THE STRUCTURE, ORGANIZATION AND FUNCTIONS OF THE INSTITUTE OF EDUCATION OF AHMADU BELLO UNIVERSITY ZARIA

BY

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AN INTERSHIP

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ABSTRACT

The writer wrote his Intership report on the structure, organization and functions of the Institute of Education Ahmadu Bello University, Zaria. The purpose of the Intership was to fulfil one of the requirements for the award of Master of Education Degree in Educational Planning and Administration by Faculty of Education Ahmadu Bello University, Zaria. During an intership, the intern learned practically those aspects of administration and planning that he was taught theoretically in the classroom.

The intern studied the Institute of Education which employed 666 workers and 3385 students who were undergoing various courses. In order to be able to carry out the duties assigned to her, the Institute of Education has been divided into the following nine divisions namely: Primary Division, Secondary Division, Teachers[1] Education Division, Languages Division, Art and Materials Development Division, Test Research and Measurement Division and Library Division. In addition to these divisions, there were two sections for Genera1 Administration and the Finance of the Institute of Education.

Each of these divisions and sections had certain specific roles to play. For instance, the Primary Division was responsible for training primary school administrators and teachers who were specialized in Infant Methodology. This Division also took care of Primary Education Improvement Project (PEIP), Primary Science a nd Primary Social Science.

The Division of Secondary Education was in charge of Long Vacation Programmes while the Teachers' Education Division took care of National Certificate in Education and Teachers' Grade II Certificate. The Division of Languages took care of four languages viz. English, Hausa, Arabic and French.

The Division of Research, Test and Measurement took care of Consultancy Services Supervision of Research Programme Collection and Analysis of comparative vita1 educational statistics, editing of research papers for publication in the Institute's sponsored Journals and conducting the Interim Joint Matriculation examination (IJMB). On the other hand the Division of Art and Materials Development concentrated its attention on curriculum development in Art and the development of Audio-Visual Aids. The Division of Library offered services to the Institute of Education as well as the ten northern states of Nigeria.

The next two sections tourched were the General Administrative set up or the Institute and the Institute's Finance, The administrative section of the Institute of Education controlled all the activities of the Institute as far as administration was concerned From the staff of Administrative section, administrative officers were appointed as secretaries to various committees and boards e.g. Institute Board of Governors, Professional and Academic Boards, Promotions and Appointment Committee, Heads of Divisions' Meetings, Board of Survey, Minor Committee, Zaria Area Tender Board, Publication Committee and so on.

The Institute Finance S ection was concerned with the payment of workers' salaries, preparation of invoices loans advances, expenditures and revenue. The Finance section was divided into four main sections:

1. The Finance Officer's Office,
2. The Headquarter Finance Office
3. Revenue and Expenditure
4. Loan Advances/Students Account.

Through divisional meetings genera 1 staff meetings, meeting of heads of division, Advisory Committee, Publication Committee and Consultation with the Professional and Academic Board and Board

of Governors, the Institute of Education was able to discharge its duties aa required by the university.

The various meetings and committees created forum for exchange of ideas and coordination of activities from all parts of the Institute of Education. The administrative structure and organizational set up of the Institute of Education were very up to date. Inspite of this, there was need to control the movement of workers, especially the messengers and clerical staff during working hours. The system of circulating informations from one division to the other was found inadequate and suggestions were made to improve the existing conditions. These suggestions included orientation for new employees, employment of literate messengers, security guards and publication and the circulation of Newsletters to pass informations to the Institute workers.

D E D I C A T I O N

To

The entire family of Adinlewa J.O.

ACKNOWLEDGEMENT

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CHAPTER 1

INTRODUCTION

1.1 THE PURPOSE OF WRITING

The writer has decided to write his internship on the Institute of Education of Ahmadu Bello University, Zaria in order to fulfil one of the requrements that a Master Degree Student of the Faculty must undertake before he or she can be awarded Master of Education Degree in Educational Planning and Administration. During an Internship training, a student of planning and administration has the opportunity to undergo practical training in Planning and Administration: The "personal professional qualities possed by the intern can be observed in [illegible] action and judgements regarding the readiness of administrative candidate for a particular administrative position. The status of the intern's skill and knowledge is revealed by behaviour in the internship, making possible the assessment of the need for additional experience and counseling of students into various administrative posts. Re-action to intern's behaviour, as expressed by people observing the intern are pooled and sorted in determinig the quality of administrative potential possessed by the

intern. The trainee "tries out" for administration in the intership" [1]

Intership was further described as a mean of scree ning people in and out of administratic furthering skill development and knowledge,acquisition, and providing service to the field".[2] As already highlighted in the above definitions, intership is very vital for any student of administration. To become a successful administrator, practical experience during training, a part from the theoretical accumulation of knowledge in the field, is very essential for the administrator-to-be. It can be compared equally with needed practical experience in the fields of engineering, (Mechanical, Civil or Electrical), Agriculture, teaching and the like. For instance, the theories and methodlogies that students of teachers' training colleges learn in their classrooms will not be enough to make them successful teachers. The theories and the methodlogies they learn from their teachers and textbooks will have to be demonstrated practically in the classrooms beforetheir pupils in full preparation for their life career as teachers.

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1. Conrad Briner's Article in "The Internship in Administrative Preparation".
2. Prof. Stephen P. Henoley: The Internship in Administrative Preparation , page 12.

Like the student-teachers in Teachers' Training colleges during their teaching practice, the interns gain a wealth of experience during their intership which are used to examplify administrative concepts such as organizational structure, decision-making, communication, co-ordination and the like. The students of administration need to learn the relationship between theory and practice during their intership. In nutshell the importacne can be outlined as follows:

1. Intership satisfies the need to develop better administrators than could be accomplished in an on-compus programme consisting largely of bookish training.

2. It provides the interns the opportunity of asssimilating knowledge, developing human relations and decision-making skills and attitudes appropriate to education and administration.

3. Internship helps in screening for administration.

4. Internship also helps students of administration in acquiring knowledge and developing skills requisite to successful performance in administration.

5. Internship provides the students with skill in human engineering in utilizing knowledge, in adapting to varying situational circumstances, and in accomplishing self-growth.

6. It provides experience in assimilating situations, personalizing administrative behaviour, exhibiting purposive manners, and conditioning proper behaviour habits.

7. The internship projects students into actual administrative situations so that a first-hand perception of situational circumstances is made possible. An educated sensitivity emerges as an administrative role, as he is engrossed in the action provess, as mediation is required in decision-making and as reflection is guided by the old hands in viewing the consequences of action taken by the intern. Varying forms of administrative behaviour are observed in others and judged by the intern; the satisfaction of accomplishment and commendation for work weel done combine to reinforce particular behavour in the - the genesis of purposive behaviour. The intern is assisted in the internship".3

The present study of the researcher involves practical experience in Planning and Administration of an educational establishment such as Local Government Authority, Ministry of Education, Administration of Secondary school and Post-Secondary school such as College of Education and University Administration. But the present writer has chosen to write his internship on the structure, organization and functions of the Institute of Education of Ahmadu Bello University, Zaria. The Institute of Education employe 666 workers and deals with about 3385 students undergoing various courses. The tables below depict the breakdown of the composition of the workers as well as the students.

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3. Ibid Conrad Briner.

1.2 STAFFING SITUATION AS AT 1ST OCTOBER 1979 *4

TABLE 1(a) SENIOR STAFF

i.	Institute Headquarter	= 43
ii.	Advanced Teachers College Zaria	= 78
iii.	Advanced Teachers' College, Kano	=49
	T o t a l	160

TABLE 1(b) INTERMEDIATE AND JUNIOR STAFF

i.	Institute Headquarters	= 128
ii.	Advanced Teachers College Zaria	= 232
iii.	Advanced Teachers College Kano	= 146
	T o t a l	= 506

TABLE 2: STUDENT POPULATION

i.	Advanced Teachers' College Zaria	= 1234
ii.	Advanced Teachers' College Kano	= 954
iii.	P.G.D.E.	= 87
iv.	N.C.E. (C.C.)	= 8181*
v.	Diploma Courses:	= 292
	(Educational Planning and) (Administration, Infant) (Method, Arabic and Hausa)	
	T o t a l	= 3385 "5

4* Institute of Education File No. EST/19

* Dr. Robinson's (Coordinator) Statements to Senior Staff during a meeting.

5. Ref. APC/FILE/COM.29/CO/IV.

As it has already been indicated, practical experience is very vital to any student of administration and planning, According to Chester Benard;

> "Administration is defined as the formalised system which deals with planning, communicating, controlling, decision-making and the organizational activities on the basis of an established authority in order to attain the stated objectives."

Luther Gulith and L.Urwick, declared that:

> "Administration has to do with setting things done with the accomplishment of defined objectives. The science of Administration is thus the system of knowledge where by man may understand relationships, predict results and influence outcome in any situation where men organized and work together for a common purpose."

The above definitions show the importance of administration and planning in any educational set up. Therefore, the administration of 666 workers (both senior and junior) and 3385 students cannot be regarded as a light assignment.

When the writer joined the Institute of Education to have his practical experience in Educational Planning and Administration, he was not given any specifict orientation or any booklet about the administrative set up of the Institute. Hence, he found it very difficult to understand how the Institute of Education was set up and run. The problem that the intern of this Internship experienced about the Institute of Education was not peculiar to him

alone. New entrants and visitors to the Institute of Education had exprienced almost identical problems. To alliveate this problem, the intern has decided to put his practical experience about the Structure, Organization and Functions of the Institute of Education into writing.

C H A P T E R 2

2, THE STRUCTURE AND ORGANIZATION

2.1. The Establishment and Composition of the Institute of Education

Although the Institute of Education of Ahmadu Bello University Zaria is often regarded as an autonomous Institution, the Institute is still part and parcel of the University System according to the law which established it in 1965. The law stipulates that "the Institute of Education, established by the Northern Nigerian Law No.10 of 1965, is a part of Ahmadu Bello University. It was semi-autonomous within the University frame-work"[6]

The composition of the Institute of Education was made up of the following:

a) The Institute Headquarters at the University main campus, Zaria. The Headquarter is divided in to seven functional Divisions apart from the Secretariat, the finance and Library viz:-

1. Primary Division
2. Secondary Division
3. Teacher's Education Division
4. The Division of Languages
5. Art and Materials Development Division
6. Research Division
7. Test and Measurement Division

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6. Ibid University Calender 1975 - 77.

b) Two Advanced Teachers' Colleges at Kano and Zaria. "These are constituent Institutions of the Institute of Education (page 296 A.B.U. Calender (1975 - 1977).

c) "Affliated Colleges comprising

1. The Advanced Teachers' College Sokoto
2. The School of Education of Kwara College of Technology, Ilorin.
3. The College of Science and Technology of Kaduna Polytechnic (in respect of its N.C.E. Technical).
4. The Federal Advanced Teachers' College, Yola
5. Advanced Teachers' College, Minna.
6. Advanced Teachers' College, Gumel, Kano
7. Advanced Teachers' Colege, Kafanchan.
8. Advanced Teachers' College, Jalingo.
9. Advanced Teachers' College, Katsina-Ala.
10. Advanced Teachers' College, Azare etc.

N.B. The affliation is for the purpose of certificate only.

d) Associated Colleges, comprising all the Grade II Teachers' Colleges in the Northern States for purposes of moderating their examination questions and scripts and of professional meeting of subjects panels and principal meetings.

2.2 ADMINISTRATIVE AND POWER STRUCTURE OF THE INSTITUTE OF EDUCATION

The University Council and the Senate of the University through the Vice-Chancellor still have control over the Institute of Education and other Institutes at Ahmadu Bello University. The hierarchical pattern of administra-

tion and power structure of the Institute of Education was as follows: The University Council had overall power as far as making of policies for the University are concerned. The University Council is the highest authority and it is headed by a Chairman appointed by the Chancellor of University. The next authority in decending the ladder of authority was the University Senate. According to Ahmadu Bello University Law, part III section 12 (1) the Vice-Chancellor was the ex-officio Chairman of the Senate.

"There shall be a Vice-Chancellor, who shall be the Chief Executive and academic officer of the University and who shall be the ex-officio chairman of the Senate".[7] The Vice-Chancellor was also a nember of two most imprtant Boards in the Institute: (1) The Institute of Education Board of Governors and (2) The Institute of Education's Professional and Academic Board. The Vice-Chancellor, like the chairmanship of the Senate, was the chairman of the Board of Governors, while the Director of the Institute of Education is the Chairman of the Professional and Academic Board.

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7. A.B.U. Calender 1975-77 Page 41.

2.3. THE ESTABLISHMENT AND COMPOSITION OF THE INSTITUTE'S BOARD OF GOVERNORS:

"There should be a borad of Governors for the Institute of Education which shall consist of:

1. The Vice-Chancellor - Chairman.
2. Director, Institute of Education
3. The Dean of the Faculty of Education
4. Professors of Education and Fine Art.
5. Two members of the Senior Staff of the Institute of Education excluding the constuent institutions elected by the Senior Staff.
6. Two members of the academic staff appointed by Senate
7. One member of Council, not being a member of the academic staff appointed by Council.
8. One person representing each of the States, appointed by the Military Governor of the state.
9. One principal of the Teachers' Colleges in the State.
10. One Principal of a constitutent Institution within the Institutions elected by said Principals.
11. Co-operated members.

i. The Emir of Abuja (Now Suleja)

ii. The Chief Federal Adviser of Education

iii. Representative of Christian Voluntary Agencies elected by the Agencies.

iv. Representative of Moslem Voluntary Agencies elected by the Agencies.

12. In attendance:

a. The Registrar of Ahmadu Vello University, Zaria.

b. The Bursar of Ahmadu Bello University, Zaria.

c. Secretary: The Secretary, Institute of Education".8

2.4. FUNCTIONS OF THE BOARD OF GOVERNORS

"SUBJECT TO THE OVERALL CONTROL AND DIRECTION OF THE COUNCIL AND TO ANY REGULATIONS MADE BY THE SENATE, THE BOARD OF GOVERNORS SHALL HAVE THE FOLLOWING POWERS AND FUNCTIONS:

a. To give policy directions as deemed necessary to carry out the functions of the Institute;

b. To consider and report to the Council on all proposals involving finance, and administration of property;

c. To approve the admission of persons as members of the Institute other than those persons who are members by right under paragraph 19. Statute and define the rights and obligations of members or any category of members;

d. To approve, on the recommendations of the professional and academic Board, the granting of the status of Associated Institute to an Institution;

e. To request and received from the Director and consider reports on the work of the Institute;

f. To provide for the council and, where relevant, the Senate a report of the proceeding of all meetings of the Board of Governors;

g. Subject to the provision of this statutes, to establish an appointment and promotion committee;

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8. Institute of Education: Director's Annual Report 1971/72 to the Board of Governors Appendix A pages 24-25.

h. To prescribe the organization and administration of the constitutent Institutions within the Institute and when deemed expedient to delegate to any committee or other body, to the Director of the Institute or to Principal of Constitutent Institution any functions which the Board of Governors is competent to perform in respect of a consitituent Institution;

i. To carry out any other functions conferred upon the Institute by the law or the Statutes or delegate to the Board of Governors by the Council; and

j. To appoint from its own members or otherwise such committees any function which the board of Governors is competent to perform".9

As already mentioned, the University Authority also created Professional and Academic Board for the Institute of Education; Statute (h - i).

2.5. THE ESTABLISHMENT AND COMPOSITION OF THE INSTITUTES' PROFESSIONAL AND ACADEMIC BOARD

"There shall be a Professional and Academic Board for the Institute of Education which shall consist of:

a. The Director, Institute of Education - Chairman.

b. The Vice-Chancellor of Ahmadu Bello University;

c. The Deputy Vice-Chancellor;

d. The Heads of Affliated Departments and the Professionals within the Affliated Departments;

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9. Article 2 of Statute of Ahmadu Bello University, 1977.

e. The Principals of the Constituent Institutions within the Institute;

f. Two members of the academic staff of the University appointed by Senate;

g. One member elected from amongst their own member by the staff of each constituent institution;

h. Two members elected from amongst their own member by the Senior Staff of the Institute, one of whom shall be a specialist in the teaching of the natural sciences.

i. (a) One person representing each of the states, appointed by the (Military Governor of the States;

(b) One principal of a Teachers' College in each State elected by the Principals of the teachers' Colleges in the States"[10].

2.6. THE FUNCTIONS OF THE PROFESSIONAL AND THE ACADEMIC BOARD

"These functions are: "SUBJECT TO OVERALL CONTROL AND DIRECTION OF THE BOARD OF GOVERNORS AND TO ANY REGULATIONS MADE BY THE SENATE, THE PROFESSIONAL AND ACADEMIC BOARD SHALL HAVE THE FOLLOWING POWERS AND FUNCTIONS:

a. To supervise the training of candidates for Institute's or other professional examinations;

b. To consider and approve courses and syllabuses of study;

c. To award or to recommend to Senate the award of Diploma;

d. To award certificates and other distinctions;

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10. Ahmadu Bello University, Calender, 1975

e. To assist in making arrangements for students to undertake teaching practices;

f. To make regulations to the conduct of the Institutes' Examinations;

g. To appoint examiners for the Institute's examinations and moderations for other examinations;

h. To promote and supervise the research work of the Institute;

i. To appoint from its own members or otherwise examining board, boards of studies or committees as may be deemed expidient and to delegate to any board or committee so appointed any of the functions which the professional and academic board is competent to carry out;

j. To consider any matter relating to the professional and academic work of the Institute and to deal with any matter referred to it by the board of governors or the Senate; and

k. To furnish the board of governors and where relevant, the Senate with reports of its proceedings;

l. To advice on the establishment and maintenance of provisional Library Services in the States and to assist in the teaching functions of the University at graduate and undergraduate levels"; 11

The functions of the Board of Governors and Professional and Academic Board of the Institute of Education of Ahmadu Bello University is to help the Institute of Education in carrying out its functions as stipulated down in the Ahmadu Bello University Statute 14 which states the functions of the Institute of Education as following:

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11. Ibid.

a. to act in advisory and consultative capacity to the ministries charged with responsibility for education in the states on any matters pertaining to education, and to collaborate with the said ministries both in the planning and extension of educational facilities to the states and in the provision, either by itself or in the conjunction with other bodies, of suitable courses of study and instruction.

b. under such conditions as may be prescribed by appropriate authority, to award, or to recommend to the Senate the award of diplomas, certificates and other distinctions;

c. to conduct and promote research and to act as a co-ordinating agency for research in all matters pertaining to education and the development of education in the states;

d. to promote the training of teachers and other persons engaged in or intending to engage in educational work;

e. to provide or co-ordinate in providing courses, conferences and lectures for persons concerned with or interested in education;

f. to provide educational centres for promotion of the educational interests of persons concerned with or interested in education;

g. to advise on the establishment and maintenance of provisional library services in the states; and

h. to assist in the teaching functions of the university at graduate and under graduate levels".12

The above functions of the Institute of Education is not carried out alone by one person. The functions are carried out under the leadership of the Director of the Institute of Education who is appointe by the University

12. Ahmadu Bello University's Calender, of 1975, pages 74 - 75.

Appointment and Promotion Committee acting on the consent of the Senate and Council of Ahmadu Bello University. According to the University Statue 14 already quoted page 78 of the said 1975 Calender, the position of the Director of the Institute of Educations is established. "There shall be a Director of the Institute who shall be responsible for the work and administration of the Institute. The Director shall be Ex-Officio member of all Boards and Committees appointed by the Board of Governors or the Professional and Academic Board. The Director shall annually prepare an estimate of the finances required for the Institute and submit it to the Board of Governors through the professional and academic board".[13]

The above quotation establishing the post of Director for the Institute of Education described the functions of the Director as if he is the only person who sigle-handedly carried out all the activities in the Institute of Education without having some workers ranging from unskilled mannual labouere to specialist and professors who are grouped into Divisions and subdivisions to carry out all the functions of the Institute on his name. The position of the Director (Superintendent) as the overall head is justified by

13. Ralph Calabauch: "School Superintendents'

Ralph Calabauch. "It is not necessary that a superintendent be directly involved in everything that occurs in a school system or that he be aware of everything that goes on. But, it must be assumed by all that what happens in a school system takes place in a structure broadly designed and directed under his leadership - The development of administrative structure seeks to specify the responsibility of every staff member. This can only be accomplished by a continuous effort to develop lines of authority, delineation of administrative tasks, written administrative procedures, job descriptions, and points at which consultation or approval is required - It is his (Director) responsibility to help members to see how their jobs fits into the total organization and how their functions in the organization affect the operation of related departments and the organization as a whole".[14]

It is quite true that the Director does not know every thing that goes on in the Institute of Education. But he has delegated his power to the head of Departments who act on his behalf in their various Divisions

14. Guide: Principles and Practices for Effective Administration page 54.

and sections. The heads of Divisions and sectional heads usually make regular consultations with the Director about matters relevant to their individual divisions or sections. In addition to personal consultations of the heads of division and sections, the Director has adequate knowledge of what goes on in every division in the Institute, through general senior staff meeting where each head of division or section has to give the reports of the activities in his own division. In this meeting, every senior member of staff has the priviledge to make his own constructive contribution to any report given by each head of division and section. The Director, as the Chairman of the meeting also has the opportunity to make constructive criticisms, corrections and contributions to all matters presented before him. It is also his duty in such a meeting to direct the staff, especially in problematic matters which need expertee knowledge and wealth of experience. As already mentioned the Director also have opportunity to have general knowledge of what goes on in the Institute of Education in his capacity as the member of the Board of Governors and the Chairman of Professional and Academic Board and any special committee meetings appointed by these two boards including heads of department's meeting, A.V. Advisory Committee and Publication Committee.

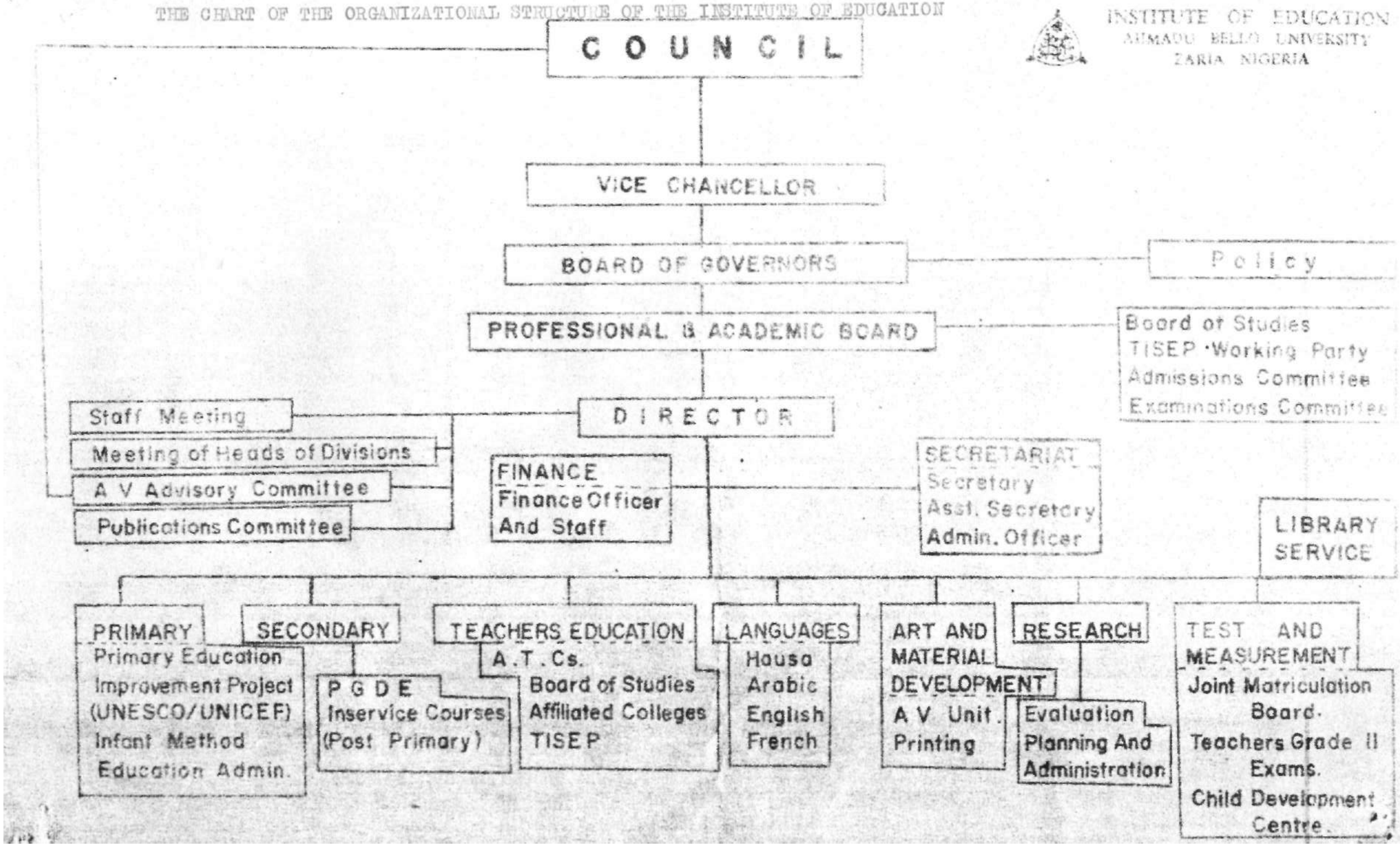
As far as the above paragraphs are concerned, it has been clearly stated that the Director makes use of division of labour and decentralized principles in his management. In support of this action Chester Bernard said "An ideal organization should be structured into Departments and units and should have both the line and staff units - Decentralization of organization leads to easy supervision and control, makes line communication to be easily kept and decisions speedly made - Decentralization facilitate the development of capable executive at various locations to carry out the work of each section. It also leads to flexibility".[15]

In the following chapter the intern will outline the major functions of each divition/section and sub-division or sub-section under it. This gives any reader quick insight into what are operating in each division or section of the Institute of Education of Ahmadu Bello University, Zaria.

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15. Chester Bernard: The Functions of the Executive page 73.

THE CHART OF THE ORGANIZATIONAL STRUCTURE OF THE INSTITUTE OF EDUCATION



C H A P T E R 3

3.0 THE FUNCTIONS OF THE VARIOUS DIVISIONS.

3.1. DIVISION OF PRIMARY EDUCATION

The head of this division was Dr. D.O. Kolawole. The division was divided into five main sections in order to carry out the duties assigned to it amicably The sections were (a) Educational Planning and Administration. The staff of this section consisted of Mr. William Abdulsalam, Mrs. D.O. Otu, Mr. Joseph Foleke and Mr. Joseph O. Adinlewa (the writer) and Alhaji Abba, who was then on study leave in the United State of America. The main function of this section of the Primary Division was to train educational administrators and planners. The Educational Planning and Administration students used to spend one academic session for their course. At the end of the course, successful candidates were awarded Diploma Certificate in Educational Planning and Administration.

The staff of the Infant Method Course of the Primary Division was made of Mrs. J.M. Ibiwoye, Mrs. S.E. Ohe, Mrs. Omojuwa (N.Y.S.C.) and Mr. J. Ade Adeyemi.

The remaining three sections were managed by each of the following lecturers: Dr. D.O. Kolawole was in charge of Primary Education Improvement Project (PEIP). Dr. Peter Asun was in charge of Primary Science, while Mr. Victor Onyabe took charge of Social Studies in Primary Schools.

Although the principle of division of labour according to the lines of specialization was used, there were some degree of interaction and interplay of activities among the different sections. Infact, the spirit of team work was highly encouraged in the division.

3.2. DIVISION OF SECONDARY EDUCATION

Dr. S.C. Aleyideino was the head of this division. Other members of his division consisted of Dr. E. Udoh and Mallam Lawal Funtua who were in charge of Social Studies. Dr. Peter Oyebanji was in charge of Science Education in the Secondary Schools. Professor Peter Lassa who was formerly in charge of Mathematics had left the Institute for University of Jos, while Mr. Bojuwoye and Mr. Mayberry had also left the service of the university.

The attention and activities of this division were mainly devoted to organizing and running of inservice courses for teachers in post primary institution in

order to promote and improve the standard and quality of education in Nigeria. During the Long Vacation sesion of 1978/1979, well over 2,000 students took part in a wide variety of courses ranging from pre-graduate to post-graduate Diplomas and Certificates."[15]

The In-service courses ran by this division during the Long Vacation period of July to September included the following courses:

TWO TO FIVE LONG VACATION COURSES.

a. "Post-graduate Diploma in Education (Sandwich Programme).

b. Diploma in Hausa Studies,

c. Diploma in Arabic Studies

d. N.C.E. Correspondence Course

e. Educational Planning and Administration.

SHORT COURSES LASTING ONE TO TWO WEEKS

f. Mathematics Workshop for Post Primary School Teachers.

g. Basic Course in Social Sciences for Primary School Tutors.

h. Practical Science Workshop in Examination for Grade II Teachers' Colleges Examinations

i. Course for school administration and management for Headmasters/Headmistress.

j. Workshop for career masters in guidance for teachers in secondary schools.

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15. "Director's Annual Report to the Board of Governors, 1976 - 77.

k. Supervisory in Mathematics for Post Primary School Inspectors.

l. Remedial English Language at the Junior Post Primary Level.

m. Educational Statistics for Education Planners.

n. Workshop in Post Primary Education in the ten Northern States".16

The staff of the division also published books and presented papers at national and international conferences and seminars.

3.3. DIVISION OF TEACHERS' EDUCATION

This was another division in the Institute of Education. The head of the division was Mr. Bamijoko. He was assisted by Mr. Uzoma. This section was concerned with National Certificate in Education and Grade II Teachers' Certificate Examinations. The division co-ordinated all the activities of the Board of Studies which used to set Internal examination papers of Teachers' Grade II for the nine States out of ten States in the Northern part. (Borno was left). The marking and moderation of the marked examination scripts was carried out by the staff of the division.

16 Institute of Education Publication in New Nigeria of 7th June, 1978; Directors Annual Report of 1976 - 77 and Report 1978 Summer Vacation courses.

This division in collaboration with Dr. E. Gonzales, a UNESCO Home Economic specialist, produced Tutors' Guide Books I - IV in the Home Economics for Teachers Grade II Colleges. In addition, to this [illegible] division produced study guides in Social Science and Mathematics for both Advanced Teachers Colleges and Grade II Teachers Colleges.

Apart from the production of Teachers' Guides for teaching, the division held workshops with the needy ministry of the then northern states. She also organized workshops on a common mathematics methodology syllabus for Advanced Teachers' Colleges at Sokoto, Kano and Zaria.

3.4. DIVISION OF LANGUAGES

The head of this division was Dr. R.A. Omojuwa, while his other members of staff included Mr. Tunde Lakoju, Alhaji Dahiru Mohammed Zarruk and Mallam Faruk Imam and Mrs. Imasuen. Dr. Omojuwa, Mr. Tunde Lakoju and Mrs. Imasuen were in charge of English Language. Mallam Faruk was in charge of Arabic Language, while Alhaji Zarruk was in charge of Hausa Language. At the Institute Headquarter and in the division of languages, there was no lecturer specialising in French Language. During the Long Vaction Course, lecturers in French Language were invited from the Advanced Teachers' College Zaria to teac P.G.D.E. students.

THE ENGLISH LANGUAGE UNIT

"The English unit provided teaching services for all the full-lenghth courses ran by the Institute, namely: Infant Method Course, Educational Planning and Administration course and Post-graduate Diploma in Education. In addition, the unit was fully infolved in the N.C.E. by Correspondence course, especially in teaching, syllabus designing and materials preparation. All the English instructional materials for the correspondence course were edited by the English unit staff who also participated in the writing of these materials. The English Literature papers for Teachers Grade II Certificate Examinations in the Northern States were moderated by the English Unit"[18].

2. ARABIC UNIT

"The Unit organised several meetings for the moderation of examinations scrips and questions papers in Arabic, I.R.K., and Islamic History for Higher Elementary Grade II and Higher Islamic Certificate" [19]

1. MATERIALS PRODUCTION: This unit contributed to NCE by Correspondence materials production in the area of Arabic. Work materials on principles of education school administration, Arabic Method, Islmaci Studies Methods all written in Arabic"[20] were produced in the unit.

18. Ibi page 46

19. Ibid page 45

2. ARABIC DIPLOMA COURSES;

This unit also offerred courses at primary, post-primary and post-graduate levels.

3. HAUSA LANGUAGE UNIT

This unit was in charge of courses leading to the award of Hausa Diploma Certificate.

CURRICULUM DEVELOPMENT AND PUBLICATION

This section produced the following instructional materials in Hausal Language;

1. Karatu Da Rubutu A Harshen Hausa (A Guide to Hausa Orthography).
2. Labaru Don Shakatawa na Alhaji Haruna Ningi
3. Magana Akan Koyar Da Hausa na Alhaji Ahmadu Tijjani Inuwa and R.M. Zarruk.
4. Shawarwari Ga Mai Fassara na Alhaji Tijjani Mohammed Dukawa.
5. Siffofin Aikin Koyarwa na Rabiu Moh. Zarruk.
6. Tasirin Zuwan Turawa a Mulkin Kasar Hausa na Muhammadu Abdu.
7. In addition to the above publications, the Hausa unit was involved in translating Primary Science and Primary Mathematics in Hausa, namely:-
   i. Kimiyyar Firamare
   ii. Lissafi na Oxford Book 1 - 6.
   iii. Specialist were engaged to write Hausa Text in Hausa Grammar, Hausa Culture, and Hausa Literature.

3.5. DIVISION OF ART AND MATERIALS DEVELOPMENT

The head of this division was Mr. J.moh Akolo and the other members were Mallam Tanko, Mr. J. Ejoga. This divison also has some supporting staff.

Mr. J. Akolo was concerned with general administration, supervision and co-ordinating all the activities in the division. Mallam M. Tanko was mainly concerned with the graphic writing and photography, while Mr. J. Ejoga was the Artist as well as sign board and certificate writer for the Institute of Education.

This division also dealt with curriculum development in Art and the development of Audio-Visual materials. In 1977 the division worked with both Federal Ministry of Education and the Nigerian Educational Research Council to prepare the Universal Primary Education (UPE) Teacher Education material. The Unit also produced slides, and visuals to back up Home Economics and Social Studies texts.

The division used to set annually a common paper in art and crafts for the Grade II teacher-certificate in the norther states with the exception of Borno. This division was also responsible for printing of Teachers' Grade II internal examination papers. The division also produced and circulated the Institute's Film Catalogue to Teachers' Colleges and other affliated Institutions. In addition to

the above functions, she also produced photographics and negatives for books publication and visual aids in teaching. She also helped in teaching students who offered Educational Technology as an optional subject at post graduate Diploma in Education level.

3.6. DIVISION OF RESEARCH TEST AND MEASUREMENT

The head of this division was Dr. T.A.F. Afolayan who was the former Principal of Advanced Teachers' College, Kano. His other members of staff included Mrs. Zielonka, Mr. During and Mr. Y.Jato. Dr. Afolayan co-ordinated and supervised all the activities in the division. The work of this division included consultancy services in the areas of Research Design, statistical procedures, supervision of the research programme of students in the post-graduate diploma in education course. The other assignments of this division included (1) collection and analysis of comparative vital educational statistics of the northern states, (2) Editing research papers for publication in the Institute's sponsored journals, (3) Conducting the Interim Joint Matriculation Examination for University Entrance purposes (IJMB) (4) It was also involved in the organization of Joint examination procedures which were intended to form part Teachers' Grade II"[21].

3.7 THE LIBRARY SERVICE DIVISION

By the time I started collecting information about the main functions of the Institute of Education Library, Alhaji Wali was the Librarian in charge. Later Mrs. Udo took up from him. When Mrs. Udo went to overseas for further studies, Mr. Aguda was appointed as the Institute Librarian. Mr. Isa Afegbua who was a Library Officer was next to him. With the assistance of their supporting staff, they carried out their duties in the library.

FUNCTIONS.

The library service division was divided into four sections, namely, 1. Library Service Section, 2. Consultancy service, 3. Research Resource unit and 4. The Institute Librarian Office.

1. The Library Service Section: This section was charged with the duties of collecting appropriate books, periodicals and audio-visual materials in education and related areas to support the Institute's teaching and research work. It also gave lending services to the students and staff of the Institute of Education.

2. Consultancy Services: The duties of this section included working with Ministries of Education, State Libraries and the National Library of Nigeria in School Librarianship to develop Library Stock, design programmes

of workshop and train Librarians. This unit also coordinated all the activities of Library experts by holding eetings for promoting school library development.

3. Research Resource Unit: This section provided informations based on primary source materials for research in Education and related areas. The section took care of all Institute of Education publications, Government Edicts, policy statements and white papers and statistics data on education. In addition, this section provided selected bibliographies and developed a union catalogue of books and journals in education held by the libraries that made up the education complex. It hoped to include education collections at Kashim Ibrahim Library, Advanced Teachers' Colleges, at Kano and Zaria.

4. The Institute Librarian Office: This office was the centre of administration and professional leadership of the library. The Librarian organised developed and co-ordinated the work of all sections of the library mentioned earlier. Apart from his membership of Institute and other committee which cared for the growth of Library serivices, he played the role of professional liason officer with the libraries and resource centres throughout the Ahmadu Bello University complex.

3.8. GENERAL ADMINISTRATION OF THE INSTITUTE OF EDUCATION

Administration (Mbiti 1976:2)" is the formalized system which is intended to control, supervise, plan, and make decisions about the various activities of an organization on the basis of established authority. In short, administration is the authoritative art of getting things done". The administrative section of the Institute of Education as already defined by Mbiti, was concerned with the control, supervision, planning and decision making about the various activities of the Institute of Education. The Secretary Mr. P.L.O. Adaba, and all the administrative staff were to carry out the necessary duties of the Institute. The Secretary and his lieutanents shared the duties among themselves. They were secretatires to many boards and committees. These committees and boards included the following: Boards of Governors, Professional and Academic Board, Boards of Finance, including Estimates; Intermediate and Junio Staff Promotion and Appointment Committees; Institute Administrative Staff monthly meetings; Head of Division Committee; Professional and Academic Board, Committee, Institute Board of Survey; Institute Estimate Committee;

David M. Mbiti (1976) Foundations of School Administration: pages 1 - 15 published by Oxford University Press Daasalem. Lusaka.

University Joint Consultative Committee; Intermediate and Junior Staff Training Committee; Senior Staff Meetings; Minor Works Committee; Purchasing Committee and Publication Committee to mention a few. In addition to the above functions, the Secretary was directly responsible to the Director for general policy matters and the administration of the Institute, staff and staff training.

The secretary also assigned his administrative staff to carry out functions such as transport control and maintenance including licences; issue of petrol, and letters for repairs of vehicles, issuing of all Institute certificates, discipline of all Intermediate and junior staff; immigration matters including residence permit, work permit, transport and travel including issue of warrants and the like. These administrative officials were attached to each of the divisions in Institute. They also supervised the labourers, cleaners, drivers, messengers and the security men employed by the Institute of Education.

3.9. THE INSTITUTE'S FINANCE

Like the general administration of the Estitute of Education, the Finance section dealt with the finances of the Institute of Education in all respects such as payment of salaries, invoices, loan, advances expenditure and revenue. This section also based its functions on the

principle of division of labour as explained in the following paragraphs.

Alhaji M.A. Ibrahim was the finance officer of the Institute of Education, while he was assisted by four Accountants in persons of Mr. A.A. Bwayili and Mrs. Florence Durojaiye. In addition to this, Mr. M.S. Ekpohi was the accountant to Advanced Teachers College Zaria, while Mallam I.I. Babaita was the accountant for the Advanced Teachers' College, Kano. The Finance Officer supervised and controlled all the members of his staff in discharging their duties. He was fully responsible to the Director of the Institute of Education in all financial dealings including the finances of constituent instituions like Kano and Zaria which were directly under his control. The Finance Officer assigned duties to the accountants and their supporting staff. These duties included supervision of staff and accounts; checking of payment vouchers and expenditure control; keeping of vote books, funding to Advanced Teachers Colleges Kano and Zaria and Coordinating of their accounts affairs; preparation of statement of revenue and expenditure as might be required; issuing and controlling of security documents; coordinating of returns from headquarters and units for submission to computer centre; checking and approving petty cash re-imbursement. In fact the Finance Department of the Institute of Education was fully responsible for all financial matters.

responsible for the supervision and plans for carrying out all the assignments given to him by the Director. The head of division in turn divided the work to be done into sub divisions and then appointed a coordinator to carry out the coordination of all the duties of the section. The activities of the sub-division coordinators were subject to the knowledge and approval of the heads of the divisions. The coordinator of each sub-division held regular meetings and discussions with members of the staff in his own section. The coordinator distributed duties to be performed in his own section according to the qualifications and lines of specialization of each member. In support of this principle, Roy, (1960) said that:

> "At the moment when two people in related or common purpose came to form an organization, consideration must be given to division of duties and responsibilities that are required to fulfil the organizations objectives"25.

In the Institute of Education, the division of duties was well spelt out. Everybody had his division to work and in the division, individual member of staff had his or her own roles to play at a certain point of the organizational set up. Starting from the Director who had his administrative executive roles to play. He also

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25 Ibid R.H. Roy page 47.

performed part of his duties through the heads of divisions and each head of division worked through each coordinators under him. In like manner, each coordinator coordinated all the activities or duties to be carried out in his own section by the staff of the section. By dividing the duties to be performed into divisions and subdivisions, the Institute of Education of Ahmadu Bello University could carry out her duties as required by the university.

3.10 COORDINATION OF ACTIVITIES TO BE PERFORMED IN THE INSTITUTE

In order to achieve the objectives and goals of any organization there must be ways of coordinating all activities and goals of any organization there must be ways of coordinating all activities of the organization. In this connection two gread administrators in the 1930s in persons of Mooney and Reiley said that:

> "Co-ordinatife principle provides unity of action in common pursuit of a common purpose. It embodies the need for authority and leadership. But coordination comes about not only through the manupulation of hierarchy; its fruition depends also on the unifying forces of doctrine, spirit and morale"26.

Within any division in the Institute the principles of co-ordination was strictly adherent to.

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26. Prof. Frank P. Sherwood John M. Pfiffnery: "Administrative organization", 1960.

It followed both short a nd long scalar principle of mooney and reibey, In the short level it began at sectional leve l under a coodinator where he held a meeting with all the members of his section in order to plan and distribute a ssignments to be carried out in the section. The lines of coordinating principlae could be extended to the meetings of the coordinators and the entire members of a division under the chairmanship of the divisional head. In this meeting ea ch coordinator could give the report of all the activities in his or her section. Every member of the staff of the division had the opportunity to know what was going on in other s ections of the division other than his own. The members were allowed to make contributions to the progress of the division through interaction among themselves. The chain of of coordination of all the activities of the Institute of Education, A.B.U. wa s extended to a higher level of the Institute's genera l meetings of the S enior Staff. In this meeting the Director was the Chairman and the Secretary of the Institute was a lso a member. In this meeting, new pol icies and administrative changes a nd other vital issues were ma de known to

all the members by the Director. In this meeting also, all the heads of departments gave report of all the activities in their divisions. The Director and all other senior staff of the Institute at the meeting made contribution to the discussions during the meeting. Through this process, news of what happened in other divisions of the Institute were made known to all members.

In addition to the senior staff general meeting The Director held collective meetings with the hea ds of the divisions and sections of the Institute of Education. In this respect the chain of coordinating of all the activities in the Institute was stretched to a higher level.

Apart from the meetings of all the heads of departments the Director or his a pp ointed re presentative , also headed advisory comm ittee, publication committee and all other committees that were set up by the Board of Governors, and P rofessional and Academic Board of the Institute of Education.

Through these various meetings a nd committees, the Director at the apex of authority of the Institute of Education was able to carry out all his supervisory,

organizing, controlling, commanding a nd other administrative activities. This span of control of the Institute by the Director was not limited to the a cademic staff of the Institute alone. His span of control covered the administrative a nd the financial staff of the Institute under the lea dership of the Secretary a s the hea d of the administration and the Finance Officers as the controller and supervisor of all the financia l dealings of the Institute of Education.

C H A P T E R 4

4.0 CONCLUSION AND S UGGESTE D SOLUTION TO THE PROBLEMS

4.1. CONCLUSION

It was noted that the structure, administration and functionary activities of the Institute of Education, A.B.U. were not rigid in pra ctice as it might be thought of in a formal organization. Informal activities which were very necessary to run modern Institutions or orga nizations were practised.

There w ere interaction a nd interplay of activities in the Institute in order that the institution could achieve its objectives and goals as stated dow n in the University's Statute 14. A member of a divition might be called upon to serve in a ny other division if his s ervice was req uired in the sa id division at that very material time. For instance an E nglish specialist in the language division could be required, whenever necessary, to teach English Language in P rimary Division where courses for Diploma in Administration and P lanning and Infant Method Diploma were being undertaken.

In like manner, a specialist in mathematics or foundation of education could be required to teach in any section of the Institute where their services were required.

It was noticed that the services of the staff of the Institute of Education (though the staff were group ed into divisions for ea sy performances of their duties)were req uired in other part of the University and in the states. For instance, lecturers from the Ins titute of Education were req uested to lecture in the Faculty of Education a nd vice-versa.

It was a lso noted that the bureacratic administrative practices in some Ministries of Education or organiza tions were not strictly the order of the day in the Institute of Education.

In many occasions any staff of the Institute of Education might consult a higher authority eve n the Director in matters affecting him without the knowledge of his immediate boss. In pure bureacratic organizational set up this could not be practised as a junior officer demand would have to pass through many superior layers of a uthorities before it finally reached the hand of the overall head of the organization. In the ca se of the Institute of Education, problems were solved without following long chain of the bureaucratic fashion.

It was also observed that some circular letters did not reach the necessary quarters at the right time or many never rea ched their destinations. One of the reasons that brough about this set back in the Institute's administration was that most of the messengers were illitera te or semi-illiterate.

It wa s further observed that supervision among the junior staff of the Institute of Education was at the lowest ebb. According to my own personal observation some of these categories of staff seemed to be free to do what they wished to do at will within the working hours. It seemed not to be stra nge to get to an office without meeting most of the clerical staff there. Messengers a nd cleaners did not perform their duties satisfactorily a nd they were not penil ized for this.

A ccording to my own observations and findings most of the junior staff did segregate between the senior administrative staff and the senior teaching staff of the Institute of Education. I had a member of the junior staff saying that one senior administrative staff wa s like a god to him because his promotion, increase of salary and any other allowance depended upon the recommendation and approval of the said

senior administrative staff. Such a junior member of staff hardly or grudgingly took any instructions from the senior teaching staff in his section.

The system of passing vital informations among the staff of the Institute of Education needed thorough overhauling. Such system of p assing informations about important issues could be in form of newsletter. The contents of the weekly or fortnightly Newsletter might dea l with topics such as staff movement on supervision, arrival of new sta ff members, transfer, departure or resignation of staff, sickness, death, presentation of seminar papers and many other variety of topics.

The system of distributing and posting mail could be improved to facil itate quick despatch and receipt of letters.

5.2 SUGGESTED SOLUTIONS TO THE PROBLEMS.

1.. The Institute of Education should introduce sound policy of orientation for its new employees, may be a senior staff, intermediate or junior staff. The orientation may be the responsibil ity of the division receiving the new staff member or the res ponsibility may be given to the adminis trative section of the Institute of Education.

2. Up-to-date booklets should be prepared from time to time, treating the current function of each division or section of the Institute of Education.

3. The job description of each member of a division or section may be a junior or s enior s taff should be well spelt out and displayed in a big notice board in each division so that people may know who should perform certain duties. This will save a lot of time.

4. Messengers who are able to read a nd write should be employed to serve in the Institute of Education.

5. It is also suggested that a posting boxing be introduced into the Institute of Education. This posting box shoul d be placed in a strategic and secured place in the Institute where every staff of the Institute will have assess to it.

6. A suggestion box can also be introduced for the suggestions of the entire staff of the Institute of Education. By doing this more light can be thrown to the problems and solution of the staff.

7. The junior staff should be made to realise that they are responsible to both senior administrative staff and senior teaching staff.

8. Weekly or fortnightly Newsletter carrying vital news, events, changes, death, transfer, arrival

of new staff and the like should be published and circulated to all the senior and intermediate staff of the Institute.

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