THE TRAINING OF INTERMEDIATE **AND** JUNIOR STAFF **AND** ITS IMPACT ON MANPOWER DEVELOPMENT IN AHMADU BELLO UNIVERSITY, ZARIA (1976 - 1981)

THE TRAINING OF INTERMEDIATE AND JUNIOR STAFF AND ITS IMPACT ON MANPOWER DEVELOPMENT IN AHMADU BELLO UNIVERSITY, ZARIA (1976 - 1981)

A DISSERTATION

PRESENTED TO THE STAFF OF THE DEPARTMENT OF ADMINISTRATIVE STUDIES, INSTITUTE OF ADMINISTRATION, AHMADU BELLO UNIVERSITY, ZARIA

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BY

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DEDICATION

DEDICATED TO MY DEAR MOTHER, MRS. MARY DIBUEZE ONWUAROH FOR HER TOTAL COMMITMENT TO OUR WELFARE AND TO MY BELOVED FATHER, MR. VICTOR UGOANOZIE ONWUAROH, WHO LABOURED RELENTLESSLY TO SEE ME SUCCEED IN LIFE BUT WHO FAILED TO LIVE TO SEE HIS DREAMS COME THROUGH.

QUOTATION

"MAN IS A PERPETUALLY WANTING ANIMAL, NEW NEEDS EMERGING AS OLD ONES ARE SATISFIED, A NEVER-ENDING PROCESS FROM CRADLE TO GRAVE. HIS BEHAVIOUR IN LIFE IS ENTIRELY GOVERNED BY THE CIRCLE OF HEREDITARY OR ENVIRONMENTAL INFLUENCES CREATING NEEDS WITHIN HIM AND HIS TAKING ACTION TO FULFIL THOSE NEEDS."

MAURICE W. CUMING

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Simon M. Onwuaroh,
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CHAPTER I

INTRODUCTION

"Training is not something that is done once to new employees - it is used in every well-run establishment. Every time you get someone to do work the way you want it done, you are training. Every time you give directions or discuss a procedure, you are training."

C. R. Dooley

1.1 INTRODUCTION

It is fashionable these days to merely refer to high-level manpower when discussing MANPOWER development in Nigeria. But, by confining the use of the word 'Manpower' operationally to 'high-level manpower', there seems to be a real danger that the importance of other types of manpower may be obscured. According to T.M. Yesufu, "high-level manpower may be a limiting factor to Nigeria's economic growth but there is a common-sense view that the quality of that other manpower which forms the bulk of the country's labour force, is also essential to rapid growth."[1] Yesufu further contends that "it is true that other

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1. Yesufu, T.M., "Manpower Problems and Economic Development in Nigeria", Oxford University Press, Ibadan, Nigeria, 1969, p. 23.

manpower is not left completely out of account but it seems to be regarded merely as something like a chorus in a play in which high-level manpower are the real characters."[2] Another assumption behind the tendency to continually glorify high-level manpower appears to be that if only it can be developed, all else would be well. But the above quotations have, in no unmistaken terms, amplified and indeed highlighted the real need for the development of lower-level and middle-level manpower, besides high-level manpower, and this, therefore, is the main concern of this paper.

It is because of the strategic role members of intermediate and junior staff working in the Ahmadu Bello University are playing in the organisation, administration and maintenance of the University that I became fascinated to undertake a study and appraisal of the role of Intermediate and Junior Staff Training Scheme in the University, in the training of middle-level manpower with a view to determining the extent to which the training of this cadre of staff has advanced and the impact it has made on manpower development in Ahmadu Bello University. To be able to do this, the writer intends to peer into the training programme, the University policies that guide the application, selection and training of Intermediate and Junior Staff, the types of courses, the administration of the training programme, the funding of the training programme, and to establish whether the advantages

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2. Ibid, p. 23.

derived from mounting and sustaining such a training programme adequately compensate for the huge sums of money and efforts being expended on it. The research is intended to find out what the thinking of the people is vis-a-vis the training and also to establish the constraints, if any, in the operations of the training scheme with a view to making concrete suggestions for improvement.

The Statement and Significance of Problems:

The development of middle-level manpower in A.B.U. has, in recent time, assumed greater dimension and importance. The number of I. & J. staff in A.B.U. runs into thousands. It is therefore no exaggeration to say that it is a heculian task trying to train staff of this magnitude. But because there was a general concensus of the need for the training of this class of staff that Ahmadu Bello University embarked on a gigantic training programme to be able to elicit from its staff, a high-level productivity and a qualitative service. The authorities are well aware that owing to various causes, a large number of staff has not been privileged enough to advance their training to a point where they could be most useful to themselves and to Ahmadu Bello University itself. Besides, acute shortage of skilled manpower in A.B.U. is noticed particularly in technical and secretarial fields. Another problem is that of the Nigerian Labour Law which legislates against any organisation in Nigeria

recruiting I. & J. staff from overseas. It is the realisation of all these problems that made A.B.U. authorities to decide to face squarely, the development of this class of workers through intensive and extensive training programme in order to sustain its services at least at that level.

Again, as efficient work performance is more or less based on training, much importance is therefore attached to it as a prelude for promotion. The consequence of lack of it is that the progress of some staff of this category is stalled midway which consequently generates frustration and feelings of despondency to a point of perhaps making some of such staff lose interest in their jobs and either summon courage and quit or operate on a diminishing return basis. All these problems and their significance jointly make I. & J. staff training not only imperative but also an unavoidable necessity to Ahmadu Bello University.

Training As a Motivating Factor

What is motivation in the first place? To my mind, motivation is a skill in aligning employee and organisational interest so that behaviour results in achievement of employee's wants, simultaneously with the attainment of organisational objectives. It also means the process by which behaviour is energised and directed.

As a matter of fact, it is increasingly recognised, more than

ever before, that people are the pivot on which any organisation revolves. The success of any organisation therefore depends on the effective mobilization of the efforts of all people who make up the organisation. Various social science findings have revealed that people can only give off their best if their needs are satisfied and down deep every worker is embedded the 'need achievement motive'. Such needs range from the immediate ones of satisfying hunger and thirst to the ones of recognition and self-actualisation. Abraham Maslow's Theory of the Hierarchy of Human Needs lends support to this statement. He theorised that human nature is characterised by five urges - the physiological urge, the social urge, the prestige-of-work urge, the ego urge and the self-actualisation urge. Maslow says that it is these many urges that motivate men to work, and that these hierarchy of urges are usually satisfied from below, with the result that this state of satisfaction necessitates moving up to the next urge in the hierarchy of urges. It is therefore my contention that if, within an organisation, sufficient grounds are created for the satisfaction of the various urges, man is definitely going to be motivated all through. Training is therefore a very important aspect of motivation and a source of internal satisfaction to a worker who regards it as a key to self-actualisation. Without training which is a prime motivator, it will be difficult for any worker to satisfy all his needs and urges. It does not matter what form the training takes in so far as it is intended to improve efficiency and productive

capacity of a worker and infuse in him a sense of belonging, achievement and personal satisfaction and pride.

The Need for Training

J. P. Viteritti has described training as "an effective instrument for overcoming bureaucratic passivism and/or resistance to change in the implementation of a new administrative policy, programme, or system."[3] It has also been suggested that any training programme has three major goals:-

1. The first is to increase a trainee's set of alternatives. Through appropriate training, he can add new strategies that he may never have thought of or strategies that are infrequently entertained because of skills or confidence deficiencies.
2. The second goal of training is to provide the trainee with the necessary criteria to select from an expanded set of alternatives. If the habit of selecting particular alternatives can be shifted to a habit of examining alternative choices in the light of appropriate criteria, proficiency is increased.
3. The final goal of training is to make the trainee his own consultant when it comes to adapting existing alternatives to new situations. Training must focus on situations not wholly predictable from the training context, and it is the

3. Iroanya, T.E.O., Staffing and Finance As Essential Elements in Administrative Effectiveness: An Appraisal of Etiti Local Government Administration 1976-1978, Nigeria, June, 1979, p. 55.

trainee who must adapt as conditions and/or situations change.[4] And supporting the above views on the necessity for employee training G.D. Halsey stated that "training is important because it gives to the worker and to management what each wants without taking away anything from each other."[5] Again, Milton Hall further defined employee training as "the process of aiding employees to gain effectiveness in their present or future work through the development of appropriate habits of thought and action, skills, knowledge and attitudes."[6] He stressed further that "training aims to increase the effectiveness with which the functions of an organisation are carried out through increasing the effectiveness of the personnel comprising that organisation."[7]

Quite often, employees who have served for a long time are bypassed because it is felt that they lack the mental capability which the higher job demands. This breeds frustration and feelings

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4. Ibid, p. 56.
5. Halsey G.D., "Training Employee", Harper & Brothers, N.Y., 1949, p. 1.
6. Ibid, p. 2.
7. Ibid, p. 2.

of hopelessness and might force them to leave their jobs most unprepared unless arrangements are made immediately for their training to reassure them of their continued usefulness to that organisation and to wipe out despondency boldly written on their faces. Training therefore motivates towards self-fulfilment while salary increases motivate towards material satisfaction or well-being. Ubeku lends support to this view on the importance of training when he says: "Investments on training and development are wise investments. There are many organisations in this country which regard training and development as expensive ventures and avoid them like the plague. What such organisations are interested in are the immediate returns. But in a changing world, of which Nigeria is part, this attitude can nolonger hold good."[8] Still on the importance of training, Bass and Vaughan stated that "short-term gains in quantity of output may give way to long-term losses due to poor quality of performance because adequate training did not occur."[9] Besides, "technical knowledge requires constant updating, and as new techniques appear, retraining becomes a vital necessity."[10] Training is therefore basically necessary to every staff in any organisation because training assures more concretely, the satisfaction of personal needs and ensures a high level

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8. Ubeku, A.K., "Personnel Management in Nigeria", Ethiope Publishing Corporation, Benin City, Nigeria, 1975, p. 14.

9. Bass, B., & Vaughan, J.A., "Training in Industry: TheManagement of Learning", Wadsworth Publishing Co. Inc., California, U.S.A., 1966, pp. 72 and 74.

10. Ibid, p. 74.

productivity. All human beings enter an organisation with their personal goals as different from organisational goals. The desire to satisfy the needs or achieve the goals set "is accompanied by a state of drive or tension that results in a behaviour being directed towards a goal that will satisfy the need and thus reduce the drive or tension."[11] So, if the desire of a staff is to advance on the ladder of progress through training which motivated him to join an organisation in the first instance, he continually looks towards it and unless this is satisfied, he can never 'properly' belong as other forms of motivation may have negative effect on him. According to Johnson, we need to determine training needs for various reasons:-

1. So people will be more productive on their jobs and be ready for advancement:
2. Because the success of the enterprise requires that everyone perform at his optimum level. This calls in part for determining and meeting the specific growth needs of each, which should be translated into training;
3. Because all "good" people regardless of organisational level, can do a good job, want to do a good job, and will do a good job - if they are given a chance. This chance comes in part through the provision of opportunities for a person to improve his knowledge, skill or attitude. In doing this, the

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11. "Personnel Management in Nigeria", op. cit., p. 298.

company increases productivity and the individual advances his career.[12]

By way of illustration, a younger worker today, in the factory or office, is no longer much concerned with security and pensions but want early involvement, interesting jobs, quick promotion and the rewards for work now rather than later. Even a not-so-efficient typist with or without any knowledge of shorthand seeks immediate secretarial status wherever it can be found and a salary to match, whether justified by potential or not. Such impatience has its merit for it demonstrates a growing self-confidence, energy and enthusiasm that must be recognised and developed whenever possible through increased opportunities for active participation in the affairs of an organisation. To do this, he has to be trained to enable him acquire basic skills for the post he seeks and not by making his aspirations continually appear to him/her as wholly unattainable.

The training of staff has gained such a wide recognition that "many are becoming aware that ignorant workers are poor workers and that undeveloped and unaroused employees are liabilities."[13] And to

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12. Johnson, R.B., "Analysis of Training Needs" in Training and Development Handbook, McGraw-Hill Inc., U.S.A. 1967, p. 16.

13. Smith, H.C., "Psychology of Industrial Behavior", McGraw-Hill Book Co. Inc., N.Y., 1955, p. 368.

buttress this further, Smith states that "more and more companies are systematically attempting to train employees and supervisors in the knowledges, skills, and attitudes which will make them more satisfied and productive workers."[14] He concludes by saying:

> "Perhaps the greatest competitive advantage to be enjoyed by an enterprise lies in the development of its human resources. While I recognize the worth of on-the-job training, I believe that attention should be paid to employee education in a broader sense. There is an increasing recognition that education cannot stop with the school or college, and that business and industry must alter their policies to accept a social obligation to provide broad educational opportunities to all employees as long as there is an expressed need for them."[15]

People are trained to work better and live more happily. Therefore, it is the desire of every mentally-healthy man to train and work for "man's desire to be continuously associated in work with his fellows is a strong, if not the strongest human characteristics."[16] Maurice Cuming lent his weight to this statement when he said: "Work is the source of man's most basic satisfactions, it is his social catalyst - the purveyor per excellence of his status and prestige among his fellows."[17] Training has boundless advantages to man's motivation and

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14. Ibid, p. 393.
15. Ibid, p. 364.
16. French, W.L., "The Personnel Management Process", (4th Edition), Houghton Mifflin Co., Boston, U.S.A., 1978, p. 73.
17. Cuming M.W., "The Theory and Practice of Personnel Management", Heinemann, London, 1970, p. 30.

effectiveness. Training motivates man to work and more training reshapes man and makes him more committed and very much more efficient. Training boosts man's ego and increases his desire for social status which, in turn, is linked with the need for self-fulfilment which is the supreme goal of any man as a unique individual and this he must strive to achieve according to his own innate potential and within the limits of reality. Training is an investment in human capital but not every organisation realises this. However, Gerald Meier underscored the need for investment in human capital when he said: "Although the objective of adding to the stock of physical capital has dominated investment discussion, it has now become evident that a high priority must be assigned to investment in human capital. As part of the reaction to an excessive reliance on the accumulation of physical capital, it is increasingly recognised that the acceleration of development may be thwarted by a deficiency in the knowledge and skills embodied in human beings."[18] From this statement, it is clear that, for A.B.U. to achieve the goal of high-level productivity and administrative competence, the intellectual levels of a large number of its staff - junior, intermediate and senior - must be amply elevated through continuous training.

Training As an Instrument for Efficient Work Performance and Rationality

Training has been described as "providing conditions in which people can learn effectively."[19] The function of training is therefore

18. Meier, G.M., "Leading Issues in Economic Development", Oxford University Press, Inc., 1970 (2nd Edition), U.S.A. p. 598.

19. King, D., "Training Within the Organization", Tavistock Publication Ltd., London, 1964, p. 125.

to improve staff performance in order that the organisation might function with optimum efficiency and productivity as well as equip the staff for higher levels of responsibilities. Donald Nylen has stated that training is concerned with the individual's preparation for and the orientation to the job and the situation in which he will work. He emphasised that training seeks also to upgrade worker's performance as he continues to work. He pointed out that training should also be concerned with the organisation (or groups within it) as the subject of training, for many of the problems which interfere with staff performance rest in group standards and difficulties in coordinating the activities of numbers of persons.[20] From the above statements and quotations, it is clear that training serves as a vehicle of knowledge and as an instrument for efficient work performance. Besides, training broadens man's social outlook and prepares him for life contingencies. Training develops one's personality and augments one's contributions to society. It also equips man to look at things with objectivity and to take rational decisions even within bounds. Training a staff is therefore a 'must' to any forward-looking organisation that wishes to excell in business or administration. Training equips a worker mentally with the mechanics and the mechanisms for operating and directing his services towards the goals of an organisation. Training is an operative key for efficiency; it is the

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20. Saror, M., "Intermediate Manpower Problems and Development in Nigerian Agriculture: The Institute for Agricultural Research As A Case Study", Nigeria, Nov., 1978, p.212

live-wire, the blood and soul of competence.

Emphasising the weight that should be given to the growth in the quality of human resources, Professor Schultz illustrates the possible implications of the 'quality' components as follows:

> "Suppose there were an economy with the land and the physical reproducible capital including the available techniques of production that we now possess in the United States, but which attempted to function under the following restraints: there would be no person available who had any on-the-job experience, none who had any schooling, no one who had any information about the economy except of his locality, each individual would be bound to his locality, and the average life span of people would be only fourty years. Surely production would fall catastrophically."[21]

On training, therefore, there is more to say, more to quote to justify its need. However, suffice it to say finally here that whatever we use or see around us which makes life less arduous is produced by highly trained brains.

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21. Schultz, T.W. "Reflections on Investment in Man", Journal of Political Economy, Supplement, October, 1962, pp. 2-3.

THE SCOPE OF RESEARCH

It is important to state here that although genuine efforts were made to embrace most units of Ahmadu Bello University, my main thrust was on the Intermediate and Junior Staff Training Programme as it operates in the Main Campus and the Institute for Agricultural Research (I.A.R.) which alone have Training and Secretary Coordinators respectively to direct the training programmes of the University. Besides, while the training of administrative staff of A.B.U. is centralised and all embracing, the peculiar functions of I.A.R. necessitate a different approach to its training needs. Again, while all Nigerian Universities (including A.B.U.) receive their funding from the Federal Government through the National Universities' Commission (N.U.C.), I.A.R. is funded through the Ministry of Science and Technology, Lagos. Before the formation of this Ministry, I.A.R. was receiving its funds through the National Science and Technology Development Agency (N.S.T.D.A.), Lagos.

1.2 STATEMENT OF THE HYPOTHESIS

As a guide to the research, the following questions are posed hypothetically, and a function of this research will be to attempt answers to them. They are considered major problems possibly facing or inhibiting the full realisation of the ideals of the training programme:

(a) The Intermediate and Junior Staff Training is not making the desired impact on the organisational effectiveness of A.B.U.;

(b) The Funding of Staff Training Programme in A.B.U. is grossly inadequate;

(c) The Numerical Strength of I. & J. Staff negates Training Efforts;

(d) The parity of Universities' Salary Scales with Civil Service Scales drains manpower away from A.B.U.;

(e) Limited Office Accommodation a great handicap to effective administration of the Training Programme.

1.3 RESEARCH METHODOLOGY, AND PROBLEMS ENCOUNTERED:

The methodology adopted in this research includes:

(1) Oral Interviews:

I had held interviews with the Staff Training Coordinator (Main Campus); with some members of I. & J. Staff Training Committee; with Secretary Coordinator of Training, I.A.R.; with Dr. E.G. Kolawole, Department of Chemistry; with Administrative Officer, Institute of Education; with A.R. (I. & J. Staff Matters), Institute of Administration; with Mr. K. Lupton, Director, Centre for Economic and Social Research and Consultant to University Administration and interviews with some staff already trained and some that are currently undergoing training.

(2) Documents:

This entails going through relevant files for I. & J. Staff Training, going through Books and Journals, A.B.U. Calendar, Literature Reviews, etc.

PROBLEMS ENCOUNTERED:

It is neither an exaggeration nor an understatement to say that for any meaningful research to be conducted, a researcher must encounter various problems in the course of his research.

My case is by no means an exception. I therefore set out below some of the problems that confronted me during the search for data, information, and interviews:

1. inability to meet in their offices, the people I wanted to get information from;
2. the stereotyped form of apologies received from some of the officers I had wanted to talk to such as "I am almost going out now, why not call on me say Friday at 10 a.m."; "I am not physically sound to talk to you now: could you please arrange to see me some other time"? etc. This is in spite of the fact that appointments were well booked previously for the purpose;
3. reluctance on the part of some officers to release their office files to me for the purpose of fishing out certain facts in some of the offices I visited. Atimes, certain files relevant to my research were said not to be "immediately handy" or seen;
4. Hours were daily wasted in my determination to be availed the opportunity to have access to the officer I wanted to interview;
5. problems of almost 'forced cooperation' from some office staff who felt they were unduly harassed or put to needless trouble vis-a-vis the research in which they had no concern

or stake. This happened even with courteous approach or demonstration of my regard for the staff concerned and his job;

6. the problem of not getting some of the books essential to my chosen research topic.

Although I encountered all these problems, they were not totally unexpected particularly in a research which involved interviews, getting information from different sources, and perhaps the use of questionnaire. While some people were ever-ready to cooperate, others were hesitant. Doubtlessly, temperaments differ and people behave differently in any given situation. It is simply human.

1.4 THE BACKGROUND HISTORY OF AHMADU BELLO UNIVERSITY AND HOW FACULTIES AND INSTITUTES EMANATED

The Ashby Commission (The Commission on Post-School Certificate and Higher Education in Nigeria) in 1960 recommended negotiations "with a view to establishing a University in the Northern Region of Nigeria, with headquarters in Zaria..." and it further recommended that "advice should be sought from overseas before any decision is made on the scope and activities of the University."

In April, 1961, a delegation from the Inter-University Council for Higher Education Overseas, visited Northern Nigeria under the chairmanship of Sir Alexander Carr-Saunders and in the same month issued its recommendations on the "scope and activities of the University". And in April, 1961, a Law establishing a Provisional Council of the University of Nigerian Nigeria was passed by the Legislature of Northern Nigeria and the Provisional Council, under the chairmanship of the Honourable Shettima Kashim,C.B.E. (a member of the Ashby Commission - now Sir Kashim Ibrahim, K.C.M.G., C.B.E., formerly Governor of Northern Nigeria), was established in November. The first Principal (Later the Vice-Chancellor), Professor Norman Alexander, was appointed in July, 1961 and he assumed office in November, 1961.

With the acceptance of the main recommendations of Carr-Saunders' Report by the Northern Nigeria Legislature and the Provisional Council, a Constitution which is embodied in the Ahmadu Bello University Law and passed in June 1962, was prepared by the Provisional Council.

During the year, staff were recruited or transferred from the institutions which were absorbed into the University and students transferred from courses in the Nigerian College. The University came into existence legally and actually on 4th October, 1962, with an intake of some 400 students. Teaching commenced on October 10, 1962.

HOW FACULTIES AND INSTITUTES EMANATED IN AHMADU BELLO UNIVERSITY

Most of the Faculties of the Ahmadu Bello University developed out of the departments of the defunct Nigerian College of Arts, Science and Technology, the Institute of Administration, the Abdullahi Bayero College and the Institute for Agricultural Research which were incorporated at the foundation of the University.

1. The Faculty of Administration

The Faculty of Administration has developed out of the former Department of Administration which was established at the Institute of Administration in 1962 where in-service courses had been made available since 1957. Teaching for B.A. Hons Degree and Diploma in Administration began in October, 1962. In November, 1966, the University Council approved the establishment of the Faculty of

Administration which continues to function till this day. During 1968-69 session, the Faculty began offering separate courses for B.Sc. (Accounting) and B.Sc. (Business Administration) in addition to B.A. (Administration).

2. The Faculty of Law

The Faculty of Law was established in 1962 and developed out of the former Legal Department of the Institute of Administration which started as the first law school in West Africa in 1959 to give in-service courses and provide courses leading to the Part I of the Bar Examination of Lincoln's Inn in the United Kingdom. Today, the Faculty of Law, apart from offering Degree courses provides training for personnel of Local Government Authority Courts and Ministry of Justice in the Northern States of Nigeria.

3. The Faculty of Agriculture

The Faculty of Agriculture began in October, 1962 and has since then been coordinating its activities with the Institute for Agricultural Research, Samaru. New Departments in Plant Science, Animal Science, Soil Science and Agricultural Economics were opened in 1965, while the Department of Crop Protection and the Department of Agronomy were opened in October, 1968 and 1970 respectively.

4. The Faculty of Architecture

The Faculty of Architecture was born out of the Department of Architecture of the defunct Nigerian College. The Faculty came into being in 1962 on the main University site. The first

B. Arch. Degrees were awarded to qualified students in June, 1963. The name was however renamed the Faculty of Environmental Design with effect from October, 1969.

5. The Faculty of Arts and Islamic Studies

The Faculty of Arts and Islamic Studies (formerly known as the Faculty of Arabic and Islamic Studies until November, 1966) is located at the Abdullahi Bayero College (previously called Ahmadu Bello College), Kano. Preliminary courses were transferred from the School for Arabic Studies which was founded in 1934 and was conducting courses in Higher Islamic Studies, Sharia Law and Teacher Training. The Faculty's first intake of students was in 1963/64 session. Abdullahi Bayero College, Kano, has now attained the status of a full-fledged University under the name "Bayero University, Kano".

6. The Faculty of Arts and Social Sciences

The Faculty of Arts and Social Science came into being in the 1966/67 session after the Council had approved the establishment of a joint Faculty in place of the former Faculty of Arts. Teaching commenced in the newly established Departments of English, History and Geography in October, 1962. The Department of Fine Art, which had been training students for a Diploma in Fine Art since 1956, was also included in the Faculty. B.A. (Fine Art) Hons Degrees were first awarded in June 1963. The Faculty has since then rapidly

expanded to include new departments teaching social science subjects.

7. The Faculty of Education

In November, 1967, Council approved the establishment of the Faculty of Education which came into being in 1968. Previously, there existed only a Department of Education in the Faculty of Arts and Sciences, and offering subsidiary courses in Education and Post Graduate Certificates in Education also. Faculty of Education still performs all these functions but offers degree courses in Education and Degree and Diploma Courses in Librarianship.

8. The Faculty of Medicine

The University Council approved the establishment of the Faculty of Medicine to start operating in the 1967-68 session. The following departments have since been established and are now functioning: Anaesthesia, Anatomy, Community Medicine, Medicine, Microbiology, Obstetrics and Gynaecology, Paediatrics, Pathology, Pharmacy and Pharmacology, Physiology, Radiology and Surgery. The University turned out its first set of medical graduates in June, 1972.

9. The Faculty of Science

The Faculty of Science commenced in October, 1962 and came into being out of the nucleus of Nigerian College Departments of

Biology, Chemistry, Mathematics and Physics. The Departments of Botany and Zoology which were later opened to replace Biology Department were later merged in 1968 as the Department of Biological Sciences. The first set of science graduates received their degree awards in June, 1965. In October, 1970, courses for the B.Sc. (Pharmacy) degree commenced. It developed from the diploma courses taught at the Ahmadu Bello University School of Pharmacy.

10. The Faculty of Veterinary Medicine

The Faculty of Veterinary Medicine was established in 1965. Previously, Departments of Agriculture and Vet Medicine formed together one Faculty and the initial planning for teaching Vet Medicine was undertaken by the Faculty. However, Council approved the development of Faculty of Vet Medicine in December, 1964 but Pre-Veterinary courses were commenced in 1962 in association with the then University of Ibadan which turned out students that began work at Ahmadu Bello University in 1965.

11. Faculty of Engineering

Departments of Engineering were founded in the Nigerian College in 1955, and in 1957 became the Faculty of Engingering of the University College, Ibadan. Students were then trained for the B.Sc. (Eng) Degree of the University of London under the scheme of Special Relations. The Faculty of Engineering of the Ahmadu Bello University began in October, 1962. The courses for the Special Relation Examinations for the University of London Degree came to an end in June, 1969.[22]

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22. Excerpts from Ahmadu Bello University Calendar 1970-71, pp. 17-22.

THE INSTITUTES

Ahmadu Bello University took over the previously existing Northern Nigeria Government Institutions as semi-autonomous Institutes. They are the Institute of Administration, Zaria, and the Research and Specialist Services Division of the Northern Nigeria Ministry of Agriculture (now Institute for Agricultural Research and Special Services) at Samaru. Institutes of Education and Health were also established. The Institute of Education was established by law as part of the University in 1965. The Institute acts in an advisory and consultative capacity to the Ministries of Education of the ten Northern States in matters partaining to education. It is also concerned with the training and post-graduate programmes of the University, with the programmes of in-service training of primary and post-primary teachers, with providing correspondence courses and arranging other courses, workshops and conferences. The Advanced Teachers Colleges Kano and Zaria were taken over by the Institute in 1969-70.

The Institute of Health was established by law in 1967, and it performs services similar to those of other Institutes. On its establishment, it took over the General Hospitals of Kaduna and Zaria, the Orthopaedic Hospital Kano, and some other medical/nursing institutions previously run by the Government of Northern Nigeria and in 1968, it opened another hospital at Malunfashi.

The Institute of Administration was founded in 1954 and was duly incorporated into the University in accordance with the provisions of the Ahmadu Bello University Law in October 4, 1962. It developed into an institution with a dual function - as a college for undergraduate and postgraduate studies and research and as an in-service training centre. It ranks as the oldest institution in West Africa, devoted to the teaching of Administration and Law. The Advisory Board of the Institute was appointed and it held its first meeting in May, 1963 to approve the annual estimates of the Institute and the programme of work for 1963/64 and at the same time to receive a report from the Director on the work of the Institute during the 1962/63 session.[23]

THE OBJECTIVES OF THE UNIVERSITY

The objectives of the University are epitomised as follows:

(1) To provide regular and liberal courses of instructions in the humanities, the sciences and other spheres of learning of a standard required and expected of a university of the highest standing;

(2) To promote research and the advancement of science and learning;

(3) To secure the diffusion of knowledge throughout Northern Nigeria.[24]

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23. Vice-Chancellor's Annual Report, A.B.U., 1962-63, p. 1.
24. Kawu, A.U., "Problems Related to Recruitment of Senior Staff at the Ahmadu Bello University, Zaria", Nigeria, June, 1976, p. 2.

THE OFFICERS THAT SERVED OR ARE SERVING AHMADU BELLO UNIVERSITY
(In Chronological Order)

1. Alhaji Sir Ahmadu Bello, Sarduana of Sokoto and Premier of Northern Region of Nigeria, was the first Chancellor of Ahmadu Bello University;

2. Professor Norman Alexander was the first Vice-Chancellor of the University;

3. The first Registrar of the University was Mr. M. Dowuona;

4. Successive Chancellors:

   His Highness, Oba Akenzua II of Benin (from 1966 to 1971);

   Mr. Justice Sir Udo Udoma (from 1972 to 1976);

   Chief Obafemi Awolowo (from 1976 to 1979); and

   His Highness, Lamido of Adamawa, Alhaji Aliyu Mustapha (from 1979 to date)

5. Council Chairmen:

   His Highness, Alhaji Umaru Ibn Suleiman, Emir of Bedde (from 1962 to 1976);

   High Highness, Alhaji S. Ndayako, The Etsu Nupe (from 1976 to date);

6. Successive Vice-Chancellors:

   Professor I.S. Audu (from 1966 to 1975);

   Professor Iya Abubakar (from 1975 to 1978);

   Professor O.O. Akinkugbe (from 1978 to 1979);

   Dr. Ango Abdullahi (from Mid 1979 to date).

7. Successive Registrars:

Mr. M. Dowuona (from 1962 to 1967);

Mr. K. Lupton (from 1968 to 1972);

Mr. M.S. Angulu (from 1972 to 1975);

Alhaji Yahya Aliyu (from 1976 to date).

1.5 THE HISTORY OF INTERMEDIATE AND JUNIOR STAFF TRAINING IN AHMADU BELLO UNIVERSITY (MAIN CAMPUS)

> "As man invented tools, weapons, clothing, shelter and language, the need for training became an essential ingredient in the march of civilization. Whether man stumbled upon or invented these facets of civilization is of relatively little significance. What is more important is that man had the ability to pass on to others the knowledge and skill he had gained in mastering his circumstances. This he did by deliberate example, by signs, and by words. Through these devices the development process called "training" was administered; and when the message was received by another successfully, we say that learning took place and knowledge or skill was transferred."[25]
>
> C. S. Steinmetz

The uncoordinated and non-centralised training of a few Intermediate and Junior staff of Ahmadu Bello University first started in the Faculty of Science and the Institute for Agricultural Research (I.A.R.). Before that time, centralised training programme for members of Intermediate and Junior staff of A.B.U. was non-existent.

The training first started in Chemistry Department in 1968.

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25. Steinmetz, C.S. "The Evolution of Training" in Training and Development Handbook, McGraw-Hill Inc., U.S.A., 1967, p.1

At that time, the training initially took off with only two students - Mr. Okunbowale and Mallam Abubakar. Before it actually became a full-time course, three people were involved in the training exercise. They were Dr. Ibiyemi, Dr. Kolawole and Mr. P.A. Bello. Mr. Bello was at that time in Biological Sciences but he is now in the School of Basic Studies as Chief Technologist. He was the first to be made Coordinator of Training. The training started with General Laboratory Technicians' Course but at about 1970, more students were enrolled as the City and Guilds Part I Course was started. Later, Mr. Cox who was the Chief Technologist in Physics Department took over from Mr. Bello as Coordinator. At that time, there was a Training Committee set up and comprised all the Chief Technologists in the Faculty of Science. This Committee of Technologists was responsible for the training programme that was started in the Faculty of Science.

However, real discussions on the need for Ahmadu Bello University to mount a centralised training programme for the training of its I. & J. staff, started towards the end of 1970. Around 1971-2, the University authorities decided to take over the training of this category of staff and started by first running a part-time course. It was at this stage that staff from various arms of the University were admitted. Adult Education also started in the same vein to make I. & J. staff have basic training.

A Committee was later set up, under the chairmanship of Professor Bown of Adult Education to make proposals regarding the training scheme. It later recommended the setting up of a Staff Training Committee and the employment of Staff Training Coordinator. It is however relevant to mention too that between 1969-1971, there was a corresponding course going on in I.A.R. - Diploma in Tropical Agriculture - for I.A.R. staff while those on the Main Campus were doing Laboratory Technology Training Course.

However, the first Staff Training Coordinator was appointed by the University in 1974 in the person of Mr. A.J. Ahmadu. In 1975-6, he was away for a course at the University of Ife and Dr. E.G. Kolawole was appointed to act as a Coordinator of Training for that brief period. Dr. Eka was later appointed Liaison Officer and he was the first on this job for the Faculty of Science.

It was within this period that initial attempts were made by Ahmadu Bello University authorities to get Zaria Private Schools to start Evening Training Programme for members of I. & J. staff of A.B.U. But while discussions were going on on this, the State Government then intervened and took over all private schools in the State, thereby bringing the negotiations to an abrupt end.

After Ahmadu as a Coordinator of Training, came the appointment of Mr. E.O. Otesanya as the Training Coordinator in charge of I. & J. Staff Training. The role of Mr. Otesanya as a Training Coordinator

is to see to the planning of staff development programmes as related to organisational development plans of A.B.U., taking into consideration what can be done by outside educational bodies to assist in the training of A.B.U. staff, making good liaison with those bodies and seeing that in-service training courses are provided to fill in where the outside educational bodies cannot help.

After Mr. Otesanya's appointment, Part I, II and III City and Guilds were fully started and in the past two or three years, fellowship was also started. Even though Part I, II and III courses are now done locally, all examinations on these are externally conducted.[26] It is against this background that the Intermediate and Junior Staff Training Programme in Ahmadu Bello University, Zaria, took root.

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26. Interviews conducted separately with Dr. E.G. Kolawole of the Department of Chemistry, Faculty of Science, A.B.U., and Mr. K. Lupton, Director, Centre for Economic and Social Research and Consultant to University Administration, A.B.U., Zaria.

1.6 THE HISTORICAL BACKGROUND OF INTERMEDIATE AND JUNIOR STAFF TRAINING IN THE INSTITUTE FOR AGRICULTURAL RESEARCH (I.A.R.), SAMARU

The agitation to start developing Intermediate and Junior Staff Training Programme started in 1968 under the chairmanship of Mr. C.H. Caswell. It first started as an internal arrangement when Mr. Caswell and his wife selected a few staff who were interested (not necessarily qualified) in learning certain trade such as the mending of fences on the research fields, doing some plumbing work, electrical work etc. It is pertinent to mention at this early stage that some of those who were trained under the arrangement made by Mr. and Mrs. Caswell, have now completed their City and Guilds Part I Course.

The success of the training arrangement as was introduced then by Mr. Caswell and his wife, soon attracted the interest of Ahmadu Bello University Workers' Union which strongly pressed for a more properly organised programme of I. & J. staff training in I.A. R. But when the Union realised that Mr. Caswell who originated the programme, even though uncoordinated, was fignting shy of and reluctant to accede to the Union's demand, there was an agitation for his removal. On the basis of this agitation which was very strong, Mr. Caswell was replaced by Dr. B.B. Wudiri (now Head of Irrigation Section of Agricultural Extension and Research Liaison Services (A.E.R.L.S.)) as the Chairman of the newly constituted Training Committee, assisted by Mr. P.J. Owoyuyigbe as the Secretary Coordinator of Staff Training and four other members appointed by the then Director of I.A.R., Professor Harry Darling. With the new Committee set up, a well organised course for Tropical Agriculture was commenced in cooperation with the City and Guilds, London.

The Institute for Agricultural Research first started with the Introductory Stage of the course. The minimum entry requirement at that time was Primary Seven or fluency in English language and a measure of experience in agriculture. The introductory Course was a one-year course. Students who successfully completed this course were moved to Stage I course which was a two-year course, with an entry qualification of School Certificate. This also led to Stage II and III courses for successful students. The City and Guilds London was responsible for setting question papers for the students. All these courses were open to staff of various Sections of I.A.R. but with a proviso that any staff who wished to train must do the course relevant to his Department's field of specialisation, e.g. staff from Soil Science Section should read Soil Science; staff from Agric Economics should read Farm Economics and staff from Agric Engineering Department should be made to read Agric Mechanization, etc. The rationale behind this procedure was that the experience a staff gathered in a particular department, it was believed, ought to stand him in good stead when pursuing a course in which his Department was specialised.

Then, further development occurred when the Director of the Institute, Dr. Dagg, resigned his appointment. The Training Committee was reshuffled as a result of the resignation too of Mr. Owoyuyigbe from the services of I.A.R. and Dr. Wudiri who was also a member of the Training Committee, simultaneously went abroad for further

studies. In place of Dr. Wudiri and Mr. Owoyuyigbe, Mr. D. Orkar was appointed a substantive Coordinator of I. & J. Staff Training while at the same time acting for the Chairman. It was at this stage that the then Vice-Chancellor of the University, Professor Ishaya Audu, decidedly cancelled further training in Tropical Agriculture. The reason he adduced was that he personally disagreed with "the temperate man setting question papers in Tropical Agriculture to a Tropical man". However, when the new Director of I.A.R. was appointed in the person of Dr. Ango Abdullahi, he allowed the first batch of students who had already started the course to complete it. This was during 1977-78 session (i.e. after Professor Audu had left the University). There ended the training course in Tropical Agriculture in I.A.R.

In view of the cancellation of this course by the Vice Chancellor, an alternative arrangement for the training of Agricultural staff was sought. It was finally decided that agricultural staff should henceforth be trained in the Division of Agricultural Colleges (D.A.C.), A.B.U., and other related agricultural Colleges in the country such as Umudike School of Agriculture, Federal School of Soil Conservation Jos, College of Agriculture, Akure,College of Agriculture, Bakura, and at Kaduna Polytechnic for administrative/ececutive staff, etc.

In April, 1977, there was a reorganisation of the I. & J. Staff Training Committee with Alhaji Mohammed Abubakar replacing Mr. Orkar

as Secretary Coordinator of I. & J. Staff Training, and Dr. G. Lombin appointed as a new Chairman. There are so far 9 members serving on the I. & J. Staff Training Committee of I.A.R. today.

It is perhaps necessary to mention here that the evolution of Intermediate and Junior Staff Training Scheme in I.A.R. helped to increase the number of staff sent on various courses each year. The I. & J. staff course in I.A.R. initially tood off with only 3 students but today the population of staff undergoing various courses is about 60 - ranging from agricultural to administrative training. And although courses in Tropical Agriculture had been discontinued, the City and Guilds London still recognises I.A.R. as the Examination Centre for Tropical Agriculture in Africa. The abrogation of the course was said to be 'surprising' (notwithstanding the reason given) because the products of that course were very much in high demand by various agricultural establishments and Companies like Funtua Agricultural Project and Gusau Agricultural Project. The Nigerian Tobacco Company and Cadbury were also prominent in luring away, those staff trained in Tropical Agriculture. These agricultural establishments and Companies usually placed such staff lured on Grade Level 09 as against Grade Level 06 which A.B.U. was only able to offer them at that material time.[27]

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27. Interview held with Alhaji Mohammed Abubakar, Secretary Coordinator, Intermediate and Junior Staff Training, Institute for Agricultural Research (I.A.R.), Samaru.

1.7 THE STATISTICS OF THE NUMERICAL STRENGTH OF I. & J. STAFF OF AHMADU BELLO UNIVERSITY (INCLUDING INSTITUTES AND OUTSTATIONS

It is considered grossly inadequate for the writer to merely talk of the training of the Intermediate and Junior Staff, and the impact it makes on manpower development in A.B.U. without giving the statistics of the strength of I. & J. staff as it stands in most units of the University. The statistics of the staff under review and the number of staff so far trained will make for a fair assessment of the magnitude of the problems of training this grade of staff, the merits and demerits and the success or failure of the Training Programme. It is against this background that the writer felt compelled to present the following statistics for the following areas of the University:

1. Main Campus;
2. Institute for Agricultural Research (I.A.R.) and Outstations;
3. Division of Agricultural Colleges;
4. Institute of Administration;
5. Institut of Education and Outposts;
6. National Animal Production and Research Institute (N.A.P.R.I.);
7. University Farm;
8. Agricultural Extension and Research Liaison Services (A.E.R.L.S.).

TABLE 1.7

Statistics of I. & J. Staff in A.B.U.

Faculty/Department/Unit	Total No. of Staff Employed
Vice-Chancellor's Office, Consultant to University Administration's Office and Provost Office	29
Registry Department and Units	445
Faculty of Arts and Social Sciences ...	126
Faculty of Science	219
Faculty of Engineering	167
Faculty of Environmental Design	120
Faculty of Medicine	202
Faculty of Pharmacautical Sciences ...	80
Faculty of Veterinary Medicine ...	163
Faculty of Education	83
School of Basic Studies	96
Staff School	63
Centre for Adult Education and Extension Services	32
Centre for Nigerian Cultural Studies	42
Centre for Economic and Social Research ...	25
Centre for Educational Technology ...	18
Computer Centre ...	30
University Press ..	10

Faculty/Department/Unit	Total No. of Staff Employed
University Health Service	208
Kashim Ibrahim Library	300
Halls and Kitchens under Student Affairs Office	1,916
Estate Department	443
Security Department	666
Sub Total	5,483
INSTITUTE FOR AGRICULTURAL RESEARCH AND OUTSTATIONS:	
Dean's Office, Fac. of Agriculture	13
Depts, Units and Offices in I.A.R.	820
Agric Research Station, Mokwa	178
Agric Research Station, Kano	49
Agric Research Station, Yandev	38
Irrigation Research Station, Bakura	29
Irrigation Research Station, Kadawa	49
Sub Total	1,176
DIVISION OF AGRICULTURAL COLLEGES	
Division of Agricultural Colleges (HQ), Samaru	216
College of Agriculture and Animal Science, Kaduna	169
College of Agriculture, Kabba	140
College of Agriculture, Bakura	125
Sub Total	550

Faculty/Department/Unit	Total No. of Staff Employed
National Animal Production and Research Institute (N.A.P.R.I.) ...	400
University Farm	40
Agricultural Extension and Research Liaison Services	90
Institute of Education and A.T.Cs.(Zaria and Kano)	595
Institute of Administration ...	900
Sub Total ..	2025
Total Number of Intermediate and Junior Staff in all Faculties/Departments/Institutes/Units of Ahmadu Bello University, Zaria ..	9234

Source: Figures obtained from I. & J. Staff Lists of all Sections of A.B.U., in addition to personal research findings to obtain up-to-date figures as much as was possible.

CHAPTER II

AVAILABLE COURSES AND PROCEDURE FOR TRAINING

1 LIST OF I. & J. STAFF POSTS IN AHMADU BELLO UNIVERSITY:

Before dealing with the detailed list of courses open to Intermediate and Junior Staff of Ahmadu Bello University, the writer considers it appropriate to enumerate some of the posts to which I. & J. staff are employed in A.B.U. This will enable one to appreciate fully, the reason for the selection of such courses for the staff of A.B.U. The first list of posts below is classified on the basis of grade levels while the second immediately following, is a list of posts peculiar to certain sections of the University.

Grade Level 01

Messenger
Cleaner
Gateman

Grade Level 02

*Library Attendant
*Bindry Attendant
*Laboratory Attendant
Messenger/Cleaner
Watchman

* For Holders of Primary Seven Certificates.

Grade Level 03

Clerical Assistant
+Library Attendant
+Bindry Attendant
Head Messenger
+Laboratory Attendant
Livestock Attendant
Pharmacy Attendant
Typist II
Driver/Mechanic
Patrol Man
Assistant Telephone Operator

+For those who attempted WASC Examinations.

Grade Level 04

Telephone Operator in Training
Clerical Officer
Typist I
Technical Assistant
Bindry Assistant
Library Assistant
Driver Mechanic II
Pharmacy Assistant
Senior Patrol Man

Grade Level 05

Senior Clerical Officer (Admin)
Senior Typist
Senior Driver/Mechanic II
Senior Technical Assistant
Senior Bindry Assistant
Senior Library Assistant
Chief Steward
Grade II Teacher
Secretary IV
Stenographer
Senior Clerical Officer (Accts.)
Senior Pharmacy Assistant
Assistant Patrol Supervisor
Senior Telephone Operator

Grade Level 06

Chief Typist
Chief Clerical Officer (Accts.)
Assistant Technical Officer
Asst. Executive Officer (Admin)
Catering Supervisor
Teacher Grade I
Foreman
Senior Driver/Mechanic I
Assistant Technician
Assistant Bindry Officer
Assistant Library Officer
Secretary III
Assistant Technologist
Patrol Supervisor
Telephone Supervisor

Grade Level 07

Executive Officer (Accounts)	Bindry Officer
Executive Officer (Admin.)	Library Officer
Senior Asst. Technologist	Mistress III
Senior Asst. Technician	Staff Nurses
Technical Officer	Staff Midwives
Catering Officer	Asst. Hall Administrator
Secretary II	Asst. Security Officer
Senior Foreman	Telephone Superintendent

As has already been explained, there exists also various other posts in all the Institutes of A.B.U., Faculty of Medicine and indeed other units of the University. Some of such posts include:-

Draftsmen post
Artisan "
Laundry "
Firemen "
Computer "
Forestry "
Herdsmen "
Photographer Post, etc.

Source: Information obtained from Intermediate and Junior Staff Office Files.

2.2 TYPES OF COURSES AVAILABLE TO AHMADU BELLO UNIVERSITY STAFF (INTERNAL AND EXTERNAL)

There are as many courses all over the world as there are professions and each course is designed to suit a particular type of profession. It is against this background that Ahmadu Bello University authorities selected and mounted specific internal courses to suit the type of staff they employ so as to be able to transform them to fit into the organisational and administrative goals of the University. In the same vein, some specific courses which are hitherto not internally conducted, are selected as external courses for certain class of workers. The Institutions that run such courses can be found either in Nigeria or overseas. One of the policies that guide the selection of staff for internal, local or foreign courses is that no staff should be sent on any local course that is adequately covered by internally-conducted courses and no staff should be sponsored for an oversea course unless such course is not available in any of the institutions in Nigeria. Oversea courses are mainly for technical staff particularly where there are no facilities for the teaching of such courses locally.

It is necessary for me to begin with courses that are mounted internally but before I do so, let me make two basic facts clear. Firstly, the courses internally administered for the staff of

A.B.U. are never static. New courses are either added to the existing ones or some existing courses phased out as sessions roll by which, in any case, entirely depends on the financial standing of the University in a particular session as well as the need for that particular course. The writer, therefore, intends to bring this out session by session. Secondly, records of the number of staff that applied for each course session-by-session were not available and as such, the writer was forced to work with the total number of staff that were sent on courses in each field from session to session. The table overleaf clearly shows the types of internal courses as administered by A.B.U. and the end-of-session results covering 1977 to 1979.

Table 2.1

Types of Internal Courses and the Statement of Results
(1977 - 1979)

Types of Courses	1977-78 No in Class	Passed	Per-cent	1978-79 No in Class	Passed	Percent
SCIENCE COURSES						
Introductory I	81	28	34	80	35	44
Introductory II	23	12	52	30	15	50
Introductory III	47	20	42	50	25	50
City & Guilds Pt. I Yr. IA	23	16	68	30	18	60
City & Guilds Pt.I, Yr. IB	16	9	56	20	12	60
City & Guilds Pt.I, Yr. IIA	10	8	80	10	8	80
City & Guilds Pt.I, Yr. IIB	12	7	58	15	10	66
City & Guilds Pt. I, Yr. IIIB	8	6	75	10	7	70
City & Guilds Pt. II,Yr. I	11	9	82	15	10	66
City & Guilds Pt.II, Yr. II (AIST)	18	13	72	20	15	74
ENGINEERING COURSES:						
Electrical Eng. Craft I	44	26	59	50	30	60
Electrical Eng. Craft II	21	16	76	25	18	72
Electrical Eng. Craft III	7	5	72	10	5	50
Mechanical Eng. Craft I	24	14	56	25	16	64
Mechanical Eng. Craft II	9	5	56	10	6	60
Building Craft I	20	10	50	24	15	63
Building Craft II	34	16	40	35	20	57
Motor Vehicle Craft I	34	16	47	40	20	50
Motor Vehicle Craft II	8	6	75	10	6	60
Mech. Eng. Technician I	9	4	44	10	5	50
Mech. Eng. Technicians II	7	5	71	10	6	60
Motor Vehicle Technician I	5	3	60	10	4	40
CLERICAL/STENOGRAPHERS						
Basic Clerical Course	19	19	100	19	18	95
Stenographers' Year I	22	22	100	21	19	90
Stenographers' Year II	17	17	100	18	16	89
Total No. of Students Admitted and Passed 1977 - 1979 =	555	322		617	371	

Source: Files R/ST/60, R/ST/34 and R/ST/11 - all in Staff Coordinator's Office.

From Table 2.1 on page 47, it could be seen that while the total number of staff admitted into various courses during the 1977/78 session was 555, the total number for the 1978/79 session was 617 – an increase of 62 students. This increase, however, was not limited to a particular course, rather, it permeated almost all the courses conducted during the 1978/79 session although in greater or lesser degree.

As previously mentioned, some of the courses initially grouped as 'External Courses' are usually transferred and incorporated into the internal training programme from session to session, depending on the availability of fund with which to mount and sustain such courses internally. Consequently, the number of courses conducted internally each session increases while that of external courses decreases. The main reason for doing this is to facilitate the training of more Intermediate and Junior staff who otherwise could not have gained admissions into various institutions outside the University. I therefore give overleaf, in the most comprehensive manner, the number of internal courses available to 1980/81 session students as well as the exact number of students admitted in each course.

TABLE 2.2

TYPES OF INTERNAL COURSES FOR 1980/81 SESSION AND THE NUMBER OF STUDENTS ADMITTED IN EACH COURSE

TYPES OF COURSES	NO OF STUDENTS ADMITTED
FACULTY OF SCIENCE	
Science Laboratory Prelim I	50
Science Laboratory Prelim II	30
Science Laboratory Prelim III	30
Science Laboratory Technician Course Pt. I, Year IA	15
Science Laboratory Technician Course Pt. I, Year IB	17
Science Laboratory Technician Course Pt. I, Year IIA	10
Science Laboratory Technician Course Pt. I, Year IIB	12
Science Laboratory Technician Course Pt. I, Year IIIA	18
Science Laboratory Technician Course Pt, I, Year IIIB	45
PART II	
Science Laboratory Technician Course Pt.II, Year I	20
Science Laboratory Technician Course Pt. II, Year II	35
Total Number of students for all Science Courses	282
FACULTY OF ENGINEERING CRAFT COURSES	
Electrical Engineering Craft Course Year I	13
Electrical Engineering Craft Course Year II	8
Electrical Engineering Craft Course Year III	10
Mechanical Engineering Craft Course Year I	11
Mechanical Engineering Craft Course Year II	9
Mechanical Engineering Craft Course Year III	10
Building Construction Craft Course Year I	12
Building Construction Craft Course Year II	10
Building Construction Craft Course Year III	15
Automobile Craft Course Year I	16
Automobile Craft Course Year II	8
Automobile Craft Course Year III	-

TYPES OF COURSES	NO. OF STUDENTS ADMITTED
Engineering Courses Contd.	
Draftmanship Craft Course Year I	10
Draftmanship Craft Course Year II	6
ENGINEERING TECHNICIANS COURSE	
Electrical Engineering Technician Course Part I, Year I	9
Electrical Eng. Tech. Course Part I, Year II	12
Mech. Eng. Technician Course Part I, Year I	9
Mech. Eng. Technician Course Part II, Year II	10
Building Construction Technician Course Pt. I, Yr. I	8
Building Construction Technician Course Pt. I, Yr. II	12
Total Students in Faculty of Engineering -	196
FACULTY OF EDUCATION	
Basic Clerical Officers Course	30
Senior Clerical Officers Accounts Course	11
Confidential Secretary IV Year I Course	9
Confidential Secretary IV Year II Course	15
Confidential Secretary III Year I Course	15
Confidential Secretary II Year I Course	9
Total Students for Faculty of Education Courses =	80
KASHIM IBRAHIM LIBRARY COURSE	
Library Attendants Course	36
Library Assistants Course	36
Assistant Library Officers Course	44
Total No. of Students for Library Courses =	116
STORE OFFICERS COURSE	
Assistant Store Officers Course ..	30

OVER-ALL TOTAL

Students for Faculty of Science Courses	..	282
Students for Faculty of Engineering Courses	..	196
Students for Faculty of Education Courses	..	89
Students for Kashim Ibrahim Library Courses	..	116
Students for Store Officers Course	..	30
GRAND TOTAL	..	713

Source: Coordinator's Office File Ref. No. R/ST/33/217.

Having earlier stated that Ahmadu Bello University maintains two channels of training - internal and external - for the I. & J. staff under its employment, it is relevant here to distinguish the two courses by listing out most of the courses from which this cadre of staff are benefiting but which are externally based. Since all courses are not of equal duration, it is also relevant to state along parallel lines, the period of each course:

TABLE 2.3

LIST OF EXTERNAL COURSES AND THEIR DURATION

COURSES	DURATION
Executive Officers' Course (Admin)	1 Year
Executive Officer's Course (Accts. & Audit)	1 Year
General Nursing	1½ Years
Medical Auxiliary	2 Years
Certificate Course in Catering	1 Year

COURSES	DURATION
*Diploma in Physical Education	2 Years
*Diploma in Library Science	2 Years
*Diploma in Accounting	2 Years
*Museography	2 Years
Assistant Workers Superintendent (Civil)	1 Year
Assistant Works Superintendent (Water)	1 Year
Certificate in Arts and Design	1 Yr.
Diploma in Personnel Management	2 Years
Diploma in Animal Husbandry	2 Years
Higher Diploma in Animal Health Husbandry	2 Years
Diploma in Soil Conservation	2 Years
Higher Diploma in Home Economics	2 Years
Motor Vehicle Technicians Part II	1 Year
I.A.R. Nominations (Technical) (See I.A.R. List of Courses on page 56)	2½ Years
I.A.R. Nominations for Administrative Courses	1-2 Years
Laundry Foremanship	1 Year
Elementary Surveying	1 Year

* WASC Holders with at least 5 Credits are eligible for such Courses.

COURSES	DURATION
Elementary Cartography	1 Year
Advanced Cartography	1 Year
N.N.D. Mechanical Engineering	2 Years
Part II Mechanical Engineering (City and Guilds)	1 Year
Refrigeration Technology (U.S.A.)	2 Years
Higher Course in Catering	1 Year
B.Ed. Part III	1 Year
Infant Method's Course	2 Years
Electrical Installation Course "C"	1 Year
Basic Course for Dispensary Assistant	1 Year
Supervisory Management Course with Ministry of Establishment, Lagos	1 Week
Short Courses Overseas	3-6 Months
Instruments' Course at University of Ibadan	2 Weeks
Typewriter Mechanics Course	6 Months
Attachment with I.I.T., Lagos	6 Months

From the above table, it is clearly evident that external courses are made to cover a wide range of profession in order to conform to the needs of various sections of the University. As the University grows and develops, more degree courses are introduced in various faculties and this means the employment of senior and junior staff to man such courses. If such courses need specialised training of personnel to be able to handle the machinery and equipment used in teaching, the University may have to send some T.& J. staff overseas to acquire

basic training on how to operate such machines or equipments. It is in this way, among others, that new external courses are introduced and added to the long list of courses already mentioned.

Having given the list of external courses to which I. & J. staff of the University are sent from time to time, attempts have also been made to obtain and give detailed statistics of staff admissions to external courses (both in Nigeria and overseas), covering the period 1977-1981 (See Appendix I). The admissions are classified on course-to-course basis, session by session. For purposes of clarification, any course that is not conducted within A.B.U. is referred to as 'external'; it may be locally done in Nigeria or overseas.

Although Ahmadu Bello University runs series of internal courses for its staff, the Examining Bodies of some of the courses are externally based. The courses mostly affected by this are the engineering, technical and science courses. From 1976 to 1980, external examinations had been conducted for students doing these courses and results had also been monitored. The table overleaf shows the number of students who took external examinations on the above-mentioned courses from 1976 to 1980, the number of passes recorded, and the percentage of those who were successful.

TABLE 2.4

EXTERNAL RESULTS FOR COURSES INTERNALLY CONDUCTED
(From 1976 - 1980)

COURSES	1976/77 No of Candidates (External)	No of Passes	%	1977/78 No of Candidates (External)	No of Passes	%	1978/79 No of Candidates (External)	No. of Passes	%	1979/80 No. of Candidates (External)	No. of Passes	%
C. & G. 735 Pt. I Sc. Lab. Tech. (1st Attempt)	72	8	11	16	9	56	15	10	67	39	9	2
City & Guilds 735 Pt. I Sc. Lab. Tech. (Repeaters) ..	-	-	-	24	2	8	30	3	10	25	-	-
City & Guilds Pt. II (SLT)												
Chemistry-Biochemistry Technique	12	3	25	12	8	67	10	7	70	8	3	3
Biological Technique	14	6	43	14	10	71	12	8	67	15	10	6
Physics Technique	-	-	-	2	1	50	2	2	100	3	1	3
Engineering Courses												
Electrical Eng. Pt. II	-	-	-	1	1	100	-	-	-	Engineering Results are yet to be released		
Electrical Eng. Part III	-	-	-	1	1	100	-	-	-			
Mechnical Eng. Part I	-	-	-	2	1	50	-	-	-			
Mechnical Eng. Part II	-	-	-	1	1	100	-	-	-			

Sources: Admissions Files in Staff Coordinator's Office.

As has been previously stated, the Institute for Agricultural Research (I.A.R.) usually receives its funds from the Ministry of Science and Technology, Lagos, while the University itself receives its subvention from the Federal Government through the National Universities Commission (N.U.C.) Lagos. Although this is so, I.A.R. is under the operational and statutory control of A.B.U. in which it forms a part. In the same vein, I.A.R. usually sends its I. & J. staff to do some specific courses locally and overseas and finances such courses through its own training fund. Some of those courses from which I. & J. staff of the Institute benefit are as follows:-

High Diploma Course
Ordinary Diploma Course
Pre-Technical Course
Library Officers' Course
Assistant Executive Officers' Course (Accts)
Executive Officers' Course (General)
City and Guilds Science Laboratory Course
Introductory Science Laboratory Course
Basic Secretarial Course
Basic Clerical Course, etc.

To be able, therefore, to see and understand clearly, the extent to which the training of this cadre of staff has advanced in I.A.R., I decided to make a summary in Appendices II and III, showing the names of those who have benefited from I.A.R. Staff Training Programme, their Sections or Departments, the type of training they had undergone or are undergoing, the level of training, the dates courses started and completed and their places of study.

For purposes of differentiation, Appendix II contains names of those staff who had completed their courses and had since returned to I.A.R. while Appendix III shows those staff who are currently being trained in various fields.

Source: I.A.R. Training Approval File (ST/IJ.1/5) and Recommendation for I. & J. Staff Training File (ST/IJ.1/4)

2.3 METHOD AND PROCESSES OF APPLICATION AND SELECTION OF CANDIDATES FOR EXTERNAL AND INTERNAL TRAINING

It goes without saying that a training programme as gigantic as that mounted by Ahmadu Bello University, must have a clear-cut procedure for administering it if its goals must be achieved. Therefore, the methods by which applications for training are invited, processed and candidates selected must be straightforward, precise and above all seen as being fair to all so as to retain the confidence of the applicants.

METHOD OF APPLICATION

In A.B.U., the onus of inviting applications from interested and qualified staff for training rests with the Staff Training Coordinator (in the case of Main Campus and other units) and with the Secretary Coordinator (in the case of Institute for Agricultural Research (I.A.R.). Normally, the Coordinator sends out a circular early July each year to all departments in all the Faculties and units of A.B.U., calling for applications for training from the interested staff. Such circular, in most cases, contains various courses being offered for the following session. He also attaches specimen form indicating the style of application, and sets out the time limit for receiving back the completed forms. When Heads of Departments or Units receive such circular, they circulate it to all the I. & J. staff in their

departments and offices to fill and return to them for recommendations before forwarding them back to the Coordinator.

PROCESSING OF APPLICATIONS, INTERVIEW AND SELECTION OF CANDIDATES FOR INTERNAL COURSES

When all the applications are received by the Coordinator, and after consulting the Liaison Officers of the Faculties of Education, Engineering and Science, he schedules a date for interview of all the applicants. The Interview Panel for the Faculty of Education courses is composed of the following:-

(1) The Coordinator of Training;

(2) Dr. Aina, Liaison Officer for the Faculty of Education and Head of Department of Vocational and Technical Education;

(3) An Experienced Lecturer versed in the development and the teaching of courses in the Faculty;

(4) Any other person that may be nominated from time to time.

The Interview Panel to interview the Faculty of Science and Engineering applicants is made up as follows:-

(1) The Staff Training Coordinator;

(2) Liaison Officers of the two Faculties;

(3) Any other nominated person.

The interview is principally oral and applicants' credentials are also examined to make sure that they conform with what they initially wrote on their application forms and to make sure they meet the minimum entry requirements, although shorthand writers and

typists amongst the applicants are normally tested. Those who scale through the interviews are finally offered admission.

With regard to Library courses, almost all the applicants are already members of staff of Kashim Ibrahim Library (K.I.L.) but departments that have Libraries also send in their library staff for training.

Those who apply to do Adult Education courses are normally offered admissions since the only criterion for admissions there is the ability of the applicants to pay the fees charged. Not only Ahmadu Bello University staff that attend courses there; outsiders are also permitted to attend in so far as they can finance such courses.

PROCESSING OF APPLICATIONS AND THE SELECTION OF APPLICANTS FOR EXTERNAL COURSES

All External courses which were previously under the Intermediate and Junior Staff Training Committee, are now under I. & J. Staff Committee. However, he is the Coordinator who normally sends out circular for nominations in February each year. Thus, when all applications for external courses are received by the Coordinator, he sends them to I. & J. Staff Training Committee whose duty it is to short-list and recommend to I. & J. Staff Committee for approval. It is this Committee that sits and approves names of those who will go on course the following session. The

criteria for selecting those to be placed on various external courses are as follows:-

(a) The confirmation of appointment of the staff applying must be ascertained;

(b) The number of years each applicant has put into the service of A.B.U., must also be taken into account;

(c) The grade-level of each applicant and the nature of his/her job as to determine the relevance or otherwise of the course he/she is trying to pursue;

(d) The training he has so far had under the sponsorship of A.B.U., etc.

The Intermediate and Junior Staff Committee is as well spread as the Training Committee and is composed as follows:-

(1) Alhaji Yahya Aliyu - Registrar (Chairman);
(2) Dr. Olu Aina - Faculty of Education - Member
(3) Dr. E.B. Oyetola - Faculty of Engineering - Member
(4) Dr. Shamsuddeen Usman - Fac. of Arts and Soc. Sciences - Member
(5) Dr. R.O. Olumishe - N.A.P.R.I. - Member
(6) Dr. E.O. Ajayi - School of Basic Studies - Member
(7) Dr. S. Subbarayudu - Fac. of Agriculture - Member
(8) Mr. E.O. Otesanya - Staff Training Coordinator - Secretary
(9) Mal. Yakubu M. Tuktur - Ag. I. & J. Staff Officer - Member
(10) E.F. Iyela (on Study Leave) - Fac. of Vet. Medicine - Member
(11) Mal. Abdullahi Baba - Fac. of Law - Member
(12) Mr. M. C. Eboka - Kashim Ibrahim Library - Member
(13) Representative - Fac. of Environmental Design
(14) Representative - Faculty of Science
(15) Representative - Faculty of Medicine
(16) Representative - Fac. of Pharmacautical Sciences.

THE ROLE OF I. & J. STAFF TRAINING COMMITTEE AND STAFF COMMITTEE

Mention must be made of the role being played by and the aim behind the setting up of those two Committee - The I. & J. Staff Training Committee and the I. & J. Staff Committee.

The I. & J. Staff Training Committee plays very important role in directing and supervising the training programme and aparatuses and acts as a clearing house for the I. & J. Staff Committee on matters of applications. It also ensures the existence and maintenance of fairness in the selection and training of all categories of I. & J. staff. For this reason, membership of this Committee is evenly spread through all units of the University. The Committee is therefore composed of as follows:-

(1) Alhaji Gidado Bello - Ag. Director, Adult Education (Chairman)
(2) Dr. E.B. Oyetola - Fac. of Engineering - Member
(3) Dr. Olu Aina - Faculty of Education - Member
(4) Mr. M.C. Eboka - K.I.L. - Member
(5) Mr. B.E. Igbako - Inst. of Education - Member
(6) Mr. S.K. Idirisu - Bursary Department - Member
(7) Mr. M.S. A. Imam - Estate Department - Member
(8) Dr. E.G. Kolawole - Fac. of Science - Member
(9) Mrs. M.A. Nkem - Inst. of Administration - Member
(11) Miss E.R. Matankari - Division of Agric Colleges - Member
(12) Mr. B.A. Ode - A.E.R.L.S. - Member

(13) Alhaji Mohammed Abubakar - I.A.R. - Member

(14) Mr. E.O. Otesanya - Coordinator of Staff Training
- Secretary.

TERMS OF REFERENCE FOR I. & J. STAFF TRAINING COMMITTEE

Both the I. & J. Staff Training Committee and the Coordinator's Office are under the umbrella of the I. & J. Staff Committee. The Terms of Reference of the Training Committee are:-

(i) To keep under continuous review the University Training Programme for Intermediate and Junior Staff and to recommend changes from time to time as necessary;

(ii) Subject to any general policies approved by the VCAC (now CDD), to approve regulations for entrance, to progress through and withdrawal from courses, fees to be charged, the appointment of examiners, syllabuses for courses, internal examination results, and other matters affecting the running of courses, including approval of cases or repeating or omitting a year of instruction;

(iii) To receive an annual progress report from the Coordinator and to submit it with any comments and recommendations to the VCAC (now CDD) and the I. & J. Staff Committee; and

(iv) To receive an estimate (an annual budget) from the Coordinator and make recommendations annually to the Senate Estimates Committee on the funds to be provided in the Estimates for training other than in the Institutes.[28]

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28. Ajayi, J.A., "Staff Development and Utilization in A.B.U., Zaria", Nigeria, June, 1980, p. 15.

The I. & J. Staff Committee which has recently assumed the role of approving admissions for external courses, also plays various other roles as have already been mentioned. And quite recently, the Committee decided to and actually set up a Sub-Committee which meets regularly, at least once a month, to deal with urgent cases appertaining to training of staff on external courses. This arrangement was necessitated by the fact that owing to infrequent meetings of the I. & J. Staff Committee in the past, many cases requiring urgent attention were not handled promptly and this lapse had had adverse effect on the training programme and its administration. In order to nip this in the bud, a Sub-Committee was therefore set up with the following members:-

(1) Dr. Olu Aina - Fac. of Education (Chairman)
(2) Dr. E.B. Oyetola - Faculty of Engineering - Member
(3) Secretary, I.A.R. or his Representative
(4) Secretary, Inst. of Administration or his Representative
(5) Secretary, Institute of Education or his Representative

In Attendance:

(6) Staff Training Coordinator (Main Campus)
(7) Staff Officer, I. & J. Staff Office
(8) Mal. Gibrin Gwani (Secretary)

THE PLACEMENT OF STAFF IN SCHOOLS

As there are always many applicants competing for limited vacancies in schools all over the world, it is by no means a light task to get admissions for A.B.U. staff. In the case of Nigerian

Institutions, the Staff Training Coordinator writes to them asking for places for the University staff. Not all the time he is obliged places enough to take on the number approved by the I. & J. Staff Committee. Some staff get admissions to various schools on their own and ask for sponsorship only. The same thing is applicable to oversea institutions, particularly in agricultural and technical fields. In either case, it is the I. & J. Staff Committee that considers all admission cases and approves in so far as the training sought for by any staff will be to the best interest of the University and subject of course to availability of fund. In all the cases, the Staff Training Coordinator plays a key role through initiating series of correspondence with the relevant institutions, and assisting staff, where necessary, to obtain visa for oversea courses in liaison with the Passages Office of the Registry. Bursary Department too helps a great deal to facilitate foreign exchange transactions for such staff.

One important fact that emerged in the course of my research is the practice whereby some staff get admissions either in Nigeria or outside, liaise with their Heads of Department and, without resigning their appointments, abandon their jobs and proceed for training. This is done without any clearance from the I. & J. Staff Training Committee (now Staff Committee). The result is that most of such staff continue to receive their monthly salaries without

actually working for them and without any official release. Through this way, the University has lost thousands of Naira. Whether this practice is resulting from a collusion between such staff and their Heads of Department or Section or merely an administrative laxity or both is not immediately clear.

All I have enumerated above constitute the resume of the procedure, the processes through which applications go and the criteria for selecting candidates for training (internally and externally) under the I. & J. Staff Training Programme of Ahmadu Bello University.

2.4 THE SPREADING OF I. & J. STAFF TRAINING AMONGST ALL BRANCHES OF A.B.U.

Ahmadu Bello University Training Programme for I. & J. staff was designed to cater for the needs of the University in various sectors of its activities. Consequently, the training of I. & J. staff is thrown open to the willing and the qualified. However, all units of A.B.U. are not equal in both size and staff population and this makes for the disparity in the number of staff usually trained for each section or unit. Besides, some technical sections benefit more from the training programme because of the technical requirements of certain jobs of the University and the scarcity of the human resources available to take on such jobs. Although accurate records are lacking on how many people are so far trained from each section or unit of the University, attempts were made by me to investigate how the training of I. & J. staff has so far been spread to most of the units of the University. My research findings therefore revealed the situation as follows:-

INSTITUTE OF EDUCATION

In 1977, two people were sent on Library course, six were sent in 1978 and three in 1980. My findings also revealed that only one staff each year was sent on Executive Officers' Course in 1977, 1978, 1979 and 1980 respectively, and in 1981, one

Machine Operator was sent. This brings the total number of I. & J. staff trained for the Institute of Education to 16 - from 1977 to 1981.

INSTITUTE OF ADMINISTRATION

The Institute of Administration has also benefited from the training programme of the University vis-a-vis its I. & J. staff. During the 1977/78 session, five staff were officially sent on courses in the following fields: one for Diploma in Accounting (2 years), one for Administrative Management Training Course (A.M.T.C.) for one year, one was sent on Advanced Technical Training Course at Government Trade Centre Lagos (1 year), one was sent to Kaduna Polytechnic to do Higher National Diploma in Catering Management (2 years) and one was also sent to do Higher Certificate Course (Admin) in Kaduna Polytechnic (1 year), two staff were sent on Executive Officers' Course (Accts) lasting one year and two persons were trained as Storekeepers for one year while one was trained at the Medical Auxiliary Training School, Kaduna for two years. No training took place for the staff of the Institute during the 1979/80 while in 1980/81, only one was sent on Higher National Diploma course, one for General Nursing at Kaduna, and one for Secretarial course in A.B.U. under the Internal Training Programme.

UNIVERSITY FARM:

From 1976 to 1981, only one person was trained and that was in Automobile Engineering in Kaduna Polytechnic. Another man was also

sponsored for internal course in A.B.U. but because he could not cope, he voluntarily withdrew.

THE NATIONAL ANIMAL PRODUCTION RESEARCH INSTITUTE (N.A.P.R.I.)

Since the inception of NAPRI on 1st July, 1976, a reasonable number of I. & J. staff working there has either been trained or are currently undergoing some training as follows:-

TABLE 2.5

The N.A.P.R.I. Staff Who Have Benefited From The I. & J. Staff Training Programme

Session	Nature of Course	No of Staff Trained
1977/78	Pre-Technical Course (for 6 months)	5
1979/80	Diploma in Range Management	5
1979/80	Diploma in Animal Health Husbandry	3
1979/80	Diploma in Poultry Production	1
1979/80	Diploma in Farm Management	1
1980/81	City and Guilds (Part I Course)	1
1980/81	Diploma in Community Medicine	1

I have already covered in full, the training in I.A.R. as Appendices II and III clearly show. For lack of space, I decided to restrict my findings on the exact number of I. & J. staff trained to only very few units of the University, besides I.A.R. Be it as it may, the analysis above has given some insight into how various units of A.B.U. are affected by or benefiting from the training scheme and how widely spread the fields of study as are currently embraced by the training programme of the University.

2.5(a) THE MAKE-UP OF INSTRUCTORS AND DEMONSTRATORS FOR THE INTERNAL COURSES AND CONDITIONS GOVERNING THEIR APPOINTMENTS AND REMUNERATION

The teaching of all courses internally mounted by the University for I. & J. staff training is virtually carried out on part-time basis by the academic and administrative staff of the University. The appointment of such staff is guided by a laid-down procedure and is followed to ensure that (a) the objectives for mounting the internal courses are achieved and (b) to ensure that scarce resources available for training are not unduly dissipated or stretched through wastes.

The Part-time Instructors and Demonstrators are recruited through not-too-rigorous a method as the tenure or contract appointments and payment of their allowances is determined on hourly and weekly basis. The allowance payable per hour and the number of hours allowed for teaching per week are clearly spelt out. The number of hours devoted to each subject varies from course to course. For example, two hours per subject are allowed for science and engineering courses and Adult Education courses while one hour each subject is allowed for Faculty of Education courses (which include Basic Clerical, Stenographers' and Secretarial courses). Laboratory Demonstrators are also employed to prepare laboratory materials for

teaching. The following allowances are normally paid to the Instructors and Demonstrators:-

(1) Instructors teaching science and engineering courses receive ₦8.00 per hour;

(2) Instructors teaching clerical, stenographers' and Secretarial courses receive ₦8.00 per hour;

(3) Instructors teaching G.C.E. (Ordinary Level) subjects receive ₦6.00 per hour while those teaching G.C.E. (Advanced Level) subjects receive ₦8.00 per hour as allowances;

(4) Demonstrators receive ₦4.00 per hour.

At the end of the month, statements of claims are submitted to Heads of Departments of each unit where courses are run for scrutiny and approval before sending such claims to Staff Training Coordinator for endorcement before payments are made. To facilitate payments in Bursary Department, code of charge is always quoted on all claims.

In the course of this research, the writer was told of the difficulties being encountered by Instructors through delays in paying their monthly allowances. This had caused them some hardship in the past. The delays emanated from a demand for photo-copies of letters of appointment to accompany each monthly claim, and in some cases, claims got missing altogether. This unpleasant situation was tabled in the I. & J. Staff Training Committee meeting and the following records of decisions reached at that meeting were taken:-

"It was agreed to request the Bursar to pay Instructors' remunerations by cheque request and to request the Bursar to assign an Accounts Clerk to deal with training scheme's claims only to make it possible for Instructors to get such claims by the middle of every month. The Coordinator was directed to convey this decision to the Bursar". The Coordinator was also "directed to inform all instructors and demonstrators that all claims must reach his office not later than the first week of every month and to remind them that claims arriving after the end of the first week would have to wait till the next month".[29] It is hoped that this arrangement, if implemented, would eliminate undue delays in paying Instructors' allowances to them.

FEES PAYABLE BY STAFF AND STUDENTS ON INTERNAL COURSES:

The main aim of mounting internal courses is to train and develop the working skills of the I. & J. staff in the University. However, as the main function of a university is to train and develop manpower, particularly for the country in which such university is established, the training of this class of workers is not restricted to A.B.U. staff alone as outsiders do apply for such courses and are usually admitted. As that which is cheaply or freely got is little valued, a token fee is charged and both A.B.U. staff and outside students pay the following amounts:-

29. Minutes of the 14th Meeting of I. & J. Staff Training Committee held on Thursday 28th February, 1980, p.2

Engineering and Science Courses

Introductory I - III	-	₦10 - ₦30.00 for the whole course
Part I	-	₦20.00 - ₦80.00 for the whole course
Part II	-	₦30.00 - ₦100.00 for the whole course

Faculty of Education Courses

Basic Clerical	-	₦10.00 for the whole course
Stenographers' Course	-	₦20.00 for the whole course
Secretarial Course	-	₦30.00 for the whole course

METHOD OF PAYMENT OF FEES BY THESE STUDENTS:

A.B.U. staff on internal courses pay their course fees from their salaries while students from outside the institution pay their fees on admission and those who fail to pay are not availed of their results until such fees are paid.

LECTURE TIME FOR INTERNAL COURSES:

Lectures on different internal courses start at different times. Those who attend classes in the Faculty of Education leave their offices by 2.30 p.m. and lectures start by 3 p.m. But in Faculties of Science and Engineering, as well as in Adult Education Department, staff close work normally by 3.30 p.m. and report for lectures which start at 5 p.m. daily (Monday to Friday).

CERTIFICATION AND OUTSIDE RECOGNITION OF CERTIFICATES ISSUED TO SUCCESSFUL STUDENTS BY A.B.U. ON COMPLETION OF INTERNAL COURSES

The question of outside recognition of the Internal course certificates issued to successful students after their course had

agitated the minds of students since the inception of the internal training programme. Students are worried that outside A.B.U., the certificates they receive after training become worthless documents. They also argue that even in A.B.U. itself, not much recognition is officially accorded to the certificates. This situation frustrates them. And in one of the I. & J. Staff Training Committee Meetings, this case was brought up along side the question of who certifies the certificates. Contributing to the debate, the Staff Training Coordinator informed the Committee that the "question of certification after completion of courses has been settled at the Committee level and both the Registrar and Chairman of the Committee are to endorse certificates issued at the end of training programmes".[30] He went on to say that "the question of whether or not these certificates would be recognised outside the university does not arise since we are training our staff for internal consumption only".[31] Whether this view has laid to rest the agitation for outside recognition of the certificates issued after the course is yet to be ascertained but from the point of view of the researcher, based on questions asked and answers received from those staff who had completed their internal training courses and those currently being trained, the anxiety is far from being removed from their minds.

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30. Minutes of the 14th Meeting ofI. & J. Staff Training Committee held on Thursday 28th February, 1980, in the Council Chamber, p. 2.

31. Ibid, p. 4.

They still feel worried that beyond A.B.U., the certificates they labour so much to acquire are not readily accepted as either the Royal Society of Arts (R.S.A.) or Pitman's certificates. However, the writer is of the view that any certificate issued by a recognised University like the Ahmadu Bello University, carries with it a 'de facto' influence of that university and that alone commands recognition and commends acceptance to any prospective employer outside the University.

2.5(b) THE INFRASTRUCTURE FOR INTERNAL TRAINING PROGRAMME

Ahmadu Bello University started sending out its I. & J. staff in 1973 for placement in either Kaduna Polytechnic or indeed any other institutions of higher learning in Nigeria and overseas for various courses of study.

However, as soon as a well organised internal programme was mounted, there arose the need for arrangements to be made with the Engineering and Mechanical Departments for the use of the existing infrastructure and equipment in their departments for the training of engineering and mechanical

students. Arrangements were also made with the Faculty of Education for the use of that Faculty for the training of students in such courses as the Basic Clerical Course, Stenographers' course and Secretarial course, etc. In the same vein, Library Department, Bursary and Adult Education Departments were all contacted for the use of their facilities for the training of students whose courses are in a way related to their departments. In this regard, Adult Education Department handles G.C.E. classes specifically, among other duties.

As at now, the Intermediate and Junior Staff Training Division has no single all-purpose training centre that has all the teaching facilities for use in the training of all sorts of courses internally run by it. To do this may mean not only duplicating the facilities that have been existing in various departments and units of A.B.U. for the training of regular degree students but also deplete the scarce resources of the University. Thus, the idea of using commonly, the existing facilities in various departments and units of A.B.U. for the training of members of I.& J. staff continues till today.

At this point, it is relevant to state that certain amount of money is being transferred from the Training Vote periodically to these departments and units for use in replenishing their facilities or maintaining their equipment or machines that are commonly in use. How the transfer of money is done will be taken up in the following chapter.

2.6 THE BONDING OF STAFF AFTER TRAINING AND REASONS FOR STAFF EXODUS

While the University acknowledges training as a democratic right of workers to enable them improve their capacities and contributions to national development, no one denies the fact that Ahmadu Bello University has trained many of its I. & J. staff only to lose most of them almost immediately to other establishments, more especially to the newly established universities and states in the country.

By training its staff, it can be argued that Ahmadu Bello University is simply discharging its obligation to the nation as a training institution and a citadel of learning. However, the frequency with which freshly trained staff abandon their services with the University only to take up jobs elsewhere under one guise or the other and without much whelms of conscience, is causing some concern to the University authorities. In order, therefore, to enable those staff who are privileged to be trained by the University to show some signs of gratitude towards their employer (A.B.U.), an introduction of some forms of bond was looked into to serve as a deterrent against indiscriminate withdrawals of service on completion of one's training that is sponsored by the University. The following bond terms were considered:-

1. Those staff who are trained under the internal training programme should be bonded for a period to be specified later.[32]

32. Otesanya, E.O., A Critical Review of Some Aspects of the Internal Training Programmes, A Paper presented to the Vice Chancellor of A.B.U., Zaria, August, 1980, p. 5

2. Those staff who are trained under the external training programme, either in Nigeria or overseas should be bonded double the period they spend on training.

In arriving at this decision, considerations were given to the duration of the courses, the level of expenditure on each staff on external course and above all, the need for the services of such staff to the University which motivates the University to send him/her on such course in the first instance.

Under the existing bond agreement, members of staff who are sent on external courses are made to serve only for the period they spend in training. The flaws in this agreement put the University in a vulnerable position in that some of those who are sent on courses come back, count months and just resign. This practice is more rampant with the science and engineering technologists. If left unchecked, the practice might become a regular feature and in the end, it is the University that suffers losses since the cardinal aim of training its staff is to stimulate their effectiveness, build more self-confidence in them and draw from them the highest productive and qualitative service. The aphorism which says that "to whom much is given, much is expected", holds good in this case.

In the circumstances, a fair bond is therefore necessary to bond and bind the interest of the trainer and the trained together that none might be placed at a disadvantageous position. Besides, it has a

singular advantage of continuously stimulating the propensity of the University authorities to continue to train and develop middle-level manpower for its services at large.

In order to buttress my research findings that A.B.U. is training many I. & J. staff each year but losing them in a large number for one reason or the other, I give overleaf, a table showing the I. & J. staff strength each year, the staff turn-over each year, the percentage of turn-over, the total number of staff trained (internal and external) each year, the over-all turnover of trained staff each year and the percentage of turn-over of trained staff each year. This will enable one to see clearly why the strength of I. & J. staff negates training efforts in A.B.U. and why the turnover of trained staff each year hinders the training programme from making the desired impact on the organisational effectiveness of Ahmadu Bello University.

TABLE 2.6

YEARLY I. & J. STAFF STRENGTH AND TURNOVER OF TRAINED STAFF

Session	I. & J. Staff Strength	I. & J. Staff Turnover	% of turn-over on total I. & J. Staff	Total No. of Beneficiaries from Internal/ External Training Programme		Total No. of Turnover of Trained Staff	% of Turn-over of Trained Staff
				Inter.	Exter.		
1976/77	4,826	401	8.3	?	?	?	?
1977/78	5,930	416	7.0	555	28	100	17.2
1978/79	9,670	442	4.6	615	27	175	27.3
1979/80	9,650	400	4.1	650	34	250	36.5
1980/81	9,234	-	-	713	19	-	-

Sources: Admission Files from the Staff Training Coordinator's Office and from I. & J. Staff Files in the I. & J. Staff Office.

From the above statistics, it is clearly seen that while the strength of I. & J. staff is steadily rising (with the exception of 1980/81 owing to stringent austerity measures in staff recruitment being embarked upon by the University), the number of staff being trained each session, though minimally rising too, is not significantly making the desired increase necessary to quicken the pace of training for the full realisation of the training goals of the University. Again, the turnover of trained staff each year helps to negate the training efforts and stalls the organisational impact such training could have infused into the

University service since the University is still inadequate and badly in need of trained staff in this category to control and direct its numerous and highly scattered services.

Having said this, however, there are apprehensions as to why people resign their jobs or withdraw their services from A.B.U. immediately after their training that is fully sponsored by the University. Many reasons have been advanced to explain this. My research findings (through interviews) on this development revealed that many A.B.U. trained staff withdrew their services from the University on the following grounds:-

(1) lack of promotion;
(2) frustration by their bosses;
(3) lack of job satisfaction;
(4) for higher pay elsewhere;
(5) desire to return to home state.

My research findings also revealed that about 10% resigned for lack of rapid promotion; 5% on grounds of frustration by their bosses; 10% for lack of job satisfaction; 15% for a desire to be nearer home or to serve home state; and 65% for higher pay elsewhere. Further findings revealed that since Udoji's harmonisation of Universities' salaries and grades with those of the civil service, university service immediately lost its glamour. Consequently, people started looking back at civil service with some obsession. This is because:

(a) more work is done in the universities than in the civil service;

(b) newly created states are in dire need of experienced staff to help them take off. This makes them to lure experienced University staff away with salaries and grades very much higher than what A.B.U. pays them;

(c) people are having the feelings of nostalgia - to go back and serve their home states. This is because they feel they could earn equal if not higher salaries from their home states, besides being psychologically satisfied that they are participating in the development of their States' Civil Service.

Whether the exodus of trained I. & J. staff from Ahmadu Bello University will be stemmed by the new bond when fully implemented is yet to be seen but one thing is clear: unless the Presidential Commission on Conditions of Service of the Universities' staff recently set up by the President, comes up with a recommendation for salary increase for universities' staff above that of the civil service, the degree of withdrawals of service as is experienced now, might be maintained or even escalated. This is because men usually move to areas where their services could attract the highest returns. Besides, men work better and live more happily only when they are psychologically and emotionally stable. A staff who cannot meet his immediate financial needs and obligations can hardly be a contented and efficient worker. And since Naira mania has eaten deep into the vitals of this country, only a very few people in society sacrifice either for the love of it, on grounds of conscience, or for sheer patriotism.

CHAPTER III

THE FUNDING OF THE TRAINING PROGRAMME AND OTHER TRAINING PROBLEMS

3.1 The Funding of I. & J. Staff Training in Ahmadu Bello University

Apart from manpower, finance is second in importance in the execution of any programme, be it on individual basis for self-development or on organizational basis or even on state or national basis. Without finance, manpower itself can hardly be developed. It is therefore basically necessary that cognisance should be taken of the strategic role of money in any worthwhile development programme whether it is health programme, agricultural or training programme. Therefore, staff training and development is an expensive exercise and the extent of its success or failure entirely hinges on the level of cash flow.

When universities in Nigeria were owned by the Regional and later State Governments, the Northern Region Government (later the Ten Northern States) was heavily financing A.B.U. At that time, programmes were conceived on the basis of what the subventions from the Regional or later State Governments could be, at least, with some degree of certainty. But when all the universities in Nigeria were taken over by the Federal Military Government in 1976, the funding of universities in Nigeria became most

unpredictable to the extent that it was progressively declining each year. As a result of this development, some of the programmes already mounted by universities were halted while those at the take-off stages were either shelved or cancelled altogether. It is therefore against this perspective that the writer intends to look at the level of funding of I. & J. Staff Training Scheme by Ahmadu Bello University. This will enable all and sundry to appreciate fully the magnitude of the training problems A.B.U. is facing and the extent to which the financing of I. & J. Staff Training Scheme has helped to advance or frustrate staff development efforts of the University.

Before I give session-by-session funding of I. & J. Staff Training Programme (external and internal), it is worth mentioning that attempts were made by the writer to establish the amount spent on course-unit basis but it was discovered that, with the exception of 1979/80 expenditure which was detailed, there were no clear-cut records of expenditures on course-unit basis for 1976/77, 1977/78 and 1978/79. The writer was therefore forced to work with the bulk allocations for the sessions mentioned above, the expenditure incurred and the balance left at the end of each session.

Normally, every session (as previously mentioned), certain funds are transferred from the Training Vote to the votes of some of the Faculties whose facilities are being used for the training of I. & J. staff under the internal training programme. Such funds are trans-

ferred as follows:

Faculty of Science		
Chemistry Department	..	₦5,000 per session
Biology Department	..	₦2,000 " "
Physics Department	..	₦1,000 " "
Faculty of Education	..	₦5,000 per session
Faculty of Engineering	..	No monetary transfer is made. But the Faculty collects its stationery directly from the Coordinator's Office.

Suffice it to say that the transfers as stated above could vary from session to session depending on circumstances of each Faculty vis-a-vis the training of I. & J. staff of the University. Having said this, I now proceed to give the sessional allocation of funds for I. & J. Staff Training and how such funds were spent.

3.2 SESSIONAL ALLOCATION OF TRAINING FUND (MAIN CAMPUS) - 1976-1981

As mentioned on page 85, the table below shows how money was allocated for the training of I. & J. staff each session, how much was actually spent and the surplus or deficit recorded in any particular session (from 1976/77 session to 1980/81 session).

TABLE 3.1

Session	Amount Allocated	Amount Spent	Surplus	Deficit
1976/77	₦250,000	₦80,000	₦170,000	-
1977/78	₦250,000	₦83,769.96	₦166,231.04	-
1978/79	₦250,000	₦97,530.45	₦152,469.55	-
1979/80	₦148,000	₦204,535.00	-	₦56,535.00
1980/81	₦148,000	*₦147,867.00 *Spent as at 9/4/81 Amount Remaining = ₦133.00	Session not yet ended	Session not yet ended

As has been indicated on page 84, the expenditure per course unit for the 1979/80 session was clearly recorded. I therefore furnish overleaf, the breakdown of how the sum of ₦148,000 voted was spent and how and why the deficit sum of ₦56,535.00 came about for that particular session. This is done on course-unit basis as follows:

COURSES, NO. OF STUDENTS ADMITTED AND COURSE-UNIT EXPENDITURE
(For 1979/80 Session)
TABLE 3.2

Type of Course Attended	No of Students Admitted	Amount Spent
Executive Officers' Course (Admin)	16	₦24,080.00
Executive Officers' Course (Accts. and Audit)	4	4,840.00
Confidential Secretary III Course	2	2,100.00
Confidential Secretary II	5	6,850.00
Asst. Library Officers' Course	5	5,250.00
Asst. Stores Officers' Course	1	1,050.00
Certificate in Catering	4	4,200.00
Higher Certificate in Catering	2	2,100.00
Asst. Works Superintendent Course	2	2,420.00
Dip. in Animal Health Husbandry	2	2,100.00
Motor Vehicle Technicians Course	3	4,110.00
Electrical Installation Course "C"	2	2,420.00
Elementary Land Surveying Course	1	730.00
Dispensary Health Assistant Course	1	730.00
Diploma in Personnel Management	1	1,370.00
Diploma Course in Soil Conservation	3	3,150.00
Higher Diploma Course in Soil Conservation	1	1,050.00
N.N.D. Course in Agric Engineering	2	2,740.00
Sub Total ...		₦71,290.00

The sum of ₦71,290.00 represents only the total amount paid to students as Local Course Allowances for the 1979/80 session. Other disbursements for the same session are as follows:-

Remunerations for Instructors, Demonstrators and Liaison Officers	..	..	₦101,896.00
Book Allowance	...	..	5,200.00
Tuition Allowance	...	..	8,362.00
Transport Allowance	...	..	3,069.00
Transfer to Faculties for Equipment and Materials used	...	..	14,718.00
	Sub Total	=	₦133,245.00
Local Course Allowances Brought Forward (as stated on page 87)	...	=	₦71,290.00
	Grand Total	=	₦204,535.00

The differences noticed in the funding of I. & J. Staff Training resulted from the way the Federal Military Government was funding all Nigerian Universities since they were taken over. Again, what ccounted for the surpluses in three consecutive sessions (1976/77 - 1978/79) was the limited number of students admitted during those periods as against the number of students admitted during the 1979/80 session which also was responsible for the deficit recorded during the period. It is almost certain that the deficit to be incurred when the 1980/81 session ends will even be more than that of 1979/80 session. Besides, new internal courses were introduced during the last two periods - 1979/80 and 1980/81. Consequently, more students were admitted which, in turn, meant more spending for the administration of the courses. Lastly, the introduction recently of the payment of Local Course Allowance for staff on courses was also responsible for the huge deficit of ₦56,535.00 suffered during the 1979/80 session.

3.3 THE SESSIONAL FUNDING OF I. & J. STAFF TRAINING IN THE INSTITUTE FOR AGRICULTURAL RESEARCH (I.A. R.)

As the Intermediate and Junior Staff Training Programme in the Institute for Agricultural Research is separately funded through a different source - The Ministry of Science and Technology, Lagos - the writer felt compelled to investigate how much money was allocated to the programme from 1977/78 session to 1980/81 session and to see how much money was spent each session and the surplus or deficit recorded. I theerefore give below, the statement of the funding and expenditure in I.A.R. for the sessions under review:

TABLE 3.3

Session	Fund Allocation	E x p e n d i t u r e	
1977/78	₦25,000.00	(a) Fees	₦15,000.00
		(b) Allowances ..	2,785.25
		(c) Salaries ..	2,352.00
		(d) Transport ..	2,971.25
		(e) Stationery ..	781.75
		Total Amount Spent =	₦23,890.25
		Surplus =	₦1,109.75
1978/79	₦25,000.00	(a) Fees	₦18,125.00
		(b) Allowances ..	2,008.50
		(c) Salaries ..	2,158.00
		(d) Transport ..	2,010.50
		(e) Stationery ..	895.15
		Total Amount Spent =	₦25,197.15
		Deficit =	₦197.15

Table 3.3 cont.

Session	Fund Allocation	E x p e n d i t u r e	
1979/80	₦20,000.00	(a) Fees ..	₦19,820.00
		(b) Allowances	10,115.18
		(c) Salaries	3,186.00
		(d) Transport	2,200.13
		(e) Stationery	960.65
		Total Amt. Spent =	₦38,281.96
		Deficit =	18,281.96
1980/81	₦30,000.00	(a) Fees ..	₦5,948.00
		(b) Allowances	3,750.18
		(c) Salaries	3,234.00
		(d) Transport	2,380.55
		(e) Stationery	750.00
		Total Amt. Spent =	*₦16,062.73
		Total Amount not spent yet =	₦13,937.27

Note *As the 1980/81 session is yet to end, the sum of ₦16,062.73 represents the total amount so far spent as at March, 1981. Judging from the claims so far unsettled, there is a possibility of over-expenditure of the fund allocated for this session.

COMPARATIVE ANALYSIS

During the 1978/79 session, the fees paid for the students were higher than that paid in 1977/78 session because students' intake was more. Besides, allowances went down than that of 1977/78 because most of

the students were living in Samaru village and there was no transport allowance paid. But the cost of stationery exceeded that of 1977/78 because of students projects since they were not receiving allowances.

Again, the fund allocated for 1979/80 session was low because that year witnessed the worst austerity measures ever adopted against Nigerian Universities by the Military Regime. In the same year, school fees went up because some students were on two-year course - 1978-1980, thereby taxing the allocation for fees for the 1979/80 session. Besides, allowances went up because most of the students were attending courses in far away Umudike and other remote areas. Transport allowances also went up for the same reason. The salaries paid in this session were more than that paid in 1978/79 session because of the Federal Government's adjustment of salaries of staff from GL.01 to GL. 06.

3.4 THE FINANCIAL PROBLEMS INHERENT IN STAFF TRAINING IN A.B.U.

As I did mention in the introductory aspect of Chapter III, finance is a key to success of any programme, apart from manpower. However, as regards the training of I. & J. staff in A.B.U. in the past, it does seem, at face value, that money could not be said to have constituted a major constraint in the execution of the programme. But on close look, and taking other factors into consideration, it could be seen that although surpluses were recorded from 1976/77 to 1978/79 sessions, there was a sharp deficit during the 1979/80 session, and more likely to be so in the 1980/81 session. The major reason why the surpluses occurred was that much reliance was initially placed on external training in the past, and to do this, Ahmadu Bello University relied heavily on the goodwill of other Institutions of learning to provide sufficient spaces for its staff recommended for training. Unfortunately, each year, only very few spaces were left for A.B.U. staff and this resulted in the eventual training of a few, and the dropping of many others even though they had previously been recommended for training by the appropriate Committee. This will be expatiated upon later in this chapter. However, as internal courses were later introduced, some external courses were internalised, and new ones mounted.

These measures enlarged the training scope as hundreds of staff are being trained both internally and externally, and the welfare of staff on external courses taken more care of. It is therefore a little wonder that sharp deficit was recorded during the 1979/80 session as the money voted could not sustain the session because of the large number of students involved. Judging from the number of staff on various courses - internal, local and overseas - the possibility of recording a huge deficit this session can not be ruled out. And this trend might continue as long as A.B.U. continues to pursue the policy of training its staff on a large scale, and as long as Federal Government's subventions to the University remain grossly inadequate each session. The more efforts A.B.U. authorities make to train more staff, the more other staff not yet trained yearn for training and considering the number of I. & J. staff under the employ of A.B.U., this struggle will continue ad infinitum.

Another important effect of inadequate funding on the training programme was the decision to shelve the mounting of new courses that were once in contemplation. Example of such courses include Basic Stores Course, Assistant Stores Officers' Course and A.C.C.A. Foundation "B". If such courses had been mounted as proposed, they could have increased the students intake which could have, in turn, increased the proficiency of a larger number of I. & J. staff in the university. Besides, mounting such courses could

have further reduced the university's dependence on outside institutions for the training of many of its staff.

To be able, therefore, to understand why A.B.U. training activities are incapacitated by financial inadequacy, let us now look at the sources of revenue to the university and the channels of expenditure. Ahmadu Bello University gets its money mainly through Federal Government subvention as well as the money internally generated. It also gets money through voluntary donations from the Northern State Governments and from private organisations, besides tuition fees being paid by students. As these are perhaps the only main sources of revenue open to the University, the total sum so collected, is used to cater for the training of all A.B.U. regular degree students and students on Diploma courses; for conducting researches to advance the teaching of science, technology and administration; for paying salaries to teaching and administrative staff. The money so collected is also used for building houses, constructing internal roads and maintaining its infrastructures; for other welfare services for both staff and students; for conducting various examinations for the entire students and for the training of senior, intermediate and junior staff etc. With all these financial burdens on the university, the task of training I. & J. staff separately as a group is not entirely financially easy in view of their numerical strength. It is therefore hardly

surprising that certain projects already started were abandoned, proposed courses shelved and expansion inhibited. The financial problems facing the University with regard to the training of I. & J. staff are enormous and very central in shaping the pattern, the scope and direction of the training scheme now in operation in the University.

3.5 THE TRAINING PROBLEMS VIS-A-VIS THE NUMERICAL STRENGTH OF I. & J. STAFF IN THE AHMADU BELLO UNIVERSITY

In order to appreciate fully, the problems facing A.B.U. authorities in their attempts and efforts to train this cadre of staff, let me first of all recapitulate below, the numerical strength of I. & J. staff working in the various sections of the University (see also Chapter I, pages 39-41 for detailed information):-

(1)	Ahmadu Bello University (Main Campus)	=	5,483
(2)	Institute of Education Complex	=	595
(3)	Institute of Administration	=	900
(4)	Institute for Agric. Research (I.A.R.)	=	1,176
(5)	Division of Agricultural Colleges	=	550
(6)	Agricultural Extension and Research Liaison Service (A.E.R.L.S.)	=	90
(7)	National Animal Production Research Unit (N.A.P.R.I.)	=	400
(8)	University Farm	=	40
	Grand Total	=	9,234

From the above figures, one could easily see that Ahmadu Bello University has training problems to contend with. It is a fact that some I. & J. staff had received one form of training or the other before joining the University. It is also a fact as records show, that since the inception of the training programme in the Ahmadu Bello University, hundreds of staff had been trained. But those who have been trained by A.B.U. earlier

are still desirous to go for further training and those who have not yet been trained are desperate to be given the opportunity to improve themselves. In the final analysis, if opportuned, all staff would wish to be trained once, twice, thrice. This is as it should be for human beings are, by nature, insatiable and wanting animals. But assuming that A.B.U. authorities have the mind of training all I. & J. staff at least once, the energy to be dissipated vis-a-vis planning and execution and the huge sums of money to be involved are better imagined than described. Therefore, the problems A.B.U. has in training its staff stem from the staggering number of I. & J. staff currently in post. While some trained staff are resigning and going away, new ones are employed to take their places and as soon as they take up jobs, they start to agitate or itch for training. Training to A.B.U. is therefore 'a continuous process' as long as there is a will and resources to do so.

Another problem closely associated with having so many qualified staff for training, is the difficulty of selection. Since the number that applies for training each year for both internal and external courses is usually more than the places available for filling, the problem of selecting those to be trained each session is collosal. And although there are guidelines to aid selection, but even with the best application of these guidelines, the number for each session must have to be trimmed down to available places. In doing this,

some qualified people are dropped and this generates spates of comparisons and ill-feelings from amongst those staff who have been bypassed. This constitutes also a problem in the management of staff training.

There is also the problem of some staff who have served long in the University but not very much qualified. Those who have served for lesser periods but are more qualified always contend that they are to be trained first. And those who, though less qualified, but who have served for long also contend that experience, merit and long service should very much count in selecting who to train first. There is therefore the problem of selecting this two categories of staff for training. Blending the two becomes the only option and in doing this, some error of judgement seems most likely as had been revealed during the course of my research. However, the more one tries to be rational in the selection of staff for training, the more the selection problems become intractable. Again, a Section may have a concentration of qualified staff for training, but in the selection process, efforts are made not to select from only one or a few sections. There is always a need for a fair spread. As long as the training of I. & J. staff continues to prevail, so long shall the problems inherent in training be with the Ahmadu Bello University.

3.6 THE STAFF TRAINING SCHEME AND ACCOMMODATION PROBLEMS

As the Training Scheme for the Intermediate and Junior staff of A.B.U. now encompasses both internal and external training, the scope of training has been widened. It is also a fact that I. & J. staff strength is staggering and that all applications for training usually pass through the Coordinator's Office. Because of the importance of this office to members of I. & J. staff and to the University at large, a large number of visitors always call to that office for more information on staff training or for action to be taken on their cases with regard to I. & J. staff training. The activities of the Coordinator's Office make it imperative for a number of hands to be employed to work there. For these reasons and for efficient administration of the Training Scheme, sufficient accommodation must be provided.

Unfortunately, the Staff Training Coordinator's Office, as it is presently constituted, has only 4 tiny rooms which accommodate the Coordinator himself and his staff as well as the visitors. This makes the office to be saturated with people from time to time.

Aside this fact is the need to centralise all the training offices under one roof in order to facilitate the smooth operations of the Scheme. Presently, training offices are scattered on campus, thereby impairing coordination of activities of those

engaged in the organisation and administration of the training scheme. There is the Coordinator's Office, Adult Education Centre, Vocational and Technical Education Department, etc. These offices are kilometres away from each other, forcing the staff working in these offices, and even the Instructors engaged in teaching, to be walking long distances in order to interact with one another. This is time consuming, energy dissipating and problem creating.

It is hoped that more sooner than later, efforts should be made for a more central place to be allocated for the building of a Staff Training Centre that will house all the internal courses. The concentration and constitution of all the internal courses in a place in A.B.U. will, no doubt, enhance coordination of efforts and ideas amongst staff, instructors and students. It will also give students a sense of togetherness and a psychological satisfaction that heightens morale and learning. As for the money with which to build it, the National Universities Commission (N. U. C.) or the Federal Government could be

approached to provide fund for the building of the Training Unit for members of intermediate and junior staff of this University, instead of allowing training to continue to operate in such a scattered fashion. This, to the writer, is a feasible proposition and will be more rewarding than for the units to appear as though they are operating on different frequencies and are therefore in chaos.

3.7 THE ADVANTAGES AND DISADVANTAGES OF THE TRAINING SCHEME TO A.B.U.

Before dwelling on the advantages and disadvantages of I. & J. staff training on A.B.U. itself, let me first of all state that there are various types of training and various ways through which staff of any organisation could be trained. Some of the common types of training include:-

(a) Classroom Training
(b) Apprentice Training
(c) On-the-Job Training
(d) Vestibule Training (i.e. mass training of employees for rapid expansion)

Ahmadu Bello University adopts three if not all the types.

There is no doubt that the organised Training Scheme mounted by A.B.U. around 1974 has evoked many comments and feelings. While many people who have direct connection with the University feel that the I. & J. Staff Training Scheme has a lot of advantages to both employer and employee, some argue that the advantages and disadvantages in the exercise are many and varied. However, let me restate the basic aims and objectives of training to enable one to look at the issue most dispassionately in order to appreciate fully its advantages and/or disadvantages. The basic aims and objectives of training are:-

(a) imparting skill and knowledge for the successful performance of an assignment; and

(b) developing, promoting and encouraging attitudes to work and habits of thought, actions etc. which are likely to contribute to the effective running of an organisation.[33]

This brief statement of what training is all about receives the backing of Agboola who described training as "a practical approach to improving the efficiency of an organisation that can return many times the cost sunk in the training."[34] Having stated the aims and objectives of training, let me now state what I consider to be the general advantages of training to all organisations, and the specific advantages and disadvantages of I. & J. Staff Training to Ahmadu Bello University as an institution.

THE GENERAL ADVANTAGES OF TRAINING TO ALL ORGANISATIONS

(1) Training is an aid to self-development;

(2) An advantageous by-product of training is that accidents, spoild work, and damage to machinery and equipment can be kept to a minimum by well-trained employees;

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33. A paper on "Instructional Techniques" presented by the Resource Centre of the Federal Audit Department to the Trainers Workshop organised by the Federal Ministry of Establishment, Staff Development Division, Lagos, 2nd - 6th April, 1979, p. 1

34. Agboola, O.O., A Lecture on "Concept of Management" delivered to the 10th Training of Trainers Workshop for Officer-in-Charge of Clerical Staff Training held from 2nd-6th April, 1979 by the Federal Ministry of Establishment, Staff Development Division, Lagos, p.2.

(3) Dissatisfactions, complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that they can experience the direct satisfactions associated with a sense of achievement and the knowledge that they are developing their inherent capabilities at work;

(4) As employees respond to continued training, they can progressively increase their value to the organisation and thus prepare themselves for promotion;

(5) Continued training can help employees to develop their ability to learn - adapting themselves to new work methods, learning to use new kinds of equipment, and adjusting to major changes in job content and work relationships. In the years ahead, when technological advance will doubtless continue to change many work situations rapidly, versatility and adaptability may well be the most important advantages that can be derived from training. Training constitutes an investment in human resources.[35]

THE SPECIFIC ADVANTAGES OF I. & J. STAFF TRAINING TO A.B.U.

A lot can be said in favour of the training scheme. Among other advantages, it helps the University to:

(a) develop the much needed intermediate manpower to run the University;

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35. Pigors P., and Myers, C.A., "Personnel Administration: A Point of View and Method", (8th Edition), McGraw-Hill Inc., U.S.A., pp. 261-2.

(b) attract many workers who could not have otherwise joined the University but for the training scheme;

(c) retain for longer period, those staff who, though not trained yet, continue to hope and wait for their turn to get trained;

(d) the training scheme gives psychological satisfaction to workers who see it as a Messiah that will change their status in life to acceptable levels; this motivates workers to work harder;

(e) promote trained staff to higher responsibilities, thereby facilitating the administration and maintenance of the University;

(f) Outside A.B.U., the Scheme helps to produce many trained intermediate staff that today man the civil service, the public and the private sectors of the economy.

THE SPECIFIC DISADVANTAGES TO THE UNIVERSITY FOR TRAINING ITS I. & J. STAFF

In actual life situation, certain things that are value-loaded, may have adverse effects too. The following are therefore considered to be the disadvantages inherent in the training scheme as operated by the University to cater for the training of middle-level manpower desperately needed by the University:-

(a) It involves the University in spending collosal sums of money at the expense of other development programmes;

(b) The Intermediate manpower it seeks to acquire through training usually deflects to other bodies viz. universities, civil service, public and private sectors. This leaves the University always in dire need of this grade of staff particularly in secretarial and technical fields.

(c) Some staff see the training scheme as a design to favour a selected few. Hence the programme is often surrounded with suspicions, disaffections and frustrations from staff whose training has been delayed; this sags morale and lowers staff output;

(d) It quickens the exit of some staff from the university service, particularly those that feel they could nolonger gain from the training programme. This helps to swell staff turnover;

(e) It quickens the pace of promotions which, in turn, drains the University's purse faster than could have been the case if staff are not trained regularly through the I. & J. Staff Training Scheme.

CHAPTER IV

CONCLUSION AND SUGGESTIONS FOR IMPROVEMENT

4.1 CONCLUSION

Having enumerated the merits and demerits inherent in the Training Scheme mounted by the Ahmadu Bello University: the scope, the problems and possibilities; and having given detailed statistics to buttress the magnitude of Intermediate and Junior staff training, the financial involvement, the numerical strength of I. & J. staff, the administrative and organisational implications inherent in staff training and the numerous courses under the scheme, I am tempted to conclude that the Training Scheme as being operated by the University is indeed very laudable. Apart from the fact that it is the surest way Ahmadu Bello University gets qualified staff to man its various strategic sectors and activities, it has used its reservoir of trained staff to assist new universities and new states to take off.

From the literature referred to in this text, it is abundantly evident that people all over the globe realise the compelling necessity for manpower development through extensive and intensive training. And from the research findings, no one is left in doubt that the aims and objectives for mounting both

the internal and external courses by the University is to develop the much needed middle-level manpower, not only for its services but also for national development. Enough data had been gathered and analysed to prove concretely that the courses A.B.U. is offering to its I. & J. staff through the Training Scheme, are varied in scope and contents and that hundreds of people had either been trained or are currently undergoing some training or both.

From the research findings, it is clear that the history of I. & J. Staff Training in Ahmadu Bello University was traced as far back as 1968 and that it has since then undergone so many metamorphoses to reach its present standard and quality. My research findings also revealed that the training of I. & J. staff in A.B.U. is not making the desired impact necessary for the organisational effectiveness of A.B.U. itself, not because staff of this category are not being trained and turned out from time to time but that the number of staff so far trained has been seriously depleted by the desire of the newly established universities and states' civil service in the country to lure them away to help them in their initial take-off. This, no doubt, resulted in A.B.U. training many staff but retaining only a few.

From oral interviews personally conducted with those who have been privileged to be trained, the writer is convinced that training has improved their skills tremendously and makes them contribute more

meaningfully to the running of the University. None of those interviewed did ever advocate the scrapping of the scheme; instead they praised the scheme and very much wished it could continue in an enlarged scale. Also, some Heads of Departments I interviewed, confirmed that training had improved the skills and work performance of their staff who had trained and returned to their departments. If, therefore, all these are indications that the training scheme is achieving its goals, then, there is no more to be said than to let what is be since the rai-son d'etre of the training programme is to increase proficiency and develop manpower. To contemplate abandoning the scheme would mean a sure frustration to those staff who have not yet benefited from it and would also mean narrowing the scope of acquiring trained staff for the University services. This should be tragic. Training as a motivating force cannot be swept under the carpet in any forward-looking organisation under all circumstances because not all staff are ready-made when joining an organisation. Besides, constant updating of skills and improvement in proficiency should be regarded as 'a continuous process'. Even those who have received one form of formal training or the other still need tuning up through further training to enable them keep abreast of modern developments all over the world in their chosen career. It is the belief of the writer that there are no failures in life as such but

that there are those who, through sheer force of circumstances, do not know how to succeed. It is the duty as well as social obligation of any organisation to assist this class of workers to succeed and attain the level of self-actualisation. As the strength of a chain is its weakest links, so also is the strength of any organisation that greatly depends on intermediate manpower for its development and sustenance.

Because of the unsteady flow of income to the University, the funding of the Staff Training Scheme also fluctuates. This has led to a situation whereby the Training Scheme is operating under a very tight schedule. For instance, accommodation problems hinder the smooth administration of the scheme, closer cooperation amongst staff and students engaged under the scheme, and better coordination of training plans and ideas. It was also discovered,in the course of my research that certain internal courses planned to be introduced were suddenly shelves for lack of fund to sustain them. Consequently, the enlargement of the scope for the training of many more staff internally has been stunted and its advantages lost. The blame for this does not lie with the administrators of the training programme but with the Federal Government's inability to actively encourage the sustenance of this all-purpose programme through more grants to the University. Thus, the financial and administrative problems

facing the Staff Training Scheme of A.B.U. has recently increased in geometric progression. What is therefore sustaining the Scheme is not only the realisation by the University authorities, of the role the scheme plays in the training and development of manpower for A.B.U. services but, most principally, their desire to train their staff with a view to fulfilling their aspirations for better training, brighter future and heavier take-home pay packets. In short, it is seen as the surest way of motivating I. & J. staff of A.B.U. not only to work harder but also to be confident of their future well-being and survival in a competitive world we live in.

The way the various courses under the training scheme are patterned and spread to cover various strategic sectors of A.B.U. clearly demonstrates the seriousness and the meticulousness of the planners in the planning of those courses. For example, agricultural staff are trained for the services of the Institute for Agricultural Research; Estate staff are trained to carry out Estate Department functions; Bursary staff are trained to sustain Bursary Department activities; Library staff are trained to improve the library services to the people; typists, stenographers and secretaries are trained to administer offices. The same goes to science, engineering, catering and technical staff of various units of the University. But for the training programme, it could have been difficult, if not impossible,

for the University to be able to sustain its various services through competing for specialised labour in the labour market.

The problem of training staff in a gigantic institution like A.B.U. is, therefore, a mammoth one but its usefulness outweighs all handicaps. Training demands a lot of meticulous planning, a lot of industry and perseverance and above all, the investment of huge sums of money to achieve the training objectives which are aimed at developing manpower resources and achieving economic salvation for the nation in the process. There is therefore no substitute to the training scheme in vogue in A.B.U. which has been nurtured and sustained by the University authorities almost at the expense of other equally worthy programmes.

Finally, it is the hope of the writer that I. & J. Staff Training Programme of Ahmadu Bello University might not be submerged or abandoned altogether on grounds of financial inadequacy. All hands of men and women of goodwill should be on deck to safeguard and sustain this programme in view of its great impact on manpower development in the country and the growth of the University itself.

4.2 SUGGESTIONS FOR IMPROVEMENT

To be able to tie loose ends and make the administration of the I. & J. Staff Training Scheme more efficient, I hereby make the following suggestions for improvement:

1. FINANCE

Since lack of adequate funding of the Scheme has been attributed as the major problem facing the administrators of the programme, it is suggested that:

(a) efforts should be made by the University Authorities to allocate more funds to the Training Vote, at least, to the tune of ₦25,000.00 each financial year to enable the administrators of the scheme to meet all financial obligations;

(b) fresh attempts should be made to try to convince the Federal Government to appreciate the need for the Scheme with a view to getting it finance the programme more appropriately. As a first step, I. & J. Staff Training should be separately budgeted for when the University Budget is being prepared for submission to the National Universities Commission (N.U.C.) for consideration.

(c) the University on its part, should plan to generate more internal funds to supplement Federal Government subventions to it. Apart from constant appeals to State Governments and private organisations to contribute generously to the "A.B.U. Endowment Fund" launched in 1979, Consultancy Services should be broadened and made cheaper so that various local, state and federal governments and private organisations that need such services should avail themselves of the opportunity, thereby increasing the University's funds which, in turn, shall increase allocations to Staff Training Fund.

2. ACCOMMODATION

(a) Since it is clear that the present office of the Staff Training Coordinator is too small to make for effective administration of the Scheme, and since I. & J. staff training units are scattered on the Main Campus of the University, thereby creating more problems than one, all-out efforts should be made to allocate a central place on which to build a Training Centre to bring together all the training units. This is without prejudice to the continued use of various workshops for practicals. This will enhance

interaction of students and staff to the advantage of all and also solve the office accommodation problems once and for all.

(b) The funding of the Training Centre should be sought for and obtained through the process as indicated in 1(b) on Page 113.

3. COURSES

(a) There should be a periodic appraisal of the course contents for internal courses in order to constantly remodel them to suit the exact needs of the University;

(b) More internal courses should be considered and mounted to reduce the huge amount expended on external courses and also create more scope for training of a greater number of staff sessionally. This will help to meet the aspirations of staff anxiously awaiting training as well as meet the staffing needs of the university;

(c) Constant attention should be paid to the really critical issues such as the content of training, characteristics of the learner and his environment, over-all organisational climate and the relation of training to University goals and objectives.

4. AUTONOMY

The Training Office should be made autonomous to enable it

shake off bureaucratic bottlenecks in the running of the scheme.

5. STAFFING

The internal courses have been inadequately staffed and this has diluted the quality of the products of the scheme. Efforts should be made to recruit more and experienced instructors so as to meet the professional standards expected of the products of the Scheme.

6. RECORDS OF TRAINED STAFF

(a) There is an absolute need for a meticulous keeping and updating of records of I. & J. staff trained under the Scheme (both internal and external) so that one could see at a glance how many staff in various disciplines have been trained since the inception of the scheme. One advantage of this is that such data will back-up requests for more funds from the Federal Government for the running of the Scheme

(b) Records should also be kept of those staff trained under the programme who have retired, resigned, died or have been dismissed or have transferred their services to other organisations. This will enable the University to appraise the degree of exodus of trained staff with a view to determining where a shortage of such staff is most acute or likely to be acute and then plan for remedial measures early enough.

7. RECIPE FOR RETAINING THE SERVICES OF SECRETARIAL AND TECHNICAL STAFF LONG AFTER TRAINING

The Secretarial and Technical Staff who are already in short supply in the University and consequently in high demand not only in the University itself but also the country over, should be seriously encouraged to stay and work in A.B.U. long after their training. This can be done, not necessarily by paying them salaries outside what have been recommended within their grade levels but that they should be given promotions as and when due to enable them to stay long. Their progress should not be retarded in any way because of the whims and caprices of some Heads of Section or Department. And in the case of those who have not yet been trained, it is recommended that efficiency and long experience should be made to integrate with certification or professional qualification so that one should supplement the other or compensate for lack of the other for purposes of promotion. Rigidity on paper qualification alone as the basis for promotion had, in the past, as my research findings amply and incontrovertibly proved, robbed A.B.U. of very many efficient, capable, highly dedicated and experienced secretarial and technical staff. Paper qualification should therefore be played down a bit in these two cases if A.B.U. should ever hope to attract, train and retain this cadre of staff long enough for even with the internal and external

training of these staff, they are still found to be grossly inadequate for University services. This fact cannot be denied.

9. RECOMMENDATION OF STAFF FOR TRAINING AND THE APATHY OF SOME HEADS OF DEPARTMENT

It has been discovered, in the course of my research, that a few Heads of Department or Section adopt two tactics to frustrate the training aspirations of some I. & J. staff working under them. Firstly, they attempt to make the efficiency of a particular staff in an office look a vice by insisting that such staff is too efficient, too indispensable to be released for training, else the office or section ceases to function. Secondly, some of them instead of appraising the job performance of a staff, more often than not choose to appraise his person. They do these things with a view to blocking the training chances of those staff they do not want to be trained. Modern personnel management techniques and the principles and theories of motivation do not subscribe to this type of negative approach to staff matters and problems. I therefore suggest that Heads of Department or Units should be ever-willing, or alternatively be advised, to try to put up their staff for training whenever they are due and declare their desire to go for further training as no staff is indispensable in any organisation. Training opportunities should be made available to all staff as nothing but good comes out of it.

My attempts in this work have simply been to highlight the training needs, the major constraints in training and operating the training scheme of Ahmadu Bello University, and to suggest ways of improvement. The writer does not in any way claim all knowledge of the problems and ills of the Training Scheme. On the other hand, if this text enables people to know a bit more of the training of Intermediate and Junior staff of Ahmadu Bello University and of the problems associated with it, then, there is hope that synthetic solutions might be found and possible improvements made in the Scheme for the benefit of all and sundry.

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APPENDIX I

A BREAKDOWN OF ADMISSIONS TO EXTERNAL COURSES
NIGERIA AND OVERSEAS (1977 - 1981)

Session	Course Attended	Duration	No. of Staff Admitted
EXTERNAL COURSES (NIGERIA)			
1977/78	Executive Officers (Admin)	1 Year	8
1978/79	" " "	1 Year	7
1979/80	" " "	1 Year	7
1980/81	" " "	1 Year	14
1977/78	Executive Officers (Accts. and Audit)	1 Year	5
1978/79	" " "	1 Year	3
1979/80	" " "	1 Year	4
1980/81	" " "	1 Year	2
1977/78	Professional Grade (Accts. and Audit)	1 Year	1
1978/79	" " "	1 Year	-
1979/80	" " "	1 Year	2
1980/81	" " "	1 Year	-
1977/78	Asst. Store Officers Course	1 Year	2
1978/79	" " "	1 Year	1
1979/80	" " "	1 Year	2
1980/81	" " "	1 Year	-
1977/78	Asst.Library Officers Course	1 Year	5
1978/79	" " "	1 Year	3
1979/80	" " "	1 Year	-
1980/81	" " "	1 Year	-

Appendix I cont.

Session	Course Attended	Duration	No of Staff Admitted
EXTERNAL COURSES (NIGERIA)			
1977/78	Diploma in Mechanical Engineering	2 Years	1
1978/79	" " " "	2 Years	1
1979/80	" " " "	2 Years	-
1980/81	" " " "	2 Years	-
1977/78	Assistant Works Superintendent (Water and Civil)	1 Year	-
1978/79	" " "	1 Year	1
1979/80	" " "	1 Year	2
1980/81	" " "	1 Year	-
1977/78	Dip. in Animal Health Husbandry	2 Years	-
1978/79	" " " "	2 Years	2
1979/80	" " " "	2 Years	1
1980/81	" " " "	2 Years	?
1977/78	Cert. Course in Catering Studies	1 Year	2
1978/79	" " " "	1 Year	3
1979/80	" " " "	1 Year	-
1980/81	" " " "	1 Year	-
1977/78	Higher Cert. in Catering	1 Year	-
1978/79	" " "	1 Year	-
1979/80	" " "	1 Year	3
1980/81	" " "	1 Year	1
1977/78	Motor Vehicle Technicians Course Part II	2 Years	-
1978/79	" " "	2 Years	1
1979/80	" " "	2 Years	1
1980/81	" " ""	2 Years	-

Appendix I cont.

Session	Course Attended	Duration	No. of Staff Admitted
EXTERNAL COURSES (NIGERIA)			
1977/78	Electrical Installation Course'C'	1 Year	-
1978/79	" " "	1 Year	-
1979/80	" " "	1 Year	3
1980/81	" " "	1 Year	2
1977/78	Dipl. in Personnel Mgnt.	2 Years	-
1978/79	" " "	2 Years	1
1979/80	" " "	2 Years	-
1980/81	" " "	2 Years	-
1977/78	Conf. Sec. III Course	1 Year	4
1978/79	" " " "	1 Year	2
1979/80	" " " "	1 Year	4
1980/81	" " " "	1 Year	-
1977/78	Conf. Sec. II Course	1 Year	-
1978/79	" " "	1 Year	2
1979/80	" " "	1 Year	5
1980/81	" " "	1 Year	-
EXTERNAL COURSES (OVERSEAS)			
1977/78	Science Administration Pt. III	2 Years	-
1978/79	" " "	2 Years	3
1979/80	" " "	2 Years	2
1980/81	" " Pt. II	2 Years	1
1977/78	Motor Vehicle Tech. Course Pt.II	1 Year	-
1978/79	" " " "	1 Year	1
1979/80	" " " " "	1 Year	1
1980/81	" " " " "	1 Year	-

Appendix 1 cont.

Session	Course Attended	Duration	No. of Staff Admitted
EXTERNAL COURSES (OVERSEAS)			
1977/78	Management of Museum	2 Years	-
1978/79	" " "	2 Years	1
1979/80	" " "	2 Years	-
1980/81	" " "	2 Years	-
1977/78	Theatre and Stage Lighting Course	6 Months	-
1978/79	" "	6 Months	1
1979/80	" "	6 Months	-
1980/81	" "	6 Months	-

Sources:
1. Nominations File (R/ST/53)
2. Applications File for Study Leave (R/ST/52
3. Approval of Study Fellowship File (R/ST/72)

APPENDIX II

LIST "A"

LIST OF NAMES OF BENEFICIARIES OF I. & J. STAFF TRAINING PROGRAMME IN I.A.R., THEIR DEPARTMENTS OR SECTIONS AND THE COURSES THEY ATTENDED

No.	Names	Section or Dept.	Type of Trng.	Level of Trng.	Date Entered	Date of Completion	Place of Study
1	J.A. Inubilaiye	Kano	Agric.	H/DIPL.	1/4/76	31/12/77	DAC Kabba
2.	H. Onyidasola	"	"	"	"	"	"
3.	D.W. Mkar	Mokwa	"	O/DIPL	"	"	"
4.	J.E. Adejoh	Hortc.	"	"	"	"	"
5.	Lucius Nuwayung	Entom.	"	H/DIPL.	1/4/77	31/12/78	"
6.	Gabriel Aduku	Kano	"	"	"	"	"
7.	W.A. Olarewaju	P/Breed.	"	O/DIPL.	"	"	Samaru
8.	M.T. Akanya	P/Path.	"	"	"	"	"
9.	N.T. Shaagh	Kano	"	"	"	"	"
10.	M. Iyiola	F/Breed.	Irrigat.	"	"	"	"
11.	Moh. Shehu	A/Econs	Agric.	P/Tech.	23/9/77	31/3/78	Samaru
12.	J.W. Abu	P/Breed.	Agric.	P/Tech.	"	"	"
13.	Abraham Omede	Mokwa	"	"	23/9/77	"	"
14.	Iyal A. Faskari	S/Water Mgnt.	"	"	"	"	"
15.	G. Unongul	Agron.	"	"	"	"	"
16.	Ilya S.T. Balewa	A/Econs	"	"	"	"	"
17.	S. Achimugu	Kano	Agric.	"	"	"	"
18.	P.A. Jimoh	Mokwa	"	"	"	"	"
19.	Augustine Yahaya	S/Water Mgt	"	H/DIPL.	1976/77	July '78	Jos
20.	Mr.F.A. Oloyede	Mokwa	"	"	1977/78	" 1979	"
21.	E.A. Affon	"	"	"	"	"	Umudike
22.	R. Olorushe	S/Science	Admin.	E.O. Co.	1976/77	" 1977	Kad. Poly.
23.	Baje	P/Breed.	"	E.O(Adm.)	"	"	"
24.	F.A. Shimbe	S/Science	Agric.	H/DIPL	1978/79	" 1980	Umudike
25.	Moh. B. Tougo	A/Engin.	"	N.N.D.	"	"	Kad. Poly.
26.	Nasiru Raji	Univ.Farm	"	"	"	"	"
27.	M. B.K. Moh.	Agronomy	"	H/DIPL	"	"	Jos
28.	P.K.Oyelere	S/Science	"	O/DIPL.	"	"	Jos
29.	J.O. Odejide	Soil Survey	"	"	"	"	"
30.	Bulus S. Boi	Kadawa	"	"	"	"	"
31.	Markus Dama	Publication	Printg.	Cert.	1978	Dec. '78	Kad. Poly.
32.	Anthony Achibi	Library	Libra.	Asst. Cert.	1978/79	July '79	"

Appendix II cont.

No.	Names	Section or Dept.	Type of Trng.	Level of Trng.	Date Entered	Date of Completion	Place of Study
33.	Y.T. Shittu	Accounts	Account	E.O. Acct	1978/79	Jly. 1979	Kad. Poly.
34.	A.A. Yusuf	Admin.	Admin.	E.O.(Gen)	"	"	"
35.	A.I. Umaru	A/Econs	Agric.	H/DIPL.	1/4/78	Dec. 1979	Samaru
36.	Ali Yusuf	Kano	"	"	"	"	Kabba
37.	F.Z. Denke	"	"	"	"	"	"
38.	A. Omede	Mokwa	"	O/DIPL.	"	"	Samaru
39.	S. Achimugu	Kano	"	"	"	"	"
40.	Moh. Shehu	A/Econs	"	"	"	-	"
41.	G.A. Unongul	Agronomy	"	"	"	Dec. 1979	"
42.	Iyal A. Faskari	Bakura	"	"	"	"	"
43.	Y.U. Bako	F/Breed.	"	"	"	"	"
44.	M. Adebija (Mrs.)	A/Econs	"	"	"	"	"
45.	P.T. Ugese	P/Breed.	Agric	"	"	"	"
46.	Iguda Tanko	Hort.	"	"	"	"	"
47.	Bashir Alimi	P/Breed.	"	"	"	"	"
48.	J. Oladipo	Mokwa	"	"	"	"	"
49.	A.A. Kwarra	P/Pathol.	"	"	"	"	"
50.	A. Oyilom	Agronomy	"	"	"	"	"
51.	J.S. Nongo	Kano	"	"	"	"	"
52.	J.B. Adams	W/Science	"	"	"	"	"
53.	A.S. Nyiekaah	W/Science	"	"	"	"	"
54.	Musa Abubakar	A/Econs	"	"	"	"	"
55.	Paul Ekeyi	F/Breed.	"	"	"	"	"
56.	A.B. Bununu	Kadawa	"	H/DIPL.	1/4/79	Dec.1980	"
57.	M.J. Lawal	Kano	"	"	1/4/79	"	"
58.	A. Ibrahim	Entomology	"	"	"	"	"
59.	M.T. Udele	Mokwa	"	"	"	"	Kabba
60.	A.A. Ogundele	"	"	"	"	"	"
61.	J.E. Adejoh	Hort.	"	"	"	"	"
62.	Godfrey Ukeke	Entomology	"	O/DIPL.	"	"	SAMARU
63.	Gimba Aliyu	S/Survey	"	P/Tech.	Sept '79	31/3/80	"
64.	M. Odeleye	Mokwa	"	"	"	"	"
65.	P.A. Jimoh	"	"	"	"	"	"
66.	Moh. Danja	S/Water Mgt.	"	"	"	"	"
67.	H. U. Akwanga	A/Econs.	"	"	"	"	"
68.	J. Tizhe	W/Science	"	"	"	"	"

Appendix II cont.

No.	Names	Section or Dept.	Type of Trng.	Level of Trng.	Date Entered	Date of Completion	Place of Study
69.	M.A. Olowojoba	P/Pathol.	Agric.	P/Tech.	Sept.'79	31/3/80	Samaru
70.	Amos Lar	S/Science	"	"	"	"	"
71.	Alh.M.G. Madaki	Admin.	Admin.	E.O. Co.	"	"	Kad. Poly.
72.	F.O. Ahmadu (Mrs.)	Etomology	Conf. Sec.	C.S. III	1979/80	Jly. '80	"
73.	G. O. Moses (Mrs)	P/Pathol.	Admin.	E.O. Co.	"	"	"
74.	Aliyu Lapai	Account	Accounts	"	"	"	"
75.	Abdu Alh. Abdul	A/Estate	Managt.	Diploma	"	"	"
76.	A. J. Kufiyob	Telephone Office	Tel. Op.	Tel. Op. Attend.	1/12/80	22/12/80	"

APPENDIX III

LIST "B"

No.	Names	Section or Dept.	Type of Trng.	Level of Trng.	Date Entered	Date of Completion	Place of Study
1	B.Y. Maigizoh	S/Science	Agric.	H/DIPL.	1/4/80	Dec.,1981	Kabba
2.	Isa S. Ajape	P/Breed.	"	"	"	"	Samaru
3.	Pam Rwan	A/Econs	"	"	"	"	"
4.	N.T., Shaagh	Kano	"	O/DIPL.	"	"	"
5.	P.B. Effiong	W/Science	"	"	"	"	"
6.	Z.M. Illo	A/Econs	"	"	"	"	"
7.	Solomon Ukata	Agronomy	"	"	"	"	"
8.	Gimba Aliyu	S/Survey	"	"	"	-	-
9.	Michael Odeleye	Mokwa	"	"	"	Dec.,1981	"
10.	P.A. Jimoh	"	"	"	"	"	"
11.	Moh. Danja	S/Water Magt.	"	"	"	"	"
12.	Jadaman Tizhe	W/Science	"	"	"	"	"
13.	M.A. Olowojobe	P/Pathology	"	"	"	"	"
14.	Amos Lar	S/Science	"	"	"	"	"
15.	D.M. Maiwada	A/Estate	"	Pre/Tech	23/9/80	31/3/81	"
16.	Muminu Jinadu	P/Breeding	"	"	"	"	"
17.	Monday Nock	A/Engineering	"	"	"	"	"
18.	Barnabas Yashim	Entomology	"	"	"	"	"
19.	Matthew Chori	"	"	"	"	"	"
20.	Bulus Chechet	Bakura	-	-	-	-	- (died in training)
21.	Silas S. Ngaba	Yandev	Agric	Pre/Tech.	23/9/80	31/3/81	Samaru
22.	Fidelis Ortese	P/Pathology	"	O/DIPL.	1/4/81	Dec.,'82	"
23.	Moh. Shehu	A/Econs	"	"	"	"	"
24.	O.N. Ibeakuzie	Agronomy	"	"	1/4/81	"	"
25.	Hassan A. Olowo	Mokwa	"	H/DIPL.	"	"	Kabba
26.	W.A. Olareweju	P/Breeding	"	"	"	"	"
27.	Adamu S. Yaro	A/Econs	"	"	"	"	Samaru
28.	Samuel Ohieku	Mokwa	"	"	"	"	"
29.	S.M. Ahiaba	Kano	"	"	"	"	Kabba
30.	D.A. Alawode	ICRISAT	"	"	"	"	"
31.	E.A. Olaleye	W/Science	"	"	"	"	"
32.	G.O. Korede	W/Science	"	"	15/1/81	Dec. '82	Umudike
33.	O.K. Atta	A/Econs	"	"	"	"	"
34.	D.W. Mkar	Yandev	"	"	1980/81	Jly, 1982	Jos

Appendix III cont.

No.	Names	Section or Dept.	Type of Trng.	Level of Trng.	Date Entered	Date of Completion	Place of Study
35.	A. O. Awotoye	Kano	Agric	H/DIPL.	1980/81	July,1982	Jos
36.	Zakari Isah	S/Science	Admin.	E.O.'s Co.	1980/81	July,1981	Sokoto
37.	J. Ibrahim	Kano	Agric.	Pre/Tech.	"	"	Dan-Batta
38.	Tukur Bakura	Bakura	"	Irrig.Attd	"	"	Bakura
39.	H. A. Hamid	Kano	"	H/DIPL.	1979/80	July,'81	Jos

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