 Increased access to higher education for the advancement of knowledge and productivity .....☐

2 Poor infrastructural and communication facilities ..☐

3 Lack of ideal home condition for home study .....☐

4 Fear of poor rating of products .....☐

5 Don't know .....☐

9 M V .....

VAR 34 Do you have any fears about examination leakages and cheating in the Open University ?

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 35 How could examination leakages and cheating be prevented or minimised in an Open University system ?

1 Computerise for efficiency of the system, up-to-date records of enrolled candidates, their departments and performance. Also questions / answers devised and checked by computer (CMA) .....☐

2 Either conduct examinations through external bodies or place emphasis on thesis, projects and general course work rather than examinations .....☐

3 Severely punish people who engage in examinations / certificate malpractices .....☐

4 Maintain highest standards of security .....☐

5 Put people of proven integrity in charge and appeal to the conscience of the users .....☐

6 Unlikely to occur.....☐

7 Difficult in view of flair for cheating and examinations / certificate malpractices .....☐

8 Don't know .....☐

9 M V .....

VAR 36 (LOCATE)

Where do the people you know to be interested in Open University studies live ?

1 In town .....☐

2 Near town .....☐

3 In rural area .....☐

4 Don't know .....☐

9 M V .....

VAR 37 What do they do ?

1 Qualified mature workers .....☐

2 Housewives .....☐

3 Surplus qualified university candidates .....☐

4 Retired or unemployed people .....☐

5 Young school leavers .....☐

6 Don't know .....☐

9 M V .....

VAR 38 (PAY)

Personally are you prepared to pay for Open University studies ?

1 Prepared to pay tuition fees and course expenses ...☐

2 Not prepared to pay for tuition fees and course expenses .....☐

3 Don't know .....☐

9 M V .....

VAR 39 Up to how much would you be prepared to pay yearly towards your education from an Open University system ?

1 High tuition fees and course expenses (N 1,000 +) ..☐

2 Moderate fees and course expenses (N 250 - N 500) ..☐

3 Low fees and course expenses (N 100 - N 250) .....☐

4 Should be free .....☐

5 Not prepared .....☐

6 Don't know .....☐

9 M V .....

VAR 40 (INCA)

What is you annual income ?

1 High income grade (GL12 and above = N 8,000 +) .....☐

2 Middle income grade (GL08 - GL10/1) = N 3,924 - N 7860) .....☐

3 Low income grade (GL01 - GL07 = N 1,520 - N 3,894) .☐

4 Unemployed .....☐

5 Don't know .....☐

9 M V .....

VAR 41 (PASTIMES)

How much of your time is currently spent on other activities apart from your job (e.g. hobbies, social / leisure activities or voluntary work) ?

1 A lot .....☐

2 A little .....☐

3 Practically none.....☐

4 Don't know .....☐

9 M V .....

VAR 42 Do you feel that you are too busy to study in an Open University or do you have time for part-time study ?

1 Too busy to study .....☐

2 Have the time to study .....☐

3 Not prepared to make time to study .....☐

4 Don't know .....☐

9 M V .....

VAR 43 (PEROBSTACS)

What obstacles do you see in the way which will make Open University study difficult for you ?

1 Family obligations and domestic work .....☐

2 Nature of work (emergencies, shift, overtime work, transfer etc) .....☐

3 Inadequate infrastructural and communication facilities .....☐

4 Unstable power supply .....☐

5 Exhorbitant fees and rigid entry requirements .....☐

6 Lack of interest in the system .....☐

7 Problems of environmental setting including examination cheating .....☐

8 None .....☐

9 M V .....

VAR 44 Are you prepared to forego certain non-work activities or hobbies in order to study in the Open University ?

1 Yes .....☐
2 No .....☐
3 Don't know .....☐
4 Have the time .....☐
9 M V .....

VAR 45 What non-work activities will you have to forego for Open University studies ?

1 Playing cards, drafts, ludo, whot etc .....☐
2 Sports, fishing / hunting etc .....☐
3 Cinema going and watching television .....☐
4 Excessive socialising and pleasure - outings (e.g. night-life, drinking and dancing) .....☐
5 Voluntary work .....☐
6 Reading novels and magazines, sewing .....☐
7 Have the time for study .....☐
8 Don't know .....☐
9 M V .....

VAR 46 (RESID)

Do you live in town or outside town ?

1 Live in town .....☐
2 Live outside but near town .....☐
3 Live in rural area .....☐
9 M V .....

VAR 47 (ACCOMM)

In what type of accommodation are you living ?

1 Not self-contained accommodation (a room in somebody's building) .....☐

2 Not self - contained (two rooms in somebody's building) .....☐

3 Self-contained low cost type .....☐

4 A whole house .....☐

5 Other (institutions) .....☐

6 Don't know .....☐

9 M V .....

VAR 48 (FACILIT)

Do you have the following essential public services in your residence ?

1 Electricity and water supply in residence .....☐

2 Only electricity supply in residence .....☐

3 Only water supply in residence .....☐

4 No electricity or water supply in residence .....☐

5 Don't know .....☐

6 In confinement (in institutions).....☐

9 M V .....

VAR 49 (COMMFAS)

Do you or your family possess the following communication facilities ?

1 Radio, television, video, audio-cassette sets and telephone .....☐

2 Radio, television, video and audio recorder .....☐

3 Radio and television sets .....☐

4 Television and video recorder .....☐

5 Television set .....☐

6 Radio set .....☐

7 Audio recorder .....☐

8 None of the communication facilities listed above in the family .....☐

9 M V .....

VAR 50 If you do not have the necessary facilities to follow Open University broadcasts, which of the following would you be prepared to buy for Open University programmes ?

1 Radio, television, video and audio recorder .....☐

2 Radio and television sets .....☐

3 Television set .....☐

4 Radio and audio-cassette recorder .....☐

5 Radio set .....☐

6 Audio video recorder .....☐

7 Not prepared to buy any of the required set(s) .....☐

8 N/A (have the required sets).....☐

9 M V .....

VAR 51 Do you have a friend or a neighbour you can go to for Open University programmes on radio or television ?

1 Have access to somebody's radio and television ....☐

2 Have access to somebody's television .....☐

3 Have access to somebody's radio .....☐

4 No access to radio or television .....☐

5 Don't know .....☐

6 N/A (have the required sets) .....☐

9 M V .....

VAR 52 (PAPER)

How often do you read a newspaper ?

1 Daily .....☐

2 Every other day .....☐

3 Weekly .....☐

4 Fortnightly .....☐

5 Hardly read a newspaper .....☐

6 Do not read at all .....☐

7 Don't know .....☐

9 M V .....

VAR 53 (BOOKS)

What books are you currently reading ?

1 Wide ranging (reference books, journals, biographies, novels and religious publications etc).....☐

2 Mainly books and journals pertaining to area of specialisation .....☐

3 Mainly novels and magazines .....☐

4 Mainly religious books .....☐

5 Not reading currently .....☐

6 Too busy to read .....☐

7 Don't know .....☐

9 M V .....

VAR 54 (MAIL)

Is there a Post Office or Postal Agency near you ?

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 55 Do you experience any difficulties in getting your mail ?

1 Yes .....☐

2 No .....☐

3 Don't know .....☐

9 M V .....

VAR 56 How do you expect to receive Open University course materials ?

1 Mailed through the Post Office .....☐

2 Personally collect at State Headquarters .....☐

3 Personally collect at study centre .....☐

4 Don't know .....☐

5 Not applicable .....☐

9 M V .....

VAR 57 What amount of Open University course materials would you consider most suitable to you ?

1 A whole year's course work in advance .....☐

2 Three to four weeks course work in advance .....☐

3 One to two weeks course work in advance .....☐

4 Don't know .....☐

9 M V .....

VAR 58 How do you usually get your mail ?

1 Through the office .....☐

2 Through home delivery .....☐

3 Through a Post Office or Mail Bag .....☐

4 Through an official, friend or relative .....☐

5 Don't know .....☐

9 M V .....

VAR 59 (LIBRARY)

How far do you live from the nearest library or reading room ?

1 Live near a library or a reading room .....☐

2 Live far from a library or a reading room (10km +) .☐

3 No library or a reading room in local government area ..☐

4 Don't know .....☐

9 M V .....

VAR 60 Sex of Respondent

1 Male .....☐

2 Female .....☐

VAR 61 Age of Respondent

1 Under 21 years .....☐

2 21 to 30 years .....☐

3 31 to 40 years .....☐

4 41 to 50 years .....☐

5 Over 50 years .....☐

VAR 62 Marital status of Respondent

1 Single .....☐

2 Married .....☐

9 M V .....

VAR 63 (FAMILY)

What is the size of your family ? (Please state the number of wife/wives, children and other dependents living with

you)

1 Large (more than 10 people in the family) .....☐

2 Medium (6 to 10 people in the family) .....☐

3 Small (2 to 5 people in the family) .....☐

4 Alone .....☐

9 M V .....

VAR 64 Ethnic Group of Respondent

1 Hausa / Fulani .....☐

2 Igbo .....☐

3 Yoruba .....☐

4 Northern Minority Group .....☐

5 Southern Minority Group .....☐

9 M V .....

VAR 65 State of origin of Respondent

1 Northern .....☐

2 Eastern .....☐

3 Western .....☐

4 Mid-West, Cross River and Rivers .....☐

9 M V .....

VAR 66 Religion of Respondent

1 Islam .....☐

2 Christianity .....☐

3 Other (specify) .....☐

9 M V .....

VAR 67 Educational standard of Respondent

1 No formal education .....☐

2 Primary education .....☐

3 Secondary / Teacher Training or equivalent .....☐

4 Diploma / Specialist Training (e.g. NCE, OND, etc).☐

5 Graduate - (Please state subject area e.g. Law, Medicine) .....☐

6 Postgraduate - (Please state subject area) .....☐

9 M V .....

VAR 68 Present occupation of Respondent

1 Clerical and office staff .....☐

2 Administrative and managerial .....☐

3 Teaching .....☐

4 Sales and distribution services .....☐

5 Housewives (including students of conventional universities) .....☐

6 Technical personnel .....☐

7 Communications media .....☐

8 Armed and security services .....☐

9 M V .....

10 Health services .....☐

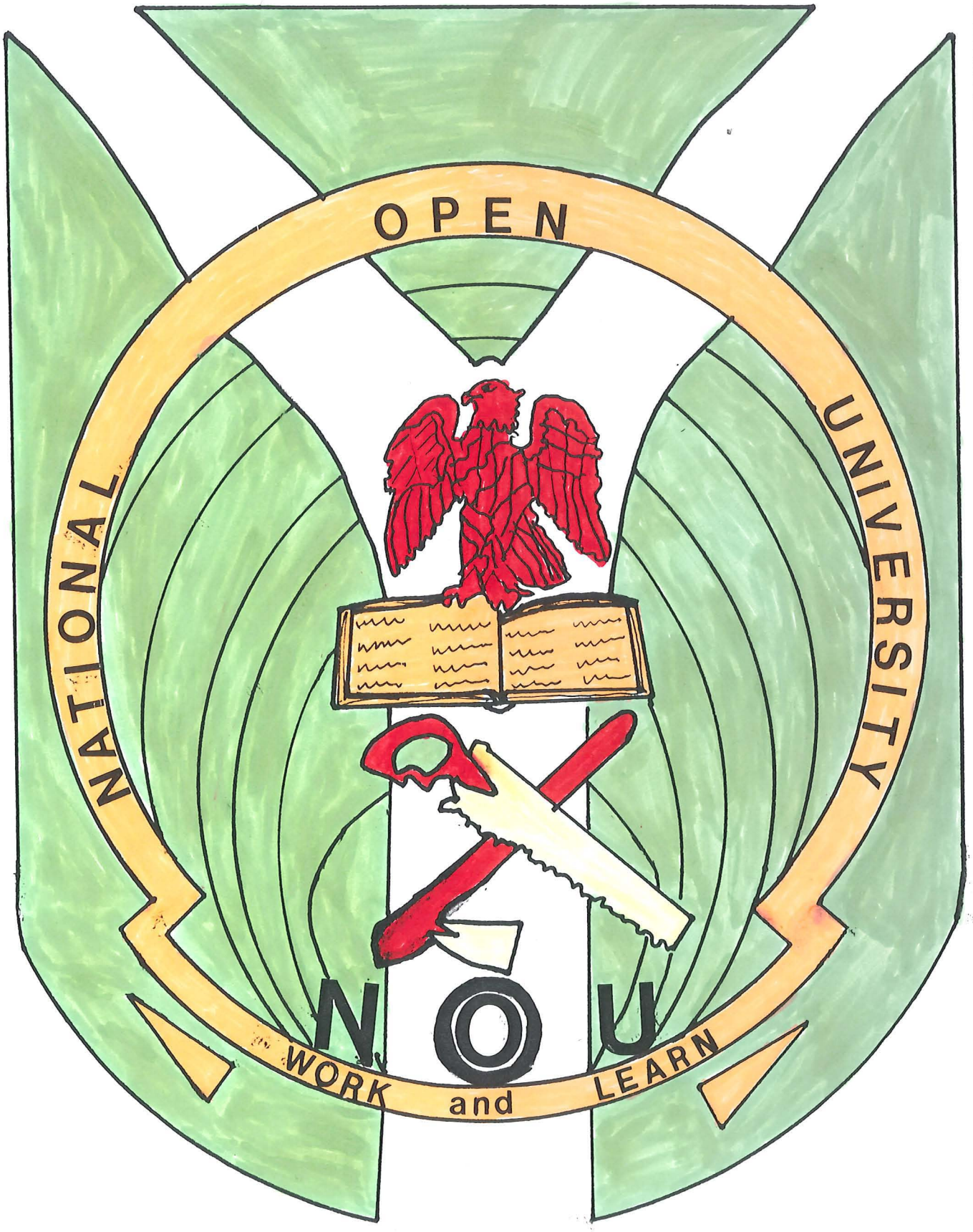
11 Retired or unemployed .....☐

12 Agricultural and extension services .....☐

13 In Institutions (mainly prison in-mates) .....☐

Appendix: 4.1

LOGO OF THE SUSPENDED NATIONAL OPEN UNIVERSITY OF NIGERIA – JULY 1983-MAY 1984



APPENDIX 5.1

BASIC STATISTICS ON AUTONOMOUS OPEN UNIVERSITIES ESTABLISHED IN THE 1970s.

Name of Institution	Date of Incorporation	Country	Population	Primary Objectives	Set-up	Teaching System	Students Population 1983/84	No. in Higher Education 1983/84	% of O.U Students over No. i in H/Education
1. Open University (OU-UK)	1969	U.K.	56 million	To provide second-chance higher education to those who, for various reasons, had lost the first	Autonomous centrally controlled 3-tier structure of Central Hdqrs., 13 Regional Offices and 262 Local Study Centres	Print-based supported by radio/TV programmes, cassetted lectures and face-to-face tuition.	80,121	526,738	15%
2. Universidad Nacional de Educacion a Distancia (UNED)	1972	Spain	37.4 million	To give a second chance of higher education to those who had lost the first	Campus based central Government controlled two-tier structure central campus and 52 centres	Printed materials, radio,cassettes and transparencies and face-to-face tuition	83,368	678,686	12.2%
3. Fern Universitat (FeU)	1974	W.Germany	60.9million	To create additional capacity for academic study and to develop new university teaching methods and the use of media.	Regional/State controlled University for North-Rhine Westphalia: central campus and a network of 38 study centres	Printed materials supported by audio and video cassettes and face-to-face tuition. No radio or tv programmes.	36,569	967,552	3.7%
4. Everyman's University(EU)	1974	Israel	3.9million	To provide access to higher education for workers, give second chance to university education; and to raise the general educational level of the population	Autonomous centrally-controlled 2 tier structure of central campus and 36 study centres	Print-based supported by radio/tv programmes, audio-cassetted lectures and face-to-face tuition	12,000	74,100	16.1%
5. Allama Iqbal Open University (AIOU)	1974	Pakistan	84.2million	To provide part-time educ.for whole country;serve all categories of people who cannot leave their homes or jobs; raise peoples levels of educ.including functional literacy, professional up-grading and occupational	Autonomous central Govt.controlled 3-tier structure of Central HQs, 10 regional offices and 103 study centres	Multi-media print-based mostly in Urdu,supported by radio and(less frequently television programmes) and face-to-face tuition.	65,000	225,000	28.8%

APPENDIX 5.continued

Name of Institution	Date of In-Corporation	Country	Population	Primary Objectives	Set-up	Teaching System	Students Popul. 1983/84	No. in H/E. 1983/84	% of Students over No. in H/E
6. Athabasca University (AU)	1975	Canada Alberta Province	23.9million 2.1million	To improve educational opportunities for people who, for geographical remoteness, work & home commitments etc. might be inhibited from university study	State controlled 3-tier autonomous university comprising a central campus,3 regional offices and study centres in local schools or libraries.	Print-based including materials from OU-UK,Coastline University in USA, Tele-Universite etc. and supported by face-to-face lectures,seminars,narrow casting,radio/tv programmes as well as telephone tuition	6,500	302,340 or 19,535 in Univ. of Alberta students	2.1% or 33.2% of Univ. of Alberta students
7. Universidad Nacional Abierta (UNA)	1977	Venezuela	14.9million	To expand and help democratise educational opportunities to students from different socio-econ.classes and to give a 2nd chance university education to workers	Autonomous centrally controlled 3-tier structure of Central HQs, 6 Regional Offices and 15 Local Study Centres	Print-based supported by television programmes,audio-visual materials and face-to-face tuition.Radio used for public announcements for students - not for teaching	21,000	272,199	7.7%
8. Universidad Estatal a Distancia (UNED)	1977	Costa Rica	2.3 million	To make higher education accessible for agricultural and other categories of workers and to alleviate social demand on conventional univs.	Autonomous centrally controlled 2-tier structure of a central campus and 29 academic centres	Print-based supported by face-to-face tuition and limited use of radio,tv and audio cassettes	6,988	49,170	14.2%
9. Sukhothai Thammathirat Open University (STOU)	1978	Thailand	48.1 million	To provide and promote university & professional education to raise the people's educational standards in response to the needs of the society.	Autonomous centrally controlled 3-tier structure of central HQs, Regional and Local Study Centres & 12 Area Educational Resource Centres	Print-based supported by audio-cassettes, radio and tv programmes, as well as face-to face tuition	200,000	811,981	24.6%
10.Central Broadcasting & Television University (CCTU) & 28 Local TV Universities	1978	Peoples Republic of China	1,100,000 million	To promote the modernisation of China & repair the damage done to education by the Cultural Revolution of the 1960s through distance teaching	Autonomous,decentralised set up of national and 28 State Television Universities with hundreds of district offices and study centres	Audio-video based i.e. essentially teaching through TV supported by printed materials and face-to-face tuition	417,086	2,000,000	20.8%

Sources: 1. Hill, J. (1984) 'Comparing Open Universities', Adult Education, 57, 2, Leiester: NIACE.

2. Rumble , G. and Harry, K. (1982) The Distance Teaching Universities, London: Croom Helm,

3. The World of Learning, 1984-85, 35th Edition, London: Europe.

4. UNESCO (1975) Higher Education: International Trends. Paris. The UNESCO Press.

APPENDIX 6:1

Undergraduate Courses available in 1983

Arts

A101	An arts foundation course
*A203	Seventeenth Century England: culture 1618-1689
*A204	The Enlightenment
*A241	Elements of music
*A292	Greece 478-336 BC
*A293	Rome: the Augustan Age
*A311	Reason and experience
*A312	The 19th Century novel and its legacy
*A313	Philosophical problems
*A315	Modern art and modernism: Manet to Pollock
*A304	The development of instruments and their music
*A306	Twentieth century poetry
*A308	The rise of modernism in music 1890-1935
*A309	Conflict and stability in the development of Modern Europe c.1789-1970
*A322	English urban history 1500-1780
*A352	Art in Italy 1480-1580
*A381	Science and belief: from Darwin to Einstein
A403	Arts and society in Britain since the thirties

Arts/Social Sciences

*AD208	Man's religious quest

Arts/Mathematics

*AM289	History of mathematics

Social Sciences

D102	Social Sciences foundation course
*D202	Urban change and conflict
*D204	Fundamentals of human geography
*D207	An introduction to sociology
*D208	Decisionmaking in Britain
*D222	Microeconomics
*D232	Comparative politics
*D233	World politics
*D284	National income and economic policy
*D291	Statistical sources
*D301	Historical sources and the social scientist
*D303	Cognitive psychology
*D305	Social psychology
*D306	A guided project course in human geography
*D323	Political economy and taxation
*D324	Business economics
*D334	Soviet politics
*D335	Crime and society
*D336	Policies, people and administration
D422	Financial institutions and monetary policy
D423	Wales: a study of culture and national identity
D424	Family work and community in 19th century England
D425	What reform for Britain's constitution?
D428	Housing, residential differentiation and social change in the city

Social Sciences/Education Studies

*DE206	Social work, community work and society
*DE304	Research methods in education and the social sciences
DE353	Mass communication and society

Social Sciences/Science

*DS262	Introduction to psychology

Educational Studies

*E200	Contemporary issues in education
*E201	Personality and learning
*E202	Schooling and society
*E204	Purpose andplanning in the curriculum
*E222	The control of education in Britain
*E241	Special needs in education

* These courses are available inthe Associate Student Programme

Educational Studies

*E200 Contemporary issues in education
*E201 Personality and learning
*E202 Schooling and society
*E204 Purpose and planning in the curriculum
*E241 Special needs in education
*PE231 Reading development
*PE232 Language development
*P251 The handicapped person in the community
*E222 The control of education in Britain
*E263 Language in use
*E241 Special needs in education
*E323 Management and the school
*E353 Society, education and the state
*E354 Ethnic minorities and community relations
*E362 Cognitive development: language and learning from birth to adolescence
*E364 Curriculum evaluation and assessment in educational institutions

Educational Studies/Mathematics

*EM235 Developing mathematical thinking

Mathematics

M101 Mathematics: a foundation course
*M203 Introduction to pure mathematics
*M252 Computing and computers
*M332 Complex analysis
*M333 Aspects of abstract
*M334 Differential geometry
M335 Studies in pure mathematics
*M341 Fundamentals of statistical inference
*M351 Numerical computation
*M352 Computer-base information

Mathematics/Social Sciences/Technology

*MST204 Mathematical models and methods

Science

S101 Science: a foundation course
*S202 Biology: form and function
*S236 Geology
*S237 The Earth: structure, composition and evolution
*S246 Organic chemistry
*S247 Inorganic checmistry: concepts and case studies
*S266 The Earth's physical resources
*S271 Discovering physics
*S299 Genetics
*S304 The nature of chemistry
*S322 Biochemistry and molecular biology
*S323 Ecology
*S334 Oceanography
*S335 Surface and sedimentary processes - case studies in earth science
*S336 Crustal and mantle processes - case studies in earth science
*S341 Photochemistry: light chemical change and life
*S354 Understanding space and time
*S364 Evolution

Science/Social Sciences/Technology

*SD286 Biology, brain and behaviour

Science/Mathematics

*SM351 Quantum theory and atomic structure
*SM352 Electromagnetism

Science/Technology

*ST291 Images and Information
*ST294 Principles of chemical processes

* These courses are available in the Associate Student Programme

Technology

T101	Living with technology
T241	Systems behaviour
T232	Engineering mechanics: solids
T233	Engineering mechanics: Thermofluids and energy
T243	Systems organization: the management of complexity
T252	Materials engineering: and introduction
T263	Design progresses and products
T273	Food production systems
T283	Introductory electronics
*PT281	Industrial relations
T291	Instrumentation
T321	Telecommunication systems
T352	Materials processing
T353	Failure of stressed materials
*T361	Control of technology
*T391	Control engineering
T401	Technology project

Technology/Arts/Social Science

TAD292	Art and the environment and society

Technology/Social Sciences

*TD342	Systems performance: human factors and systems failures

Technology/Mathematics

*TM222	The digital computer
*TM281	Modelling by mathematics
*TM361	Graphs, networks & design

U-Area

*U201	Risk
*U202	Inquiry
*U203	Popular culture
*U204	Third world studies
*U221	The changing experience of women

* These courses are available in the Association Student Programme

APPENDIX 6:2

Associate Student Courses and Packs Available in 1983

Art

A352	Art in Italy 1480-1580
A315	Modern art and Modernism: Manet to Pollock

Biology

SD286	Biology, brain and behaviour
S203	Biology, form and function
S323	Ecology
S364	Evolution
S299	Genetics
S322	Biochemistry and molecular biology

Chemistry

S247	Inorganic chemistry: concepts and case stuides
S236	Organic chemistry
ST294	Principles of chemical Processes
S304	The nature of chemistry
S341	Photochemistry: light, chemical change and life

Computing

M252	Computing and computers
M352	Computer-based information systems
PT501	Microprocessors and product development: a course for industry
PT502	Microprocessors and product design: a course for engineers
PT503	Introductory digital electronics
TM222	The digital computer
PM681	Data analysis for information system design
PM684	Introduction to systems analysis and design
P540	The Micros in schools project: a programme of microcomputer education packs for teacher

Design

T263	Design: processes and products
TM361	Graphs,networks and design

Earth Sciences

S236	Geology
S334	Oceanography
S335	Surface and sedimentary processes: case studies in Earth Sciences
S336	Crustal and mantle processes: case studies in Earth Sciences
S237	The Earth: structure, composition and evolution
S266	The Earth's physical resources

Economics

D324	Business economics
D222	Microeconomics
D284	National income and economic policy
D323	Political economy and taxation

Education

E202	Schooling and Society
E362	Cognitive development: language and thinking from birth to adolescence
E200	Contempory issues in education
E364	Curriculum evaluation and assessment in educational institutions
EM235	Developing mathematical thinking
E354	Ethnic minorities and community relations
E263	Language in use
E323	Management and the school
E201	Personality and learning
E204	Purpose and planning in the curriculum
E353	Society, education and the state
E241	Special needs in education
E222	The control of education in Britain
P234	Curriculum in action: an approach to evaluation
PME233	Mathematics across the curriculum

Diploma in Reading Development comprising

PE231	Reading development
PE232	Language development
P333	The reading curriculum and the advisory role: action research projects
P334	Reading and individual development: action research projects

Diploma in Educational Management

PM537	Calculators in the primary school
P530	Children, language and literature
P533	Curriculum in action: practical classroom evaluation
P532	Education for family life
P510	The training for adult educators

Health and Social Welfare

P519	'On the line', teaching and counselling by telephone
P540	Micros in schools: an awareness pack

Engineering

T391	Control engineering
T232	Engineering mechnics: solids
T233	Thermofluid mechanics and energy
T353	Failure of stressed materials
T291	Instrumentation
T283	Introductory electronics
T252	Engineering materials: an introduction
T352	Materials processing
T321	Telecommunication systems

Family and Community

P911	The first years of life
P912	The pre-school child
P913	Childhood 5 - 10
P914	Parents and teenagers
P921	Health choices
P931	Consumer decisions
PST932	Energy in the home
P941	Planning retirement
P970	Governing schools
P590	Racism in the workplace

Family and the Community (contd)

P591	Education shop
P593	Women and young children: learning through experience
P595	Look after yourself
P596	Parents talking: the developing child
P597	Parents talking: family relationships
P598	The Pre-School Playgroups

Geography

D306	A guided project course in human geography
D202	Urban change and conflict
U204	Third World Studies

Government and Politics

D232	Comparative politics
D202	Decision making in Britain
D336	Policies, people and administration
D334	Soviet Politics
D233	World politics

P251	The handicapped person in the community
P252	An ageing population
P253	Conflict in the family
P551	The law and family life
P552	Abuse in families
P556	Rehabilitation: a collaborative approach to work with disabled people
P650	Caring for older people
P550	Topics in drug therapy

History

A309	Conflict and stability in the development of modern Europe 1789-1970
A292	Greece 478 - 336 B.C.
AM289	History of mathematics
PA982	Doing history
A293	Rome: the Augustan Age
A203	Seventeenth century England: changing culture 1618-1689
A322	English Urban History 1500 - 1780
A281	Technology and change
A204	The Enlightenment
PA981	Reformation studies
PA986	The rise of Christianity

Literature

PA711 James Joyce
A312 The nineteenth century novel and its legacy

Management

P670 The effective manager

Mathematics

MS283 An introduction to calculus
M333 Aspects of abstract algebra
M332 Complex analysis
M334 Differential geometry
M341 Fundamentals of statistical influence
M203 Introduction to pure mathematics
MST322 Mathematical methods and fluid mechanics
MST204 Mathematical models and methods
M351 Numerical computation
M335 Studies in pure mathematics
TM281 Modelling by mathematics

Music

A241 Elements of music
A308 The rise of modernism in music 1890-1935
PA702 Orchestration
PA&03 The rise of jazz
PA704 The rise of the symphony

Philosophy and Religious Studies

U202 Inquiry
AD208 Man's religious quest
A313 Philosophical problems
A311 Reason and experience
A381 Science and belief: from Darwin to Einstein structure

Physics

S271 Discovering physics
SM352 Electromagnetism
ST291 Images and information
SM351 Quantum theory and atomic
S354 Understanding space and time

Psychology

DS262 Introduction to psychology
D303 Cognitive psychology
D305 Social psychology

Sociology

D207 An introduction to sociology
D335 Issues in crime and society
D301 Historical sources and the social scientist
DE206 Social work, community work and society
DE304 Research methods in education and the social sciences
D291 Statistical sources
U221 The changing experience of women
MDST242 Statistics in society
U203 Popular culture

Systems

T361 Control of technology
T273 Food production systems
U201 Risk
T241 Systems behaviour
T301 Complexity, management and change: applying a systems approach
PT281 Industrial relations
T243 Systems organisation: the Management of complexity
TD342 Systems performance: human factors and systems failures

APPENDIX 7.1

LIST OF CORRESPONDENCE COLLEGES USED AND SUBJECTS STUDIED BY POLICY-MAKERS

	NAME OF INSTITUTION		CORRESPONDENCE STUDY SUBJECTS
	NIGERIA		
	Ahmadu Bello University, Zaria		
1	Institute of Education, Part-time and Correspondence Programme	1	Nigerian Certificate of Education (NCE)
2	Bible Correspondence College, Jebba, Nigeria	2	Certificate in Bible Study
3	Exam Success, Lagos, Nigeria	3	GCE 'O'/'A' levels
	UNITED KINGDOM		
4	Bennet Correspondence College	4	London Matriculation
5	Chartered Insurance Institute, London	5	Chartered Insurance Exams (membership)
6	GCE Tutorial College, London	6	GCE 'O'/'A' levels
7	International Correspondence College, London	7	Diploma in Business Management Diploma in Photography Diploma in Radio Engineering
8	Key to Success Correspondence College, London	8	GCE 'O'/'A' levels
9	London Lingual Centre, Oxford Street, London	9	Diploma in French

	NAME OF INSTITUTION	CORRESPONDENCE STUDY SUBJECTS
10	London University	LLB Degree and GCE 'O'/'A' levels
11	London Mountelson	Diploma in Business Management
12	May Correspondence College, London	Banking (Associateship)
13	Metropolitan College, UK	GCE 'O'/'A' levels
14	National School of Salesmanship, UK	Business Management (Diploma) Hotel / Catering Management (Diploma) Memory and Concentration (Diploma) Salesmanship (Diploma)
15	Overseas Press Limited, London	Diploma in Journalism
16	Pitman College, London	GCE 'O'/'A' levels Secretarial Studies (Certificate)
17	Rapid Results College, London (RRC)	'O'/'A' levels Banking Exams / Diploma in Banking ACIS and AIB membership LLB
18	Royal College of Physicians, London	Membership course
19	Royal Society of Arts (RSA)	Accounting (Diploma) Secretarial Studies (Certificate)
20	School of Accountancy and Management, Glasgow	Accountancy (Diploma)
21	School of Careers, London	Business Administration (Diploma)
22	Wolsey Hall, Oxford	GCE 'O'/'A' levels Statistics (Diploma)

NAME OF INSTITUTION		CORRESPONDENCE STUDY SUBJECTS	
AUSTRALIA			
23	Canberra College of Education, Australia	23	Educational Planning and Strategy (Diploma)
USA			
24	California Coast University, USA	24	PhD (Business Adminstration)
25	Bethany Theological Seminary, Chicago, USA	25	Gospel According to St Mark's (Certificate)
26	US College of Physicians	26	Self-Evaluation (Membership exam)
27	US Marine College	27	Military Science (Promotion)

APPENDIX 7.2

Examples of arguments for and against the open university system in Nigeria published in national newspapers before and immediately after the suspension of the scheme in 1984

'Any form of liberalisation of educational opportunities at the highest level is clearly in the interest of the masses. Investment in man throughout his lifespan through life long education can only be attained through varied alternatives of higher education ... There is yet no autonomous institution which admits adult students for higher education. So far, only one department in the University of Lagos, namely the Correspondence and Open Studies Unit - COSU (since upgraded into an Institute), runs open studies for working adults by correspondence, at the undergraduate and graduate levels.

The proposed Open University of Nigeria, when established, will be the first autonomous open studies institution with presence in rural and urban communities throughout the country. Certainly the only higher institution meant to keep Nigeria's toiling masses on their jobs while training them cannot be one too many. In any case, an open system, cannot logically be a proliferation of a closed system, other things being equal.'

(Professor Ayo Baiyelo, Senior Academic, 'Feedback', in Daily Times, Laogs : 11 September 1982, p. 3)

'The point about anticipated unemployed graduates misses the basic conception of an open university ... The open university is meant essentially for : a) those in employment but who never had the opportunity for a university education ; b) those in the professions but who need some university qualification in order to rise in status (vertical mobility). This will provide them with some healthy motivation and thereby derive some job satisfaction ; c) for housewives who because of innumerable constraints did not have time or even the opportunity for a university education ...

So the issue of innundating the labour market with a horde of unemployed graduates is now irrelevant ...

It is not that the scheme will not work but there is in the society a section of paranoid doom prophets. Anthing new in their imaginery, ever without experiments, spells disaster : there are those who in anger will smash their mirrors for reflecting their true pictures ...

It is distressing to listen to these tunes of negation as if our imaginative powers have been rendered arid.'

> (Professor Eyo Ndem, Senior Academic, 'Open University : The controversy continues', Sunday Standard. Jos, 12 December 1982. p.7).

'The Open University would provide workers with the opportunity to develop intellectually at their own pace and at minimal cost.

The best way to enhance workers' productivity is by giving them good education while still working.'

> (David Ojeli, National President of the Civil Service Union, Daily Times No 227,288, Lagos, 13 December 1982, p. 2).

'Nigerians in all walks of life are increasingly conscious of the advantages of high quality education as a powerful contributor to effective national development as well as a vehicle for personal, moral, mental and economic emancipation ... With all available information, the HERALD cannot see any rationale in continuing to keep the Open University Bill in the cooler.

We, therefore, are convinced that the Open University is feasible in Nigeria.

Many Nigerians, including a considerable number of our legislators today made their qualifications through one form of correspondence, home studies or another in the fifties. If open studies was feasible in the fifties, we cannot see why it should not be now in 1982 ...

Senators, please see reason, pass the Bill now!'

> (Nigerian Herald Editorial, 'Pass the Open University Bill.' Ilorin, 14 December 1982, p. 5)

'Like most commentators on the Open University (in the past), the open university system by its nature, character and objectives, is a system that cannot be self-sustaining in terms of the infrastructural facilities it requires ... As a librarian, my main concern at this stage is with the library needs of the system.'

> (M. A. Omoniwa, librarian, Kashim Ibrahim Library, Ahmadu Bello University, Zaria, National Concord. Lagos. 17 September 1983

p. 4).

'The open university system is necessary to stem the current exodus of Nigerian students to overseas universities. The exodus to overseas institutions posed grave security risks for the nation since young and impressionable young people are exposed to strange cultures and doctrines. The outflow, also has telling effects on our depleted foreign exchange reserves.'

(Professor Wande Abimbola, Vice-Chancellor, University of Ife, Ile-Ife. 'Open University will stem exodus of students abroad', New Nigerian. Kaduna. 17 November 1983. p. 9)

'The feasibility of the National Open University Programme is casting doubt on the minds of concerned citizens of this nation. It might as well end up as another exercise in futility except there are other means of executing its programmes yet unknown to the people ...

Twenty four years is enough for a nation to know where its strengths lies. The level of our development technologically is not just what is required to run a National Open University ... Any programme purported to be for the upliftment of the citizens must not be subjected to an unbridled gambling.'

(Editorial Opion, 'Another Look at the Open University'. Punch No 14, 212. Lagos : 2 April 1984. p. 5)

'Nobody has ever doubted what an open university set up in the right environment can achieve. But the open university of Nigeria at this point in time, where National Electric Power Authority (NEPA) is a blackout, the Posts and Telegraphs Department (P andT) never wins, and the average Nigerian goes to the University for the Certificate and not the knowledge and skills, is bound to be a colossal failure and an exercise in waste.

This is why anybody who has the well being of Nigeria and the future of her citizens at heart should support the call by the Guardian editorial of 20 March 1984 for the closure of the Open University.
How can the Open University get the workers when NEPA does not supply electricity 99 per cent of the time, television and video sets are virtually out of reach of the average worker, efficient transportation network is non-existent, the telephone does not work and it takes on the average a month to deliver a letter from one point to another within a state ?'

(Dr. G. Atah Olayi, Senior Academic, Ahmadu Bello University, Zaria. 'Close the Open University with immediate effect' in New Nigerian. Kaduna, 16 April 1984 p. 4).

'I read with dismay your editorial of 20 March 1984 in which you urged that the Open University be killed in its infancy. The arguments put forward by you are as spurious as they are untenable. They also reveal in The Guardian a form of inconsistency that makes the juxtaposition of incongruities a positive phenomenon ... The Guardian went on to give a catalogue of reasons which are quite untenable (or perennial?) on why this child of the toiling masses should die in its infancy. They are :

- that existing universities are made irrelevant to national needs,
- that they are underfunded and poorly managed,
- that they have a lot of other factors battling with their attempts at efficiency,
- that the new universities are mere duplicates of the old ones, and
- that they produce only pieces of paper ' which cannot count for much'.

The Guardian then concluded on the basis of these 'arguments that the existing universities be re-organised and the blood of the Open University be allowed to flow or the neck strangled. After all, there are many ways of killing a fowl.

Perhaps I should begin by pointing out that education is a right and not a privilege in this country. The indemnable fact that less than 30% of qualified candidates are admitted through the Joint Admissions and Matriculation Board (JAMB) into our universities every year is a testimony of the fact that some brains are being allowed to rot away in encaged ignorance. And some basic right of these citizens is being denied.

Secondly, education is not free in this country today. There are numerous workers who cannot go to the university on full-time basis because of the fear of an income foregone. Thirdly, there are many areas of our national life that can be taken care of through some form of remedial tertiary education. What then stops the open university from springing up to remedy this situation ? Why don't we allow the Open University to remedy the inability of existing universities to make their existence relevant to our national ethos ?

The argument that the existing universities are underfunded and poorly managed and as such, we should discountenance the idea of the open one is spurious and illogical. Does a couple stop having children because the first child is dull? Or who would have known the difference

between The Guardian and the Daily Times if the former had not been born ? Or is the difference between the two papers the same between six and half a dozen ?

The Open University, having been seen as a complementary and alternative source of tertiary education can be managed well, given the uniqueness of its overriding philospophy and the ability of the existing adult educators in the country to achieve success where angels even fear to tread ...

Let the doors of the Open University remain open.'

> (Gbolagade Adekanmbi, University Adult Educator, "Keep Open the Open University'. The Guardian, Vol 2, No. 315. Lagos, 28 April 1984. p. 7)

'Instead of putting the Open University in the cooler, I would advise that some universities be closed down while more open university units should be established.'

> (Adekunle Buraimoh, Prospective Open University Student, 'What the People Say'. Sunday Punch, Vol. 10, No 574. Lagos, 13 May 1984. p. 4).

'I see the National Open University as another "white elephant" which in the long run will be a wasteful venture. For now, I would advise that existing universities should be better equipped to cope with a larger intake of students who otherwise would have gone in for the Open University.'

> (Biyi Daramola, Company Manager, 'What the People Say.' Sunday Punch, Vol. 10, No 574. Lagos. 13 May 1984. p. 4)

'First and foremost, Nigeria's economy is not healthy enough for this kind of programme. The economy just can't support it because we have more pressing tasks which need urgent attention to channel our resources into. Even then, National Electric Power Authority's (NEPA) inefficiency would have posed a serious threat to the success of the Open University programme since some of the lectures were to be broadcast on radio and television. What happens if NEPA cuts light just at the time an Open University lecture is on ?

My candid opinion is that we are not ripe enough to establish new universities because the existing ones are sub-standard and if I have may way, I would advocate for a total phasing out of some universities.'

> (Jide Babatunde, Advertising Executive. 'What the People Say.' Sunday Punch, Vol. 10, No. 154. Laogs. 13 May 1984. p. 4)

'All countries that have looked for progress have established the Open University or the Distance University, the University Without-the-Wall, the Home University and other learning institutions of that type.

But Nigeria is always a difficult country to introduce novel ideas ... Only those who hoped to gain from the project cared. There was no person like Miss Lee, the special minister in Britain. Ever the public was sceptical ... But I am sure that the institution would be revived someday ... The world has adopted the system. There is need for it ... A Nigerian who gives his services to the masses of Nigerian adults is a nation builder, a builder of the Nigerian nation at the very grass roots.

If by design we liberate this vast majority by opening their eyes and making them feel that they too have arrived, by placing in their hands the powerful tool of literacy so that they too, can "feel their minds" take an intelligent interest in their affairs, economic, social, cultural and political, the fact of Nigeria will be changed wonderfully and corruption, bribery, disease and their other bedfellows will be dealt their death blow as they will be attacked from all sides.'

(Professor Michael A Omolewa, Senior Academic and Secretary General, Nigerian National Council for Adult Education), 'Open University will rise again', in Sunday Concord, Vol. 4, No. 169. Lagos. 17 June 1984. p. 3)

'The suspension of the National Open University by the Federal Military Government has certainly shown rays of hope regarding the administration's policy on education in the country. The so-called National Open University programme was one of the unviable programmes embarked upon by the defunct civilian regime against the stark realities of the nation's lack of infrastructural facilities that are essential for the success of the programme ...

It was therefore, most commendable of the Military Government to suspend this politically motivated unviable and unreasonable project in order to concentrate on equipping our existing traditional universities with a view to making them discharge of their responsibilities more efficiently.

But the military administration must go further into re-organising our educational system so as to achieve the stated goals and objectives of producing men and women of high quality both physically and morally as stated in the New National Policy on Education.'

(Gausu Ahmad, Political Commentator, 'Go Further FMG,' Sunday New Nigerian, No. 156. Kaduna : 20 May 1984, p. 3)

'It would be pertinent at this juncture to pick up some of the issues touched on by the Academic (Professor Omolewa of University of Ibadan) that workers' dreams of studying in their bedrooms, kitchens, work places, sheds were dashed, thereby constituting an illusion to knowledge updatement and skills acquisition. To me, this is unfathomable since we have other avenues like workshops, seminars, Industrial Training Fund training programmes which act as magnanimous sources of knowledge enrichment. To have neglected these avenues in wild pursuit of Open University which neither has the infrastructure nor the financial wherewithal goes to lend weight to our paper qualification mentality or mania ...

Moreover one is at a loss as to the resultant effect of serving two masters at a time (studying for degree programme and working at the same time) without being prejudicial to either, bearing in mind our attitude to work, (War Against Indiscipline not withstanding) ...

The fact that Open University thrives in Britain does not make it workable here ... The money for the white elephant project should be shared among the existing institutions of higher learning ... Open University is a colossal venture which no government should dabble into in the face of the tight financial position in which the country is now.'

(Sylvia Ikueze, National Youth Service Corps Member, Ijebu-Ode, 'The Fate of Open University is only too desirable.' in National Concord, Vol. 5, No. 1365. Lagos. 10 July, 1984. p. 2)

'Words cannot adequately express how sad and dejected I was on hearing that fateful day, the suspension (or final death?) of the National Open University during the Head of State's revised budget speech.

This is not the first time this university for working adults has suffered a set back in the hands of the powers that be : the dissolved Senate did it before, but they back pedalled, when they discovered that their decision on the issue was the most unpopular at that time. The reasons given by the military such as lack of fund, inconsistent electiricty supply and inefficient postal services etc, all these were dismissed when the case was contested in the public.

Over 30,000 candidates paid, obtained, completed and returned forms for Foundation Level courses of the Open University at N10 each ... It is true that the economy is seriously sick, but the Open University should not be the victim.' (See Appendices 7.3 and 7.4)

(Abel O. Ehah, Prospective Open University Student), 'Bury not Open University.' Daily Times, No. 277, 900. Lagos. 18 June 1984. p. 15)

'The suspension of the open university is one of the most unpopular decisions of the Buhari Adminstration. It was the last hope for the thousands of toiling masses who for long had yearned for this form of educational opportunity ... How on earth can we leave our jobs and the long line of family dependents to enter into a conventional university at this period of our lives ... The NOU must not be allowed to die like that ... I was almost having a heart attack when the Head of State announced that suspension ... It is most unpopular pronouncement ... We in the northern part of the country saw this as a way of working while trying to catch up with the rest of the country educationally.'

(Inuwa Musa, Administrative Officer, 'Suspension of OU is unfair' : New Nigerian, No. 5660. Kaduna. 29 May 1984. p. 4)

'Thousands of Nigerians who could not afford to study in the traditional universities for various reasons were only too happy with the establishment of the Open University. It will be the height of national frustration if the masses are told to forget about furthering their education after all. It is true that the OU system has several enemies ... reasons given are not convincing enough. My heart bleeds.'

(Usman Bara'aya, Prospective Student, 'Suspension of OU not in national interest'. Nigerian Standard No. 2895. Jos. 20 June 1984. p. 4)

'The University has no basis to succeed, rather it was a dangerous experiment to our educational system which would have resulted in a terrible economic waste.'

(J. A. Ijiri, Educationist, 'Nigeria does not need it now'. Nigerian Standard No. 2895. Jos. 20 June 1984. p. 4)

APPENDIX 7.3

NATIONAL OPEN UNIVERSITY

P.M.B. 1, ABUJA

Form FYP – A1

No. 37121

APPLICATION FORM FOR ADMISSION INTO THE FOUNDATION YEAR PROGRAMME

Candidates are advised to read the following instructions carefully before completing this form.

RECENT PASSPORT SIZE PHOTOGRAPH duly certified at the back

(a) Read the particulars contained in the ADVERTISEMENT as published in the newspapers

(b) Complete sections A and B of the form

(c) Completed application forms must be accompanied by ONE recent passport size photograph duly certified as the true image of the applicant by his/her referee

(d) A photocopy of payment receipt issued in respect of this application form must be returned with the completed form.

(e) The form, photocopies of relevant credentials, and 2 self-addressed and stamped foolscap envelopes must then be handed over to your referee who will complete section C.

(f) The referee will return the completed form under confidential cover to reach the Admissions Officer, National Open University c/o The Permanent Secretary, Ministry of Education of the State where you are resident.

SECTION A

PERSONAL BACKGROUND

Note: In completing this form, please tick where appropriate

1. Names: ..... *(in block letters)* *(Surname)* *(First names)* *(Middle name)*
2. SEX: Male ..... Female .....
3. Date of Birth: ..... *(enclose a copy of birth certificate or sworn age declaration)*
4. MARITAL STATUS: Single ..... Married .....
5. a. NATIONALITY: ..... b. STATE OF ORIGIN: .....
6. LOCAL GOVERNMENT AREA

SECTION B

8. **EDUCATIONAL BACKGROUND**

HIGHEST EDUCATIONAL INSTITUTION ATTENDED WITH DATES

9. **Examinations taken with results**
WASC/GCE O.L.

	Subject	Year	Exam Centre / No	Grade
WASC/GCE OL				
Teachers Grade II				
Any Other				

10. Choice of Foundation Year Programme Group.

TICK CLEARLY THE APPROPRIATE BOX TO INDICATE INTO WHICH GROUP OF THE FOUNDATION YEAR PROGRAMME YOU ARE SEEKING ADMISSION:

Humanities ..... Science .....

11. FACULTIES OF CHOICE ON SUCCESSFUL COMPLETION OF THE FOUNDATION YEAR PROGRAMME:

(Faculties to choose from: Arts, Business Studies, Education, Environmental Studies, Law, Science & Technology, Social Sciences).

1st Choice .....

2nd Choice .....

3rd Choice .....

Candidate's signature .....

Date: .....

12. Submit the form to a referee who is not below the rank of a graduate with a first degree and preferably the head of an institution. The referee will complete Section C and return it with other documents under confidential cover as directed.

SECTION C

(To be completed by a Referee)

Note: The referee has a great responsibility to ensure that the candidate is correctly assessed. The referee is advised, where necessary, to give a brief test of ascertain the candidate's suitability.

1 NAME OF CANDIDATE: .....

4. Please rate the candidate on the scale provided by ticking only one box in each row.

A guide for the interpretation of item number 4.

Excellent	-	standard above school certificate
Good	-	school certificate standard (distinction and credit)
Average	-	school certificate pass
Poor	-	below school certificate standard e.g. failure

	Excellent	Good	Average	Poor
Spoken English				
Written English				
Mathematics (where applicable)				

5. Briefly state your opinion about the candidate's character and personality

.....

.....

6. **Affirmation.** I ..... solemnly affirm that all the remarks made above on this form by me are my own true and conscientious assessment of the candidate's suitability for admission into the National Open University Foundation Year Programme.

Signed: .....

Rank: ..... Date: .....

Full Name: .....

Address: .....

.....

.....

FOR OFFICIAL USE ONLY

(a) The following documents have been checked:	Seen
Photostat copy of W.A.S.C.	
Photostat copy of G.C.E. (O.L)	
Photostat copy of Teachers' Grade II Certificate	
Photostat copy of Other Certificates recorded in the form	
.....	
.....	

	Signature of Officer Making Entry
(b) Date of Receipt of Application	
(c) Date Receipt Acknowledged	

APPENDIX 7.4

Newspaper Advertisement of National Open University of Nigeria Foundation Year Courses (re-produced from THE DEMOCRAT WEEKLY, Vol. 1, No. 17, Kaduna, 22nd April, 1984, p. 4).

NATIONAL OPEN UNIVERSITY

P.M.B. 1, ABUJA

OFFICE OF THE DIRECTOR OF ADMINISTRATION

Admissions into Foundation Year Courses 1984

Applications are invited from qualified candidates for the Foundation Year Programme 1984.

1. The Foundation Year Programme is designed to prepare and equip students seeking admission for proper degree programmes.
2. The following courses are available in the Programme:
   - FYP 001 - Communicating in English
   - FYP 002 - African Civilization
   - FYP 003 - Man and Society
   - FYP 004 - Man and Environment
   - FYP 005 - Mathematics
   - FYP 006 - Science and Technology
3. Foundation Year Students will be expected to take three courses as follows:
   (a) FYP 001
   (b) any 2 of FYP 002, FYP 003 and FYP 004 for those who hope to take degree courses later in the Humanities
   (c) FYP 005 and either FYP 004 or FYP 006 for those who hope to take degree courses in the Sciences.
4. Admission to the Foundation Year Programme is open to:

(a) Mature candidates who are over 25 years old and possess at least a credit in English Language in WASC, GCE 'O' Level or Credit/Merit in English Language in Teachers' Grade II Certificate or any of the equivalents.

(b) Candidates under 25 years old who possess 5 credits including English in WASC or GCE 'O' Level or 5 Credits/Merits including English Language in Teachers' Grade II Cert. In addition, candidates for the Science Group of courses must have credit in Mathematics in WASC, GCE, Or Credit/Merit in Mathematics in Teachers' Grade II Certificate, or any of the equivalents.

METHODS OF OBTAINING APPLICATION FORMS:

1. Application forms are obtainable on the production of a valid bank teller showing evidence of payment of a non-refundable fee of ₦10.00 paid into the account of the National Open University through any branch of the following Banks:

(a) First Bank of Nigeria Limited;

(b) Bank of the North Limited;

(c) Union Bank of Nigeria Limited;

(d) African Continental Bank Limited;

(e) National Bank of Nigeria Limited;

(f) Savannah Bank of Nigeria Limited.

2. Application forms can be obtained in person or by post from the Ministry of Education in each State. Additionally the forms are also obtainable from:

(i) The Admissions Officers,
National Open University,
P.M.B. 1,
Abuja

(ii) The Admissions Officer,
National Open University,
Lagos Regional Office,
77 Bode Thomas Street,
Surulere,
P.M.B. 12758,
Lagos.

(iii) Federal Ministry of Education,
Headquarters Building,
Victoria Island,
Lagos.

3. To obtain the forms by post, enclose a self-addressed envelope measuring about 25 cm x 20 cm (10" x 8") with 30k stamp affixed to it.

SUBMISSION OF APPLICATION FORMS

1. Completed Application forms must be returned not later than 30 April 1984 by hand or by post to where the forms were obtained.

2. Completed Applications should be accompanied by:

(a) Two stamped, self-addressed envelopes;

(b) Photostat copies of academic qualifications;

(c) One passport size photograph;

(d) One photostat copy of birth certificate or age declaration;

(e) Original copy of Bank teller/receipt bearing name of the applicant.

DIRECTOR OF ADMINISTRATION

Appendix 8.1

List of Correspondence Colleges Used and Subjects Studied by Potential Open University Candidates

Names of Institution	Courses offered
A NIGERIA	
1 Ahmadu Bello University, Zaria Institute of Education i) Teachers' In-Service Education Programme (TISEP) ii) Nigerian Certificate of Education (NCE by Correspondence Programme)	 i) Grade II Teachers' Certificate ii) Nigerian Certificate of Education (NCE)
2 Association of National Accountants of Nigeria, Lagos	Accounting (Associateship)
3 Exam Success, Yaba - Lagos	i) Accounting (Associateship) ii) Banking (Associateship) iii) Book-keeping (Royal Society of Arts - RSA I, II, III) iv) Business Management (Diploma) v) General Certificate of Education - GCE 'O'/'A' levels (University Matriculation) vi) Marketing (Diploma) vii) Salesmanship (Diploma)
4 National Correspondence College, Aba	GCE 'O'/'A' levels (University Matriculation)
5 Nigerian Institute of Bankers, Lagos	Banking (Diploma / Associateship)
6 School of Careers, Lagos	Writing (Certificate)
7 School of Salesmanship, Lagos	Marketing (Diploma)
8 Theological College, Igbaja	Religious Studies (Certificate)

	Names of Institution	Courses offered
B	UNITED KINGDOM	
9	Bennet Correspondence College, London	i) Salesmanship (Diploma) ii) GCE 'O'/'A' levels (University Matriculation)
10	British Institute of Engineering Technology, London	Engineering (Associateship)
11	Business Management Association, London	Marketing (Certificate)
12	Chartered Folks Lynch, London	Accounting and Purchasing (Diploma)
13	Institute of Commerce, London	Secretarial Studies (Certificate)
14	Institute of Purchasing and Supply, London	Sales Management (Diploma)
15	International Correspondence School, Glasgow	Management (Associateship)
16	International Correspondence School, London	Stores Management (Diploma)
17	London School of Journalism	Journalism (Diploma)
18	Mayflower College, London	GCE 'O'/'A' levels (University Matriculation)
19	Metropolitan College, London	Banking (Associateship)
20	National School of Salesmanship, London	Accounting and Marketing (Diploma)
21	Pitman College, London	Secretarial Studies (Diploma)
22	Rapid Results College, London	i) Accounting (Associateship) ii) Business Management (Diploma) iii) GCE 'O'/'A' levels (University Matriculation) iv) Insurance (Associateship) v) Secretarial Studies (RSA Stages I, II, III)

Names of Institution		Courses offered
23	School of Careers, London	i) Radio Engineering (Diploma) ii) Salesmanship (Diploma) III) Secretarial Studies (RSA Stages I, II, III)
24	School of Journalism and Television, Berkshire	Journalism (Diploma)
25	School of Salesmanship, London	Salesmanship (Diploma)
26	Sussex College of Technology, Haywards Heath	i) Engineering (Diploma) ii) Management (BSc External Degree)
27	Transworld Tutorial College, Jersey	i) Automobile Engineering (Diploma) ii) Book-keeping (Diploma) iii) Business Communication (Diploma) iv) Business Management (Diploma) v) Management (Diploma) vi) Marketing (Diploma)
28	Wolsey Hall, Oxford	i) GCE 'O'/'A' levels (University Matriculation) ii) Law (LLB External Degree)
C	OTHERS	
29	Trades Union Institute - AUCCTU, Moscow, USSR	Law (Certificate)