

The Influence of Strike on the Choice of Higher Education Demand in Oyo State, Nigeria

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Abstract

The financial problem in Nigerian higher educational institutions, which started in the late 1970s, became more severe in the 1990s and remains a major problem today. The arbitrary interference in university governance by military governments and their authoritarian handling of university matters – often without regard to constituted statutory structures of the system also aggravated the problems of university autonomy and the proper functioning of the institutions which made ASUU/NASU embark on several national strikes. The study aimed at examining the influence of strike on the choice of household demand for higher education in Oyo State. It also examined other determinant of the demand for higher education. The study utilized the binary choice estimation technique in analysing primary data derived from 2000 copies of the questionnaire administered in year 2004 among households in nine local governments in Oyo State which were selected, using two-stage stratified sampling procedure. Descriptive statistic and chi-square was used to explain the effect of strike on household choice of higher education in Oyo State, while probit regression model was used to estimate the determinants of the demand for higher education specified in the utility maximization model, involving demographic, family, school and trigger (i.e. strike actions in public institutions) variables. The result of the study shows that 80% of households sent their children to private higher institutions because of strike in public institutions irrespective of the price/cost. Household size, per capita household expenditure, school fees, father's educational attainment, gender, household location, and strike actions are significant at 5%. However, strike action, gender, and household expenditure have positive coefficients of 0.39, 0.40, and 0.50 with households preferring to send their female children to private institutions than males. In conclusion, strike action in public institutions along with other variables influence the choice of higher education. Therefore, frequent strikes in public institutions could be reduced with the introduction of fees to generate private funds to finance higher education, encouragement of public-private partnership to provide infrastructural facilities and government quick response to various agitations of workers in public higher institutions

Keywords: strike actions, higher educational institutions, household demand, household expenditure, household choice.

INTRODUCTION

The importance of higher education in any economy is enormous. It is acknowledged in literature that education has a positive relationship with economic growth and development and that the development of nations in the 21st Century depends on the quality and quantity of this level of education in different countries (World Bank, 2000). The story of higher education in Nigeria which started as a means of nurturing human resources for the development of the society, with the establishment of Yaba College in 1934 during the colonial era has gone through many unsavory phases, almost defeating the purpose for which it was initiated and leaving doubt in the minds of many intellectuals/people

Today, it is unfortunate that higher institutions are regularly associated with negative energy and tendencies in the Nigerian society. The issue of discontinuity and disruptions in these institutions occasioned by rampant strikes, often declared in a

manner that depresses not only stakeholders in education but the entire society. The arbitrary interference in university governance by military governments and their authoritarian handling of university matters often without regard to constituted statutory structures of the system also aggravated the problems of university autonomy and the proper functioning of the institutions, which made ASUU/NASU embark on several national strikes.

The issue of strike in the literature is replete with the studies of wage determination as well as the economic and institutional determinant of strike activity in both developed and developing countries. Nigeria is a country where bipartite wage negotiations co-exist with wage commissions appointed by the government where some of the unionized sectors of the economy such as government departments (Civil/public Servants, railways, docks and mines, among others), are

covered by industry-wide collective agreements and where wage commissions are used to structure the remunerations of the public service and the wage rates for employers in the low wage non unionized private sector.(Owoye, 1994)

Strike activity by any union could arise from two sources; from labour management collective negotiations and when the wage rates set by the commissions are not acceptable to the employers but are forced to comply with these wage rates through unions strike actions. Frequency of strike can also occur through economic and non-economic or institutional factors in the economy.

The rapid expansion of higher education systems over the last three decades was compounded by the more recent global economic crisis and fiscal stringency. This was due to over dependence on oil which has left many higher institutions in Nigeria short of funds in relation to the demand imposed on them. The problem of higher education in Nigeria is enormous. These includes under funding; poor quality; overcrowding of the classrooms, deteriorating physical facilities, high ratio of teachers to non- teaching staff, high ratio of students to lecturer, poor salary structure of both academics and non academic staff when compared to their counterpart in other countries has caused the unions (ASUU and NASU) in higher institutions to embark on frequent strikes over the last three decades.

These strikes distorted the development of these institutions especially the years that the students planned to finish their studies. The distortions in higher educational system through ASUU/NASU strike had effects on different people, such as the students', parents and the economy at large. Most of the effects were felt by the final year students because it paralyzed the administrative and academic activities on the campuses of public institutions. Frequent strikes also affect the psychology; growth and development of most students because they could not finish their degree at the right time thus the students' loss focus and lack motivation for studies. Increase in anti-social practices (crime, unwanted pregnancy etc) is another issue that both the parents and the society have to encounter. Most parents who do not want their children to join bad gang and lose focus had to spend more money to maintain their children/wards. Several studies in Nigeria have considered the issue of strike and wage negotiation (Otobo, 1983, 1984, Sonubi 1973) but not much work has been done on the influence that strike actions has on the demand for tertiary education in Nigeria this is the justification for this study. This paper examines the influence of strike in the choice of household demand for higher education in Oyo State, Nigeria. It presents the results of a survey of 2000 copies of questionnaire administered in year 2004 among

households in nine local government councils in Oyo State using probit regression model. This paper is structured into five sections: section two reveals the structure and growth of higher education in Nigeria while section three and four show the literature review, theoretical and methodological issues and section five captures model specification and result.

LITERATURE REVIEW

Nigeria has witnessed several regimes in terms of his political administrations. These administrations have actively intervened in labour-management relations through the use of incomes policies and labour decrees in the attempt to control the state of industrial relations. Despite governments' intervention in labour management relations, unions are still very much autonomous. Several studies have emerged in the last few decades on the issue of strike and wage negotiation. These studies shows that labour disputes and union militancy are often perceived to have political overtones, even though the overwhelming majority of the strikes are in the private sector due to collective negotiations in which economic grievances are the underlying factors (Cohen, 1974, Otobo, 1983). Other studies of strikes in Nigeria (Sonubi, 1973, Otobo 1984, and Ananaba 1967) showed that the Nigerian government has been and continues to be an active participant in wage determination and price movement. Since wage and price variables are important explanatory variables in any strike model.

However, the concern of this paper is not strike and wage determination but rather the influence of strike on the choice of household demand for higher education thus this paper review works around demand for higher education. Studies on the demand for higher education have proliferated since the Campbell and Siegel (1967) study. This work is generally considered to be the first on this topic, their work focuses mainly on the relationship between price and enrolment in higher education and they found out among others that the fluctuations in ratio which have taken place are associated with fluctuation in disposable income per family and constitute an index of function as deflated by the consumer price index.

Menon,(1997), considered the demand for higher education in Cyprus using a survey conducted among the Cypriot secondary school students in final year. The study found out that the extra ordinary increase in the demand for higher education in Cyprus during post independence, can be partly attributed to the influence of economic, societal, and institutional forces and in particular the psychological motivation with regards to higher education. Albert (2000), used human capital theory (discrete choice model) to analyze the demand for higher education in Spain. The study focused on two potential influences: family characteristics and labour market signal and found

out first that family background and parents' educational attainment explain the higher education demand, especially the mother mothers' educational attainment which is even more determinant than the fathers'. Secondly, the labour market signals in Spain

have an influence on the demand for higher education as a signal of both opportunity cost of funding a job for not going to a university and the employment expectation for each relevant education level.

Review of Strikes And Students Demonstrations In Nigerian Universities (1970-2010)

1970's	1980's-1990's	2000 -2010
➤ 1970's Students vs University authorities Students vs Government Policy	➤ 1980's University staff agitation for improved conditions of service	■ 2000 ASUU strike for the resumption on negotiation of Basic salaries, University funding, and Autonomy
■ 1970's student's agitation for improved academic environment, residential accommodation and feeding	■ 1981ASUU strike led to the setting up of the Cookey Commission (universities closed for 6 months)	■ 2001 ASUU strike for 3 months over stalemate in the negotiation. Agreement signed on June 30, 2001
■ 1972 University of Ibadan closed due to student's riot	■ 1986 Students rioted against the introduction of SAP	■ 2002 ASUU strike for 2 weeks over perceived non-implementation of the 2001 Agreements
■ 1973 Students of University of Lagos rioted against NYSC scheme	■ 1992 following the resumption of negotiation, the Agreement was signed on September 3, 1992.	■ 2003, all the Unions in the University System went on strike over the following issues: ■ Inadequate funding ■ Non-implementation of Agreement ■ Disparity in Salary ■ Retirement Age ■ Non-implementation of Allowances
■ 1978 Students went on rampage at the review of the cost of meal ticket from 50K to N1.50	■ 1993 3 months strike by Non-Teaching staff demanding for parity in salary	Between 2003 and 2010 Unions in Higher Institutions in Nigeria went on strike over the implementation of agreements and proper handling of the above issues
	■ 1994 ASUU strike for increase in salary	
	■ 1995 ASUU strike for the review of the 1992 Agreement	
	■ 1999 ASUU strike over perceived non-implementation of the October 26, 1999 signed Agreement	

Theoretical and Methodological Issues

Education could be viewed in the same way as any other commodity in the sense that less would be demanded if the cost to the consumer increased or if the consumer is not satisfied with the goods, given the characteristics of the good. Therefore, it could be said that families are on average willing to consume or demand private tertiary education since strike in public institutions reduce the satisfaction received from it. Also cost increase is likely to lead them to buy less education. Moreover, their unwillingness to pay is greater; the more elastic is the aggregate demand for education.

Consumer utility maximization model of the theory of demand was adopted in this work because it shows the behaviour of the household or consumer in the choice of commodity or services consumed. The revealed preference principle is one of the microeconomic theories of consumer choice or behaviour; it permits the nature of the consumer's preferences to be deduced from the observed choices of the consumer when confronted with alternative commodity bundles. A commodity combination is said to be revealed to be preferred to another if the consumer chooses it in preference to another combination, which is not more expensive, and hence, which he could also afford. The theory tries to test for consistency of the consumer's behaviour through what is referred to as the weak axiom of the theory, which states that if one commodity bundle is revealed to be preferred to another, the latter must never be revealed to be preferred to the former. The strong axiom of the prevailed preference theory also tests for the consistency of consumer's behaviour which states that if one commodity bundle is revealed to be preferred to the second, also revealed to be preferred to the third, the third one must never be revealed to be preferred to the first one. This study will extend the theory to the situation of choice faced by private households in alternative provision of higher education each of which may not have the same cost.

The survey methodology used is multi-stage stratified sample design, in which the EAs (enumeration areas) in each local government (LGAs) selected are the first stage unit while the household unit under each EAs is the second stage. The stratification was in the form of rural and urban area in each local government area chosen. This work covers households in Oyo State whose children or wards are in school within or outside Oyo State (lower and higher). There are 198 enumeration areas in Oyo State, thus 50 enumeration areas were covered by this work, and this indicates one quarter of the total enumeration areas in the state.

A total of 2000 questionnaires were administered. This was distributed equally among the 50 EAs

chosen. Therefore, 40 household units were selected in each of the EAs that were surveyed. The questionnaires were completed by household heads in each of the households that were visited the living standard measurement study on household surveys by the World Bank (2000) was used to design the questionnaire with little modification. Descriptive Statistics was used to explain the effect of strike on household choice of higher education while probit regression was used to estimate the determinant of the demand for higher education.

Model

The model for this study was adopted from the work of Lopez-Acevedo and Salinas (1998). Utility maximising model of school enrolment decisions was specified which will yield an empirical specification of the demand for schooling. This work assumes that every household has a utility function, which depends on the human capital of its children and the consumption of all other goods and services. This work was based on the assumption that parents are faced with two choices: (1) sending their children to public higher institutions and (2) sending their children to private higher institution.

Parents compare the utility attained from the two options listed earlier and choose the option with the higher utility. This work begins formalising the model by specifying the utility obtained from each option. Thus, let the expected conditional utility of sending a child to school be given as:

$$U_i = U(S_i, C_i) + \epsilon_i \quad i = P, Pv \quad (1)$$

Where S_i = increment to a child's human capital from another year of schooling

C_i = possible consumption after incurring both the direct and indirect cost

and ϵ_i = random taste shifter

P and Pv = public and private higher institutions

The decision to send a child to school depends on the quality of education received because in literature, Birdsall (1982) and Behrman and Birdall (1983b) discovered that the quality of schooling is an important determinant of wages. The study therefore formalised this by assuming that the higher the quality of education, the greater the increase in human capital, that is, (increase in S_i) from another year of schooling and therefore the higher the utility from the schooling option *Ceteris Paribus*.

Both options of school have associated budget constraint of the form

$$C_i + P_i^* = C_o = Y, \quad i = P^*, Pv^* \quad (2)$$

Where P^* = Prices of sending child to public higher institutions

P_v^* = Prices of sending child to private higher institutions

Y= Yearly family disposable (net of saving) income
The price of schooling involves both direct and indirect costs; direct costs include school fees, outlays for textbooks and the like, the crucial indirect cost is the opportunity cost of children's time. The unconditional utility maximisation problem is stated below as

$$U^* = \text{MAX} (U_i, U_s) \quad (3)$$

Where U^* = maximum utility

U_i and U_s = the conditional utility functions specified in (1) given the constraint in (2)

Solving the utility maximisation problem, there is a system of demand functions whose forms are probabilities that the alternatives are chosen. The probability that any alternative is chosen equals the probability that this choice yields the highest utility among all the alternatives. The functional form of the demand functions depend on that of the conditional utility function and on the distribution of the stochastic variables.

Gertler, et. al. (1987), showed that income can influence the choice only if the conditional utility function allows for a non-constant marginal rate of substitution of schooling for consumption. Thus, let the conditional utility function for the two schooling options be

$$U_i = \alpha_0 S_i + \alpha_1 c_i + \alpha_2 c_i^2 + \epsilon_i \quad (4)$$

Where each ϵ_i is a zero mean random taste disturbance with finite variance and is uncorrelated across individuals.

From equation 2, what is derived is consumption net of schooling expenditures as

$$C_i = Y - P_i^* = Y - P_i - wH_i; i = P, Pv \quad (5)$$

where, w = opportunity cost of the child's time

H_i = hours of child's work lost due to school attendance which varies over the public and private school option

P_i^* = direct price (money cost) of

sending a child to school i .

Substituting (5) into (4) yields

$$U_i = \alpha_0 S_{ii} + \alpha_1 (Y - P_i - wH_i) + \alpha_2 (Y - P_i - wH_i)^2 + \epsilon_i; i = P, Pv \quad (6)$$

Where U_i = utility derived from sending the child to either a public ($i = p$) higher institution or private ($i = Pv$) institution.

The identification of the parameters in (6) requires that the values of human capital and consumption differ depending on the alternatives. The alternative chosen is the one that yields the highest utility. Attributes that are constant across alternatives are differenced out of the decision rule. Thus, it is variation in prices of the choice of the household that identifies α_i and α_2 . If prices did not vary across

alternatives, consumption would be constant across alternatives and difference out of the decision rule not all higher institutions are the same and better institutions will provide "more" human capital per school and thus will be more attractive to parents.

The marginal utility of increments to human capital may vary by demographic characteristics. Pollak and Wachter (1975), argue that the separate effects of demographic variable in the production of human capital and in the marginal utility function cannot be identified. We therefore specify a reduced form model of the utility from human capital.

Let utility from human capital be given by

$$\alpha_0 S_i = Y_i X_i + \eta_i \quad (7)$$

Where X_i = vector of school, family, quality and demographic characteristics. To make the specification as general as possible, let the coefficients in equation (7) be different for the public and private school alternatives. Allowing for different intercepts permits the baseline quality to vary by alternatives and having different slope coefficient allows the school's productivity to vary with individual characteristics such as age and current school year. The random disturbance term captures unmeasured portions of the quality function. Substituting equation (7) into the conditions utility function (6) yields

$$U_i = Y_i X_i + \eta_i + \alpha_1 (Y - P_i - wH_i) + \alpha_2 (Y - P_i - wH_i)^2 + \epsilon_i \quad (8)$$

$$U_i = V_i + \epsilon_i + \eta_i \quad i = P, Pv$$

where $V_i = Y_i X_i + \alpha_1 (Y - P_i - wH_i) + \alpha_2 (Y - P_i - wH_i)^2$ for schooling option.

Many discrete choice demand studies assume that the demand functions takes on a multinomial logit (NML) form. This suffers from the independence of irrelevant alternatives assumption, which is equivalent to assuming that stochastic portions of the conditional utility functions are uncorrelated across alternatives, and imposes the restrictions that the cross price elasticities are the same across all alternatives. The probit model is used to estimate the demand function specified in equation (8).

RESULTS

The descriptive analysis of this study shows the mean value, standard deviation, and percentages of the variables included in the questionnaires that were administered. The descriptive analysis in Table 3 shows the descriptive statistics of 1,986 household questionnaires in nine local government areas in Oyo State, Nigeria. It reveals the mean value of the price of schooling, household income, household size and the sex of children in higher education. Also the educational status of the parent in the household is considered in percentages while the percentages of

children in higher institutions both in public and private are revealed

Table 3: Socio-Demographic Characteristics of Household Respondents

Variables	Mean	Standard deviation	Percentage
Household income	76,778.5	46,874.6	-
Price of schooling (Private school)	285,335.86	174,418.60	-
Price of schooling (Public school)	253,773.9	144,487.28	-
Household size	5.51	1.44	-
Years in school	1.31 1.27 1.16	0.454 0.446 0.362	
Female child	328.8	614.33	
Male child	460.6	1167.9	
Children's Age in Tertiary	2.278	0.5313	
Father's education			11.02 39.21 49.06
Mother's education			12.91 46.44 40.24
Children who go to private HI			6.6
Children who go to public HI			93.34
Children who are not in HI	1.856	1.2842	
Children who are in HI	1.75	0.8234	

Sample size: 1,986.

Sources: Computed by the author.

The mean household income for all respondents shows N76, 778.5 with a standard deviation of N46, 874.6 while the price of schooling for private schools shows a mean of N285, 335.86 compared to N253.773.9 for public schools. The differences in the mean value of price of schooling may be as a result of the cost incurred by parents in the private institutions because there is no subsidy compared to public institutions. This however makes some parents send their children to public higher institutions rather than private. 49.1% of the fathers among the respondents receive a higher degree education followed by 39.2 % of secondary school and 11% of primary school. The same trend holds for mothers with a slight shift where the highest percentage obtained secondary school certificate with 46.4% followed by tertiary and primary education certificates respectively. The study considered the influence of strike on the choice of tertiary education by private household, in general 91.1% of parents said that strike was not the reason for choosing public tertiary institutions while 8.9% admitted that it was the reason for not choosing the institution. From table 4 a higher percentage of parents choose private universities or polytechnics because of strikes, 82.5% for private universities and 67.7% for private polytechnic.

Standard also has certain effects on the choice of higher education by private households. The view of the parents were sought and the result shows that 59.4% of parents felt that standard is very high in public universities while 29.4 % felt that the quality is just high. However, 77.4 % of the parents were of the opinion that the standard of education in private universities is very high while 62.5 % viewed standard in private polytechnics to be very high. The same trend was recorded for the influence of good remuneration except for the private polytechnics, which recorded 50%.

Table 4: The effect of strike, quality and good remuneration on household choice of higher education. (All Respondents)

	Strike (%)		Quality and Standard				Good Remuneration %	
	Yes	No	Very high	High	Not high	Don't know	Yes	No
Public university	8.9	91.1	59.4	29.4	9.3	1.9	38.9	61.1
Private university	82.5	17.5	77.4	17.6	2.8	2.2	66.3	33.7
Public polytechnics	6.2	93.8	30.7	52.5	11.9	5.0	23.8	76.2
Private polytechnics	67.7	32.3	62.5	34.4	-	3.1	50.5	50.0
College of education	15.2	84.8	27.3	51.5	9.1	10.6	16.9	83.1

Source: Computed by the author from 2005 field survey.

Table 5: The Effect of Strike, Quality, and Good Remuneration on Rural Household Choice of Higher Education

	STRIKE %		QUALITY AND STANDARD				GOOD REMUNERATION %	
	Yes	No	Very high	High	Not high	Don't known	Yes	No
Public universities	0.6	90.4	70.1	20.5	7.3	2.1	30.7	69.3
Private universities	81.1	14.7	84.4	13.5	1.0	1.0	1.0	68.2
Public Polytechnics	3.6	95	14	67.3	17	1.7	19.4	78.9
Private Polytechnics	-	-	54.6	30.2	14.9	0.3		
Colleges of Education	8.3	90	25	39	15	2.5	14.3	85.7

Source: Computed by the author from 2005 field survey

When we consider the effect of quality, strike, and good remuneration on the choice of private households for tertiary education, the result shows that 90.4% of the parents said that strike was not the reason for choosing public tertiary institution for their children while, a total of 81.1% said strike was one of

the reasons for choosing private institutions for their children. Although this is costlier for them, they are certain that their children's programme will not be delayed by strike. The same trend was recorded for both quality and good remuneration as shown in the previous table.

Table 6: The Effect of Strike, Quality, and Good Remuneration on Urban Household Choice of Higher Education

	STRIKE %		QUALITY AND STANDARD				GOOD REMUNERATION %	
	Yes	No	Very high	High	Not high	Don't known	Yes	No
Public university	8.3	91.7	53.4	34.3	10.7	1.3	29.6	70.2
Private university	86.3	18.0	73.7	10.7	3.5	2.2	60.5	39.5
Public polytechnics	7.4	92.6	18.0	61.0	15.0	4.5	22	78.0
Private polytechnics	71.4	28.6	68.2	27.3	15.0	4.3	14.3	85.7
Colleges of education	14.0	86.0	27.0	48.0	11.6	0.3	14.3	85.7

Sources: Author Survey (2005)

The effect of strikes and good remuneration on the choice of tertiary education shown in Table 8 in which 92.6% and 78 % of the respondents indicate that strikes and good remuneration respectively were not the reasons for their choice of public polytechnics while strike was the reason for about 71 % of the choice of private polytechnics. A larger percentage of respondents also believe that standard is higher in private universities and polytechnics than the public. However, this assertion needs to be tested empirically based on variables agreed upon in literature to measure quality. The result of the probit regression in Table 7 shows the variables that determine the demand for higher education in Oyo State. The dependent variable is when enrolment in, or demand for, private higher education is equal to 1. The household demand for private higher education is highly dependent on per capita expenditure, fathers' educational status, school fees, gender and strikes. The regression coefficients indicate the linear relationship between the estimated index z and the position variables. All explanatory variables show the *a priori* expectation signs on the demand for private higher education by households in Oyo state and the explanatory variables are significant at 5% level except for age, mother's education, house owner (proxy for wealth), and gender (female).

the magnitude and sign of the coefficients the model reveals a positive relationship between the household per capita expenditure and private higher education, with 5% increase in the household per capita expenditure the household demand for private higher education will be increased by the same percent. The school fees also reveals positive relationship which implies that the higher the school fees charged by the private institution authorities the more household will demand private higher education than public higher education-the reason for this may be easier access to some of this private institutions than the public. The probit result for all the respondents shows that the father's education is significant at 5% while mother's education is not significant, however the two variables have a positive relationship with private higher education. This agrees with the work of Mingat, Lee and Tan (1984) that parent education has a positive relationship with ability and willingness to pay for education. Household location has a negative relationship with private higher education with a p value significant at 5%. The more rural the household location is, the less the household will consider private higher education for their children or wards, because they will not see justification for it since they can send their children to public institutions at a lower cost.

The work also considers the influence of gender on the demand for private higher education by household than public education. The result shows a positive relationship with a p value not significant at 5%, Strike action in public institutions was used as a trigger variable, which shows a positive coefficient and is significant at 5%. The more the public higher

institutions go on strike the more the household will consider private higher education for their children or wards because they believe that time wasted in public institutions is what they are paying for in private higher institutions.

Table 7: Probit Result of the Demand for Higher Education all Respondents.

Variable (Private)	Coefficient	Z (value)	P (value)
Age	-0.13	-1.21	0.23
Household size	-0.78	-2.10	0.04
Per capita expenditure	0.05	1.30	0.01
School Fee	0.04	3.28	0.00
Father's education	0.04	1.71	0.05
Mother's education	0.03	-1.35	0.18
Own house	0.33	0.35	0.73
Rural	-0.49	-4.29	0.00
Female	0.40	0.42	0.68
Strike	0.39	4.02	0.00
Constant	-1.55	-4.38	0.00

Sources: Computed by the author from 2005 field survey

Sample size = 1,822, LR χ^2 (10) = 39.94

Prob> χ^2 = 0.000, Pseudo R^2 = 0.070

Log likelihood = -437.95719

In conclusion, the descriptive analysis shows that 80% of the household respondents choose private institutions because of frequent strike in public institutions. The probit regression result reveals that all explanatory variables have the expected sign on the demand for private tertiary education with 5% level of significant. Specifically the result shows that household size, per capita expenditure, school fees, fathers' education, location of household respondents and strike serve best to explain why household respondents demanded for higher education in Oyo State. The study points to the presence of another demand influencing factor, strike in public institutions as a major motivating factor for the choice of private higher education in Oyo State. Therefore, frequent strikes in public institutions could be reduced with the introduction of fees to generate private funds to finance higher education, encouragement of public-private partnership to provide infrastructural facilities and government quick response to various agitations of workers in public higher institutions

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