AHMADU BELLO UNIVERSITY: TWENTY YEARS OF DEVELOPMENT

(1962-1982)

BY

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I do hereby declare that the work presented in this dissertation for the degree Doctor of Philosophy in Educational Administration and Planning has not been presented either partially or wholly for any other degree nor is it concurrently being submitted for any other degree.

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DEDICATION

This research document is dedicated to the following in view of their contributions to my life:

The Church of the Brethren Mission Board in Elgin, Illinois, U.S.A.; all Missionaries and their sponsors, past and present: The Ahmadu Bello University, Zaria particularly, its first Pro-Chancellor and Chairman of Council, Late Mai-Bedde, His Royal Highness, Alhaji Umar Suleiman, and the first Nigerian Vice-Chancellor, Professor Ishaya S. Audu, both of whom I regard as senior friends.

Also included in this dedication are the entire Tarfa and Sawa families in Garkida, Gongola State, the Ndagi family in Niger State and my numerous friends far and near.

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ABSTRACT

This research investigated the development of Ahmadu Bello University during the last two decades, with specific reference to and emphasis on the role of administrative functions and planning in the realisation of the goals of the University as conceived by the founding Fathers. A University which opened with 425 students in 7 foundation faculties and 15 departments in 1962, now has a student population of 12,500 undergraduates and post graduates 11 faculties and 80 Departments in 1982.

Besides the historical and the statistical presentations made about the University, six null hypotheses were formulated and subjected to testing. The hypotheses attempted to assess the rapport within the academic community, the achievements, the quality of management, the role of finance and the fulfilment of the goals of the founding Fathers, with a view to ascertaining the realities of the situation.

Questionnaires were the main instruments of investigation, supplemented by structured (focused) interviews. The sample of the various subjects involved in the investigation cut across a wide spectrum of the society. The first indigenous Governor of Northern Nigeria, and six past and present

principal officers of the University, and some pioneer Council members were interviewed. The 40 administrative staff, 195 academic staff, 313 students, 57 local farmers, local traders and cattle rearers, five early settlers including the Chief of Samaru Village, were selected as group samples of the target population for the research.

The data collected from both the primary and the secondary sources were analysed using the t-test, the ANOVA and the Scheffe statistical instruments.

Both the planning and the administrative functions of the University were delineated and the respective responses related to each parameter were categorised. A model university was constructed based on a theoretical framework presented by the researcher Ahmadu Bello University was then screened in juxtaposition to the model university, to determine the extent of its conformity with, or deviation from the model universe'.

The research revealed that the planning and the administrative functions were influenced largely by a number of complex factors. Among the major factors identified in the research are:

(a) Funding and financial constraints in the face of high demand for admissions, particularly from the Northern States. This at one time precipitated a crisis for Ahmadu Bello University in the late 1960s and early 1970s. So finance played a major role as confirmed by respondents within and outside the University in accordance with hypothesis 5.

(b) Administrative leadership style of successive chief academic and executive officers in the management of the University. This related to hypotheses *2* and 4.

(c) Development planning problems were quite often on the verge of crisis. For instance, planning often seemed to trail behind actual financial provisions, thereby giving rise to various problems. This factor hinged on finance, which has been reflected in hypothesis 5.

(d) In 1975 Ahmadu Bello University was federalised along with other state universities. This led to a dearth in basic academic and infrastructural facilities due to decline in subventions in real terms from 1975 to 1982. Both factors (c) and (d) related to financing of the University, an issue embodied for testing in hypothesis 5.

Arising from the findings of the study some key recommendations were made as follows:

(a) That ways and means be found to promote higher degree of harmony among the members of the university community.

(b) That a Visitation Committee be constituted for periodical appraisal of the academic and administrative programmes.

(c) That the University farm be commercialised to include the provision of animal feed mills and equally retain its academic activities for teaching and research.

(d) That the direct teaching cost be increased relative to other student costs per annum.

(e) That Ahmadu Bello University should consolidate its development and expand its postgraduate programmes.

Directions for further research were specified, calling for comparative research study between Ahmadu Bello University and the Universities of Tfe, and Lagos as contemporary institutions.

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CHAPTER 1

INTRODUCTION

1.1 The Problem

This research investigates the development of Ahmadu Bello University during the last two decades, with specific reference to and emphasis on the role of administrative functions and planning in the realisation of the goals of the University as conceived by the founding Fathers. A University which opened with 425 students in 7 foundation faculties and 15 departments in 1962, now has a student population of 12,500 undergraduates and post graduates in 11 faculties and 80 Departments in 1982.

Right from its inception, Ahmadu Bello University has been unique because it was established solely as the university of the North. This was mainly conceived as means of finding a redress in the educational imbalance between northern and southern Nigeria. The founding Fathers were resolute that a university in the northern setting would best be suited for meeting the aspirations of the local populace by providing community service and preserving the cultural heritage of the area alongside the traditional roles of a university."

During the colonial era, Nigeria was a politically fragile and a fragmented geographical mass crudely dichotomised into south and north through the 1900 and 1906

treaties with Britain. By this time, Nigerians had long since realised the importance of education as the key factor to economic, social and political development. There are empirical studies on Nigeria showing a causal relationship between education, economic growth and development. Education has been identified not only as a promoter of economic growth, but also as an agent of positive change. Economic growth in turn is seen as a pre-requisite for a meaningful political development.

Early western education in Nigeria, particularly in the south, was designed to prepare the Nigerians for meaningful participation in colonial activities. Its character was, therefore, molded by the motives and dynamics of colonial enterprise whereby educated Nigerians were needed essentially as clerks, and artisans in the civil service and commercial firms as well as subordinates in the armed forces. Later when training for higher positions in the technical services was provided, this saw the beginning of the domination of the south in almost all activities of the country.

To the enlightened Nigerian, education was very valuable as a key to good employment and participation in government. An employment in a good post provided multiple advantages of relatively high income, economic security, and high status

as good alternative to the tedious and less lucrative traditional agricultural work. This realisation enticed parents and guardians to invest money in the education of their children to grant them socio-economic security and to groom them for full participation in the future leadership of the country.

Once education has set the stage, it generates pressure as enlightened people will demand for equality, liberation and the quest for self-determination. In effect education promotes the spirit of nationalism and serves as a factor in mobilisation of the general public towards the attainment of a specific goal. It has also been long realised that formal mass education reduces the gap betwcen the ruling elite and the less developed masses. Education, as mentioned earlier, also plays a vital role in producing bureaucrats, managers, technocrats and other required professional cadres.

It is worth pointing out that education has continued to perpetuate the gap between the elite and the non-elite as is the common feature in the social structure of Nigeria. Furthermore, education even intensifies divisions among different ethnic and regional groups instead of forging a sense of national unity and identity. Coleman (1965)

contended that the disparity in the acquisition of education by different ethnic, status groups or even different regions of a country was an aspect of colonial legacy. The argument was that colonial policies of education favoured certain groups or individuals over others as seems apparent in the case of southern and northern Nigeria. But one must not forget that at times these disparities were the reflections of the differentials in adaptive capacity, or degree of receptivity to education on the part of indigenous cultural groups.

Between the Northern and Southern Nigeria existed a wide margin of educational gap. The reasons for this were mainly historical and geographical. In 1842 when the first school was established in Calabar by the Church Missionary Society with other missions coming into the field later to establish schools along the coast, by contrast in Northern Nigeria then, only the Koranic/Arabic schools existed. While the Hope Waddell Institute Calabar was opened in 1895, the King's College and the Government Secondary School, Umuahia established in 1909, it was not until 1922 that the first government secondary (Barewa) was founded in Katsina, then moved to Kaduna and finally settled in Zaria.

Ogunsheye (in Coleman, 1965) highlighted a serious educational imbalance between Northern and Southern Nigeria

when he revealed that 17.7 percent of school age children attended school in the south, but only 1.7 percent of such children attended school in the north. Of the 34 secondary schools (30 for boys and 4 for girls) with a total enrolment of 8,110, only one boys' secondary school was situated in Northern Nigeria. By 1958, the number of children in primary schools had risen to 2,840,000 by which period universal primary education was fully operational in the south. Up to 50 percent of the budget in the south was allocated to education, while the north provided 25 percent. The contrast between education in the north and the south was then quite glaring even in financial terms.

By 19' , Ogunsheye further revealed that only 9 percent of the northern children of school age were in primary schools as compared to well over 90 percent in the south. Out of the 2,000,000 children of secondary school age in the north, only about 4,000 were enrolled. Students of northern origin at University College, Ibadan in 1958 numbered 57 out of a total student population of about 1,000. All these statistics reflected the wide educational gap at all levels between the southern and northern Nigeria.

Since the establishment of the Regional Governments in 1952 and subsequent regional autonomy for the East and West in 1957 and the North in 1959, education became the direct responsibility of each government. Thus, the educational backwardness of the North in the face of the rapid advancement in the South constituted a serious problem for the then Prime Minister of the Northern Regional Government and was also a matter of grave concern to the Prime Minister of the Federation; both men were from the North. For, in a federati of a loose association at the centre, effective participati hinged largely on the involvement of the educated elite. Appointments into the Federal Service were mainly competitive, based on the British system. Only the well qualified Nigerians were therefore considered for engagement.

To ensure due participation of the northerners at both federal and state levels, the Premier of the Northern Region promoted an intensive staff development programme by awarding scholarships to deserving candidates to study abroad as University College, Ibadan had a limited capacity at the time. Within the Northern Region Government Service, he instituted the northernisation policy whereby northern candidates were groomed into positions of responsibility under the tutelage of foreign counterparts. The underlying

principle of the policy was that preference was given to well qualified foreign nationals who were offered contract appointments, and were ready to be paid generous compensation to relinquish their posts for deserving northerners whenever they became qualified.

As it became increasingly apparent that education was a decisive factor in controlling the centre, the leaders in the Northern Region saw clearly the need for a university within the northern precincts. Such a university would offer admission to northern candidates and thus reduce over-dependence on overseas training. Politically too, the university was to serve the interests of the northern leadership. It was under these circumstances that Ahmadu Bello University was established in 1962 mainly to bridge the gap between north and south, and to also ensure control by the north at the centre.

As enshrined in the Ahmadu Bello University Provisional Council Law of 1961, the institution was expected to evolve as an academic establishment of international stature, which would identify and solve problems. In playing the prominent role in the preservation of the northern culture by serving as the repository of knowledge, it would as well fulfil the traditional functions of a university in keeping with the goals and objectives conceived by the founding Fathers.

Despite the notable growth and achievements of this university with respect to its specific mission, goals and objectives, one is struck by the dearth of documents highlighting these developments. It is this special nature of the circumstances which necessitated the establishment of this university, that motivated this researcher to undertake the study of Ahmadu Bello University as an institution of higher learning with the objective of examining the following research questions:

1. What are the functions of a university in general?

2. To what extent have planning and administration accelerated or hindered the development of Ahmadu Bello University during the period under review?

3. Has the administration been innovative in its approach to solving problems within the university? If not, what are the draw-backs or obstacles to these?

4. What is the role of finance, in terms of its adequacy, effective utilisation and accountability, in the development of the university?

5. What degree of harmony exists between the administration and the students; between the students and the academic staff; and between the academic and the administrative staff?

6. To what extent has the administration been effective in carrying out its duties, in terms of administrative planning and utilization of resources, within the university during the years under study?

7. What are the unique or spectacular accomplishments of the university which can be highlighted as major achievements, as envisioned by the founding Fathers?

1.2 The Significance of the Study

Since its inception, Ahmadu Bello University's primary mission has been to train high-level and middle-level manpower, desperately needed in the North. It was hoped that the effort would succeed in narrowing the educational gap between the North and the South. After twenty years, it is essential to assess the contributions made, and to focus on the triumphs and tribulations experienced by Ahmadu Bello University, with regard to administrative, and planning processes and to document these in order to provide lessons for the future. Such findings will be of significance to policy makers within and outside the university.

From its establishment to date (1962-1982), there appears to have been no previous comprehensive study undertaken on the institution, covering a full span of its life. This research is, therefore, important in its bid to synthesize available information including original field research to provide a more comprehensively documented record on Ahmadu Bello University. In this process, an assessment will be made of the extent to which the goals

of the founding Fathers were achieved or not, and if there were any deviations from the original objectives set by the founding Fathers.

Above all, the researcher hopes that the outcome of this study would encourage scholars to undertake similar studies, and it would serve as an important documentary reference for students, educators, and government officials.

1.3 Basic Assumptions

The study was undertaken with the assumptions that:

1. There is no comprehensive documentary evidence of the history of Ahmadu Bello University, highlighting the goals and the objectives and their realisation as set out by the founding Fathers.

2. It is possible to trace the development of the institution originally known as the University of the North from its inception to the present, and assess its contributions in teaching, research, and dissemination of knowledge and in supplying middle-level and high-level manpower needs of the then Northern Nigeria (now the Northern States of the Federal Republic of Nigeria).

3. A functional model within the general framework on the making of a university could be formulated and have Ahmadu Bello University juxtaposed to the given pattern to ascertain the extent of its deviation conformity, uniqueness, strengths, and weaknesses vis-a-vis the proposed model.

4. It is feasible to highlight the role of administration and planning in the development of Ahmadu Bello University, as reflected by various indices of growth: student enrolments, graduates, staff developments and expansion in academic programmes from 1962 to 1982.

1.4 Hypotheses

Based on the assumptions of this investigation, six null hypotheses were formulated and tested to ascertain whether the speculation that there exists disharmony within the academic community is true or false. This assessment is important because no university can function effectively and successfully within a state of disharmony. Secondly, the hypotheses will focus on the general performance of Ahmadu Bello University within the context of the goals set for it by the founding Fathers.

Hypothesis 1: There is no significant difference between the number of university academic staff who have favourable attitude and the number of those who have unfavourable attitude towards the administrative staff.

Hypothesis 2: There is no significant difference between the number of administrative staff who have favourable attitude and the number of those who have unfavourable attitude towards the academic staff.

Hypothesis 3: There is no significant difference between the number of students who have favourable impressions and the number of those who have unfavourable impressions about the university academic staff. (The testing of this

hypothesis was restricted to student/academic staff and not extended to student/administrative staff because of a much lower degree of contact between the latter groups).

Hypothesis 4: There is no significant difference between the number of the members of the academic community who think the administration has been applying innovative approach to solving problems and those who maintain a contrary view.

Hypothesis 5: There is no significant difference between the number of the members of the academic community who maintain that finance has played great role in terms of its adequacy, effective utilisation, and accountability in the development of the university, and those who hold the opposite view.

Hypothesis 6: There is no significant difference between the number of the members of the local community who maintain that the university is fulfilling, or attempting to fulfil its goals and objectives as enunciated by the founding Fathers, and in relation to the functions of a university, and those who maintain the opposite view.

1.5 Scope and Delimitations of the Study

Ahmadu Bello University has been selected for this study for various reasons, basic among which are: the uniqueness

of Ahmadu Bello University as the University of the North in terms of its setting, cogency, and in student enrolments. In the area of staffing, Ahmadu Bello University has a substantial number of academic staff from the Northern States relative to what obtains in other universities.

The study is limited to the role of administration and planning aspects of the institution, highlighting specific achievements and set-backs in the development of the university, and to the assessment of its contribution to the community in which it is located.

Another delimiting factor is the desirability of concentrating on one of the more mature universities with which one is most familiar for an indepth study. The researcher has avoided the bias which is likely to be introduced in such a situation by depending on documentary evidence and field study.

1.6 Definition of Terms Used

For the purposes of this study, the following terms are defined operationally to facilitate understanding of the problems and issues involved.

The Academy: The academy was an institution of higher learning, established by Plato, about 392 B.C. in Athens.

This was rated as an institution of university status, akin to the ones we have today.

Accountability: The concept refers to providing proper and correct reckoning of funds allocated for specific purposes at a particular point in time. In the university, the Vice-Chancellor, as the Chief Academic and Executive Officer, is the Accounting Officer in respect of all subventions made to his institution.

Campus Core: It is the central portion of the grounds of a university on which the major academic buildings of the institution, including amenities, and infra-structural facilities, are situated.

Democratic approach: It refers to the leadership style which rests on the premise that power and authority are derived from the people. Hence, matters affecting the welfare and the needs of the people should be resolved through consultations and communications with those concerned.

Idiographic approach: This approach is a concept of administration which recognises that in addition to the efficiency aspect of an institution, such as a university, human relations form another basic consideration of good administration. Here the administrator accepts the fact that human beings are more important than the work to be performed.

Thus, care must be taken to make staff comfortable to enable them perform their best work.

Innovative: The word refers to the search for the application of new ideas or new methods aimed at solving problems or attaining desirable changes. Innovative approach to solving problems - is the application of new techniques to find answers to problems. In the university context, seeking the view of experts, tracing the root-cause of problems, and involving those affected, are some of the innovative approaches to finding answers to serious issues.

The Lyceum: It was the Aristotelian School of Philosophy founded about 335 B.C. and was reckoned as a constituent unit of the Greek University.

Nigerian College of Arts, Science and Technology: It was an institution created in 1952 with branches in Ibadan, Zaria, and Enugu. They provided courses in Arts, Science and Technology up to the intermediate level and prepared candidates for university admission as well as for professional careers. They had since been subsumed by the universities in the early 1960s.

Master-Plan: It is the blue-print presenting a general outline of the design of the university campus, showing the locations of existing and proposed facilities, as well as the provisions for future expansions.

Quinquennium: It is a five-year period, usually associated with national or university development plans/ programmes. A block-period of five years is normally accepted as a reasonable time span, for the implementation of proposals, and this is why many countries, including Nigeria, have adopted the quinquennial plan cycle. Some economists, however, maintain that three years is better, if objectives are well defined, and an effective monitoring machinery is set in motion.

Tone: The word "tone" refers to the general spirit, character, morale or image of the institution as seen by the general public. The tone of the institution is said to be good if it manifests good discipline, conduct, dilligence, dedication to duty, academic excellence and such other qualities. A bad tone on the other hand, reflects the negative aspects of the foregoing attributes.

University: It is a degree granting institution, comprising staff and students, established by Law, for the purposes of undertaking research to expand the frontiers of knowledge, performing teaching, disseminating knowledge, and providing community service. A university, as a corporate institution, has a perpetual succession in students, staff members and management.

University College: It is an institution of university level, but which has no powers to grant degrees of its o From 1948 to 1962, that was the status of the University of Ibadan as a College of the University of London. Under the scheme of special relationship, the University College of Ibadan provided academic programmes based on the London University curricula, and prepared students for external degrees of that university.

1.7 Summary

The chapter highlighted the factors which led to the establishment of Ahmadu Bello University, and the mission it should accomplish. In the process, various research questions were posed in a bid to probe further into the efforts made toward the fulfilment of the goals and objectives of the University. Attention was also focused on the administrative and the planning aspects of the institution over the years.

Historical approach was used in tracing the development of Ahmadu Bello University from 1962 to 1982.

In surveying the development of the University, and having regard to the questions raised, specific hypotheses have been formulated in relation to the general relationships within the academic community, the management styles and the extent to which the aspirations of the founding Fathers have been achieved.

Chapter 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This Chapter presents an account of the related literature review, focusing on the problem under investigation. A combination of chronological and thematic approaches, are systematically applied. Sequentially, the related literature is treated touching on African universities in terms of their basic objectives, modalities, and functions, within the local context. Ahmadu Bello University specifically features in the review of literature. This is concluded with a theoretical model-university, and juxtaposing Ahmadu Bello University to it in that context.

2.2 Concept of University

Although the term university has been defined operationally, in Chapter One, it is significant to present some conventional views by various authorities on this, to provide a wider spectrum of opinions and to offer a critique on the subject. Rousseau (1957:15) conceived of a university as "a community of teachers and students pursuing higher learning based on human needs." This view focuses on the key components: students, staff and curriculum. It assumes the existence of

an ideal curriculum structured with a bias to serve human needs in that locality. This may not be the case with many African universities where the curricula are alien in nature. According to Nowell-Smith (1958) a university is an institution for the advancement and dissemination of knowledge. By this, he meant skills, the ability to explore, and utilize acquired knowledge.

In his contribution, Gasset (in Rousseau, 1957) conceptualised a university as the centre of real life, because as an institution, the university is made by man man. Here the author is giving a utilitarian definition of a university in terms of what the institution is expected to do to the community. This is a meaningful reflection as it pre-supposes the functional nature of a university. Jaspers (1960:19) defined the university as "a community of scholars and students engaged in the task of seeking the truth." As a meeting ground for scholars envisaged by Jaspers, the university was by no means an ivory tower dedicated only to the higher realms of scholarship, but that its activities embrace all spectrum of human endeavours. In this regard, the university is more than a mere meeting ground, it is more like a fertile soil for the propagation of fruitful academic

ventures. Similarly, Parry (1949:51), the one time Principal of the then University College of Ibadan, defined a university as "an association of teachers and students with the special characteristic that the teachers are all themselves students also." The members of the academic community interact socially and intellectually. Parry's definition focused on a very important aspect of the roles expected of the academic staff. For not only are they to provide teaching and learning experiences for the students, but also, they should improve themselves by studying to gain more knowledge. The staff should keep abreast with the technological development, be receptive to innovative learning and teaching techniques and to also cope with the information explosion of the twentieth century. In his contribution, Brook (19[illegible] described a university as one of many different kinds of "educational enterprise," but whose main purpose is the pursuit of knowledge, which is quite central to academic activities. The basic weakness in Brook's definition of a university is that knowledge is no longer acquired primarily for its own sake. In the fifteenth century this was fashionable, but nowadays, it is best regarded as a means to social and economic progress. The notion that knowledge is an end in itself providing some satisfaction, holds little or no appeal

to many people nowadays, especially in a developing country like Nigeria.

In the given definitions, students and staff seem to be the major constituents of a university. Thus, Thomas Calyle's statement that the university was "a collection of books," is half-truth and refutable. For, valid as the epigram appears to be in emphasizing the great importance of books to staff and students, a collection of books, however large, is no more a university than a number of empty lecture theatres, laboratories and classrooms. It is the human beings who utilise these facilities positively that, basically, make a university.

2.3 The Making of a University

One of the classic contributions on the making of a university, is the works of John Henry Cardinal Newman (1957). During the period 1851-1858, Newman was involved in an attempt to found a Catholic University in Ireland. From the onset, Newman was beset with various problems: the Irishmen, who desired a Catholic University, were not clear as to what the institution should be; Newman himself was doubtful whether he had the requisite qualifications and the charisma for effective

leadership for such an enterprise; and Archbishop Cullen, who invited Newman, was not sympathetic towards the sort of indigenous university envisaged by Newman. In the end, Newman, who as then the Rector designate, had to resign. Before his resignation, he presented a series of discourses for the benefit of his contemporaries and for posterity.

In retrospect, it was realised that Newman's major problem was his endeavour to import the Oxford University pattern of education, aimed at producing the English gentlemen, into Ireland. This type of education was utterly rejected by Irishmen, whose aspirations had been to be themselves, and not replica of Englishmen. In his series of discourses on the Idea of a University, Newman regarded a university as an instrument of stimulating philosophical enquiry, and extending the frontiers of knowledge. He acknowledged the fact that the main constituents of the university are the students, and the courses of study, and that the primary function of a university was to aid students to develop an independent, enquiring mind. Accordingly, Newman regarded the end of university education as the acquisition of knowledge for its own end. This idea may have been fashionable in the 16th and 17th centuries in Europe, but it could no longer afford to be tenable in 19th

century Ireland struggling to get rid of her dependency on England in much the same way the newly independent nations of Africa and Asia are attempting to stand on their feet by using education, especially higher education to achieve their immediate national socio-economic and political objectives.

In keeping with the working definition given earlier, it has been established that the basic elements which form a university are students, staff, curricula, administration, and infra-structural facilities. For general guidance on policy matters, there should be some goals and objectives as prescribed by the founding Fathers for the effective management of the institution. Not, the least important, is the question of funding the universities. In Nigeria, all the Federal Universities are funded by the Federal Government, with some limited internal means of supplementing the Government subventions. This now leads us to the stage for the examination of general administrative structure of universities.

2.3.1 Organisational and Administrative Structure of a University.

In analysing universities, Fielden and Lockwood (1973) tendered that, as entities, universities could be classified as

organisations, institutions, or as communities. From whatever form one views the universities, the existence of an organisational and administrative structure is essential. For this reason, statutory bodies exist to keep surveillance over, and guide the affairs of a university (in keeping with the tenets set by the founding Fathers) as shown in Figure 2.1 below in respect of Ahmadu Bello University.

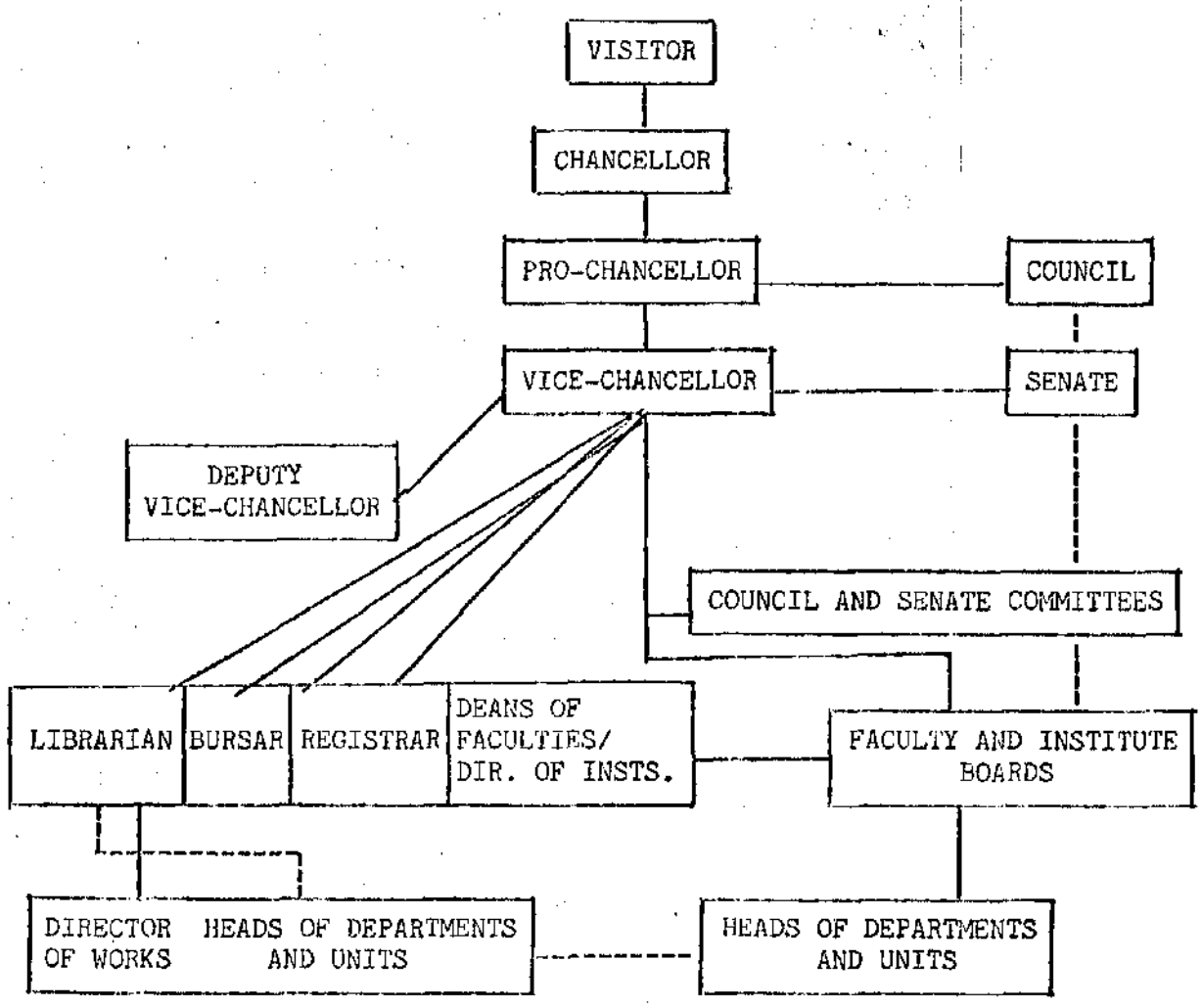


FIGURE 2.1

THE GENERAL ORGANISATIONAL AND ADMINISTRATIVE STRUCTURE OF A CONVENTIONAL UNIVERSITY: A.B.U. ZARIA