# AN ASSESSMENT OF THE PERFORMANCE OF THE STAFF TRAINING SCHEME, AHMADU BELLO UNIVERSITY, ZARIA, (1989 -1999).

**BY**

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**FACULTY OF ADMINISTRATION,**
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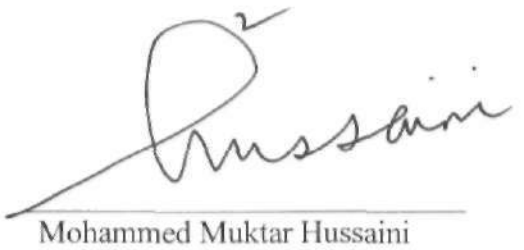
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# DECLARATION

I hereby declare that this thesis has not been accepted in substance for any other certificate and is not being submitted concurrently for any other certificate.

I certify that the thesis is entirely the result of my own independent research work.

The various sources, to which I am indebted, have been duly acknowledged.



Mohammed Muktar Hussaini

15th November, 2000

Date

# CERTIFICATION

This thesis entitled "AN ASSESSMENT OF THE PERFORMANCE OF THE STAFF TRAINING SCHEME, AHMADU BELLO UNIVERSITY, ZARIA (1989 - 1999) by Mohammed Muktar Hussaini meets the regulations governing the award of the Degree of Master of Public Administration (M.P.A) of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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# DEDICATION

This thesis is dedicated to: -

My late grand mother, Hajiya Amina Musa, for giving me the full backing in all my academic pursuits;

My late father, Mallam Hussaini Muhammad, for his moral support; and

My mother, Mallama Aisha Balaraba Adam, who also provided the necessarily support for the pursuit of this degree programme.

Furthermore, I dedicate it to other fellows who could not have such opportunity to contribute their efforts towards enriching learning and research in the field.

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**MOHAMMED MUKTAR HUSSAINI**
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# ABSTRACT

This research study is on "An Assessment of the Performance of the Staff Training Scheme, Ahmadu Bello University, Zaria (1989 - 1999)".

The researcher is interested in finding out how the Staff Training Scheme has been able to accomplish its statutory functions. More specifically, the researcher is concerned with: -

i) finding out how training provided under the Staff Training Scheme has affected the efficiency and effective discharge of the routine tasks of the staff beneficiaries;

ii) evaluating the contribution of the Staff Training Scheme in satisfying the manpower requirements of the Ahmadu Bello University;

iii) whether or not the training has served as a motivator to the staff students towards higher productivity; and

iv) how the training has been able to improve the professionalism of staff beneficiaries.

Staff training and development is an important clement in harnessing human resources towards achieving overall organizational goals. This was recognised and emphasized in the policies of the Staff Training Scheme, which regards this training outfit as an avenue for turning out trained personnel in various skills and trades in line with the manpower requirements of the University.

The findings of this study that such manpower development and utilization has been met under the Scheme. The successes recorded are attributable to the quality of instructions and practicals provided under the Scheme. The determination and resolve of the management to continue the staff development endeavour through the Staff Training Scheme also gave the Scheme the needed backing.

But, from the findings of the researcher, the Staff Training Scheme was faced with a number of problems, including:-

i) the need for modern equipment and machines for teaching and practicals;

ii) lack of enthusiasm from staff students; and

iii) disenchantment by the part-time tutors, instructors and demonstrators due to low rate of payment.

The result of the study has positively proved that the training has increased the efficiency of staff students as well as their professionalism. The study has also revealed that the training has augmented their performance and level of productivity. A research made during the study has also discovered that the training has imparted new ideas, new innovations and high degree of confidence on the staff students.

Following experiences got during the study, the following policy recommendations were being proposed by the researcher: -

(i) adequate funds should be provided to take care of needs for materials, equipment and machines;

(ii) the part-time tutors, instructors and demonstrators should be adequately compensated;

(iii) the present ridiculously low tuition fees should be drastically reviewed;

(iv) modern equipment and machines for teaching and practicals should be provided; and

(v) a performance monitoring and evaluation method should be introduced so that the Ahmadu Bello University could continue to reap the benefits offered by the Staff Training Scheme.

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# DEFINITION OF TERMS

| | | | |
|---|---|---|---|
| 1. | Department | - | Means any teaching, research or administrative Unit or Institute or School or any other Unit so recognised by the University Council. |
| 2. | Junior Staff | - | Refers to Staff on grade level 05 of the Harmonised Tertiary Institutions Salary Structure (HATISS). |
| 3. | Management | - | Means management of Ahmadu Bello University, Zaria. |
| 4. | Manpower | - | Means Staff of an organisation including the management and those being managed. |
| 5. | Performance | - | Means the sum total of the individuals' performances. |
| 6. | Programme | - | Means training mounted under the auspices of the Staff Training Scheme as available in the Faculty of Education, Faculty of Engineering, Faculty of Science and the Kashim Ibrahim Library. |
| 7. | Scheme | - | Means the Staff Training Scheme of Ahmadu Bello University, Zaria. |
| 8. | Senior Staff | - | Refers to Staff on grade level 06 and above of the Harmonised Tertiary Institutions Salary Structure (HATISS). |
| 9. | Staff | - | Refers to persons offered appointment to work at the Ahmadu Bello University. |

10. Staff Students - Means the Staff of the Ahmadu Bello University, Zaria who are admitted and duly registered as students under the Scheme.

11. Staff Training Committee - Refers to the Committee constituted to handle all academic and administrative matters of the Staff Training Scheme.

12. Trainee - Means any person undergoing training under the Scheme who has been admitted and duly registered as a student of the Scheme.

13. University - Means the Ahmadu Bello University, Zaria as incorporated by Statute.

# CHAPTER ONE

## 1.1 Introduction

Training is generally regarded as an advancement of knowledge in a particular field or area of specialization. It takes the form of acquisition of additional knowledge or a completely fresh knowledge with the aim of enhancing efficiency and high-level productivity.

For organizations to ensure an optimum utilization of their human resources, they design appropriate training programmes in line with their organizational needs in terms of skills, number of personnel, suitability of such personnel to fit into the available material resources as well as the activities being undertaken by the organization.

To enable the effective and maximum utilization of staff towards pursuing its cardinal policies and objectives, the Ahmadu Bello University, Zaria has made it a policy to encourage the training and retraining of its staff at all categories and cadres for the purposes of effective teaching, research and community service. This is to enhance the quality of staff performance for better efficiency and high-level productivity. This policy on staff training and development has been pursued through the granting of study fellowships to staff both within and outside the University and through on-the-job training under the auspices of the Staff Training Scheme.

The training of lower and middle level staff pre-dates the establishment of the University itself. This activity was inherited from the Units that were transferred to the

University following the formal establishment of Ahmadu Bello University on 4th October 1962. These Units were: the defunct Nigerian College of Arts, Science and Technology, Zaria (formed in 1955); the Clerical Training Centre, Kongo (set-up in 1947); the Samaru Agricultural Research Station (formed in 1924); and the Shika Stock Farm (which took-off in 1928). These outfits were set-up basically to, among other things, produce and train the lower and middle level manpower.

With the creation of the Ahmadu Bello University, the training of staff at these levels was realized through the training programmes organized by individual Faculties and Institutes constituting the University. The training was however streamlined in July 1972 as a University-wide programme under the Staff Training Scheme.

The Staff training Scheme has, since its inception, been providing skilled vocational on-the-job training for Craftsmen and Artisans, Science Laboratory Technologists and Technicians, Stores and Accounts Staff, Library Assistants and Officers, Office Clerks, Typists and Confidential Secretaries. These training programmes were to meet-up with the manpower requirements of the University at various levels and categories. This type of training outfit operates on the same ideas and principles with those organized in some public and private establishments under different names like Federal Training Centre, Staff Development Centre, Staff Training Centre.

## 1.2 Statement of the Problem

The Staff Training Scheme was meant to provide to the beneficiaries the necessary expertise in handling their official responsibilities. It was also meant to give them adequate education on the nature of their routine jobs. So that their levels of academic/professional education are being supplemented. This way also, the training will serve as an avenue to train them or rather prepare them towards undertaking responsibilities in higher ranks.

Through the on-the-job training, Staff are made to undergo some specialized training that will educate them in greater depth, details on their jobs, offices and the organization in general. One other feature of the on-the-job training is that it provides the technical details of the job so that the workers become efficient in the shortest time possible.

One major problem facing the Staff Training Scheme as noted from observation is the lack of supply of material and equipment for effective teaching and practicals. This problem is attributable to insufficient funds. Even though the lack of funds has been the bane of Nigerian Universities generally, the Staff Training Scheme has always been starved of funds for procurement and maintenance of materials and equipment for teaching, practicals and examinations.

There is also the problem of lack of space for teaching and practicals. Problems had arisen on the inability to conduct practicals due to lack of access to laboratories and workshops. This is because the same facilities and structures used for undergraduate studies are also being used by the Staff Training Scheme.

In addition, there is also the problem of low enrolment of Staff Students as a result of their lack of enthusiasm and interest in pursuing courses under the Scheme. Investigations by the researcher was able to reveal that the lack of enthusiasm is caused by a number of factors, namely: lack of adequate infrastructural facilities; lack of motivation from management; and lack of commitment by the Tutors. This low enrolment of Staff Students has been worsen by the shortage of staff due to the embargo on recruitment as well as the retrenchment exercise during the re-organization between 1995-1998.

The poor rate of payment for part-time teaching under the Scheme, coupled with the unnecessary delay in payment of the allowances has caused lack of commitment and dedication by the Tutors. This has obviously resulted to depreciating level of their inputs. The overall effects of these were poor academic performance by the students and lack of enthusiasm.

This study seeks to examine these problems and also their impacts on the policy objectives of the Scheme. In other words, an attempt would be made by the researcher to examine the extent to which the Scheme has been able to accomplish its mission in the midst of these problems.

## 1.3 Objectives of the Study

It has been observed that since its inception, the Ahmadu Bello University has been pursuing the in-house training of its lower and middle level staff. This is in addition to the sponsorship of staff for conventional studies both within the University and elsewhere (within and outside Nigeria). With this level of commitment, the researcher is interested in

finding out the extent to which the Scheme has been able to achieve its aims and objectives as well as examine and assess the effectiveness of the Scheme on the training of staff, particularly at the lower and middle level cadres.

The study is therefore, particularly designed to accomplish the following: -

i) to find out what the Scheme is all about and what its objectives are;

ii) to know how the beneficiaries of training under the Scheme have been effectively utilized by the University;

iii) to evaluate the problems encountered by staff students who had undergone training under the Scheme;

iv) to encourage both Management and beneficiaries to take more seriously, the issue of on-the-job training of staff; and

v) propose changes based on the philosophy and objectives of the Scheme, its resources and needs of its staff students.

## 1.4 Hypotheses of the Study

Having thus, looked at the objectives of the study, it is pertinent to consider the following hypotheses of the course of this study:-

(a) That an effective and efficient training gives rise to high level productivity;

(b) That a high rate of monetary reward to staff does not alone motivate workers for optimum productivity; and

(c) That adequate training gives rise to high-level performance amongst staff.

## 1.5 Significance of the Study

This research work is designed to provide an evaluative instrument or yardstick for assessing the performance of the Staff Training Scheme as a training out-fit designed by the Ahmadu Bello University to meet its manpower requirements particularly at the lower and middle level categories thus making the University self-sufficient in its manpower requirements.

Despite the fact that the scheme has been in existence as far back as 1973, there has been scarcity of literature on the scheme especially assessing its performance. The scheme has therefore suffered an apparent neglect by pass writers. This research work is a deliberate attempt to fill a gap in knowledge on the topic.

This study also intends to update knowledge on the field and also contribute in improving the performance of training Schemes (Centers) with particular reference to that of the Ahmadu Bello University, Zaria.

It attempts to serve as a scholarly work for present and future references by the Ahmadu Bello University, individuals or establishments wishing to understand the activities, operations and performance of the Staff Training Scheme during the period covered by this study.

## 1.6 Scopes and Limitation of the Study

The selection of the Staff Training Scheme of Ahmadu Bello University was not only because of the fact that the researcher's official responsibilities touched on the subject, but because it was thought that the University would serve as a good example of an attempt, by an organization with wide range of specialists and tasks, to adopt specific kinds of training according to its manpower requirements. The Staff Training Scheme represented an attempt to institutionalize professional training with the aim of moulding human resources to increase its fitness for specific activity.

The study covered a ten-year period between 1989 - 1999. The purpose is to enable us adequately evaluate the Scheme and the performance of its beneficiaries in the light of recent innovations and discoveries in ideas, knowledge and technological advancement. This will give us a better picture of the relevance and impact of the Scheme on Staff and the University.

The research covers all courses being mounted under the Scheme during the period under study, namely:- in the Faculty of Education; Faculty of Engineering; Faculty of Science; and Kashim Ibrahim Library.

The study deals with the University policy matter that is very important whereby vital materials/data are at the disposal of the management. Access to such relevant documents popularly refered to "Secret" remained difficult.

There was also great reluctance by Staff to make objective comments for fear of being charged for releasing official information.

To some respondents, the researcher was seen as agent of management to identify inefficient Staff for rationalization.

Despite these obvious shortcomings, a lot of relevant data and documents were employed as compliments to interviews and questionnaires so that the conclusions if the research shall remain a scholarly contribution to knowledge and research.

### 1.7 Research Methodology

For the purpose of this research, the method of data collection included; the use of library sources for the general understanding and grasp of existing literature on the subject matter: file records; official reports and other pamphlets, periodicals and monographs; newspaper publications; questionnaires; intensive and extensive personal interviews; and no-the-spot assessment of the work situations in the Departments and Units of the University.

The sample population for the research study consisted of eighty respondents comprising of Directors, Deans of Faculties; Heads of Departments and Heads of Sections or Units and one thousand, one hundred and forty staff beneficiaries of courses mounted under the Staff Training Scheme during the period covered by this study.

### 1.7.2 Secondary Data Collection

The researcher employed the documentary method of collecting data or what is usually referred to as secondary source. On this, the researcher consulted written materials that had been documented and kept as part of the records of the Staff Training Scheme in particular, and the Ahmadu Bello University in general.

The researcher, who is also a staff member of the Ahmadu Bello University, gained access to official documents covering all aspects of training which the University has benefitted from in the previous years. Due to the researcher's privileged position in the University, subject files, circulars, minutes of meetings and other sources of documentary information were consulted by the researcher in the course of this research studies.

### 1.7.3 Interviews and Discussions

Oral interviews and discussions were designed to obtain further information in order to supplement the secondary method of data collection. This is because no one method can be completely satisfactory in a study of this nature. The interview method, needless to say, has its own disadvantages as well, which included the temptation of the respondents drifting off the point into a world of fantasy to supply confused and unnecessary details which will leave the researcher with the burden of sorting out irrelevances from research facts and even sometimes with the problem of semantics. To address these problems, the researcher took extensive notes during the interviews and discussions which were later analysed for the purpose of this research.

It may be pertinent here to note that both processes of personal interviews and discussions in the course of this study were found to be richly rewarding as the researcher was extremely lucky to enjoy the co-operation of individuals and groups in freely responding to questionnaires received. The researcher's experience of the sample group was that there was a marked preference for oral discussions and interviews rather than questionnaires. As a result of this, the researcher had to rely heavily on extensive personal interviews which were randomly spread through a sizeable group within each of the occupational segments of the work force of the Ahmadu Bello University.

As a researcher, participation and observation was conducted in the course of my interviews and discussions with those staff members who had benefitted from the training programmes, other staffers and Heads of Departments and Heads of Sections.

## 1.8 Outlay of the Thesis

This thesis is divided into five chapters with Chapter One being the introductory chapter dealing with the Statement of the Problem; Objectives of the Study; Hypothesis of the Study; Significance of the Study; Research Methodology; and Outlay of the Thesis.

Chapter Two dealt with Literature Review and Theoretical Framework upon which this research is founded.

The third chapter gave the History and Philosophy of the Ahmadu Bello University as well as its Faculties and Centres and Other Services. This chapter also provided the

History, Objectives and Rules and Regulations of the Staff Training Scheme.Also available in the chapter is the Content of Courses mounted under the scheme.

In Chapter Four, we have Data Presentation and Analysis. Here, both the Primary and Secondary collected were discussed and an analysis made which gave the findings of the research. The last chapter, Chapter Five, contains Summary, Conclusion on findings and Recommendations towards making staff training more efficient and effective. It is hoped that these recommendations would be found useful by the Ahmadu Bello University and other establishments that have similar institutionalized form of training.

# CHAPTER TWO

## THEORETICAL FRAMEWORK AND LITERATURE REVIEW

### 2.1 LITERATURE REVIEW

Several writers had written on the concept of Training and its effects on employees towards performance. Philosophers, Industrial Psychologists, Managers, Social Scientists and Public Administrators have carried out research which sought to explain the behaviour of employees in the discharge of their routine tasks. Such studies have revealed, for instance, how training has affected the performance of employees.

The works were basically on the organisation itself, operations of the training outfits, and the perception of individuals regarding training. The training was, in the end, aimed at bringing about individual efficiency, harmony and greater productivity. For the beneficiaries of the training, it is expected that there would be progression in their career, professionalism, motivation and commitment to duty. According to M. W. Cuming, "Every business must find and keep competent employees if it is to function effectively and succeed in achieving its goals"[1].

This has to be done through the training and education of personnel. High-level productivity can only be achieved if the work force is being trained and enlightened to handle machinery and also carry out its tasks effectively. Education and training are the

first steps to staff development. Any form of education given to staff will be incomplete if they are not provided with the necessary training to enable them perform towards realizing the goals of the organization.

J. O. Harris (Jnr) said that "certain types of performances are necessary to help the organization reach its objectives, and training assist by providing organizational members with the tools to get the job done".[2]

F. B. Flippo was of the opinion that the mere recruitment of staff into an organization would not yield the desired result without such staff being trained towards achieving the overall organizational goals. Flippo said that "after the employee has been selected, placed, and induced, he must next be trained".[3]

### 2.1.1 Definitions of Training

According to G. D. Halsey, training is "the process of aiding employees to gain effectiveness in their present or future work through the development of appropriate habits of thoughts and actions, skills, knowledge and attitude".[4] Training can then be said to be a process whereby workers are being equipped towards performing their tasks. Training is the building up of human potential or the development of the human ability and capacity so as to improve and up-lift his efficiency and effectiveness in an organization.

Through training, the knowledge, skill and orientation of the worker is being increased for doing his job.

For organization to ensure maximum use of its personnel, it has to train and retrain its staff so as to enhance efficiency and effectiveness in its operations. In that pursuit, the Staff Training Scheme of the Ahmadu Bello University came out with various internal training programmes to increase the skill of staff, improve their attitudes and thus bringing efficiency to the Ahmadu Bello University. The Staff Training Scheme has been able to, over the years, train and re-train, up-grade and up-date the knowledge and skills of participants through these on-the-job training programmes.

As A. A. Sikula puts it "more and more today training refers only to instruction of technical operations, while development refers to more philosophical and theoretical educational concepts. Training is designed for non-managers while development is aimed at managerial personnel. Training courses are typically designed for a short-term, stated set purpose".[5] The training programmes at the Ahmadu Bello University are efficient because scholars meet to test theories and impact knowledge from constructive and radical academic ideas. And training generally is aimed at eliminating job accident and also reduce scrap job by employee. On the whole, staff development in organizations have specific goals and purposes that have been set as targets to be realized.

Training is important for those who, because of the nature of their work, most take decisions regarding the content and the format of their routine tasks. This explains why the Ahmadu Bello University is committed to the training of its Staff and has indeed given a very serious recognition to the training and education of its junior staff which constitutes the largest part of its manpower.

Also in his contribution, G. O. Stahl said "every institution should be prepared to answer this question posed by society. 'What is the institution going to foster the development of the individuals within it?"[6]. As far as the Ahmadu Bello University is concerned, the development of its staff has not been a problem particularly with the conduct of courses under the auspices of the Staff Training Scheme. It is however regrettable that some organizations have relegated to the background, the training of their staff even though it could not be disputed that training increases knowledge and makes the beneficiaries more resourceful. Infact, training makes them find alternative solutions to given problems and also helps beneficiaries in becoming more confident and efficient.

Harbison and Myer had this to say on training "human resources, not capital, not income, not material resources constitute the ultimate basis for the wealth of nation and that a country unable to develop the skills and knowledge of its people and so utilize them effectively in the national economy will be unable to develop anything else"[7]. In addition to the fact that organizations and institutions require trained personnel, Harbison and Myer argue above that the wealth of the nation lies in its human resources and so all economies must be prepared to allocate the necessary resources for human resources development. In order words, resources should be made available for staff development and utilization so that the other resources could be harnessed for development.

According to J. O. Harris (Jnr), "certain types of performance are necessary to help the organization reach its objectives".[8] He argues further that the training of staff aids in providing to members of the organization, tools required in getting the tasks done.

### 2.1.2 Forms and Types of Training

In determining the training needs of an organization, one must, analyse among others, the goals of the organization, its resources and allocation, operational focus of the task or job of the employees performing the job, the knowledge, attitude, skill, etc of the incumbent in each position. For effective and meaningful training as an input-output mediator, periodic evaluation and analysis of the organization of training and the performance of trainee will reveal lapses and consequently result in the redesigning of new models which can be used to achieve total organizational goals.

G. D. Ukandi maintain that manpower development involves the "moulding of human resources to increase its fitness for a specific activity in terms of the training given such human resources".[9] He added that the training involves experience in doing a job and secondly, education on the nature of the job. The purpose of training is basically to supplement the trainee's academic education and also train him to undertake work in a higher grade.

According to Ukandi, organizations should adopt specific kind of training that will suit their manpower requirements. He went further to divide training types into two broad classifications.

The first type of training identified by Ukandi is what he calls Induction Training. This, according to Ukandi, is meant for the newly recruited staff of the organization with a view to assisting them to settle down fully in their new responsibilities and also educate

them on the organization itself and give them some background on the nature of their work. Induction Training also serves to put the newly recruited staff into the proper perspective of the organization and also improve their attitude to their employers. For those entering employment for the first time, Induction training will serve better.

The second type of training according to Ukandi is On-the-Job Training. In this type of training, specified instructions are given to participants in the performance of their specialized jobs. Here, the technical details of the specific jobs are given so that the worker becomes efficient in the shortest time possible. Details regarding the job, the office and organization are been taught to the employees.

### 2.1.3 Methods of Training

Methods of training varies depending on the form and type of training being pursued. G. D. Ukandi proposed five (5) methods of training which are all been discussed in the study.

The first method is what he refers to as On-the-Job Training which involves the training of staff by experienced hands on the effective performance of the job. Instructions are given by the supervisor or the most senior officer who has been an expert on the job. The advantage of this form of training, according to Ukandi, is that, the trainee is allowed to work on actual work situation, also, the trainee is being trained to handle the situation or work condition as it arises. The disadvantage however, is the danger of committing serious error during training which might be expensive to the organization.

Another method of training identified by Ukandi is the Vestible Training. Under this method, the trainee is provided with details on how to carryout his task and then supervised on the job.

The third method of training is the Apprenticeship Training whereby the trainee is attached to a qualified person who monitors his daily performance on the job. The trainee undertakes the training for a specified period and then allowed to set-up his own workshop.

The next method of training according to Ukandi is the Internship Training which is pursued after acquiring professional qualification. Here, the trainee works under a more qualified professional for a specific duration and then allowed to practice the profession on his own.

The last method of training given by Ukandi is Special Technique. According to Ukandi, a prototype of the machine or equipment to be used is put at the disposal of the trainee to work with.

From the review on this literature, one could observe the following:-

(a) For organisations to benefit from the best output from their employees, there is need to design training policies in line with the overall organisational objectives;

(b) Training is continuous process which requires employees to be provided with at appropriate times;

(c) The desire by employees for training is justifiable in terms of performance and motivation; and

(d) The existence of training outfits is of paramount importance in the moulding of the right quality of manpower required by the organisations.

It is important to emphasize that motivation enhances high-level performance. Motivated staff will definitely maximise their performance in the pursuit of the organisational goals. Training has proved to serve as a motivational factor in staff performance.

In conclusion, the contributions of the literature cited on training and its impacts on staff has greatly widened our reference base and also sharpened our focus in undertaking this research.

## 2.2 THEORETICAL FRAMEWORK

In determining whether an organisation has lived-up to the expectations of its founders, there has to been tested and workable conceptual and/or theoretical framework put in place by the individual or group of individuals charged with the responsibility of piloting the affairs of that organisation.

In that regard, the number of theoretical frameworks have been propounded by Social Scientists and Philosophers which are workable and result-oriented in organisational settings. Of interest are the concepts of Efficiency, Effectiveness and Motivation as found in administration and management theories.

### 2.2.1 The Concepts of Efficiency and Effectiveness

Max Weber, the reknown authority on organisational efficiency referred to the word Efficiency as precision, speed, unambiguity, minimal friction and reduction of cost.

A. Etzioni, another popular author, defined organisational efficiency as the amount of resources (input) used to produce a unit of output. He then argues that efficiency in an organisation could be measured in the same manner as mechanical efficiency.[10] In other words, machines are rated according to their abilities to convert energy into useful work.

Although organisational inputs (including human and materials resources) could be measured to some extent, the total output of most organisations cannot be accurately quantified. Moreover, while mechanical energy inputs can easily be measured, some organisational inputs like human energy resources constitute an indiscreet unit, in that, the productivity of an individual in any organisation does not follow a predictable pattern over time and even an average measure of such productivity is unreliable.

While productive efficiency could by measured to a great extent, in input-output terms, in most profit-making organisations, such measure is impracticable in non-profit making venture.

Since non-profit making organisations intrinsically lack objective criteria for measuring efficiency or a feedback system in the sense of immediate loss or profit from daily operations, they tend to become rigid and instead cling to their inefficiencies until there is crisis. In any case, all business organisations tend to have multiplicity or goals

while efficiency in the attainment of some goals may lead itself to direct measurement in terms of input-output ratio or profit and loss, a number of other goals exist whose efficiency attainment can not be measured.

In government circles, efficiency is identified in the rationality in the choice means as well as ends.[11] This is explained by people like Herbert Simon who wrote on rationality in administrative decision-making. Thus raising arguments on the inter-changeable use of the terms "efficiency" and "effectiveness" in the public and private service. A closer examination of the two concepts may hopefully clarify the issue.

Both efficiency and effectiveness have concrete measures of organisational performance. The two concepts evaluate the conditions under which public corporations operate and the degree to which the organisations are attaining their various goals. These concepts therefore provide useful tools and indication of the ability of an organisation to survive in its environment. Moreover, while efficiency could be technically defined as the ratio of useful work performed or output produced to the total energy or input expended, effectiveness can be generally viewed as the extent to which an organisation realise its goals and objectives. It can therefore been seen that while efficiency is a ratio calculated in terms of the amount of output relative to the amount of input and thereby focusing mainly on organisational "means", effectiveness relate more directly to "ends".

Etzioni defines organisational goals as the desire state of affairs which the organisation attempts to realise.[12] Such future state of affairs which the organisation, as a collectivity, tries to achieve, constitutes in ideal sense, the progress which measures the effectiveness of the organisation. Organisations are known to have both their official and unofficial goals.

Charles Perrow has identified five types of organisational goals to deal with the question of whose points of view is being recognised: the investors, the society, the top executive or others. He has therefore classified the five organisational goals into: Societal goals; Output goals; System goals; Product goals and Derived goals.[13]

In other words, organisations are known to have internal goals, the most important of which is productivity. This may mean different thing to different organisation. To the Staff Training Scheme of the Ahmadu Bello University, it may mean production of quality trainees.

However, in other to ensure productivity, both the officials and unofficial goals have to be met. The officials goals are those stated by the status establishing the organisation while the unofficial goals are the implicit informal goals that have to be met by the organisation. Such goals includes the maintenance of the morale of the workers, ensuring minimum absenteeism of personnel, ensuring stability of the organisational rule and goals and maximising individual potentials through constant training and evaluation[14] to the extent that these subsidiary goals directly impinge upon the ability of the organisation to meet its official goals.

In any case, the effectiveness of any organisation can be measured and therefore predicted by the extent to which those subsidiary or unofficial goals have been met.

Organisations are known to subsystems of a larger social system, that is, their environments, therefore organisations have some obligations and responsibilities to the environments in which they operate and this is especially so with non-profit making public organisations. Therefore, the contributions of some values to the external environment constitutes an important external goals of the organisation but how can this contribution be measured or determined. Its determination can be rather difficult except in terms client's perception or feedback. However, since the viability of any organisation could be also be predicted by the amount of values it contributes to its environment, this also becomes an important measure of organisational effectiveness.

In summary, efficiency could be calculated to a considerable extent in terms of output and cost factors while effectiveness can be inferred when all other things bearing upon the organisational goals are taking into consideration. While efficiency is basically and internal concern of an organisation, the effectiveness of the organisation transcends the internal considerations of members of the organisation. It also justifies the very existence of such organisation in its environment. Primarily, efficiency is concerned with organisational means while effectiveness is concerned with organisational goals.

However, efficiency may enhance effectiveness but effectiveness does not necessarily imply efficiency. Measures of efficiency are summarised as resource input, output and costs while those of efficiency are productivity, stability, morale, turnover rate,

degree of integration, maximisation of individuals potentials and values contributed to the society.[15] Efficiency therefore, is not equivalent to effectiveness and over emphasis on one may minimise, in most cases, the probability of attaining the other.

### 2.2.2 Conclusion

The relationship among the concepts as discussed above is that they measure organisational performance. They evaluate the conditions under which organisations operate and the degree to which the organisations attain their various goals. While efficiency can be said to an internal concern of an organisation, effectiveness transcends the internal consideration of an organisation and justifies the very existence of such organisation in its environment.

Factors that cause or affect effectiveness and efficiency include among others, proper planning, availability of resources and high quality personnel, profit and motivation.

These forms of organisational behaviour affect the performance of an organisation in relation to its output or productivity. When employees are adequately motivated, they will definitely put in their best towards the realization of the organisational goals in an efficient and effective manner. Vices of counter productivity like absenteeism, waste and corruption will be minimised is not eliminated completely. For efficiency and effectiveness to attained, there is need for proper planning. The availability of high-level manpower brings about efficiency and effectiveness in the activities of the organisation.

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# CHAPTER THREE

## THE AHMADU BELLO UNIVERSITY

### 3.1 History of Ahmadu Bello University

> "There shall be in Nigeria a University to be known as the Ahmadu Bello University, the Authorities of which are hereby constituted a body Corporate which shall have perpetual succession and Common Seal and may sue and be sued in the name of the said University"[10].

When in 1959 the colonial Government appointed the Ashby Commission on Post-School Certificate and Higher Education in Nigeria, little wondered that a University will be established in the then Northern region. In its report submitted in September 1960, the Ashby Commission suggested the establishment of University of Northern Nigeria to be situated in Zaria and that the Federal Government should hand-over the Zaria branch of the Nigerian College of Arts, Science and Technology to Northern Government to serve as the site of the proposed University. Based on the Committee's recommendation, the inter-University Council for Higher Education Overseas in 1961 sent to Nigeria a delegation led by Sir Alexander Carr Saunders to work out the scope and activities of the new University.

At the joint sitting of the Northern House of Assembly and the Northern House of Chiefs held in June 1961, the Legislature of the Northern Government passed the bill on the establishment of University of Northern Nigeria to be named after the then Premier, Sir Ahmadu Bello, the Sardauna of Sokoto. This followed a motion moved by the late Alhaji Isa Kaita, Wazirin Katsina, who was then the Northern Minister of Education (1954 - 1966).

At about the same time of passing the bill, the Northern Government appointed Honourable Shettima Kashim, later Sir Kashim Ibrahim KCMB, CBE, one time Governor of Northern Nigeria as Chairman of the Provisional Council of the University and in July 1961, Professor (later Sir) Norman Stanley Alexander was appointed head of the proposed University. Sir Kashim Ibrahim was a member of the Ashby Commission that suggested the establishment of the University of Northern Nigeria while Sir Alexander, a professor of Physics and a New Zealander was brought from the then University College Ibadan to head the proposed University. The Northern Government also gave the proposed University the Institute of Administration, Zaria; the Institute for Agricultural Research and Specialist Services also in Zaria; and the Ahmadu Bello College, Kano (later renamed Abdullahi Bayero College).

The Ahmadu Bello University, Zaria was commissioned on Thursday, 4th October, 1962 by Sir, Alhaji Ahmadu Bello, Sardauna of Sokoto and Premier of the then Northern Regional Government who also served as first Chancellor of the University between 1962 - 1966. Following registration and orientation, lectures started on Wednesday, 10th October, 1962 with six Faculties, an Institute of Administration and fifteen Departments and a total of four hundred and twenty-five undergraduate students on a land mass of almost seven thousand hectares. It staff strength was only 142 consisting of academic and support staff.

The students enrolment during the first academic session (1962/63) was as follows:-

| | | |
|---|---|---|
| 1) | Faculty of Agriculture | - 5 |
| 2) | Faculty of Arts and Social Sciences | - 159 |
| 3) | Faculty of Engineering | - 134 |
| 4) | Faculty of Environmental Design | - 67 |
| 5) | Faculty of Law | - 9 |
| 6) | Faculty of Science | - 12 |
| 7) | Institute of Administration | - 39 |
| | Total = | 425 |

It therefore became the first University in Northern Nigeria and the third in the whole of Nigeria after the University of Ibadan in the West (1948) and the University of Nigeria, Nsukka in the East (1960).[2]

Most of these foundation students were drawn from the Nigerian College of Arts, Science and Technology, Zaria; Institute of Administration, Zaria; Research and Special Services Unit of the Ministry of Agriculture, Zaria; and the Abdullahi Bayero College, Kano. The students intake continued to increase as well as the programmes and departments. For instance, during the 1963/64 session, there were 558 students and over 2,000 students during the 1968/69 academic session. In the 1972/73 session, there were 5,052 students and when in 1975 the Federal Government took over the Ahmadu Bello University, Zaria, among other Universities nation-wide, there were 9,732 students for the 1974/75 academic session.[3]

As at the 1998/99 session, there are twelve faculties, seventy-five academic departments, a postgraduate school, three institutes, four specialized centres, a division of four agricultural colleges, a demonstration secondary school, a practicing primary school, three extension and consultancy services and fifteen thousand nine hundred and thirty-eight undergraduate students from both within and outside Nigeria pursuing various programmes (See Table 2.1 below). These programmes consist of multi-degree and single degree programmes in fields like physical sciences and engineering; life sciences and medicine; the humanities and law; business and administration; fine arts and environmental sciences; education and vocational training; agricultural mechanization and home economics, etc.

**Table 2.1**

Ahmadu Bello University Students Enrolment (1988/89 - 1998/99)

| FACULTY | 1989/90 | 1990/91 | 1991/92 | 1992/93 | 1993/94 | 1996/97 | 1997/98 | 1998/99-00 |
|---|---|---|---|---|---|---|---|---|
| 1. Administration | 1,364 | 1,186 | 1,902 | 2,945 | 3,735 | 3,666 | 3,263 | 3,192 |
| 2. Agriculture | 432 | 492 | 488 | 535 | 559 | 516 | 464 | 418 |
| 3. Arts & Social Science | 1,558 | 1,447 | 1,681 | 2,594 | 2,856 | 860 | 791 | 781 |
| 4. Education | 1,501 | 1,390 | 1,953 | 3,641 | 4,370 | 3,746 | 2,280 | 1,278 |
| 5. Engineering | 628 | 811 | 1,219 | 1,866 | 2,330 | 2,501 | 2,309 | 2,187 |
| 6. Environmental Design | 455 | 498 | 655 | 923 | 946 | 916 | 1,040 | 892 |
| 7. Law | 483 | 443 | 737 | 942 | 983 | 1,112 | 1,065 | 839 |
| 8. Medicine | 544 | 719 | 966 | 1,321 | 1,450 | 1,523 | 1,548 | 1,601 |
| 9. Pharmaceutical Sci. | 473 | 549 | 717 | 940 | 1,113 | 1,095 | 1,064 | 895 |
| 10. Sciences | 820 | 963 | 1,250 | 1,676 | 1,746 | 1,939 | 1,668 | 1,561 |
| 11. Social Sciences | - | - | - | - | - | 1,768 | 1,967 | 1,870 |
| 12. Veterinary Medicine | 365 | 382 | 328 | 404 | 403 | 422 | 422 | 424 |
| TOTAL | 8,623 | 8,880 | 11,896 | 17,787 | 20,491 | 20,064 | 17,881 | 15,938 |

**SOURCE:** Academic Office, A. B. U., Zaria.

### 3.2 Philosophy of Ahmadu Bello University

At the first convocation ceremony of the Ahmadu Bello University held on 23rd November, 1963 during which Alhaji Sir Ahmadu Bello, Sardauna of Sokoto and Premier of Northern Nigeria was installed as the first Chancellor of the University, the Sardauna of Sokoto stated the cardinal principles of the University in his speech at the occasion. He said:-

> "the cardinal principles upon which our University is founded is to impact knowledge and learning to men and women of all races without any distinction on the grounds of race, religious, or political beliefs. This principle is enshrined in the University Law. Only through freedom of membership and freedom of enquiry and research can a University be drawn into the full ferment of thought from which new knowledge comes. Only if it adheres to those freedom can it become truly great. If our staff and students are drawn from all parts of the world, then the mixture of international minds working together in an atmosphere of academic freedom can produce a University true to its ideals and meanings.
>
> `.... our character must reflect the needs, the traditions, the social and intellectual heritage of the land in which we live. Inevitably in a country developing as fast as ours, we must call on outside help. That we have received in generous measure. But in seeking help from outside it is not our intention to copy a standard pattern of University from United States of America. We must develop our own pattern to suit our present background and our future needs. Our University must grow out of our own soil. We shall be a truly Nigerian institution and not the mirror image of some alien body"[11]

The Sardauna of Sokoto said

> "let there be no mistake, the challenges of the future will require the highest academic standards and achievements that we can attain - they cannot be inferior to the standards of any country in the world"[12].

It is on this philosophy that the objectives of the University were designed as follows:-

> "(a) to provide regular and liberal courses of instruction in the humanities, the sciences and other spheres of learning of a standard required and expected of a University of the highest standing;
> (b) to promote research and advancement of science and learning;
> (c) to secure the diffusion of knowledge throughout or Northern Nigeria".[13]

In carrying out these objectives, membership of the University was made free "to persons of either sex and no discrimination shall be made or test imposed on the ground of religious belief, political views, racial or tribal origin, place of birth or residence"[14].

This is why, in pursuit of its cardinal objectives, the Ahmadu Bello University, like other Nigerian Universities, is a complex organization with the responsibility of producing the national high level manpower requirements for the country. It is also part of its responsibility to conduct research into the nation's multifarious problems. These responsibilities have expanded since the colonial era when, educational institutions were established to basically, train people to satisfy the manpower requirements of the colonial administration. The University of Ibadan was, for instance charged to train graduates who would man the civil service and those to be doctors in hospitals.

### 3.3 Faculties, Institutes and Centres of Ahmadu Bello University

When the Ahmadu Bello University commenced operation on 4th October 1962 for the 1962/63 academic session, it had only six faculties and an Institute, namely; Faculties of Agriculture, Arts and Social Sciences; Engineering; Environmental Design; Law; and Sciences, and the Institute of Administration. Most of these faculties emerged from the departments of the establishments that were incorporated into the Ahmadu Bello University, Zaria. These were the defunct Nigerian College of Arts, Science and Technology, Zaria; the Institute of Administration, Zaria; and the Institute for Agricultural Research, Zaria.

The Faculty of Agriculture took-off in October 1962 and has since its inception been working together with the Institute for Agricultural Research especially for purposes of research. The Faculty has six departments under it namely: Agricultural Economics and Rural Sociology; Agronomy; Animal Science; Crop Protection; Plant Science; and Soil Science.

The Faculty of Arts and Social Sciences started teaching in October 1962 before the Council approved the establishment of a joint Faculty of Arts and Social Sciences to replace the Faculty of Arts. The Faculty of Arts, as at now has, the departments of: English Language and Drama; French; History; and Nigerian and African Languages.

The Faculty of Engineering was formed in October 1962 from the Department of Engineering of the defunct Nigerian College of Arts, Science and Technology. The Faculty

presently has the departments of: Agricultural Engineering; Chemical Engineering; Civil Engineering; Electrical Engineering; Mechanical Engineering; Metallurgical Engineering; Water Resources and Environmental Engineering; and Surveying.

The Faculty of Environmental design was established in October 1962 from the Department of Architecture of the then Nigerian College of Arts, Science and Technology. The Faculty has the following departments: Architecture; Building; Fine Arts; Industrial Design; and Urban and Regional Planning.

The Faculty of Law came into being in 1962 out of the former Legal Department of the Institute of Administration. The departments that constitute the Faculty of Law are: Commercial Law; Islamic Law; Private Law; and Public Law.

The Faculty of Administration originated from the Department of Administration at the Institute of Administration following approval granted in November 1966 by the Council for the establishment of the Faculty. Presently, the Faculty has the departments of: Accounting; Business Administration; Local Government Studies; and Public Administration.

The Faculty o

set of graduates were conferred with degrees in Medicine in June 1972. The Faculty now has the departments of: Human Anatomy; Anesthesia; Chemical Pathology; Community Medicine; Dental Surgery; Medical Microbiology; Obstetrics and Gynaecology; Radiology; Medicine; Peadiatrics; Surgery; Haematology and Blood Transfussion; Opthalmology; Pathology; Human Physiology; and Psychiatry.

The Faculty of Education was set-up in 1968 but before then, there was the Department of Education situated in the Faculty of Arts to offer subsidiary courses in Education and the Postgraduate Certificate in Education. The Faculty of Education has the departments of: Education; Library and Information Science; Physical and Health Education; and Vocational and Technical Education.

The Faculty of Pharmaceutical Sciences was formed in the 1977/78 academic session. Before the formal establishment of the faculty in the 1977/78 academic session, there was Diploma in Pharmacy which started in 1970 under the University School of Pharmacy. The Faculty now has the departments of: Pharmaceutical and Medicinal Chemistry; Pharmacognosy and Drug Development; Pharmacology and Clinical Pharmacy; and Pharmaceutics and Pharmaceutical Microbiology.

The Faculty of Veterinary Medicine was created in 1965 when teaching in Veterinary Medicine was formally removed from the Faculty of Agriculture where it began in 1962. The Faculty of Veterinary Medicine has the departments of: Veterinary Anatomy; Veterinary Parasitology and Entomology; Veterinary Pathology and Microbiology; Veterinary Physiology; and Pharmacology; and Veterinary Public Health and Preventive Medicine.

The Faculty of Science was formed in October 1962 from the Department of Biology; Chemistry; Mathematics; and Physics of the former Nigerian College of Arts, Science and Technology. Presently the Faculty of Science has the departments of:

Biochemistry; Biological Sciences; Chemistry; Geography; Geology; Mathematics; Microbiology; Physics; and Textile Sciences and Technology.

The Faculty of Social Sciences was created from the former Faculty of Arts and Social Sciences in February 1997 and was made an independent faculty during the 1996/97 academic session with the following departments: Economics; Mass Communication; Political Science; and Sociology.

Between the periods December 1995 to August 1998 during the period of re-organization exercise at the Ahmadu Bello University following the appointment of a Sole Administrator for the University in person of Major-General Mamman Tsoho Kontagora (rtd), there were a lot of changes that took place in the University. Some of these changes were the creation of the Faculty of Social Sciences from the former Faculty of Arts and Social Sciences; the cancellation of some degree, sub-degree and certificate programmes; the scrapping of some Institutes and Centres and the establishment of new ones; and the complete and permanent closure of some Units. The Department of Mass Communication was established under the Faculty of Social Sciences while the Centre for Nigerian Cultural Studies, Centre for Social and Economic Research, the Centre for Adult Education and Extension Services and the Centre for Educational Technology were all scrapped. The Institute for Development Research was set-up and the School for General and Remedial Studies was shot-down completely and permanently.

From its inception to date, the Ahmadu Bello University has continued to exploit its available human and material resources through its Research Institutes and Specialized Centres for purposes of teaching, research and community service. The Institutes include the Institute of Administration (1947), the Institute for Agricultural Research (1924), the Institute of Health (1967-1975), the Institute of Education (1965), the Division of Agricultural Colleges (1971), the National Animal Production Research Institute (1928), the National Agricultural Extension and Research Liaison Services (1963) and the Institute for Development Research (1998). The specialized centres included the Centre for Nigerian Cultural Studies (1972 - 1998), the Centre for Adult Education and Extension services (1971 - 1998), the Centre for Educational Technology (1973 - 1998), the Centre for Social and Economic Research (1973 B 1998), the Centre for Islamic and Legal Studies (1971), the Centre for Historical Research and Documentation, Arewa House (1972), Centre for Energy Research and Training (1977), Iya Abubakar Computer Centre (1973).

The Ahmadu Bello University also has a Postgraduate School which came into being in October 1980 to handle postgraduate studies programme in the University. Postgraduate commenced during the 1962/63 academic session.

### 3.4 Other Services of Ahmadu Bello University

Apart from its arms and Units that handle teaching, research and community services, there are other organs that provide infrastructural and service facilities which are essential to the running of the University.

The University operates on Committee System and has a Registry Department, Bursary Department and the Vice-Chancellor's Office comprising of various Units and Divisions in charge of the management and general administration of the University.

The School of General and Remedial Studies, formerly called the School of Basic Studies was created in 1970 to prepare candidates from the educationally disadvantaged areas to enable them secure admission into various degree programmes. The School was, as part of the re-organization exercise in the University, shot-down in 1997.

The Staff School was formed in 1958 and inherited from the defunct Nigerian College of Arts, Science and Technology. It was used as a practising primary school for students of the Faculty of Education.

The Demonstration Secondary School was commissioned in 1982 to enable students of the Faculty of Education conduct their Teaching Practice programmes and also provide facilities for research work for staff of the Faculty of Education.

The Kashim Ibrahim Library was set-up in 1955 as an arm of the defunct Nigerian College of Arts, Science and Technology. It moved to its present location in 1975 which has 130,000 square metres with a capacity of 500,000 volumes and 2,000 readers. The Kashim Ibrahim Library has other Units like the Agricultural Library, the President

Kennedy Library, the Medical Library, the Institute of Education library, the Veterinary Library, the Division of Agricultural Colleges Library, the NAPRI Library, the CILS Library and the Samaru Public Library.

The Maintenance and Services Department has been in existence as Department of Maintenance under the defunct Nigerian College of Arts, Science and Technology. The Department is charged with the responsibility of maintaining, planning and development, and constructing physical facilities and plants and other services of the University.

There is in existence the University Health Services with Clinics at the Main Campus, Kongo, Shika and Institute for Agricultural Research for the health needs of University Staff and students.

For internal revenue generation, the Ahmadu Bello University has the ABUCONS (Nigeria) Limited, the ABU Press, the ABU Bookshop, the Kongo Conference Hotel, the ABU Market Management Committee and the ABU Community Bank.

As at the end of 1998/99 academic session, the University has a total staff strength of six thousand and thirty-nine comprising of: three thousand four hundred and fifteen Junior Staff; one thousand four hundred and fourteen Senior Non-teaching Staff; and one thousand two hundred and ten Teaching and Research Staff.

## 3.5 STAFF TRAINING SCHEME

### 3.5.1 History of Staff Training Scheme

In pursuit of its cardinal principles and objectives, the Ahmadu Bello University made it a policy to train and re-train its staff members at various levels and cadres for the purposes of effective and result-oriented teaching and research and community service.

It is common knowledge that every organization and Institution has its own methods and means of improving the academic and professional standards of its staff members. The training policies of the University were designed to suit the manpower requirements of the University so that it staff members are properly and adequately tuned towards the drive to achieve the overall organizational goals. The methods of training staff vary from allowing or sponsoring staff to pursue courses at other institutions of learning to organizing on-the-job training for such staff. While some establishments organize, on periodic basis, in-house training through short-term courses, seminars, workshops and conferences, some establishments set-up training outfits like the Federal Training Centre, the Staff Development Centre or better called Staff Training Centre by some establishments.

There are two principal methods for ensuring that the employees of an organization have the desired traits, skills and abilities. The first method is through selection which provides an access to those that were believed to have acquired the desired qualifications. While the second method involves the process of behaviour modification, it is known by the simpler term of training and development.

No organization can choose whether or not to train its employees, this is because staff development is not only necessary but also essential to its employees. The Ahmadu Bello University has an internal training outfit called Staff Training Scheme to co-ordinate the much-needed in-service part-time training programmes for various categories of University staffers.

Institutional training of staff at the Ahmadu Bello University is as old as the University itself. The practice could be traced to the activities of the institutions that were later transferred to the Ahmadu Bello University. These Units were the defunct Nigerian College of Arts, Science and technology; the Clerical Training Centre, Kongo; the Samaru Agricultural Research Station; and the Shika Stock Farm.

The Nigerian College of Arts, Science and Technology was established in 1952 by the Nigerian Government with branches at Enugu, Ibadan and Zaria to train middle level manpower. The Clerical Training Centre (now Institute of Administration) was formed in 1947 for middle level professional training in Local Government administration, finance and law and also to assist in the modernization of management system and practices at both the public and private sectors of the country. The Samaru Agricultural Research Station (now Institute for Agricultural Research) came into existence in 1924 for research and training on crop production in the savannah region. It had experimental field stations at Kano, Mokwa, Ngola and Yandev. The Shika Stock Farm (now National Animal Production Research Institute) was created in 1928 for developing cattle breed suitable for both meat and milk production. These Units served to produce and train both the junior and

middle level manpower in clerical responsibilities, administration, agriculture and extension services. At the formal establishment of the Ahmadu Bello University on 4th October, 1962, the training of staff at the junior and middle levels was pursued through training programmes organized by individual Faculties and Institutes. The training of intermediate and junior staff of the University was streamlined in July 1972 following the establishment of the Staff Training Scheme to co-ordinate the University-wide training programmes.

### 3.5.2 Objectives of Staff Training Scheme

To make the Ahmadu Bello University self-sufficient in both Intermediate and Junior level manpower, it has remain the policy thrust of the University administration to continue the training and re-training of its staff through the Staff Training Scheme. This is also in realization of the fact that the training will enhance its staff performance for efficiency and high-level productivity.

One of the policy objectives of the Staff Training Scheme is to improve the work performance, output level and general efficiency of its staff. The Scheme serves to provide them with the necessary training that will enable them face the challenges of the academic environment they work under thus exposing them to the new and ever emerging developments in knowledge, research and technological advancement.

The Scheme also aims at bridging the existing gap between the senior qualified and junior-unqualified staff and thus affording them an opportunity to pursue new lines of studies for the improvement of their knowledge and skills. Apart from improving their knowledge, the training also up-date their horizon on their respective areas of specialization.

The third objective of the Staff Training Scheme of the Ahmadu Bello University is to raise the professional standards of the staff so as to afford them better prospects for promotion. Through the training, they will acquire the necessary academic and/or professional qualifications that will earn them promotions in their chosen careers. This way also, their academic and/or professional standards are uplifted for better productivity.

The fourth reason for setting-up the Staff Training Scheme is to provide staff members an opportunity to raise their standard of general education. They are encouraged to learn new ideas and concepts and are also made enlightened members of the University community.

These objectives are meant, in the whole, to enhance high level productivity, high level of staff morale. In such way they become fully geared and motivated towards achieving the overall objectives of teaching and research and community service.

To achieve these policy objectives, a Training Coordinator was appointed from the Registry Department while the Faculties were also to appoint Liaison Officers. An Intermediate and Junior Staff Training Committee was also set-up to advise the Vice-Chancellor on the overall training of staff in that category. In January 1985, the Staff Training Office was merged with the defunct Intermediate and Junior Staff Division under the Staff Officer. Following the merger of the defunct Intermediate and Junior Staff Division with the Establishment Division in 1989, the Staff Training Scheme became a Unit under the Establishment Division.

Since the creation of the Staff Training Scheme in 1972, the Training Coordinator has functioned to help members of staff to acquire skills, habits of thoughts and qualities of character that will enable them understand and perform more efficiently, their jobs and will lead them to advancement in their various trades and professions. The Training Coordinator is directly answerable to the Staff Training Committee in the discharge of the following responsibilities:-

1) administering that part of the programmes, which has been approved, in collaboration with the Liaison Officers;
2) implement management decisions and policies on matters affecting the Staff Training Scheme;
3) prepare and submit to the Staff Training Committee an annual progress report;
4) recruit and appoint part-time instructors, tutors and demonstrators for the Scheme.
5) advertise courses to run and arrange for interview/ selection of candidates for admission;
6) admit the trainees to the courses and also register them;
7) keep proper records of attendance, performance, etc;
8) make arrangements for tests and examinations;
9) assess and translate technical and professional certificates and statements of results;
10) enter and conduct external examinations on behalf of quality control and professional examination bodies.

The function of the Liaison Officers is to provide the point of contact between the Coordinator and the particular section (Faculty) of the University where the programmes are being mounted. The Liaison Officers shall specifically function to:-

(a) provide information to the Training Coordinator about courses, facilities and potential staff for the training scheme;
(b) provide information about the training scheme in his faculty;
(c) supervise conduct and performance of tutors and trainees;
(d) aid the Training Coordinator in the assessment of trainee's progress.

The Staff Training Committee, which is a Sub-Committee of the Junior Staff Committee, is composed of the following:-

1. Chairman, - Senior Lecturer and above appointed by Vice-Chancellor
2. University Bursar
3. Establishment Secretary
4. Director, Maintenance and Services Department
5. Secretary, Institute of Administration
6. Secretary, Institute for Agricultural Research
7. Secretary, Institute of Education
8. Secretary, Division of Agricultural Colleges
9. Secretary, National Agricultural Extension and Research Liaison Services
10. Secretary, National Animal Production Research Institute
11. Secretary, Academic Planning and Monitoring
12. Liaison Officer, Faculty of Education
13. Liaison Officer, Faculty of Engineering
14. Liaison Officer, Faculty of Science
15. Training Officer, Kashim Ibrahim Library
16. Training Coordinator (Secretary).

It is to formulate policies on training and has the following responsibilities:-

(a) to keep under constant review the University training programmes for Junior staff and recommend changes from time-to-time as necessary;

(b) subject to any general policy approved by the Management, to approve regulations for admission into; progress through and withdrawal from the courses; fees to be charged; the appointment of examiners; syllabuses for the courses; internal examination results; and other matters affecting the running of the courses, including approval of cases of repeating or omitting a year of instruction;

(c) to receive an annual progress report from the Training Coordinator and to submit it with any comments and recommendations to the Management and the Junior Staff Committee.

### 3.5.3 Rules and Regulations of the Staff Training Scheme

Participants are drawn, essentially from the various Units of the University. However, external candidates, preferably staff of sister organizations within the Zaria environment are also admitted but made to pay double the amount charged staff as fees.

The staff students admitted under the Scheme are allowed to close work at 2.00 p.m. to enable them attend classes which are normally held between 3.00 p.m - 7.00 p.m. on weekdays only.

Admissions into the various programmes under the Staff Training Scheme are strictly guided by laid-down entry requirements and are made to suit the requirements drawn-up by the appropriate external examinations quality control agency(ies). Procedurally, months before the beginning of each academic session, courses are advertised and applications received from intending trainees. These applications are screened and a short-list of qualified candidates is prepared by the Training Coordinator. A Sub-Committee of the Staff Training Committee interview the candidates and send its recommendations to the Staff Training Committee for approval. The Training Coordinator admits the approved candidates and register them at the beginning of the academic session. The interview is principally oral and applicants' credentials are examined to ensure that they conform with what they indicated on the applications forms. Although, candidates for Confidential Secretary IV are tested for production and speed in typewriting skills.

As in the case of students admissions, advertisement for the appointment of instructors, tutors and demonstrators are made before the commencement of the academic session. The recruitment are completed before the session takes-off.

Practical classes for courses in the Faculties of Engineering and Science are held at the workshops and laboratories of the respective faculties. The Scheme also has a workshop for practicals in Building engineering courses. Practicals in the library training courses are carried out at the Kashim Ibrahim Library. There is a Typing Studio for the Secretarial courses.

The Staff Training Scheme run its own academic calendar which may not necessarily run concurrently with that of the University degree programmes. On the successful completion of the mandatory period of studies, trainees are issued with Statements of Results and Certificates. This is after the sessional results had been considered and approved at a meeting of the Staff Training Committee.

Examiners and their Duties

The Chief Examiner shall be the Liaison Officer of the Faculty concerned and his duties shall be:-

(a) make arrangement for the examinations, and in particular, for the preparation and security of examination papers, marking and compilation of results;
(b) arrange for marked scripts and mark sheets to be securely kept in the faculty under his control. No marked scripts shall be destroyed within two years after the examinations. Except for good cause and by special request in writing and approved by the Staff Training Committee, no person or organization outside the University may have access to any marked script and marked sheets;
(c) moderate and certify draft examination papers in order to ensure the maintenance of good standard, and to recommend such alteration as he may deem fit;

The Internal Examiners shall be the tutors involved and their duties are:-

(a) prepare examination papers and marking scheme for the courses they teach;

(b) preserve the secrecy of examination papers at all stages until the examinations are taken by the candidates;
(c) mark the answer scripts before they are moderated by the Board of Examiners;
(d) perform any other examination duties required by the Chief Examiner.

There shall be a Board of Examiners for each faculty to be chaired by the Chief Examiner and comprising the Training Coordinator and all tutors. For all examination including supplementary examinations, the Board of Examiners shall:-

(a) moderate the marking of all papers;
(b) certify the mark list in any subject examined by it;
(c) report to the Staff Training Committee on standard of the examination; standard of marking by the Internal examiners; standard of project or course work when examined; pass and failure lists; and any other matters that calls for comments (see Appendix I for details of Examinations Regulations).

In preparing the examination papers, the rules under the Staff Training Scheme provides that draft examination papers and marking scheme shall be prepared as set out in the rules. The Chief Examiners must ensure that such paper bears the appropriate rubrics including the date and time the paper is to be taken. Papers should be called for early enough and timetable should be prepared even before the teaching ends. The paper should also indicate the number of questions to be answered and any restriction as to choice. Thirdly, any additional material to be supplied by the invigilator to candidates should be made available early. Fourthly, any other necessary instructions regarding the examinations should be made known to the students at the appropriate time.

At all stages, draft papers should be delivered by hand only between persons directly concerned and in an envelope marked "Confidential". The Chief Examiner has the responsibility of arranging for the examination papers to be printed or duplicated in secured conditions, ensuring that no unauthorized person has access to them and that all spare copies, stencils, etc are destroyed. Sealed packets of papers shall be marked to show the Faculty, subject, Course, Year and Date of Examination and the Number of copies. They shall be transmitted securely for safe keeping to the Training Coordinator. When examinations papers have been printed or duplicated, the Chief Examiner concerned shall send them to the Training Coordinator with the Chief Examiner's signature on the envelopes.

Regarding conduct of the examinations, the Chief Examiner shall, in consultation with the Training Coordinator arrange for invigilation; examination materials; venue; time-table; list of candidates and mark sheets; collection, distribution, collation and submission of examination papers.

To be regarded as a bona-fide student under the Staff Training Scheme and also be examined, each student must duly register in the Training Office and be issued with a Clearance Certificate. Such bona-fide student must also have at least 75% attendance including classes and practicals, etc. The bona-fide students shall during the examinations, use their examinations numbers as given to them after registration. It is the responsibility of each student to ensure that he registers and also knows the date, time and venue of the examinations.

As part of measures to ensure discipline during examinations, students are required to report to the examination venues at least fifteen minutes before the examinations. Thirty minutes is allowed for late coming and if a student comes after forty-five minutes of start of any examination, it is at the discretion of the invigilator to allow the student to write the examinations. During examinations, students are only allowed to speak to the invigilator and should not make noise or cause any disturbance. They should not directly or indirectly give assistance to each other during the examinations.

The grading of examination results for all courses is as follows:-

| Percentage Scores | Letter Grades | Class of Certificate |
|---|---|---|
| 70 - 100 | **A** | Distinction |
| 60 - 69 | **B** | Credit |
| 50 - 59 | **C** | Merit |
| 40 - 49 | **D** | Pass |
| 0 - 39 | F | Fail |

A student who failed two subjects out of five subjects shall resit those two subjects while any student who failed out of six subjects shall repeat the course. Students that failed two out of six subjects will be required to resit the two subjects but students that failed three out of seven subjects will automatically repeat the course. Consequently, any student who failed all the subjects will be withdrawn from the course while those that failed any resit examination will be advised to repeat the course.

Once the sessional results had been considered and approved by the Staff Training Committee, the Training Coordinator publish the results notifying all students. The Training Coordinator signs all Statements of results and Transcripts while Certificates are sealed with the common seal of the University and signed by the Registrar and Chairman of the Staff Training Committee.

### 3.5.4 Content of Courses

The various programmes under the Staff Training Scheme are based in three faculties, namely: Faculty of Education, Faculty of Engineering and Faculty of Science and in the Kashim Ibrahim Library. These courses are offered at various stages in different professions and disciplines, namely:-

i) Science Laboratory Technology
ii) Engineering Technicians and Craftsmanship
iii) Clerical job
iv) Secretarial Schedule
v) Accounting
vi) Stores Management
vii) Librarianship

The Students enrolment has over the years remained considerably high despite Refreezing of recruitment particularly at the junior staff cadre as well as the retrenchment of staff occasioned by the re-organization exercise in the University. The enrolment figure was augmented by the number of non-staff admitted. During the periods covered by this research, the Staff Training Scheme has students enrolment as provided in table 2.2 below.

Table 2.2

Staff Training Scheme Students Enrolment (1989/90 - 1998/99)

| S/NO | COURSES MOUNTED | 89/80 | 90/91 | 91/92 | 92/93 | 93/94 | 96/97 | 97/98 | 98/99 |
|---|---|---|---|---|---|---|---|---|---|
| 1. | Basic Clerical | 86 | 60 | 42 | 27 | 37 | 10 | 58 | 44 |
| 2.* | Basic Clerical II | - | - | - | 16 | 17 | - | - | - |
| 3. | Basic Stores | 23 | - | 7 | 8 | 4 | 8 | 16 | - |
| 4. | Sen. Cler. Off. (Admin.) | - | - | - | - | - | 19 | 51 | 43 |
| 5. | Sen. Cler. Off (Accounts) | 23 | 10 | 14 | 15 | 7 | 23 | 17 | 19 |
| 6. | Assistant Stores Officers' | 21 | - | 12 | 6 | 11 | 18 | 15 | - |
| 7. | Confidential Secretary IV | 37 | 41 | 25 | 21 | 31 | 21 | 30 | 33 |
| 8. | Confidential Secretary III | 8 | 13 | 11 | 11 | 8 | 3 | 15 | 13 |
| 9. | Confidential Secretary II | 4 | 5 | - | 13 | 9 | - | 11 | 9 |
| 10. | Building Engr. Craft | 2 | - | 5 | 4 | 5 | 2 | - | - |
| 11. | Building Engr. Tech. I | 9 | 8 | 8 | - | - | - | 2 | 4 |
| 12. | Electrical Engr. Craft | 8 | - | 8 | 9 | 5 | 4 | 6 | 5 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 13. | Elec/Electro. Engr. Tech. I | - | - | - | **10** | **4** | **3** | 6 | **6** |
| 14. | Mechanical Engr. Craft | 6 | - | - | - | - | - | - | 5 |
| 15. | Mechanical Engr. Tech. I | - | 9 | - | 5 | 3 | - | 4 | 7 |
| 16. | Motor-Vehicle Engr. Craft | - | - | 10 | 9 | 4 | **2** | 2 | - |
| 17. | Motor-Vehicle Engr. Tech. I | - | 5 | - | 5 | - | 3 | 1 | - |
| 18. | Basic Technology Cert.(SLT) | 22 | **2** | 18 | 9 | 4 | 8 | 14 | 23 |
| 19. | Intermediate Diploma (SLT) | 42 | 8 | 12 | 9 | 4 | 2 | 4 | 16 |
| 20. | Final Diploma (SLT) | - | 9 | 9 | 14 | 4 | 6 | 10 | 7 |
| 21. | Library Assistants' | 11 | 5 | 8 | 9 | 9 | 26 | 10 | 15 |
| 22. | Senior Lib. Assistants' | 25 | 13 | 16 | 17 | 15 | 29 | 21 | 11 |
| 23. | Assist. Lib. Officers' | 16 | 14 | 10 | 20 | 9 | 18 | 11 | 20 |
| | TOTAL | 343 | 222 | 215 | 237 | 190 | 205 | 304 | 280 |

**SOURCE**: Staff Training Office, 1999.

* Basic Clerical II Course was re-named Senior Clerical Officer (Administration) Course effective 1996/97 academic session.

### 3.5.4.1 Faculty of Education

The programmes were formally inaugurated in 1976 with the Basic Clerical Course and the Stenographers' Course (later changed to Secretarial Course) on the philosophy of providing specialized knowledge and skills to staff in their career towards enriching their minds and at the same time enabling the Ahmadu Bello University to maximize the utilization of such staff.

(1) Basic Clerical Course - Two Years

This is a two-year programme aimed at developing clerical staff in the offices and halls for the effective discharge of their duties. It is also intended for other cadres of staff that may want to be redesigned into the clerical (administration) cadre. The objective of the course is to improve their communication skills; refine their skills in typewriting; equip them with practical skills of routine office procedure; and prepare them in the use of modern office equipment and procedures. Applicants are required to have obtained the First School Leaving Certificate or attempted the general Certificate of Education (G.C.E) `O' Level/Teachers' Grade II Certificate/Senior School Certificate Examination (SSCE). The subjects taught are:-

| | | | |
|---|---|---|---|
| Year One | BC 101 | - | English Language |
| | BC 102 | - | Mathematics |
| | BC 103 | - | Office Practice |
| | BC 104 | - | Human Relations |
| Year Two | BC 201 | - | English Language |
| | BC 202 | - | Mathematics |
| | BC 203 | - | Office Practice |
| | BC 204 | - | Human Relations |
| | BC 205 | - | Typewriting |

(2) Basic Stores Course - One Year

The course is run for one year only to up-date and up-grade the skills in Stores Management for Stores Attendants and Stores Assistants. The entry requirements is three years working experience in the stores plus SSCE/GCE attempted or two (2) credits including Mathematics in GCE/SSCE. The subjects taught are:-

| | | |
|---|---|---|
| BS 101 | - | English Language |
| BS 102 | - | Mathematics |
| BS 103 | - | Stores Management |
| BS 104 | - | Purchasing and Supplies Principle |
| BS 105 | - | Human Relations |

(3) Senior Clerical Officer (Administration) Course- One Year

Effective 1996/97 academic session, the Basic Clerical I course was re-named Senior Clerical course and to be conducted for one year duration. The course has its objective to introduce the trainees to new concepts, ideas and knowledge in office administration and also increase their horizon on their routine jobs. For admission into the course, applicants are required to have successfully completed the Basic Clerical course or possess at least two credits in the GCE/SSCE. The course content is as follows:-

| | | |
|---|---|---|
| SAD 101 | - | English Language |
| SAD 102 | - | Mathematics |
| SAD 103 | - | Office Practice |
| SAD 104 | - | Human Relations |
| SAD 105 | - | Government Staff Regulations |
| SAD 106 | - | Laws of Meetings |
| SAD 107 | - | Social Studies |

(4) Senior Clerical Officer (Accounts) Course - One Year

It is a one-year course designed to provide participants with book-keeping and accounting knowledge; enhance their opportunities to pursue higher accounting courses. Admission into the course is based on possession of Basic Clerical or Basic Stores certificate or SSCE/GCE with at least two credits. The one-year course has the following subjects being taught:-

| | | |
|---|---|---|
| SCA 101 | - | English Language |
| SCA 102 | - | Office Practice |
| SCA 103 | - | Human Relations |
| SCA 104 | - | Mathematics |
| SCA 105 | - | Economics |
| SCA 106 | - | Cost Accounting |
| SCA 107 | - | Principles of Accounting |

(5) Assistant Stores Officers' Course - One Year

This course has a one-year duration with the objective of teaching advance knowledge in Stores Management and Administration and Cost Accounting for the trainees. To be admitted into the course, applicants must possess either the Basic Stores or Senior Clerical Officer (Accounts) certificate or acquire four credits in the SSCE/GCE. During the one year of training, instructions and on-the-job training will be provided in the following subjects:-

| | | |
|---|---|---|
| ASO 101 | - | English Language |
| ASO 102 | - | Commercial Law |
| ASO 103 | - | Economics |
| ASO 104 | - | Cost Accounting |
| ASO 105 | - | Mathematics |
| ASO 106 | - | Stores Administration |
| ASO 107 | - | Human Relations |

(6) Confidential Secretary IV Course - Two Years

The course is held within two years in order to raise the typewriting and shorthand skills and standards of participants; improve their methods of communication; create economic understanding and awareness; develop human relations attitude; introduce them to the use of modern office equipment and procedure. The requirement for admission into the course is 25/60 words per minute in Typewriting/Shorthand
or 35 words per minute in Typewriting with experience in Typewriting and Shorthand. The following subjects are taught during the course:-

| | | | |
|---|---|---|---|
| Year One | CSIV 101 | - | English Language |
| | CSIV 102 | - | Shorthand (80 wpm) |
| | CSIV 103 | - | Typewriting (35 wpm) |
| | CSIV 104 | - | Office Practice |
| | CSIV 105 | - | Economics |
| | CSIV 106 | - | Basic Mathematics |
| Year Two | CSIV 201 | - | English Language |
| | CSIV 202 | - | Shorthand (80 wpm) |
| | CSIV 203 | - | Typewriting (35 wpm) |
| | CSIV 204 | - | Social Studies |
| | CSIV 205 | - | Human Relations |
| | CSIV 206 | - | Secretarial Practice |

(7) Confidential Secretary III Course - Two Years

This course has a two-year duration to equip trainees with the advanced methods of office management and secretarial duties. The course is affordable to those that passed the Confidential Secretary IV course or 35/80 wpm in Typewriting and Shorthand from RSA, WAEC (Business Studies) or Civil Service Examination. The subjects taught during the course are:-

| | | | |
|---|---|---|---|
| Year One | CSIII 101 | - | English Language |
| | CSIII 102 | - | Shorthand (100 wpm) |
| | CSIII 103 | - | Typewriting (50 wpm) |
| | CSIII 104 | - | Economics |
| | CSIII 105 | - | Office Practice |
| | CSIII 106 | - | Office Management |
| Year Two | CSIII 201 | - | English Language |
| | CSIII 202 | - | Shorthand (100 wpm) |
| | CSIII 203 | - | Typewriting (50 wpm) |
| | CSIII 204 | - | Secretarial Duties |
| | CSIII 205 | - | Social Studies |
| | CSIII 206 | - | Research Methods |

(8) Confidential Secretary II Course - Two Years

The Confidential Secretary II course is held for two years period and its target audience are holders of Confidential Secretary III certificate or 50/100 wpm in Typewriting and Shorthand from RSA, WAEC (Business Studies) or Civil Service Examinations. The objective of the course is to prepare the trainees towards the challenges of the senior offices they occupy or will occupy in future. They are taught the following subjects:-

| | | | |
|---|---|---|---|
| Year One | CSII 101 | - | English Language |
| | CSII 102 | - | Shorthand (120 wpm) |
| | CSII 103 | - | Typewriting (50 wpm) |
| | CSII 104 | - | Office Management |
| | CSII 105 | - | Commercial Law |
| | CSII 106 | - | Laws of Meeting |
| | CSII 107 | - | Economics |
| Year Two | CSII 201 | - | English Language |
| | CSII 202 | - | Shorthand (120 wpm) |
| | CSII 203 | - | Typewriting (50 wpm) |
| | CSII 204 | - | Secretarial Duties |
| | CSII 205 | - | Government Staff Regulations |
| | CSII 206 | - | Economics |
| | CSII 207 | - | Research Methods |

### 3.5.4.2 Faculty of Engineering

The Faculty of Engineering, like the Faculties of Agriculture and Science inherited the training of their staff members from the Units that were transferred to the University in 1962. In the case of the Faculty of Engineering, the training was done by the defunct Nigerian College of Arts, Science and Technology. The courses under the Faculty of Engineering were administered through the Coordinator of the Faculty of Science until July 1972 when the courses were streamlined under the Staff Training Scheme. The courses under the Faculty of Engineering are for both Craft and Technicians' levels in various trades and specializations: Electrical Engineering; Mechanical Engineering, Building Engineering; Draftsmanship; Carpentry and Joinery; Refrigeration and Air-Conditioning; Pipe-Fitting and Plumbing. The Engineering courses are designed for Artisans, Craftsmen and Technicians/Technologists with varying academic background to serve in the general research and development laboratories and in the technical service units of the University. This is to make them competent and knowledgeable in workshop practice and procedures and techniques.

1) Craft Courses - Three Years

The craft courses are to prepare trainees for external examination. The courses are designed as a searching test of their skill and understanding as Craftsmen. The other objective of the Craft courses is to give the trainees a broader outlook and understanding. The entry requirement is the First School Leaving Certificate plus Trade Test III certificate or SSCE/GCE attempted. The following subjects are taught with details of instructions provided according to the trade and specialization:-

1. Workshop Practice
2. Mathematics and Material Science
3. Engineering Drawing
4. English and Social Studies
5. Craft Theory

At the final year of training, all trainees are required to enroll for the external professional examinations conducted by the City and Guilds of London Institute or WAEC (Technical).

2) Technicians' Courses - Three Years

The Technicians' courses are divided into parts 1, II and III of three years duration each. At the end of each stage, trainees are required to enroll for the external professional examinations conducted by the City and Guilds of London Institute or WAEC (Technical). As a matter of fact, admissions into the next higher stage is dependent on successfully passing the external examination in the lower stage. The aim of the Technicians' courses is to provide the trainees with skills and knowledge that will enable them fulfill the need of the modern industry. During the course, the trainees are given a wide range of theoretical knowledge and skills to enable them work with professional technologists, engineers and lecturers in design, research and development. The requirement for admission into the Part I courses is successful completion of the craft course or GCE/SSCE with four credits. For the Part II courses, applicants must have the City and Guilds Part I or Ordinary National Diploma in relevant field while for the Part III, applicants must acquire the Part II certificate of the City and Guilds or Higher National Diploma. The course content for the trades which presently have trainees are:-

Building Engineering Technicians' I

| | | | |
|---|---|---|---|
| Year One | BET 111 | - | Building Science |
| | BET 112 | - | Workshop Technology |
| | BET 113 | - | Properties of Materials |
| | BET 114 | - | Mathematics |
| | BET 115 | - | Principles of Construction |
| Year Two | BET 121 | - | Building Science |
| | BET 122 | - | Workshop Technology |
| | BET 123 | - | Properties of Materials |
| | BET 124 | - | Mathematics |
| | BET 125 | - | Principles of Construction |
| Year Three | BET 131 | - | Building Science |
| | BET 132 | - | Workshop Technology |
| | BET 133 | - | Properties of Materials |
| | BET 134 | - | Mathematics |
| | BET 135 | - | Principles of Construction |

Electrical/Electronics Engineering Technicians' I

| | | | |
|---|---|---|---|
| Year One | EET 111 | - | Information and Science |
| | EET 112 | - | Mechanics |
| | EET 113 | - | Drawing and Diagram |
| | EET 114 | - | Mathematics |
| | EET 115 | - | Principles |
| Year Two | EET 121 | - | Principles |
| | EET 122 | - | Physics |
| | EET 123 | - | Mechanics |
| | EET 124 | - | Power |
| | EET 125 | - | Mathematics and Science |
| Year Three | EET 131 | - | Principles |
| | EET 132 | - | Physics |
| | EET 133 | - | Electrical Power |
| | EET 134 | - | Mathematics and Science |
| | EET 135 | - | Project |

Mechanical Engineering Technicians' I

| | | | |
|---|---|---|---|
| Year One | MET 111 | - | Mathematics |
| | MET 112 | - | Engineering Drawing |
| | MET 113 | - | Workshop Technology] |
| | MET 114 | - | Practicals |
| | MET 115 | - | Mechanics |
| Year Two | MET 121 | - | Engineering Drawing |
| | MET 122 | - | Mathematics |
| | MET 123 | - | Workshop Technology |

| | | | |
|---|---|---|---|
| | MET 124 | - | Practicals |
| | MET 125 | - | Mechanics |
| Year Three | MET 131 | - | Practicals |
| | MET 132 | - | Mathematics |
| | MET 133 | - | Engineering Drawing |
| | MET 134 | - | Project |
| | MET 135 | - | Workshop Technology |

Motor-Vehicle Engineering Technicians' I

| | | | |
|---|---|---|---|
| Year One | MVT 111 | - | Engineering Drawing |
| | MVT 112 | - | Mathematics and Science |
| | MVT 113 | - | Workshop Technology |
| | MVT 114 | - | Mechanics |
| | MVT 115 | - | Practicals |
| Year Two | MVT 121 | - | Principles |
| | MVT 122 | - | Practicals |
| | MVT 123 | - | Science and Calculation |
| | MVT 124 | - | Engineering Drawing |
| | MVT 125 | - | Mechanics |
| Year Three | MVT 131 | - | Theory |
| | MVT 132 | - | Practicals |
| | MVT 133 | - | Mathematics and Science |
| | MVT 134 | - | Project |
| | MVT 135 | - | Engineering Drawing |

### 3.5.4.3 Faculty of Science

Since the running of the Science Laboratory Technology Training during the days of the former Nigerian College of Arts, Science and Technology, trainees were prepared to register and sit for the professional examination by the City and Guilds of London Institute. This has continued until 1992 when the Management of the University approved that the trainees should register and sit for the professional examinations conducted by the Nigerian Institute of Science Technology (NIST), Ibadan. This followed the acceptance, by NIST, for the University to serve as one of its examination centres. Accordingly, the Staff

Training Scheme has continued to train, prepare and enroll its students for the professional examinations at the three levels namely: Basic Technology Certificate (Sciences Laboratory Technology), Intermediate Diploma and the Final Diploma (in various Techniques).

The objective of the Science Laboratory Training programmes is to produce properly trained technologists, teachers in science education. It is also to provide sound knowledge in scientific principles and science laboratory procedures and techniques. The programmes also aim at satisfying the need for Science Technologists in the teaching and research laboratories. Furthermore, it is hoped that the programmes will produce the right calibre of technical personnel that will enable them exercise good technical judgement when problems arise. The programmes are also aimed at impacting further specialization and deeper understanding in the discipline for the beneficiaries of the training.

Basic Technology Certificate (Sc. Lab. Technology)- Two Years

This is targeted for those that require basic science education and training for the laboratories and research institutes. Entry requirement is GCE/SSCE, the course content is:-

| | | |
|---|---|---|
| Year One | BT 101- | English Language |
| | BT 102- | Physics |
| | BT 103- | Biology |
| | BT 104- | Chemistry |
| | BT 105- | Mathematics |
| | BT 106- | Laboratory Procedure & Organization |
| Year Two | BT 201- | English Language |
| | BT 202- | Physics |
| | BT 203- | Biology |
| | BT 204- | Chemistry |
| | BT 205- | Mathematics |
| | BT 206- | Laboratory Procedure & Organization |

Intermediate Diploma (Science Lab. Technology - Two Years

The course is held for two years for the fairly experienced technicians working in research institutes and educational laboratories in physical and life sciences. The course gives trainees ability to absorb, interpret and transmit scientific information whether in written or spoken form. Admissions are offered to those that have acquired the Basic Technology Certificate (Science Laboratory Technology) or four credits in GCE/SSCE. The course has the following subjects:-

| | | | | |
|---|---|---|---|---|
| Year One | ID | 101 | - | Physics |
| | ID | 102 | - | Chemistry |
| | ID | 103 | - | Biology |
| | ID | 104 | - | Mathematics |
| | ID | 105 | - | Laboratory Procedure & Organization |
| | ID | 106 | - | English Language |
| Year Two | ID | 201 | - | Physics |
| | ID | 202 | - | Chemistry |
| | ID | 203 | - | Biology |
| | ID | 204 | - | Mathematics |
| | ID | 205 | - | Laboratory Procedure & Organization |
| | ID | 206 | - | English Language |

Final Diploma (Science Laboratory Technology - Two Years

The Final Diploma course is run for two years in various techniques and areas of specialization. Training at this level is regarded as specialist training where the trainees are equipped for the increased administrative and supervisory duties with a consequent reduction in the quantity of bench work. The entry requirement is the Intermediate Diploma certificate of the NIST; Ordinary National Diploma; City and Guilds Part I; GCE `A' Level or IJMB `A' Level or HSC `A' Level.

The course content is:-

| | | | | |
|---|---|---|---|---|
| Year One | FD | 101 | - | Statistics |
| | FD | 102 | - | Analytical Methods |
| | FD | 103 | - | Radioisotopy |
| | FD | 104 | - | Instrumentation |
| | FD | 105 | - | Laboratory Procedure & Organization |
| | FD | 106 | - | Vacuum techniques |

Trainees for the Chemistry/Biochemistry Technique also take

| | | | | |
|---|---|---|---|---|
| | FD | 109 | - | Organic Chemistry |
| | FD | 110 | - | Physical and Inorganic Chemistry |
| | FD | 111 | - | Biochemistry |

While those taking Microbiology/Virology Technique also do:-

| | | | | |
|---|---|---|---|---|
| | FD | 107 | - | Parasitology |
| | FD | 108 | - | Microbiology/virology |
| Year Two | FD | 201 | - | Statistics |
| | FD | 202 | - | Analytical Methods |
| | FD | 203 | - | Radioisotopy |
| | FD | 204 | - | Instrumentation |
| | FD | 205 | - | Laboratory Procedure & Organization |
| | FD | 206 | - | Vacuum techniques |
| | FD | 207 | - | Parasitology |
| | FD | 208 | - | Microbiology/virology |
| | FD | 209 | - | Organic Chemistry |
| | FD | 210 | - | Physical and Inorganic Chemistry |
| | FD | 211 | - | Biochemistry |

### 3.5.4.4 Kashim Ibrahim Library

The idea of training non-professional staff in the Ahmadu Bello University Library Complex began in the middle of the 1960s when some library staff were prepared for the London Library Association examinations. Consequently, an internal programme was designed by the Kashim Ibrahim Library for its staff members on the non-professional, junior category. The training was to provide structural career opportunities for people interested in working in the library and who have the necessary academic qualifications. These staff members are on HATISS 01 to HATISS 05 on the ranks of Library Attendants to Assistant Library Officers.

In November 1982, the training was incorporated into the Staff Training Scheme with the overall objective to equip and increase the efficiency of the junior staff within the library complex of the Ahmadu Bello University. It hopes to achieve this goal by teaching junior staff the necessary library skills and developing in the trainees, the right attitudes to work. The trainees were taught basic library procedures and techniques and also get acquainted them with the operations within the library so that they can provide improved and qualitative services. Integrated with these, is instruction in language development so that they can express themselves clearly and correctly and can easily interpret instructions. The programme is also aimed at serving as a means of achieving non-academic qualifications for the trainees who, on successful completion, could be eligible for recommendation for promotion.

The training programme is administered at three different levels, namely:

1) Library Assistants' Course
2) Senior Library Assistants' Course
3) Assistant Library Officers' Course

Lectures are organized in the morning and afternoon sessions each working day. This arrangement is to allow staff students who are on shift duties to attend classes at their spare time. This is contrary to the practice for courses in the Faculties where lectures normally starts in the afternoons.

Unlike in the Faculties where a Liaison Officer is elected at the meeting of the Faculty Boards, the Kashim Ibrahim Library appoints a Staff Training Officer as Officer-in-charge of the training programme. There is also a Staff Training Consultative Committee which performs the functions of the Board of Examiners.

1) Library Assistants Course - One Year

This is the elementary library course for holders of First school Leaving Certificate or SSCE/GCE attempted. It is organized as a one-year programme with the following subjects:-

| | | |
|---|---|---|
| LA 101 | - | Cataloguing and Classification |
| LA 102 | - | Reference Service |
| *LA 103 | - | Circulation Procedure |
| LA 104 | - | Human Relations |
| LA 105 | - | Library Organization |
| LA 106 | - | English Language |
| LA 107 | - | Typewriting |

* Run during second semester of every academic session.

2) Senior Library Assistants' Course - One Year

For admission into this one year course, applicants must have acquired the Library Assistants certificate plus two years post-qualification experience or GCE/SSCE in 'O' Level with two credits including English Language. The subjects offered during the course are:-

| | | |
|---|---|---|
| SLA 201 | - | Cataloguing and Classification |
| SLA 202 | - | Collection Development |
| SLA 203 | - | Human Relations |
| SLA 204 | - | English Language |
| SLA 205 | - | Circulation Procedure |
| *SLA 206 | - | Reference Service |
| SLA 207 | - | Typewriting |

- This is done during the second semester of every academic session.

3) Assistant Library Officers' Course- One Year.

This course is held for one academic session only and entry into the course is based on success in the Senior Library Assistants' course with two years post-qualification experience or four credits in the GCE/SSCE 'O' Level. The subjects in which teachings are done during the course are:-

| | | |
|---|---|---|
| ALO 301 | - | Cataloguing and Classification |
| ALO 302 | - | Reference Service |
| ALO 303 | - | Collection Development |
| ALO 304 | - | Circulation Procedure |
| ALO 305 | - | Non-Book Materials |
| ALO 306 | - | Human Relations |
| ALO 307 | - | Typewriting |

**FOOTNOTES**

1. Ahmadu Bello University (1990): Ahmadu Bello University Calendar, 1986/88, ABU Press Ltd., Zaria, page 455.

2. Ahmadu Bello University (1987): Quarter Century of Ahmadu Bello University, Zaria (Pictorial History), ABU Press Ltd., Zaria.

3. Ahmadu Bello University (1980): Digest of Statistics, Vol. I-III, ABU Press Ltd., Zaria.

4. Ahmadu Bello University (1990), Op.Cit., page 11.

5. Report of the Council Committee on the Future of Ahmadu Bello University, 1972.

6. Ahmadu Bello University (1990), Op.Cit., page 455.

7. Ibid, page 457.

# CHAPTER FOUR

## DATA PRESENTATION AND ANALYSIS

### 4.1 INTRODUCTION

The Staff Training Scheme was designed for specific purpose and mission. This is clearly spelt out in the objectives of the Staff Training Scheme as extensively discussed in Chapter Three of this research.

The meaning and existence of the Staff Training Scheme of Ahmadu Bello University can be well understood and defined in terms of the performance of its objectives. The tasks of management are indeed the reason for its existence and these tasks determine its responsibilities and relevance. These tasks also serve as its source of legitimacy and basis for authority.

In order to analyse whether or not the Staff Training Scheme has achieved its aims and objectives, interviews were conducted with Heads of Departments and beneficiaries of training under the Staff Training Scheme. In addition to face-to-face interviews and discussions, responses to questionnaires sent to both Heads of Department and staff beneficiaries had provided information that was used in assessing the policy objectives of the Staff Training Scheme in relation to their impact on the system and the University staff members.

This chapter attempts to analysis the various data collected by the researcher during the course of the study.

## 4.2 ADMINISTRATION OF QUESTIONNAIRE

The researcher drew-up two different sets of questionnaires so as to get better and more articulated information on the study. One was distributed to and completed by the Heads of Departments marked Questionnaire (D) (Appendix II) which aimed at: determining the number of staff that benefitted from training under the scheme; the relevance of training pursued by the staff to the needs of the Departments; giving them an opportunity to assess the performance of the Staff Training Scheme, its problems and how the problems have been tackled; finding the extent to which the training has impact on the job performance of the staff. While the other set of the questionnaire was distributed and completed by the staff members who had enjoyed one form of training or the other under the Staff Training Scheme, marked Questionnaire (S) (Appendix III). The purpose was to examine the general impressions of these staffers about the Staff Training Scheme vis-à-vis the responses of their Heads of Departments. The questions which the staffers were asked were on: quality of teaching offered under the Scheme; their working environments; and whether in their opinion the Staff Training Scheme was able to address the challenges of their daily routine.

In order to make sure that the information received was relevant to the study, the staff respondents were requested to fill in their qualifications so as to ascertain their ability to answer the questions and to also show the relevance of their answers to the questions. Some responses were found relevant to the study and therefore accepted while those that were irrelevant were rejected. Some Heads of Departments, for instance, were reluctant to

give reasons as to why they do not feel free to recommend their staff to attend courses under the Staff Training Scheme and why they prefer to send them to go for external training. The argument been made by some respondents that the University should sponsor external training was seen as unacceptable reasons to the researcher. This is because it is economically unwise to spend huge amounts of money on the sponsorship when less amount could be spent for the same kind of training and under the Staff Training Scheme.

## 4.3 DISCUSSION ON DATA

As has already been discussed in Chapter One, face-to-face intensive and extensive oral interviews were held with both Staff Students and the Heads of Department. The Heads of Departments included those who chose not to respond to the questionnaire mainly due to their tight official schedule or those who would not want their views to be documented. A total of twenty-six officers were interviewed comprising Heads of Departments, Heads of Sections or Units and Supervisors of workshops and laboratories while eighty responded to the questionnaire out of the ninety-three that were distributed.

Following interviews and responses from the questionnaire, the researcher was able to discover that eighty-two percent of the respondents agreed that staff training and development is necessary in the pursuit of the cardinal objectives of the University while fifty-four percent said the Staff Training Scheme has training programmes for their departmental needs. The respondents agreed by a seventy-five percent rating that the Staff Training Scheme has been turning-out the manpower requirement of the University. But about sixty-three percent said the present level of teaching under the Scheme has not been

able to adequately take care of their departmental needs, this is probably due to the problems affecting the Scheme. These problems, according to the respondents were: lack of modern equipment (mentioned by 56% of respondents); thirty-four percent of the respondents said both the tutors and students are not committed to the Scheme; while the rest (10%) attributed this to the quality of teaching and practicals. As the responses revealed, no serious steps had been taken by management address these problems and this, to a great extent, explains why the responses further revealed that no success had been recorded towards tackling these problems. Since these problems largely borders on funding, eighty-nine percent of the respondents recommended that more funds should be allocated to the Staff Training Scheme. Despite these problems affecting the smooth conduct of the training programmes, an assessment made by the respondents regarding the performance of staff who had attended one form of training or another under the Scheme revealed that eighty-three percent were impressed with the job performance. Majority of the respondents (61%) however did not agree that the present level of facilities in the departments are adequate to enable trainees practice the knowledge they acquired during training under the Scheme. On analysing both the oral response and response to questionnaires from departments and other units, the researcher discovered that sixty-four percent of the respondents will freely recommend their staff to pursue courses under the Scheme but would like decisive actions to be taken towards resolving the problems hampering the smooth conduct of training under the Scheme.

The Staff Students, whose views and opinions were received by the researcher during the study are one thousand, one hundred and forty-two who responded to the questionnaires returned, the researcher discovered that only one hundred and seventy-six attended only a single form of training under the Scheme while the rest (964) had attended more than one form of training or another under the Scheme during the period under study. The oral interviews and discussions held consisted of one hundred and thirty-four staff students which, all together, made a total of one thousand two hundred and seventy-four staff students respondents.

On the efforts by the Scheme to maintain its admission requirements, sixty-five percent of the respondents agreed that the criteria on possessing the pre-requisite qualifications should continue to apply. The respondents about eight-eight percent of them, are aware that staff are recommended based on the needs of their respective departments. From the responses, it was all agreed that there was improvement in discharge of duties after the training as exhibited in the efficiency of the staff students as well as display of traits of their newly acquired knowledge and skill. Ninety-two percent of the respondents disclosed that their departments are willing to release them for more training under the Scheme. The reason for this willingness, according to the respondents, was as a result of the enhanced efficiency of staff after attending training under the Scheme. However, only eight percent said their departments will not be willing to release them for future training due to the inability of the departments to spare their staff to attend another training obviously due to shortage of staff. The researcher was able to learn from the respondents

that the training has served as a source of motivation in the discharge of their duties. Ninety-five percent feel motivated as a result of their improved knowledge and skill while only five percent are not since according to them, they have not been provided with the conducive atmosphere to practice the knowledge and skills they acquired after the training. Pertaining to equipment and other teaching aids, fifty-four percent of the respondents are of the opinion that the equipment are still relevant to the training while forty-six percent opined that the equipment should be updated to reflect the recent developments in science and technology. According to the findings of the researcher, eighty-seven percent of the respondents disclosed that, in appreciation for their performance, they have received commendations and praises from their respective departments while thirteen percent feel that their efforts have still not been appreciated by their departments because, they have not been effectively utilized by their respective departments. This not withstanding, majority of the respondents, ninety-seven percent, are generally satisfied with their work mainly because of the training opportunities being offered by the University while only three percent are still not contended because, the knowledge and skills they acquired after the training have not been put into proper use by their respective departments. It is the opinion of most respondents that output level and efficiency are acceptable criteria for assessing the job performance of staff student. This opinion is shared by eighty-nine percent of the respondents while eleven percent would prefer years of experience as yard stick for measuring job performance. The majority of the respondents (ninety-eight percent), in their assessment said the Staff Training Scheme has been living-up to expectation because of the

training provided to all cadres of staff. Only two percent argued that the Scheme needs more to do in terms of exposing the staff students to new ideas, concepts and techniques. The respondents generally, agreed that the quality of training could be improved if the problems affecting the performance, during training of the staff students are addressed. These problems, according to the respondents were obsolete equipment; lack of materials for teaching, practicals and examination; and dilapidating facilities. Based on inquiries by the researcher, seventy-three percent of the respondents were of the belief that the staff students do not encounter serious problems in their respective departments after completing their various courses except, according to twenty-seven percent of the respondents, there were problems of not being up-graded after the course and under-utilization by the Departments. It is however the majority consensus by eighty-seven percent, to precise, that there should not be another alternative to the Scheme. For those who felt the contrary by thirteen percent, their reason was lack of functional and modern equipment and materials for teaching, practicals and examinations. Those in support of the Scheme maintained that the Scheme has been adequately taking care of the training needs of the University. On the whole, ninety-eight percent of the respondents agreed that in-service on-the-job training raises staff morale, improves efficiency and increases work output. They are also of the belief that the training promotes professionalism and gives them job satisfaction.

The on-the-job assessment conducted by the researcher is also a relevant focal point in assessing the performance of the Scheme. The exercise involved a sample of graduates of all courses that were mounted during the period. Accordingly, four students were taken

from each of the twenty-three courses available totaling ninety-two staff and their performances on their University-designed tasks were examined and evaluated. These courses are as follows:-

1. Basic Clerical
2. Basic Stores
3. Senior Clerical Officer (Admin)- former Basic Clerical II
4. Senior Clerical Officer (Accounts)
5. Assistant Stores Officer
6. Confidential Secretary IV
7. Confidential Secretary III
8. Confidential Secretary II
9. Building Engineering Craft
10. Building Engineering Technicians' I
11. Electrical Engineering Craft
12. Electrical/Electronics Engineering Technicians' I
13. Mechanical Engineering Craft
14. Mechanical Engineering Technicians' I
15. Motor-vehicle Engineering Craft
16. Motor-vehicle Engineering Technicians' I
17. Basic Technology Certificate (Science Laboratory Technology)
18. Intermediate Diploma (Science Laboratory Technology)
19. Final Diploma (SLT) - Chemistry/Biochemistry Technique
20. Final Diploma (SLT) - Microbiology/Virology Technique
21. Library Assistants' Course
22. Senior Library Assistants' Course
23. Assistant Library Officers' Course

The on-the-spot assessment has, as in the course of study, justified one of the objectives of establishing the Scheme, that is to raise the professional standard of staff. This is because, the staff were, after graduation, found to be more skillful and knowledgeable in their routine tasks. They were found to be more innovative and creative in their jobs. The researcher was also happy to note that departmental equipment, machines and materials and other facilities for teaching, research and community service were better handled and

judiciously utilized by the staff. Departments openly confessed to the researcher that the staff needed less supervision after training. Furthermore, their performances were better appreciated after the training.

When the researcher compared one of the hypothesis of the study that the training was designed to take care of the peculiarities of the University and the results of his on-the-job assessment, it was discovered that the staff properly fit into the system after the training because of the relevance of the contents of the courses to the staff development needs of the University. Consequently, the University had no problem in getting the right quality of staff it needed to pursue its cardinal principles and objectives.

In evaluating the objective of the Scheme to improve the work performance, output level and general efficiency of its graduates, the on-the-spot assessment revealed that as a result of the high quality of training under the Scheme, beneficiaries were able to perform better. The level of productivity increased and also their efficiency in handling their daily responsibilities in their respective places of work. This, as it was further confirmed by the Departments was as a result of new ideas, concepts and techniques which the beneficiaries learnt during their training under the Scheme.

From the secondary data collected by the researcher, there were instances where Departments of the University had reasons to comment on the performance of their staff who attended training under the Scheme. Such comments, as documented in official records of the University, were full of praises for the effectiveness of the Scheme in producing quality graduates according to the tastes and desires of the Departments. The

official documents revealed how the graduates had improved in their knowledge and skills and work performance. Some of the secondary data, which the researcher was also able to investigate, contained similar positive comments from other employers of labour whose staff attended training under the Scheme or whom they recruited after the training. Reports were also documented from external students expressing their gratitude for having been opportuned to attend training under the Scheme. Some of these show of gratitude revealed how their knowledge and efficiency had increased tremendously as a result of the training and how their employers continue to show appreciation by the elevations and commendations they receive.

## 4.4 EVALUATION OF DATA

In evaluating both the primary and secondary data collected by the researcher in the course of the study, one can examine the revelations made during the research.

Staff training and development, as agreed by eighty-two percent of respondent departments is necessary in the pursuit of the cardinal objectives of the University, namely, teaching, research and community service. This explains why the staff beneficiaries had through the training offered under the Scheme, rose to become senior staff.

The study came out with the finding that eighty-eight percent of staff students were recommended based on the needs of their departments. These needs are basically on manpower training and development specific to the peculiarities of the departments. Departments were in general agreement, by seventy-five percent, that the Scheme has, over the years, turned-out the required manpower for the University.

Despite some identified problems that have been hindered the smooth conduct of courses under the Scheme, all the staff beneficiaries that responded to the questionnaire and/or granted interview agreed that there was improvement in the discharge of their routine tasks after completing the training. These problems are provided in the table below.

Table 4.1 Problems Involved in Training Under the Scheme

| S/No. | Description | No. of respondents | Percentage |
|---|---|---|---|
| 1. | Inadequate and Obsolete Equipment | 614.88 | 56% |
| 2. | Lack of Commitment from Staff and Tutors | 373.32 | 34% |
| 3. | Poor Teaching and Practicals | 109.8 | 10% |

**SOURCE**: Research Survey, 1999.

As it can be noted from the analysis of the data, ninety- two percent of staff strongly belief that their respective departments will willingly release them to pursue further training under the Scheme. The research also revealed that eighty-three percent of the departments are impressed with the performance of the graduates of the Scheme. This explain the rationale behind the overwhelming willingness of the Departments to allow their staff members to pursue further training under the Scheme.

Departments are however not satisfied with the present level of facilities available in the departments that could enable the graduates of the Scheme to practicalize the knowledge and skills being acquired after training. Sixty-one percent of the departments felt that the facilities, equipment and machines are inadequate for the effective utilization of the

graduates. This has explained why three percent of the staff, expressed their dissatisfaction with their work because of under-utilization after the training even though ninety-three percent feel satisfied with their work for reasons of the opportunities offered them under the Scheme to improve themselves. It is the opinion of the researcher that even though those that were disenchanted with the scheme are negligible, this should not be ignored completely in as much as one of the objectives of the study was to `assess the impact of the scheme on the performance and productivity of the beneficiaries'. This, the researcher also maintains, will accomplish one of the significance of the study in knowing `how the beneficiaries of the Scheme have been effectively utilized by the University'.

Table 4.2

Criteria on Assessing Job Performance

| S/No. | Description | No. of respondents | Percentage |
|---|---|---|---|
| 1. | Output Level | 691.74 | 63% |
| 2. | Efficiency | 351.36 | 32% |
| 3. | Commitment | 54.9 | 5% |

**SOURCE**: Research Survey, 1999.

The data analysis carried out by the researcher as exhibited in the table above shows that sixty-three percent of the Staff said the output level of their work has been used as a criterion for assessing their performance on the job while thirty-two percent mentioned efficiency as the main criterion and commitment to duty was referred by five percent of the respondents.

Table 4.3

Suggestions on Criteria for Assessing Job Performance

| S/No. | Description | No. of respondents | Percentage |
|---|---|---|---|
| 1. | Output Level | 977.22 | 80% |
| 2. | Years of Experience | 120.78 | 11% |

**SOURCE**: Research Survey, 1999.

The researcher wanted the opinion of the staff respondents on alternative criteria to use in assessing their job performance. Going by what is shown on the table above, eighty-nine percent agreed that their level of productivity, that is their output level, should serve as the main criterion while the rest of the respondents (11%) suggested years of working experience.

From the researcher's analysis of data gathered during the study, the Scheme could be said to have, over the years, accomplished its set objectives. Ninety-eight percent of the respondents said the Scheme has been living-up to its expectations while at another rating, eighty-seven percent of the respondents do not see the need for an alternative to the Scheme.

Despite these encouraging revelations, the researcher highlighted some problems affecting the performance of the beneficiaries of the Scheme as provided in the table below:

Table 4.4

Problems Affecting the Performance of Students

| S/No. | Description | No. of respondents | Percentage |
|---|---|---|---|
| 1. | Obsolete Equipment | 439.2 | 40% |
| 2. | Lack of Materials | 395.28 | 36% |
| 3. | Dilapidating Facilities | 263.52 | 24% |

**SOURCE:** Research Survey, 1999.

Forty percent of the respondents argued that the equipment and machines used for teaching, practicals and examinations, are obsolete and inefficient; thirty-six percent of the respondents said there is lack of adequate supplies of materials for teaching, practicals and examinations; while twenty-four percent referred to the deteriorating and dilapidating facilities as reasons for low performance.

Apart from investigating on problems the staff students encountered during training, the researcher also conducted research on the problems they encountered after training when they go back to their respective departments. The study discovered that twenty-seven percent encounter problems of being up-graded or are being under-utilized after training while seventy-three percent do not encounter any serious problems when they go back to their respective departments to apply the knowledge and skills they acquired during the training.

Table 4.5:

Importance of In-Service Training

| S/No. | Description | Percentage |
|---|---|---|
| 1. | Improves Efficiency | 98% |
| 2. | Promotes Professionalism | 98% |
| 3. | Increases Work Output | 98% |
| 4. | Raises Staff Morale | 97.5% |
| 5. | Gives Job Satisfaction | 97% |

**SOURCE**: Research Survey, 1999.

In the above analysis, the researcher sought for the opinion of the respondents on the importance of in-service training. Specifically, the researcher requested the staff respondents to pick all or any of the above factors as importance of in-service training to staff. Following analysis, the study made revelations as in the table above.

## 4.5 RESEARCH PROBLEMS AND LIMITATIONS

Even though the questionnaires were constructed in such a way as to avoid exposing the identities or names of the respondents together with the assurance that the required information was for research purposes only, and that such information would be treated with the strictest confidentiality, respondents still had one reason or the other for hesitating to respond to the questionnaires.

Some of the respondents had the pre-conceived idea that any information supplied in writing might form a permanent record that may be used to victimize them, despite all assurances to the contrary. The low educational background of most of the respondents has

made it difficult for them to respond to the questionnaire. A number of the respondents openly confessed to the researcher that it was better and freer to talk than to write.

The impression created in the minds of the researcher by some respondents is that the Management of the Ahmadu Bello University may be preparing to rationalize its staff and so it will collaborate with even research scholars as cosmetic agents to extract vital information from them for the Management. But nevertheless a good number of them were able to freely say their minds during the course of the interview them. In fact, the daring ones among them had remarked that they did not care whether or not one was sent as an agent of Management, but that they were ready to freely say their minds about the Scheme because of their concern and what they were able to gain out of it. The majority of those that filled and returned the questionnaire were those with the believe that it was better to answer without disclosing their identities to the researcher than to have a face-to-face interaction with him (the researcher).

Another shocking experience the researcher had during the study was with the managerial group of personnel who also equally and visibly declined to accept questionnaires on the pretext that they had no time to fill them but that they could spare a few minutes to briefly answer some questions from the researcher.

As known for research, particularly the type involving, secondary data and interviews, researchers always experience a number of problems which had to create some initial difficulties in commencing the research activities. These similar problems

encountered by the researcher merely slowed down the pace of the research since the researcher was able to overcome them and consequently he was able to produce this research work.

One problem that was encountered during research was that information necessary for the study could not be obtained easily due to lack of proper method of record keeping. This lack of proper method of record keeping in the Ahmadu Bello University was a general phenomenon. Official documents, particularly those outlining the policies and history of the Staff Training Scheme became difficult to retrieve even though the researcher was in a privileged position to gain access to official documents. A lot of information was obtained from the former students of the Scheme who went through the programmes several years ago. This was why the researcher would, on most occasions refer to primary sources of data that is, the face-to-face interviews.

The second problem was on the uncooperative attitude of some University Staff to give adequate information especially on such research involving oral interview. Some members being interviewed thought that the researcher used his position as staff to make them respond to his interview. The uncooperative attitude of staff was as a result of a number of reasons. While some were not too sure whether the information requested would be used against them, some felt that the research came too little too late. Since, in their own opinion, the effectiveness of the Staff Training Scheme should have been examined long ago since it was an area of research interest.

The researcher also had problem in obtaining the cooperation of staff in view of the notions by some respondents that the research might not be for postgraduate students but rather an attempt by the Management of the University to assess its commitment to the Scheme with a view to scrapping the Scheme as part of its reorganization exercise of Centres and Units of the Ahmadu Bello University. Such notion was informed by the fact that some institutions of learning neighbouring the Ahmadu Bello University had already started some of the courses mounted under the Scheme. The fears by such respondents was that these courses will, if scrapped, become too expensive to enroll for since they had already been subsidized heavily by the Staff Training scheme. It was also feared that if the University finally agrees to continue with the Scheme, then the fees may be raised substantially comparable to what was charged by the neighbouring institutions.

A lot of the researcher's time was wasted by some respondents who had to keep telling the researcher to call again for some information required for the research. The researcher later learnt that some of these respondents were skeptical in releasing the information and so had to be sure that it was to be used for the research while some, particularly, the senior officers of the University, always claimed that they were too busy to attend to the researcher.

## 4.6 SUMMARY

In concluding this chapter on the findings of the researcher during the study, one could, in the light of the foregoing discussions and evaluations arrive at the conclusion that the data gathered has successfully shown that the Scheme has been fulfilling its mandate to the University and the environment; both staff beneficiaries and their respective Departments give high regard to the training pursued under the Scheme; the Scheme is however, faced with some problems which are not surmountable; and the management of the University should address these problems squarely so that it continues to enjoy the benefits derivable from the scheme.

# CHAPTER FIVE

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 SUMMARY

This study is aimed at assessing the performance of the Staff Training Scheme of Ahmadu Bello University and its impacts on the performance of its staff beneficiaries. In order to do this meaningfully, methodological methods were engaged for research. The first was the adoption of the case study method which enabled the researcher to have an in-depth knowledge of the Ahmadu Bello University. Secondly, the researcher examined the importance of training and the role of the Staff Training Scheme in the task of manpower training. This was done through the use of documents pertaining to the subject of the study. The last, and by no means not the least, was that interviews and discussions, including no-the-job assessments were held with staff beneficiaries, Departmental Heads and part-time Tutors engaged under the Scheme. Two different sets of questionnaire were also administered with different types designed for both the Staff Students and the Heads of Departments. The essence of the questionnaires was to obtain the opinions of the respondents on various issues pertaining to the performance and activities of the Staff Training Scheme.

We had, in Chapter one, postulated certain hypothesis which, in the course of this study were examined and assessed with a view to determining how the objectives of the Staff Training Scheme had been achieved. We have outlined the objectives of the Scheme to see how it has effectively been able to improve the professional work performance of its staff beneficiaries.

The study has, in Chapter Two, discussed certain theories on training whose applications to this study has proved rewarding in our clearer understanding of the entire subject matter of the study.

Chapter Three, discussed how the Ahmadu Bello University was established on 4th October, 1962, the cardinal objectives of setting-up the University and its present constituent units. In the same Chapter, the researcher gave details on how the Staff Training Scheme came about, the idea behind the setting-up of the Scheme and its present content of courses.

In the fourth chapter of the study, details were given on the data collected and the analysis made in the testing of the hypothesis of the study. The chapter provided information on the secondary data collected, these are the official documents, records, files, circulars, minutes of meetings consulted by the researcher in the course of the study. The chapter also revealed the outcome of primary data collected by the researcher. The intensive and extensive interviews conducted as well as discussions held with Staff Students, Heads of Departments and Heads Sections and other administrators of the Scheme. The researcher's experiences derived from on-the-spot assessments he made were also elaborated in the chapter.

The researcher's findings were analysed and evaluated in this Chapter whereby analysis were made on the eighty questionnaires sent to Heads of Departments as well as the one thousand, one hundred and forty received from the Staff Students. It is also in the same chapter that the researcher analysed outcome of the interview held with twenty-six Heads of

Departments, Supervisors and administrators of the Scheme and also the result of the interviews held with one hundred and thirty-four Staff Students who attended one form of training or another under the Staff Training Scheme. A total of eighty-eight who were graduates of the Scheme were also subjected to a well designed on-the-spot assessment by the researcher. This is to evaluate their performance on the job in order to arrive at how the knowledge and skills acquired under the Scheme has affected the performance of their routine official responsibilities. These staff members were selected from different courses who are also working in different arms of the University.

In the fifth chapter, summarises of the research were provided and suggestions for improvement also proffered.

## 5.2 CONCLUSIONS ON FINDINGS

We were able to apprehend from the study that manpower training is of great importance towards the achievement of the overall organizational goals and objectives. This explains why staff development and utilization has gained wide recognition such that many organizations are now aware of the fact that lack of adequate and proper training affects the efficiency and confidence with which employees carry out their jobs. Training serves to motivate staff to work and further training reshapes employees and makes them more committed and diligent thus enhancing their efficiency and effectiveness. So the purpose of training is to improve staff performance so that the organization may function well with optimum efficiency and productivity and also equip the staff for higher levels of responsibilities. Harris (Jnr) also emphasized the efficiency of training when he said

> "Certain types of performance are necessary
> to help the organization reach its objectives,
> and training assist by providing organizational
> members with tools to get the job well done".[1]

In the Ahmadu Bello University, internal training programme are being mounted to enable staff acquire knowledge and skills that will be beneficial to both the University and the staff members. Training, as a tool of staff development, is part of the process of development that advances and maintains individuals within an organization.

The study indicates that the fundamental purpose of training is to improve the work performance of staff in the challenges of both their current and future jobs. It is therefore necessary for every organization to train and develop its workers in order to achieve its goals and also motivate its personnel for better performance. The Ahmadu Bello University, which is a complex organization needs different categories of workers with various trades and professions who are also required to perform their duties efficiently and effectively in a competitive academic environment. A staff member who is employed to perform well must be trained and developed on the new demands and the new trends of his work. This way, productivity will be boosted and stability maintained in the system.

From the research methods used in this study, it has been revealed that, as earlier mentioned in Chapter One, one of the objectives of the Staff Training Scheme is for the purpose of utilizing the staff beneficiaries. It would be recalled that as it has been discussed in same chapter two, the Ahmadu Bello University was established on 4th October 1962 to "provide regular and liberal courses of instruction...." and also "to promote research and advancement of science and learning".[2] As part of its endeavour to realise these stated

objectives, the Management of the University streamlined the training of staff in 1972 with the setting-up of a Staff Training Scheme to, among others, raise the professional standards of staff and also improve their work performance, output level and general efficiency. This study has established that the Staff Training Scheme has not only been able to assist the management of the Ahmadu Bello University in the areas of combating the scarcity of certain occupations in the labour market. It would have been difficult for the Ahmadu Bello University to carry out its numerous responsibilities through competition for specialized skills in the labour market if not for the efforts of the Staff Training Scheme in providing for the needs of the University such specialized skills.

From the findings of this study, it has been established that the Staff Training Scheme has been able to contribute to the national manpower development of the country which is being maximized by, not only the Ahmadu Bello University, but other employers of labour whose staff had benefitted from training under the Scheme. Applications for admissions are continuously been attracted from the length and breath of the community including those already working and those not employed.

The performance and achieved level of success of the Staff Training Scheme was also measured in relation to the stated objectives of the Scheme and the performance of its beneficiaries. The study has established that the Staff Training Scheme has been able to provide academic/professional training comparable to others. This, has in the end, provided specialist qualification and motivation to the beneficiaries. In the course of study, the beneficiaries were able to exhibit high level of intellectual and professional skills that has

earned them high positions of abilities and capabilities. In other words, the beneficiaries have proved to be innovative and highly creative in the performance of their tasks. The Scheme, has therefore been able to produce professionals of high standard in their respective fields of discipline - Science, Engineering, Library, Office administration, Stores management, etc. The study has therefore revealed that the Staff Training Scheme has lived-up to expectation in relation to its stated objectives, especially with particular reference to the high quality of its beneficiaries.

The study also took a critical look at the argument that monetary reward alone does not serve as an incentive for optimum production by staff and came up with the result that satisfying the derive of staff for training and self-improvement serves as a motivating factor towards high level performance. This is because the Staff Training Scheme has been able to train those without capacity to pursue higher education. Training has also been provided to those wishing to study but cannot attend university education due to lack of time or some academic handicaps. By this, the Staff Training Scheme has, in effect, been able to accomplish one of its objectives of providing general level of education, including vocational and specialized education, to staff. The training has therefore served as a morale booster or motivator particularly to staff who have the urge and desire to improve.

It was discovered when the researcher was conducting the primary data collection that the Ahmadu Bello University has been able to, through the policy objectives of the

Staff Training Scheme, make plans on employment and skill development strategies for its manpower requirements. This has gone a long way to prove that the Staff Training Scheme is indeed relevant to the overall staff development and utilization objectives of the Ahmadu Bello University.

## 5.3 RECOMMENDATIONS ON FINDINGS

The preceding chapter has largely dwelt on the study's findings which are statements of revelations on the true state of affairs relating to the topic of the research study.

It is not gain-saying the fact that the essence of scientific study is normally aimed at improving the human lot. And in that wise, research discoveries can only be found useful if they are implemented. This is where we can find the role and direction of the organization crucial in coordinating and harmonising the problems already defined in details in Chapter One and further discussed in the main text of this study.

It is the intention of the researcher to, in this concluding chapter, offer recommendations, based on his experience and discoveries during the research, to the problems affecting the smooth conduct of the staff training programmes.

Although part of the mandate of the Staff Training Scheme is to concentrate its efforts in areas where there is shortage of qualified personnel for immediate employment. This has changed now that there is availability of secondary school leavers who have the potentials to be recruited and provided on-the-job training unlike in the early years of the Scheme where the labour force then consisted mainly of people who had no formal education before recruitment. It is on this that the researcher recommended that greater

priority should be given to staff development in the required professions consistent with the organizational manpower requirements of the Ahmadu Bello University. There is presently no training programme for staff in Security Division, Messengers in the Departments, Livestock Assistants, Herdsmen, Agricultural Assistants and Technical Staff in human medicine.

Successive governments have expressed the views that continues training opportunities for all categorics of staff should be pursued through staff development programmes in line with the Civil Service Reforms. But to the greatest surprise of the researcher, this government views have not been backed by the required support. Adequate funds should be provided for staff development for the provision of resources for teaching and practicals as well as the welfare of the Students and their Tutors, Instructors and Demonstrators. In that regard, the researcher recommended that funds should be made available to tackle thc problems of dilapidatcd workshops, equipment, laboratories, machines as well as the inadequate supply of materials and the inadequacy of facilities such as a well functional and equipped secretariat of the Staff Training Scheme. The tutors, instructors and demonstrators will, with increased funds, be compensated adequately beyond the present rate of pay of 60.00 per hour subject to a maximum of twelve hours per month.

In the light of the emphasize on paper qualification as basis for promotion, the annual enrolment figure has increased, particularly for certain courses such that the Scheme has been finding it difficult to manage such an unexpected population. The effect, on the

programmes, is deterioration of facilities due to inadequate funding in the face of such increased students enrolment. This has been a constant source of frustration for both the students and the managers of the Scheme alike.

The unserious attitude of some Staff Students who are pursuing courses under the Scheme has been attributed to a number of factors. One of such is that some of them were forced to take courses not of their choice because of the non-availability of courses relevant to their tasks. Although this has been discussed above where the researcher mentioned tasks like Security, Messengers, etc, such affected Staff feel they should only pass the course and obtain the certificate and that is all. Another case is regarding those that feel frustrated due to lack of equipment, materials and inadequate spaces. The researcher has been able to, during the study, discovered that the main reason or source of disenchantment is the ridiculously low amount charged as tuition fees under the Scheme. Even though the Staff Students are made to pay half of the amount charged non-staff, some Staff Students do not take the courses seriously because of the meagre fees being charged (Appendix IV). A research conducted by the researcher has proved that the contents of the courses and the teachings and practicals are of comparably higher standard than those offered by other institutions.

In order to stimulate the Staff Students, the researcher has therefore recommended that the fees should be increased considerably so as to sustain the image and reputation of the Scheme.

To enable the training programmes remain as source of motivation to staff, the researcher would like to recommend that adequate and modern equipment and machines should be made available in the offices, laboratories and workshops of the departments so that Staff Students could be provided with the conducive environment to apply the knowledge and skills they acquired during training. It will definitely be a waste of time and resources if such Staff Students will only be trained and abandoned without been given the opportunity to practice what they have learnt during training.

For the Ahmadu Bello University to effectively utilize its staff members who had undergone training under the Scheme, it is the researcher's recommendation that, upon completion of the training, such Staff Students should be given challenging jobs and tasks in relation to their newly acquired knowledge and skills. Both the University and staff students should not be under the illusion that the certificates awarded after the training should be kept for promotion only. The Staff Students and the management of the University should know that the knowledge and the skills acquired during the training are to be applied in the pursuit of the overall organizational goals of the Ahmadu Bello University. Towards this end, the researcher also recommended the introduction of performance monitoring and evaluation in order to assess the output of the staff students, their potentials and the training needs of the departments. To make this work, Management should also instill reward and discipline so as to take care of hard work and inefficiency of staff.

It is the considered views as derived during the study, that the Staff Training Scheme must definitely move to a new phase; this is because tasks and organizational demands have undergone so much technological transformations and so it has become urgent to consider new directions, orientations, concepts and ideas in line with these institutional changes. The researcher therefore recommended that the present course structure and content should be reviewed, up-dated and up-graded.

Since its inception, the Staff Training Scheme has been able to train those without the capacity to pursue higher education while also satisfying the manpower requirements of the University in terms of training its staff to suit its overall organizational objectives of teaching, research and community service. The Scheme has also been able to offer training to those wishing to acquire higher educational/ professional qualifications but cannot attend University education. This it does by providing vocational on-the-job training to both staff and non-staff alike.

The training offered under the Staff Training Scheme has afforded the beneficiaries opportunities to learn the rudiments of their jobs and their responsibilities to the University. They are also taught techniques, inventions and ideas thus up-dating their knowledge and skills.

Furthermore, the training has enable staff to acquire the relevant qualifications as stipulated in the Staff Regulations for purposes of promotion and progression in their respective career.

On the whole, the benefit over the years, has been high level of commitment, high level performance, high level of staff morale and stability within the lower and middle level manpower cadre of the Ahmadu Bello University.

Following the results of my investigations from this study, I arrive at the conclusion that the Management of the Ahmadu Bello University should continue to give the Staff Training Scheme the adequate attention it deserves. This is because, it is cheaper to train staff internally in line with the needs and expectations of the University rather than sponsoring their training elsewhere where the curriculum would not necessarily be tailored to the peculiar needs of the University. As essential components to teaching, research and community service, the non-teaching staff need constant training and re-training so that they can properly undertake their duties and responsibilities in the Ahmadu Bello University, Zaria.

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# APPENDIX I

## AHMADU BELLO UNIVERSITY, ZARIA
## (Office of the Registrar)

### Staff Training Scheme

### EXAMINATION REGULATIONS

These Regulations are made by the Staff Training Committee and shall apply to all programmes run under the auspices of the Staff Training Scheme, effective from the 1992/93 academic year.

PART 1 - EXAMINERS AND THEIR DUTIES

1. The examinations shall be conducted by:
   a) A Chief Examiner; and
   b) Internal Examiners.
2. A Chief Examiner shall be the Liaison Officer of the Faculty concerned.
3. The duties of a Chief Examiner shall be generally to make arrangement for the examinations and in particular for the preparation and security of examination papers, marking, and the compilation of results.
4. The Chief Examiner shall arrange for all marked scripts and mark sheets to be security kept in the Faculty under the Chief Examiner's control. No marked scripts shall be destroyed within two years after the examination. No person or organization outside the University may have access to any marked script and mark sheets except for good cause and by special request in writing to be approved by the Training Committee.
5. To moderate and certify draft examination papers in order to ensure the maintenance of good standard, and to recommend such alteration as he may think fit;
6. i) Internal Examiners for all examinations shall be the Tutors involved.
   ii) The duties of Internal Examiners shall be:-
   a) To prepare examination papers and marking Scheme for the courses they teach.
   b) To preserve the secrecy of examination papers at all stages until the examinations are taken by the candidates:
   c) To mark answer scripts before they are moderated by the Board of Examiners; and
   d) to perform any other examination duties required by the Chief Examiner.

BOARD OF EXAMINERS

7. i) Board of Examiners shall constitute the Chief Examiner, Training Coordinator and all the Tutors. The Chief Examiner shall be the Chairman.
   ii) The duties of Board of Examiners in any examination, including a supplementary examination, shall be:-

a) To moderate the marking of all papers.
b) To certify the mark list in any subject examined by it.
c) To report to the Training Committee on the following matters:
i) The standard of the examination;
ii) The standard of marking by the Internal examiners;
iii) The standard of project or course work when examined;
iv) The pass and failure lists
v) Any other matters that call for comments.

PART II PREPARATION OF EXAMINATION PAPERS

8. a) Draft examination papers and marking scheme shall be prepared as set out in Part I of these Regulations. The Chief Examiner will ensure that each bears appropriate rubrics. The date and time on which the paper is to be taken. Papers should be called for early enough and time table should be prepared even before the teaching starts.
b) the number of questions to be answered and any restrictions as to choice
c) any additional materials to be supplied by the Invigilator to candidates; and
d) any other necessary instructions to students.

9. At all stages draft papers shall be passed by hand only between persons directly concerned and in envelopes marked "Confidential".

10. The Chief Examiner shall arrange for the examination papers to be printed or duplicated in secured conditions, ensuring that no unauthorised person has access to them and that all spare copies, stencils etc. are destroyed. Sealed packets or papers shall be marked to show the Faculty, Subject, Year and Date of the Examination and the Number of Copies. They shall be transmitted securely for safe keeping to the Coordinator.

11. When examination papers have been printed or duplicated, the Chief Examiner concerned shall deposit them with the Coordinator with the Chief Examiner's signature on the envelopes.

PART III CONDUCT OF EXAMINATIONS

12. Each Chief Examiner shall, in consultation with the Coordinator arrange for the following:

a) Invigilators for each examination hall; if the number of students in one hall exceeds 50, then two invigilators shall be placed for that hall.

b) A messenger for each examination room, to be under the control of the Invigilators.

13. Chief Examiners shall, in conjunction with the Training Coordinator perform all necessary functions concerning the ordering and control of examination materials, the arranging of rooms for examinations, time-table, list of candidates and mark lists for use by the Examiners, the collection of sealed packets of examinations papers and their distribution to Invigilators. He shall oversee and be available through each examination and he shall report to the Board of Examiners on any case of serious illness, disturbance or irregularity in the examination and where appropriate the Board of Examiners shall report to the Chairman of the Training committee.

14. The Chief Examiners shall publish within the Faculty and the Coordinators Office the dates, time of the examinations normally at least two weeks in advance.
15. After the examinations have been held the Chief Examiner shall send one copy of each paper to the Coordinator.

PART IV REGISTRATION OF STUDENTS FOR EXAMINATIONS

16. In order to be admitted to any examination a student must have been registered for the courses to be examined. At least 75% attendance is required in all classes, Laboratories practicals, etc to qualify to sit for examination.
17. Students shall use their examination numbers as arranged by each Liaison Officer of the respective Faculty.
18. It shall be the responsibility of each student to make sure that he is registered for the appropriate examination, knows the date, time and place of the examinations for which he is registered.

PART V DISCIPLINE DURING EXAMINATION

19. Each student should be at the examination room at least fifteen minutes before the advertised time of the examination. A student is required to supply his own pens, pencil, rulers, etc.
20. A student may be admitted up to thirty minutes after the start of the examination but he shall not be allowed extra time. If a student arrives later than forty-five minutes after the start of the examination, the Invigilator may at his discretion admit the student if he is satisfied that the student had good reason for his lateness. The Invigilator shall report the circumstances to the Faculty Liaison Officer who shall advise the Board of Examiners which shall decide whether or not to accept the student's paper.
21. A student may be permitted by the Invigilator to leave examination room during the course of an examination provided that:

a) No student shall normally be allowed to leave during the first hour of last fifteen minutes of the examination:
b) a student must hand over his script to the Invigilator before leaving if he does not intend to return.
c) A student who leaves the examination room shall not be readmitted unless throughout the period of his absence he had been continually under the supervision of an Invigilator.

22. Each student shall bring his examination number and identity card to each examination and display them in a conspicuous position on his desk. External candidates will be given identification letters with their passport photographs attached and stamped.
23. Each student shall complete an attendance form bearing his number, name and signature which shall be collected by the invigilator of each examination.
24. During an examination no student shall speak to any other student, except to the Invigilator, or make any noise or disturbance.
25. No book, printed paper, or written document or unauthorized aid shall be brought into the examination hall.

26. A student is required to deposit any handbag, briefcase etc, at the Invigilators desk or a desk provided for the purpose before the start of an examination.

27. A student must not during an examination directly or indirectly give assistance to any other student or permit any other student to copy from or otherwise use his papers.

28. If any student is suspected or found to be infringing any of the provisions of paragraphs 21 to 27 or in any way cheating or disturbing the conduct of the examination, a report shall be made as soon as possible to the Chief Examiner concerned. The Chief Examiner will conduct immediate investigation and report to the Board of Examiners. The student concerned shall be allowed to continue with the examinations provided he causes no further disturbance but the Board of Examiners may subsequently recommend to the Examination Committee whether his paper should be accepted and as to any other action that should be taken on the case. The Coordinator should submit a recommendation to the Training Committee for a final decision.

29. A student shall write his examination number, not his name, distinctly at the top of the cover of every answer book or separate sheet of paper.

30. The use of scrap paper is not permitted. All rough work must be done in answer books and crossed neatly, or in supplementary answer books which must be submitted to the Invigilator. Except for the printed question paper a student may not remove from the examination room or mutilate any.
At the end of the time allowed, each student shall stop writing when instructed to do so and shall gather his scripts together in order for collection by the Invigilator.

PART VI FUNCTIONS OF EXAM AND TRAINING COMMITTEES IN DETERMINING THE RESULTS OF EXAMINATIONS

31. The Examination Committee shall constitute of all the Chief Examiners, one member of the Training Committee and the Coordinator. The Chief Examiners shall chair their meetings on rotational basis and the Training Coordinator shall be the Secretary.

32. The duties of Examination Committee shall be:-

a) To review the recommendations of the Board of Examiners and if appropriate revise them.

b) To submit the full results with recommendations to the Training Committee for approval stating which if any, results have been revised by the Examination Committee.

c) To draw the attention of the Training Committee to any exceptional cases and to all recommendations for students to withdraw from the programme.

d) To give any relevant information/recommendation on the examination to the Training Committee.

33. STAFF TRAINING COMMITTEE

The Staff Training Committee shall deliberate over recommendations of the Examination Committee and if appropriate review them. All examination results required the approval of the Training Committee and the decision of the Training Committee shall be final.

PART VIII EXAMINATION RESULTS

34. The grades of certificates to be awarded shall be:

| Percentage Scores | Grades | Class of Certificate |
|---|---|---|
| 70 - 100 | A | Distinction |
| 60 - 69 | B | Credit |
| 50 - 59 | C | Merit |
| 40 - 49 | D | Pass |
| 0 - 39 | F | Fail |

35. The minimum pass mark for a paper is 40% for all the courses. A student can pass the programme provided he passes all papers. Failure of more than ? of the papers will attract repeat.

36. A student who is absent from an examination shall be deemed to have failed the paper missed, unless allowed as below to sit as his first attempt.

a) The Training Committee on the recommendation of the Exam Committee may allow the student to sit the missed paper later, as his first attempt, if the absence is explained on medical grounds (including, for female student, being more than 34 weeks pregnant) certified by an Ahmadu Bello University Medical Officer shall then be assessed, and if a resit examination should be taken then the Examination Committee may allow this provided it can be arranged in time, failing which the student shall repeat the course.

b) In any case where a student has been absent from any examination other than on medical grounds, or was absent on medical grounds but this was not certified by an Ahmadu Bello University Medical Officer, the Training Committee on the recommendation of the Examination Committee may allow the student to sit the missed paper as his first attempt.

Examination Committee may determine from time-to-time and shall make any change known to the affected students by the start of the relevant teaching:-

a) The method of determining continuous assessment mark:

b) The weight to be given to continuous assessment mark shall be between 40% and a maximum of 50% of the aggregate marks allowed for the paper.

c) Continuous assessment will for this purpose include routine term papers, frequent tests (formal and informal), assessment in Workshop or Laboratory applicable to respective programme;

d) At least two continuous assessment tests must be given per course per term.

e) Continuous assessment and terminal examination marked scripts must be returned to the student within reasonable time. However, the terminal examination marked scripts shall be collected back for safe keeping by the Chief Examiner.

37. The procedure for marking examination scripts and for determining and listing the examination marks for each course shall be decided by the Board of Examiners, subject to any directions by the Examination Committee of the Training Committee.

38. The mark for a course shall be the mean of the marks for the continuous assessment and terminal examination weighted as determined under paragraphs 37 and 38.

PART IX NOTIFICATION OF EXAMINATION RESULTS

39. After the Examination Committee has decided on the recommendation to be made to the Training Committee as in paragraph 32 above, the Coordinator may publish them to the students as provisional examination results subject to approval by the Training Committee which must be clearly stated in any publication made before the Training Committee approval is given.

40. After the Training Committee has approved examinations results the Coordinator shall notify students who are required to appear for the resit examination, repeat or to withdraw from the programme.

41. Liaison Officers may notify students of their results after the Board of Examiners' consideration subject to the Training Committee's final approval.

42. Transcripts of examination results shall be signed by the Coordinator. It should be in such a form as may be approved by the Training Committee from time-to-time and shall use later grades.

43. Certificates approved by the Training Committee shall be sealed with the Common Seal of the University and signed by the Registrar and Chairman of the Training Committee.

## APPENDIX II

## QUESTIONNAIRE (D)

Dear Respondent,

This is a questionnaire designed to assess the performance of the Staff Training Scheme of Ahmadu Bello University, Zaria. The information required is solely for postgraduate work.

It is thought that the result of this postgraduate research would help in examining the Scheme so that the University can continue to fulfill its policy objective of providing the necessary manpower requirements in various fields towards its teaching, research and community service endeavours. It is not designed to find fault with anybody or officer and any information provided would be treated with full confidentiality.

You are therefore requested to feel free to respond to the questions objectively and honestly. You will be doing the Ahmadu Bello University a lot of good if you do so, please.

BACKGROUND INFORMATION

1. What post (Administrative/Supervisory) do you hold?
   Answer: _____

2. How long have you been on your present post?
   Answer: _____

3. Where do you work in the University?
   Answer: _____

4. What is the nature of your job?
   Answer: _____

5. Mention your present rank with the date:
   Answer: _____

QUESTIONS

Please mark 'X' to answer the questions and make short and precise comments where necessary.

1. What section deals with Staff Training Scheme?
   (a) Office of the Vice-Chancellor ( )
   (b) Registry Department ( )
   (c) Faculty ( )
   (d) Don't know ( )

2. Staff Training and Development is necessary in the pursuit of the cardinal objectives of the University.

   Yes ( ) No ( )

3. Is there any training programme under the Staff Training Scheme to cater for your staff?

   Yes ( ) No ( )

4. If yes, state such programme(s) _____

   _____

5. Is the present level of teaching adequate for your departmental needs?

   Yes ( ) No ( )

6. How would you rate the performance of the Staff Training Scheme in turning out the required manpower for the University?

   _____
   _____
   _____

7. What, in your opinion, are the problems involved in the exercise?

   _____
   _____
   _____

8. What are the steps taken to minimize these problems?

   _____
   _____
   _____

9. How successful are these attempts?

   _____
   _____
   _____

10. What would you recommend as solution to this problems?

_____

_____

11. What is your assessment of the performance of your staff after completing the training under the Staff Training Scheme?

_____

_____

_____

12. Are the present level of facilities in the department adequate to enable trainees practice the knowledge they acquired under the Staff Training Scheme?

Yes ( ) No ( )

13. Will you freely recommend your staff for training under the Staff Training Scheme?

Yes ( ) No ( )

14. If no, why _____

_____

_____

15. Please state any other relevant information that you think could be useful in this study but which you think the questionnaire did not adequately cover.

_____

_____

_____

_____

_____

## APPENDIX III

## QUESTIONNAIRE (S)

Dear Respondent

This is a questionnaire designed to assess the performance of the Staff Training Scheme of Ahmadu Bello University, Zaria. The information required is solely for postgraduate work.

It is thought that the result of this postgraduate research would help in examining the Scheme so that the University can continue to fulfill its policy objective of providing the necessary manpower requirements in various fields towards its teaching, research and community service endeavours. It is not designed to find fault with anybody or officer and any information provided would be treated with full confidentiality.

You are therefore requested to feel free to respond to the questions objectively and honestly. You will be doing the Ahmadu Bello University a lot of good if you do so, please.

BACKGROUND INFORMATION

1. Present Rank and Date _____
2. Gender (Male/Female) _____
3. Marital Status (Married/Single) _____
4. Department _____
5. Years of Service at A.B.U. _____
6. Rank on 1st Appointment _____
7. Nature of Duties _____
8. Age (Mark `X' as appropriate)
   Under 40 years ( ) Above 40 years ( )
9. Level of qualifications (Mark `X' as appropriate)
   (a) Primary School ( ) Adult Education ( )
   (b) Secondary/Teacher Training School ( )
   (c) SSCE or GCE `O' Level ( )
   (d) Diploma ( )
   (e) Others (Please specify) _____
   _____

10. Courses attended under the Staff Training Scheme with dates:-
    i. _____
    ii. _____
    iii. _____
    iv. _____

QUESTIONS

Please mark 'X' to answer the questions and make short and precise comments where necessary.

1. What criteria are used in admitting students under the Scheme:-
    (a) Minimum requirement to cope with the studies ( )
    (b) Flexible - according to years of experience ( )
    (c) The particular pre-requisites for the course ( )
    (d) Others (if any) _____
    _____

2. In your opinion, what should be the criteria?
    _____
    _____
    _____

3. What criteria are used in recommending staff by the Department
    (a) Individual choice of staff ( )
    (b) Availability of particular course ( )
    (c) Needs of the department ( )
    (d) Others (if any) _____
    _____

4. Have you ever worked elsewhere? Yes ( ) No ( )

5. If yes, what differences have you observed in terms of in-service training?
    _____
    _____
    _____

6. Any improvement in the discharge of your duties after your training under the scheme?

   Yes ( ) No ( )

7. If yes, spcci fy your improvement(s)

8. If no, give reason(s)

9. Is your Department willing to release you for another course of training under the Scheme? Yes ( ) No ( )

10. If yes, why

11. If no, why

12. Are you motivated in the discharge of your duties?
    Yes ( ) No ( )

13. If yes, why_____

14. If no, why

15. Are the office equipment you use relevant to your training? Yes ( ) No ( )

16. If no, why _____

17. Any show of appreciation or otherwise by your Department in your duties since obtaining the last training?

    Yes ( ) No ( )

18. If yes, how _____

_____

19. If no, why _____

_____

20. Are you generally satisfied with your work?
Yes ( ) No ( )

21. If yes, how _____

_____

22. If no, why _____

_____

23. What are the criteria used in assessing job performance?

_____

_____

_____

24. In your opinion, what should be the criteria to use?

_____

_____

25. Do you think the Staff Training Scheme has been living-up to its expectation?
Yes ( ) No ( )

26. If yes, how? _____

_____

27. If no, why? _____

_____

28. What do you think are the problems affecting the performance of the Students of the Staff Training Scheme?

_____

_____

29. Do you think the trainees encounter any problem in their Departments after completing their courses?

Yes ( ) No ( )

30. If yes, what are the problems?

_____
_____
_____

31. In your opinion, should there be another alternative to the Staff Training Scheme?

Yes ( ) No ( )

32. If yes, why _____
_____
_____

33. If no, why _____
_____
_____

34. In your opinion, what are the importance of in-service training?
Mark `X' in your opinion(s) to below:-

i. It raises staff morale _____
ii. It improves efficiency _____
iii. It increases work output _____
iv. It promotes professionalism _____
v. It gives job satisfaction _____

35. Please state any other relevant information that you think could be useful in this study but which you think the questionnaire did not adequately cover.

_____
_____
_____
_____
_____

**APPENDIX IV**

**AHMADU BELLO UNIVERSITY, ZARIA**
**OFFICE OF THE REGISTRAR**

**STAFF TRAINING SCHEME**

R/ST/32 Code: 888302

FEES PAYABLE PER SESSION

| 1. Tuition Fees | STAFF | NON-STAFF |
|---|---|---|
| EDUCATION COURSES | | |
| (a) Basic Clerical | 100.00 | 200.00 |
| (b) Basic Stores | 100.00 | 200.00 |
| (c) Snr. Clerical Officers (Admin) | 150.00 | 300.00 |
| (d) Snr. Clerical Officers (Accts) | 150.00 | 300.00 |
| (e) Confidential Secretary IV | 200.00 | 400.00 |
| (f) Conf. Secretary II and III | 250.00 | 500.00 |
| (g) Assistant Stores Officer's | 150.00 | 300.00 |
| LIBRARY COURSES | | |
| (h) Library Assistants | 100.00 | 200.00 |
| (i) Senior Library Assistants | 100.00 | 200.00 |
| (j) Assistant Library Officer's | 150.00 | 300.00 |
| SCIENCE COURSES | | |
| (k) Basic Technology Certificate | 175.00 | 350.00 |
| (l) Intermediate Diploma | 250.00 | 500.00 |
| (m) Final Diploma (all Techniques) | 300.00 | 600.00 |
| ENGINEERING COURSES | | |
| (n) All Craft Courses | 175.00 | 350.00 |
| (o) Technicians' I | 250.00 | 500.00 |
| (p) Technicians' II | 300.00 | 500.00 |
| (q) Technicians' III | 375.00 | 750.00 |
| 2. Application Form | 20.00 | 20.00 |
| 3. Examination Fees | 25.00 | 50.00 |
| 4. Caution Deposit | 25.00 | 25.00 |
| 5. Transcripts | 100.00 | 100.00 |
| 6. Certificate | 50.00 | 50.00 |