

ABSTRACT

The major objectives of this study are: (1) to appraise the growth of student personnel concepts introduced at the University of Nigeria and the Student Personnel Program in terms of the guide lines left with the Nigerian who was appointed Dean of Students, (2) to determine the extent to which the major concepts in the intellectualist approach and the personal approach to education have been blended or excluded to the satisfaction and aspirations of the Nigerians, and (3) to determine the nature and extent of the impact of the Student Personnel Programs at the University of Nigeria on other institutions of higher education in Nigeria.

This study proposes to interview graduates of the University of Nigeria, who are enrolled in colleges and universities in the United States for their opinions and reactions; to confer with leading theorists in Student Personnel in the United States and with former members of the Department of Technical Cooperation of the United Kingdom who assisted in the development of the University of Nigeria and to obtain reactions and opinions from administrators of the University of Nigeria, politicians and Nigerian students and faculty.

It is the assumption of the study that as American technicians, we not only introduced a new technique in a different culture and environment, but implemented the blending of major educational approaches and immersing them thoroughly in a Nigerian setting.

DESCRIPTION OF ACTIVITY

Background

The Republic of Nigeria prevailed upon Michigan State University to

offer leadership and technical advice in the establishment of an institution of higher learning patterned after the land-grant philosophy of education in the United States. With the aid of a contract with the United States Agency for International Development and the cooperation and assistance of the Department of Technical Cooperation of the United Kingdom, together with the combined efforts of the Federal and Regional Governments of Nigeria, the University of Nigeria was founded at Nsukka, Eastern Nigeria, West Africa in 1960.

One of the concepts introduced in the organization of the new university was the philosophy of Student Personnel Services. The introduction of a Department of Student Affairs and the appointment of a Dean of Students was antithetic to the intellectual approach to student problems practiced by the United Kingdom and most Western European institutions and above all it appeared a threat to the autonomy of African students, since, noother African University was so organized.

The University of Nigeria was beset with problems at its inception. The first Dean of Students performed masterfully in adjusting the personalist approach of the American educational system to the prejudices of students who were the products of ninety-eight (98) years of domination by a foreign country. There were earnest attempts by the advisors of the Michigan State University Team to blend educational concepts of diverse systems to the needs and aspirations of the Nigerian students. Troubles developed because the students grew to respect and love the first Dean of Student Affairs, but did not understand and accept the new philosophy, educational concepts, and responsibilities inherent in the personalist approach.

At the termination of the two (2) year tour of duty of the first Dean of

Student Affairs Michigan State University selected a replacement. The writer of this proposal was that replacement. Specifically the challenges were threefold: (1) assist the students in accepting responsibility and cooperating with the constituted authority of the university, (2) serve as Dean of Student Affairs until a Nigerian counterpart could be identified and trained, and (3) evolve, develop, grow, nurture, and emerge a program of student affairs that included the best that there was in academic experience in the United Kingdom, Europe, United States, and elsewhere immersed thoroughly in a Nigerian setting.

Proposal

The eyes of Africa are on this unique experience at Nsukka, Nigeria. There were indications that institutions in Zaria, Northern Nigeria, Ibadan, and Ife of Western Nigeria and the Federal district of Lagos were interested in the outcome of the student personnel program of the University of Nigeria in the Eastern Region.

This project proposes to determine the progress of the student personnel program under the Nigerian Dean of Students and to measure the extent of the influence of the personalist approach at Nsukka on other Nigerian Universities.

To these ends it is hereby proposed that the investigator return to Nigeria using the University of Nigeria as the core of the research project and re-visit other Nigerian universities that were visited in April and May 1964. Conference will be scheduled with administrators, especially those in charge of student affairs and with the student leaders.

Objectives

The major objectives of this project will be:

- A. To appraise the growth of the Student Personnel Concepts and Program in terms of the program of work that was given the

Nigerian counterpart as a guide line.

- B. To determine the extent to which the major concepts in the intellectualist and personal approaches have been blended to the satisfaction and aspirations of the Nigerians.
- C. To determine the nature and extent of the influence of Student Personnel Program at the University of Nigeria on other Nigerian universities.

Procedure and Schedule of Activities

- A. Preparation March
(Four (4) weeks)

- 1. Personal

Visa, security clearance, health clearance, and transportation arrangements.

- 2. Professional - U.S.A.

- a. Contact, Nigerian office, Michigan State University, and work-out an agreeable approach to investigation.
- b. Consult with Michigan State University advisors who participated in conference at the University of Nigeria November, 1963 in preparing an evaluation instrument.
- c. Interviews and conferences with graduates of University of Nigeria who are attending graduate schools in the United States.

- 3. Professional - Outside U.S.A.

- a. Consult with advisors from University of London who participated in conference at University of Nigeria November, 1963 in preparing an evaluation instrument.
- b. Advise the President of the Republic of Nigeria, who is also chancellor of the University of Nigeria, about the project proposal. Obtain his reactions and recommendations and clearance for visits to the institutions to be included in the study.

- c. Contacts at University of Nigeria arranging for study.
 - 1. Vice Chancellor
 - 2. Chief of party, Michigan State University
 - 3. Registrar
 - 4. Dean of Student Affairs
- d. Arrange for conferences with persons in charge of student affairs and student leaders at the following Nigerian Institutions:
 - 1. Ahmadu Bello University, Zaria, Northern Nigeria.
 - 2. University of Lagos, Federal District of Nigeria.
 - 3. Advanced Teachers College, Federal District of Nigeria.
 - 4. University of Ibadan, Ibadan, West Nigeria.
 - 5. University of Ife, Western, Nigeria.

B. Investigation April
(Four (4) weeks)

1. Philosophical Differences

- a. Interview the Chancellor and President of the Republic of Nigeria regarding the success or failure of the Student Personnel Approach at the University of Nigeria.
 - 1. Obtain a general reaction to the philosophical differences of the intellectualist and personalists approach and the extent of their blending at the University of Nigeria.

Interview the following:

- b. Vice Chancellor of University of Nigeria.
- c. Chief of Party
- d. Registrar
- e. Dean of Student Affairs

2. Growth of Student Personnel Programme Since 1963-64, School Term

- a. Confer with Dean of Student Affairs and review existing Student Personnel Program.
- b. Confer with the Student Union Executive Committee.
- c. Confer with the leaders of major student organizations other than the Student Union.
- d. Confer with the Nigerian student counselors.
- e. Confer with members of faculty who are of British or Western European (decent) and with contract team members from India.

- f. Confer with the head of the college of Physical Education and the Captain of Games.
- 3. Nature and Extent of the Student Personnel Concepts at Nsukka on Other Nigerian Institutions of Higher Education.
 - a. Interview the administrative officers, especially the Registrar, for reaction to the Nsukka experiment.
 - b. Interview leaders of the student government associations.
 - c. Obtain the reaction of European, American and Nigerian faculty members in the following institutions:
 - 1. Ahmadu Bello University
 - 2. University of Lagos
 - 3. Federal Advanced Teachers College
 - 4. University of Ibadan
 - 5. University of Ife
- 4. Summarization of Report